Pedagogical leaders' checklist for developing higher education pedagogy

- Make sure that your higher education institution draws up pedagogical policies or a pedagogical operating model communally and through active discussions. Inform students and teachers of the pedagogical policies or the pedagogical operating model in different contexts and justify them.
- Crystallise your institution's policy on what kind of student competence higher education aims for.
- Develop your personal pedagogical leadership by participating in training, reading literature in the field, and discussing pedagogical leadership and the expectations associated with it with colleagues, teachers, and students. Improve your understanding of the basic processes of pedagogical leadership, or the curriculum process and feedback processes.
- Encourage teachers in evidence-based teaching development. Give teachers tips about the latest pedagogical research literature and facilitate their initiatives concerning evidence-based teaching development. Tell teachers where they can find help for developing their teaching.
- Draw on Finnish and international pedagogical research findings, versatile evidence, and learning analytics in your leadership. Avoid relying exclusively on your personal experiences and views in pedagogical leadership.
- Produce summaries of different types of feedback together and consider how they could be used to prioritise development measures. Put the plans into practice and monitor the launched development activities regularly.

Supporting a sense of community

- Listen to students and staff, and discuss matters related to student wellbeing and wellbeing at work with them. Develop ways of improving wellbeing together. Organising studies and teaching in a manner that supports student wellbeing and wellbeing at work is the key.
- Support the creation of a sense of togetherness among the staff and students.
- Draw up common rules and instructions for when study units can be implemented remotely, as contact teaching, or as hybrid teaching. Draw up clear principles regarding the situations in which artificial intelligence can be used in work and studies. Ensure that teachers have sufficient skills and opportunities for using digital pedagogy.
- Plan and organise different social encounters related to studying to support interaction between students.

Curriculum work

- Engage teachers, students, and workplace representatives in curriculum work.
- Take teachers' and units' initiatives seriously and make them part of the curriculum work.
- Tap research evidence as well as evaluation data and anticipation information in curriculum work.
- Draw up a common policy for the higher education institution to ensure that the curriculum cycle is as long as possible. This makes it possible to develop teaching over the long term and assess the success of the development efforts.
- Pay attention to the working life competence accumulated by students as part of the curriculum. Together with teachers and students, consider the areas and study units in which students accumulate working life competence.
- Account for internationalisation and sustainability competence, opportunities for continuous learning, and the realisation of multidisciplinary at the course level in the curriculum process.