

# Call for Submissions

## Professional Learning Symposium 2026

### Building capability and recognition in teaching excellence

Federation University invites expressions of interest to contribute to the 2026 Professional Learning Symposium - a one-day, highly interactive event focused on advancing practice and thinking in higher education teaching.

This symposium brings together colleagues involved in academic development, curriculum leadership, and scholarly teaching to explore how teaching capability is developed, recognised, and sustained across institutional contexts.

**Date:** Thursday 3 December 2026

**Format:** Hybrid (in person at SMB Campus, Ballarat and online participation)

### Symposium Focus

We welcome contributions that engage with questions such as:

- What does “teaching excellence” mean across different institutional contexts?
- How is teaching capability developed, recognised, and sustained?
- What tensions exist between institutional metrics and meaningful practice?
- How can professional learning initiatives foster scholarly and relational teaching cultures?

The program will be designed around short provocations and facilitated roundtable discussions, creating space for dialogue, critical reflection, and collaborative exploration.

We are seeking contributions that:

- provoke discussion and challenge assumptions
- surface tensions and complexities in practice
- engage participants in meaningful, facilitated interaction

The symposium will be delivered in a hybrid format, with in-person and online engagement.

Contributors should be willing to:

- facilitate participation across both in-person and online attendees (with support available), and
- design sessions that enable inclusive interaction across modes.

## Theme Strands

Submissions may engage with one or more of the following strands:

- **Developing teaching capability across careers**  
Exploring how capability is built, supported, and sustained across academic roles, including sessional and teaching-focused staff.
- **Recognising and rewarding teaching excellence**  
Examining how institutions define, measure, and recognise excellence in teaching, and the tensions that arise in doing so.
- **Professional learning as practice**  
Considering professional learning as embedded, relational, and practice-based, including approaches such as communities of practice.
- **Scholarly teaching and SoLT**  
Exploring the role of scholarship in teaching practice, and how staff engage in and are supported towards SoLT.
- **Tensions, systems and institutional contexts**  
Interrogating the structural, policy, and cultural conditions that shape teaching capability and recognition.
- **Building cultures of teaching excellence**  
Focusing on collective and cultural approaches to teaching quality, including leadership and institutional change.

These strands are intended to support framing and discussion; proposals that extend beyond these areas are also welcome.

## Submission Types

### 1. Provocations (Plenary)

Short, thought-provoking contributions that challenge assumptions and stimulate discussion.

- 10–12 minute input as part of a curated plenary session
- Should raise a clear position, question, or tension
- Designed to prompt participant dialogue

### 2. Roundtable Facilitation

Interactive, small-group discussions focused on a specific issue, challenge, or practice.

- 30-minute facilitated session (shared time block)
- Small group, highly interactive format
- Hybrid delivery (in-person + online participants)

Proposals should:

- Identify a clear issue, problem, or question
- Outline how participants will be engaged
- Articulate intended outcomes (e.g. insights, actions, strategies)

## Submission Requirements

Please submit:

- Title
- Type of contribution (Provocation or Roundtable)
- Key question(s) or focus, with 150-250 word description
- Brief outline of participant engagement approach
- Alignment with one or more theme strands
- Presenter details (name, role, institution)
- Short bio (75–100 words)

## Key Dates

- Submissions open: 29 June 2026
- Submissions close: 14 August 2026
- Notification: by 7 September 2026
- Symposium: 3 December 2026