**Professional Learning of Expert Teachers in Higher Education**

This project explored, through face-to-face semi-structured interviews, how nine award-winning teachers in higher education learnt to teach and now continue to develop their practice. The theoretical framework for the project is based on a model of the development and maintenance of expert performance. The model proposes that expert performers take a self-determined approach to learning which might be described as Deliberate Practice or Progressive Problem Solving, and this has been explored in a range of fields from athletics to the arts. The concept of expertise, as a continuous process of learning and development in order to better one’s own practice, is perhaps better aligned with the values of educational development than that of excellence which implies a static point that is reached by surpassing others. The aim of the project was to begin to test this expertise model in the context of expert teachers in higher education, using National Teaching Fellowship as a proxy criterion for expertise. As well as beginning to provide an empirical basis for a model of the characteristics of expertise in teaching in higher education, the outcomes of the project included cases studies of professional development and practical ideas for their use in educational development, and a reframing of the definition of continuing professional development to better suit the nature of its role in academia (see <https://drhelenking.wordpress.com/resources/> and King, 2019): “Professional development in higher education is a self-determined and purposeful process of evolution of teaching and research practices, informed by evidence gathered from a range of activities.”

King, H. (2019) Continuing Professional Development: what do award-winning academics do? *Educational Developments* 20.2, pp1-5