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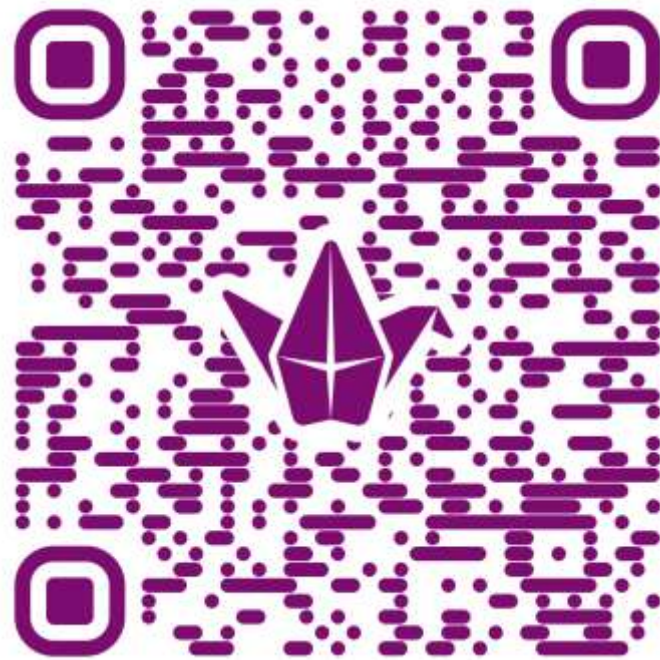
WORKSHOP

Staff development for educational transformation: what is impactful and for whom?

Francisca Miranda, Andreia Magalhães & Maitê Gil



When you think about Faculty Professional Development, what word(s) come to mind?





Staff development for educational transformation: what is impactful and for whom?

World Café format

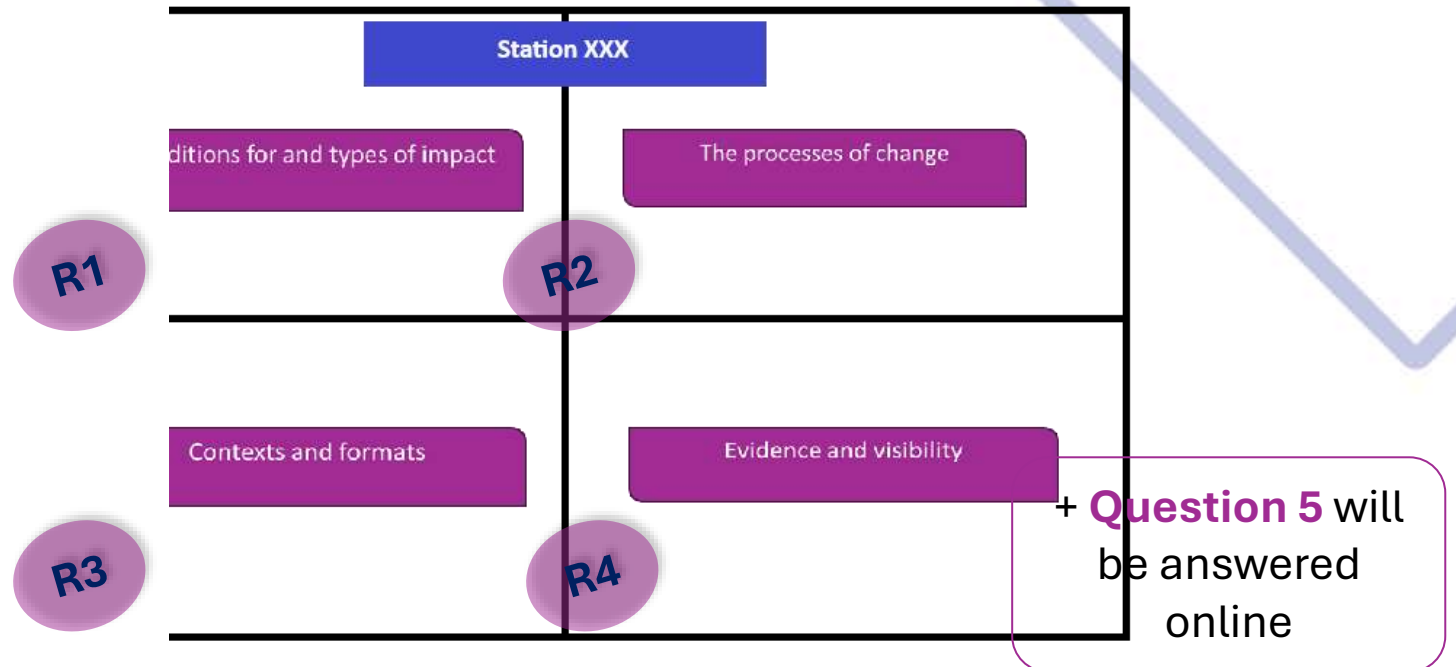
- 5 groups: each representing a specific faculty professional development initiative
- Each group will stay at one station for 10 minutes
- After, the group will move to another station.
- However, there must always be one person at each station who remains there throughout the activity to act as a **memory keeper**.



World Café format » 5 Rounds

- In each round, you will answer a specific question.
- This question will be the same for all groups; however, each group will answer it considering the professional development initiative represented by the station they are at.

One A3 in
each
station



What makes impact possible in this kind of initiative?

Guiding questions:

- Under what conditions does this type of professional development actually work well?

(e.g. time, institutional recognition, leadership support, incentives)

- What level and type of participant engagement is required for impact to occur?

(e.g. attendance vs. sustained participation, collaboration, follow-up work)

- Who is most likely to benefit from this initiative (and who is less likely to benefit)? Why?

(e.g. experienced vs. novice teachers, teachers vs. non-academic staff)

How does impact actually happen in this initiative?

Guiding questions:

- What are the key steps between participation in this initiative and changes in teaching practice?
(e.g. experimentation, reflection, feedback, peer dialogue)
- At which level does this initiative generate the strongest change?
(e.g. individual, team/department, institutional)
- Where does the change process most often stall or break down? Why?
(e.g. after the activity ends, during experimentation in class, due to lack of feedback, misalignment with institutional policies, workload pressure, absence of peer support, fear of risk or exposure)

How does design shape impact in this initiative?

Guiding questions:

- How does the format of this initiative influence participation and learning?
(e.g. face-to-face vs. online vs. blended; synchronous vs. asynchronous; scale of participation; opportunities for interaction)
- What aspects of this initiative can be adapted to different disciplines, roles, or institutional contexts without losing impact?
(e.g. level of structure, duration, facilitation style, assessment of participation, degree of participant choice)
- How flexible is this initiative in responding to participants' different needs, identities, and career stages?
(e.g. early-career vs. senior faculty, disciplinary cultures, teaching vs. leadership roles)

What counts as meaningful evidence of impact in this initiative?

Guiding questions:

- What forms of evidence best capture the impact of this initiative?
(e.g. changes in teaching practices, teaching artefacts, reflective narratives, peer feedback, student learning evidence, institutional indicators)
- Which types of evidence are most meaningful for different audiences?
(e.g. faculty, students, educational developers, department heads, senior leadership)
- How could evidence be generated or collected without overburdening participants?
(e.g. integrating evidence into existing activities, lightweight documentation, peer-generated evidence)

Round 5

3 strengths & 3 weaknesses

Based on the discussion at this station, what are the three main strengths and three main weaknesses of this initiative?



What can be understood as professional development?

Research indicates that faculty professional development is a **dynamic process** that involves a range of **continuing professional development actions** rather than following a single path.

Professional development can be perceived as an **ongoing process of reflection and review** that articulates with development planning that meets corporate, departmental and individual needs.

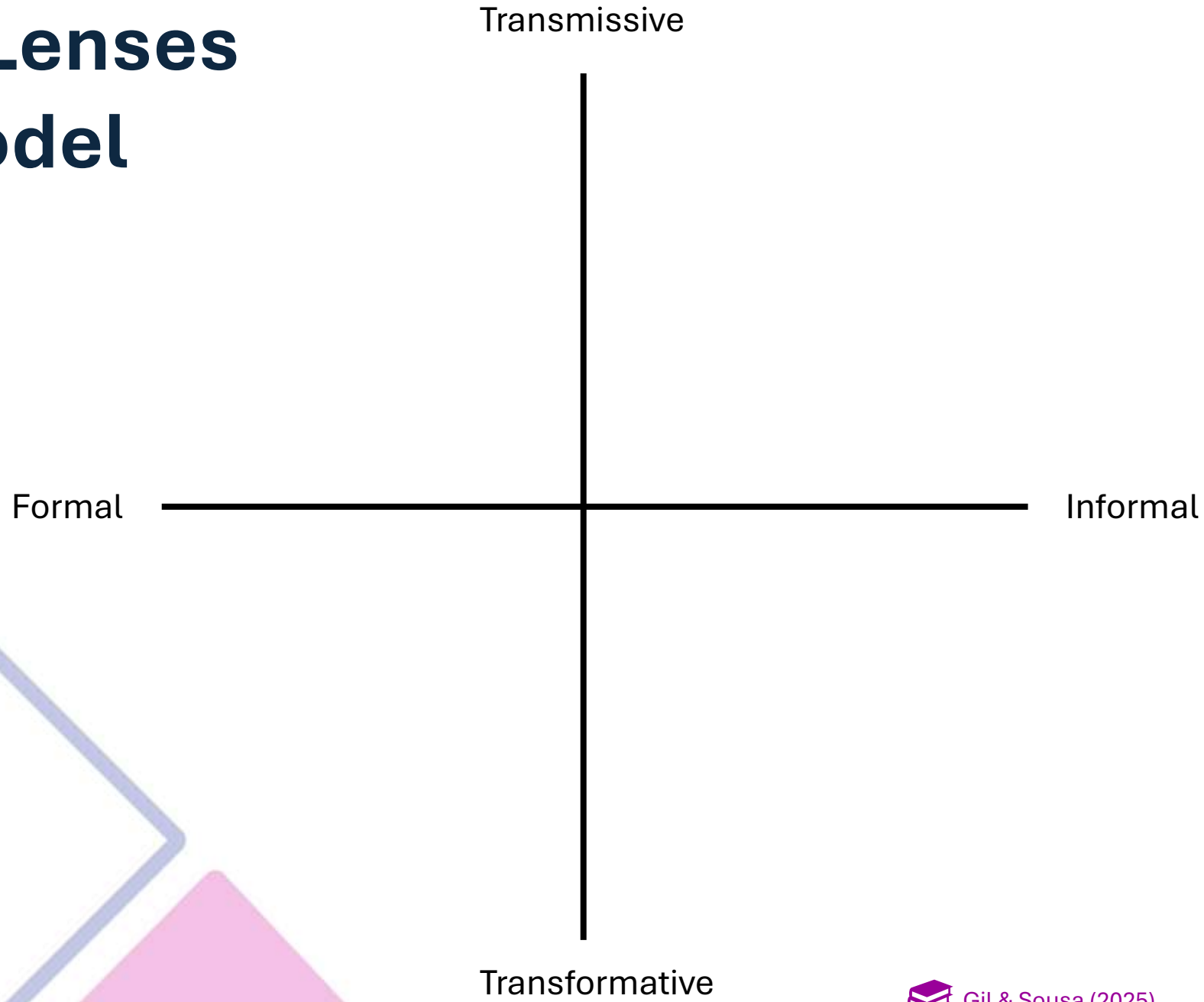
“better way of ‘doing’ things”

(Evans, 2014)



Kennedy, 2014; Evans, 2019; Smith & Wyness, 2024;
Middlewood et al., 2005

Dual Lenses Model



The Formal-Informal Axis

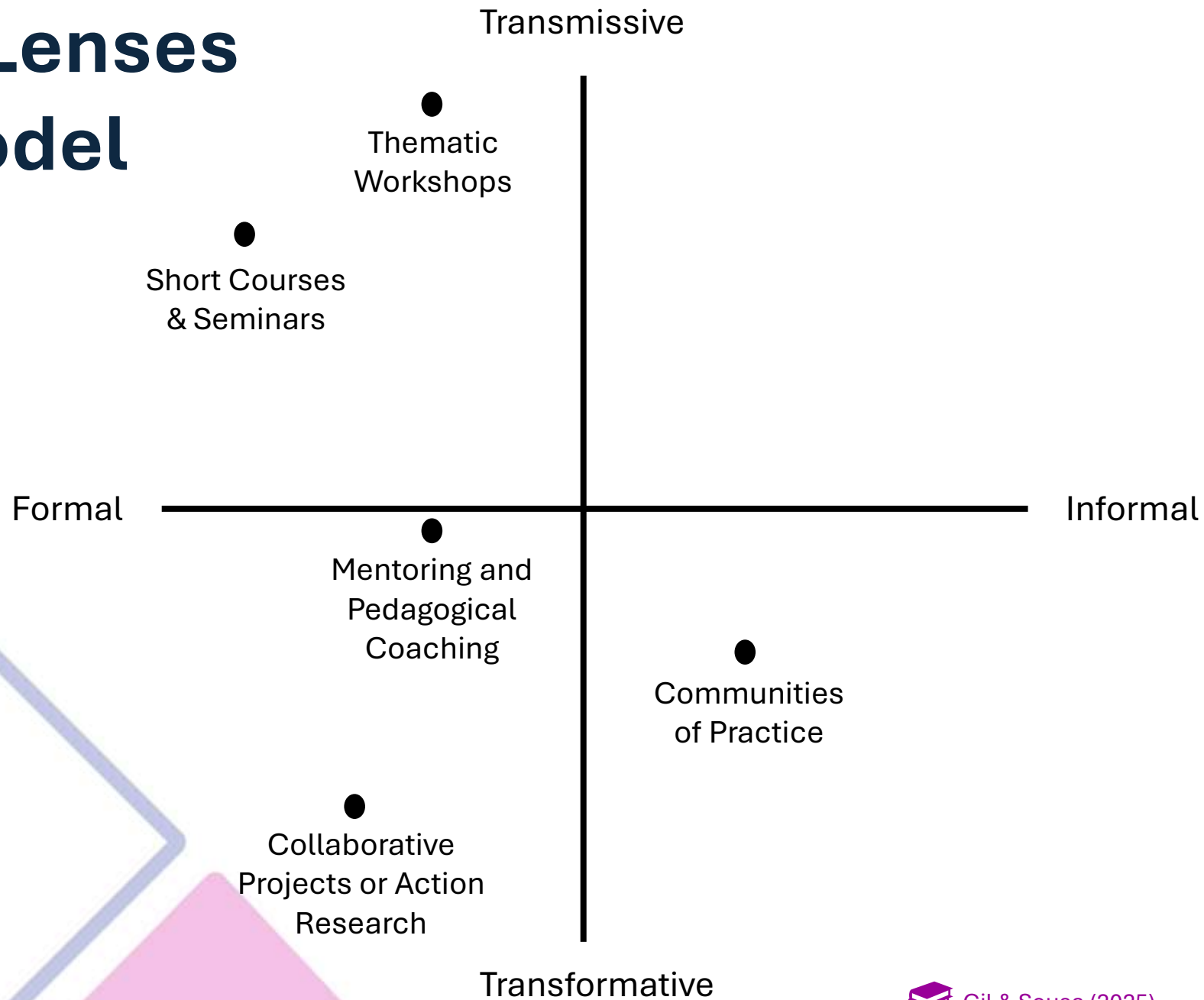
- **Formal PD activities:** Structured, planned, and often externally mandated; often perceived in terms of gaining qualifications; focus on absorbing new information, practical orientation and immediate applicability.
- **Informal PD activities:** More organic, self-directed, and integrated into everyday practice; characterized by spontaneity, flexibility and peer interaction, often occurring in daily routines; requires teachers to develop self-regulated learning skills and internal motivation.



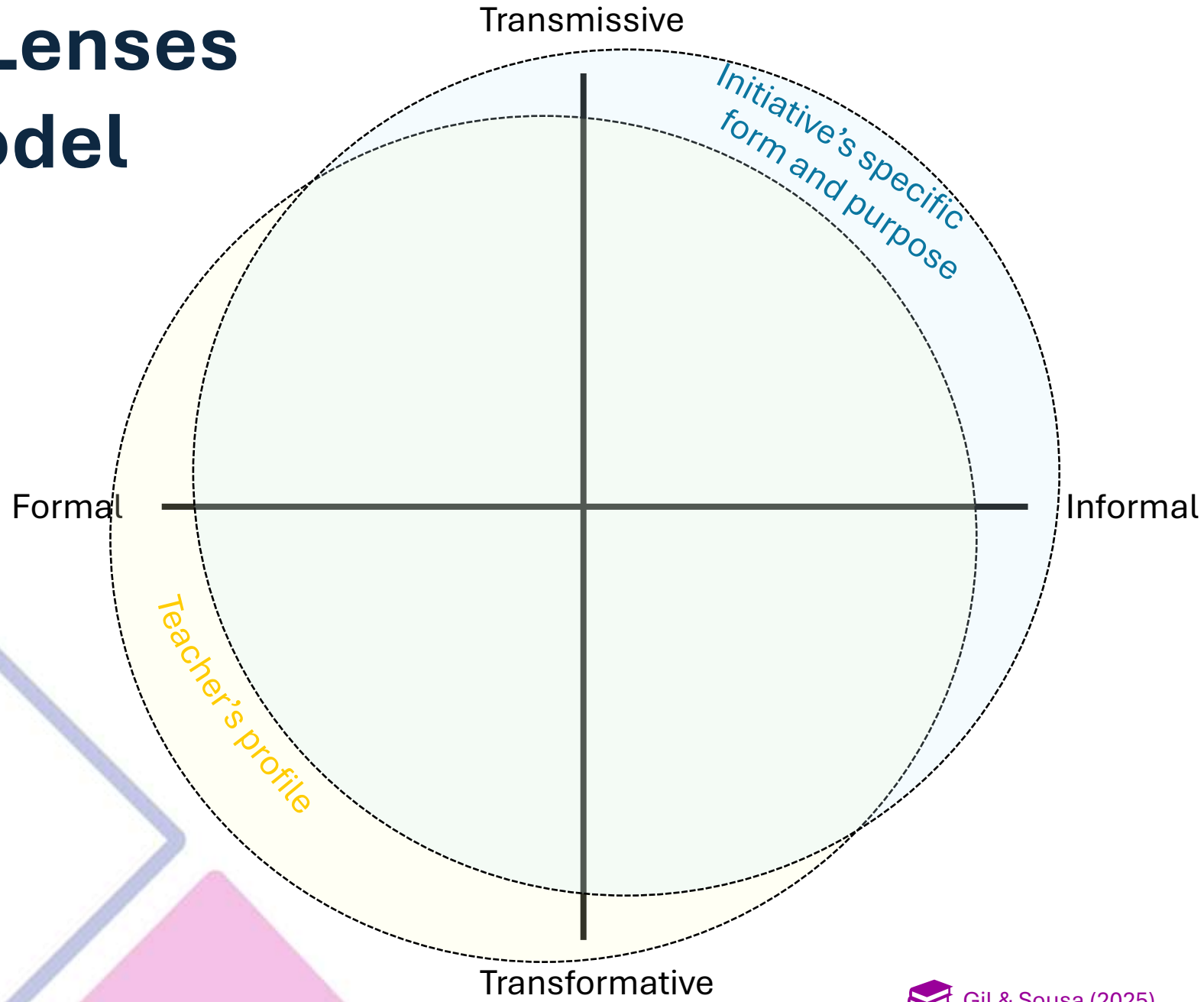
The Transmissive-Transformative Axis

- **Transmissive Models:** Focus on teacher development through expert-led instruction; usually target technical aspects of the job, rather than values or beliefs.
- **Transformative Models:** Aim to support professional autonomy and agency; focus on assimilation of concepts, engagement in reflective practice, construction of new knowledge and its application.

Dual Lenses Model



Dual Lenses Model



Gil & Sousa (2025)



- The complexity (and **IMPACT**) of faculty PD lies in the interaction between initiative design and the teacher's individual profile. **Each process is unique.**
- Thus, a **dual perspective** is needed when designing and evaluating PD programmes: considering both the initiative's form/purpose & the teacher's profile.
- In this context, institutions should focus on creating **diverse, flexible** opportunities that allow teachers to be agents of their own development.





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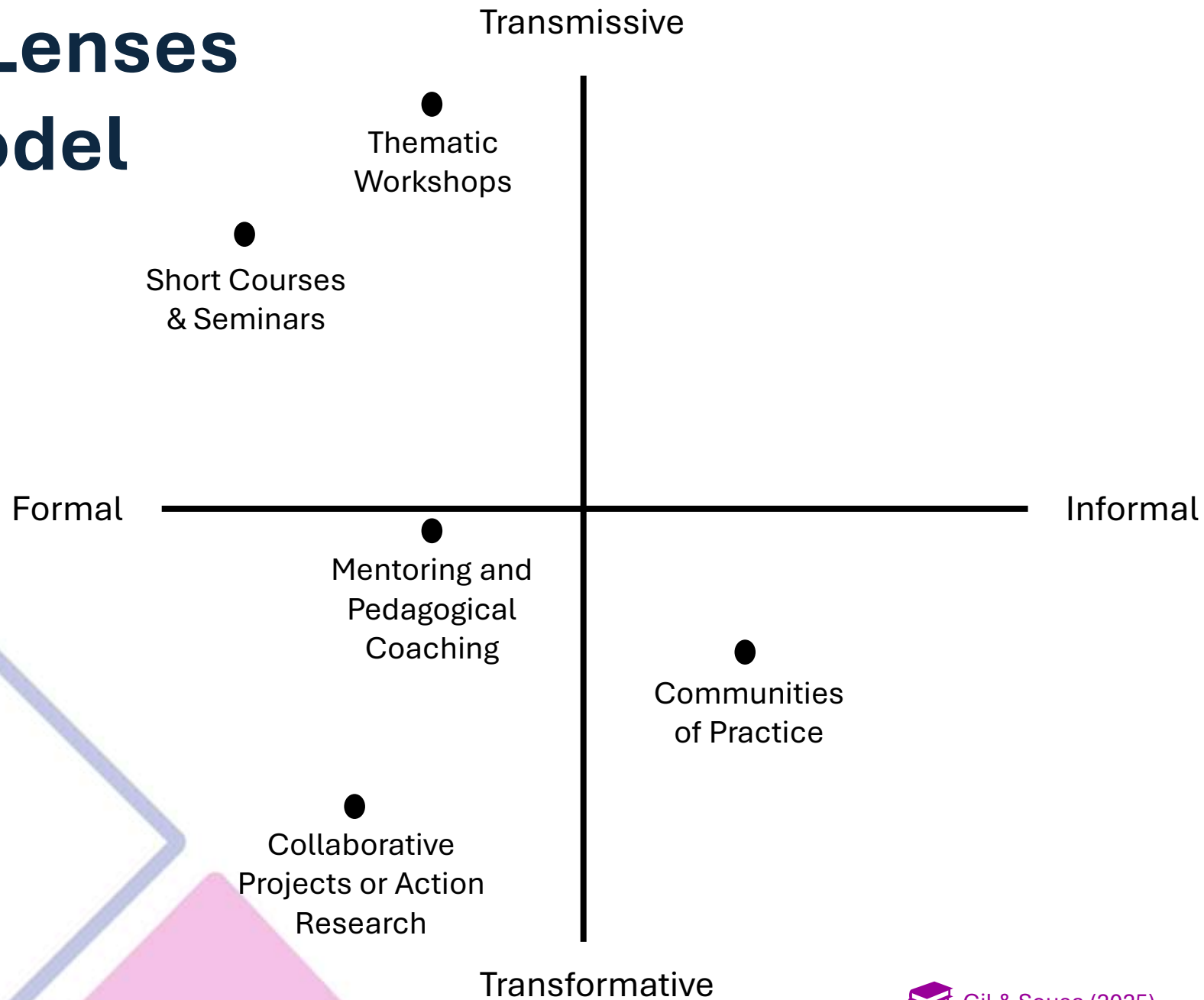


Final challenge

- Using the two-axis model provided, position each of the five professional development initiatives on the grid.
- Place each initiative by considering **both lenses** simultaneously:
 - The usual characteristics of the initiative, based on your prior experience
 - Your own profile as a teacher/academic developer (needs, context, career stage, motivations)

There are no right or wrong positions; the goal is to critically reflect on what is impactful and for whom!

Dual Lenses Model



References

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THANK YOU | OBRIGADA!

Francisca Miranda – fmiranda@ucp.pt

Andreia Magalhães – ammagalhaes@ucp.pt

Maitê Gil – mmgil@ucp.pt