

The Long and Winding Road (Zen and the Art of Herding Academics)

Facilitator: Anthony Brand

Introduction

This will be an interactive workshop session which will enable participants to share approaches to academic staff development.

Participants will be encouraged to explore international and cultural perspective associated with the structures and approaches to initial and continuing professional development (CPD).

In order to establish the participatory dialogues the experiences of developing a set of national standards in the UK will be shared. The work of SEDA and the HEA associated with professional recognition and CPD will be presented.

Outline of Workshop

Activity	Time
Brief introductions and outline of the workshop; anticipated outcomes	10
A brief history of academic staff development in the UK – initial training/qualifications - <i>regulatory or self controlled</i>	10
Activity 1 – Sharing of international approaches and perspectives	20
CPD – the role of SEDA-PDF in supporting institutional approaches in the UK	10
Activity 2 – Institutional approaches to CPD	20
Concluding plenary	5
	75

Bibliography

The workshop will draw upon a range of published material including those of Gosling and Tait and Brand linked with UK studies; Prebble, Hargraves, Leach, Naidoo, Suddaby and Zepke in regard to broader international dimensions.

Biographical Information

Tony has been associated with the development of university lecturing staff and others who have an input into student learning for fifteen years +. In the UK he has worked across the university sector including City, Cambridge, Westminster, OU and Hertfordshire. He has also worked with colleagues overseas in Malaysia and Greece. He has developed an interest in cultural and global aspects of higher education. A former Chair of SEDA's Teacher Accreditation Committee and subsequently Chair of SEDA-PDF. He has recently presented workshops on international aspects of higher education and staff development at the ICED conference in June 2006 and INTI International Conference in August 2006. Currently Head of Learning Development at the University of Hertfordshire he will be taking up a senior post at Anglia Ruskin University in October 2006 as the director of Learning and Teaching development.

A Map of the Territory:

Where we are coming from? – Gaining a perspective on the last 20 years in the UK – players, agencies and national context/policies.

1988	1990/91	1997	1998	1999	2002/03	2004	2005	2006
SCEDSIP	SEDA Teacher Accreditation				SEDA-PDF			
		Dearing Report	Booth/King reports	ILTHE		HE Academy		National Standards Framework for HE
		NTOs HESDA		FENTO	Sector Skills Development Agency Sector Skills Council	Leadership Foundation	Lifelong Learning UK	Professional Standards for Lifelong Learning Sector

Acronyms:

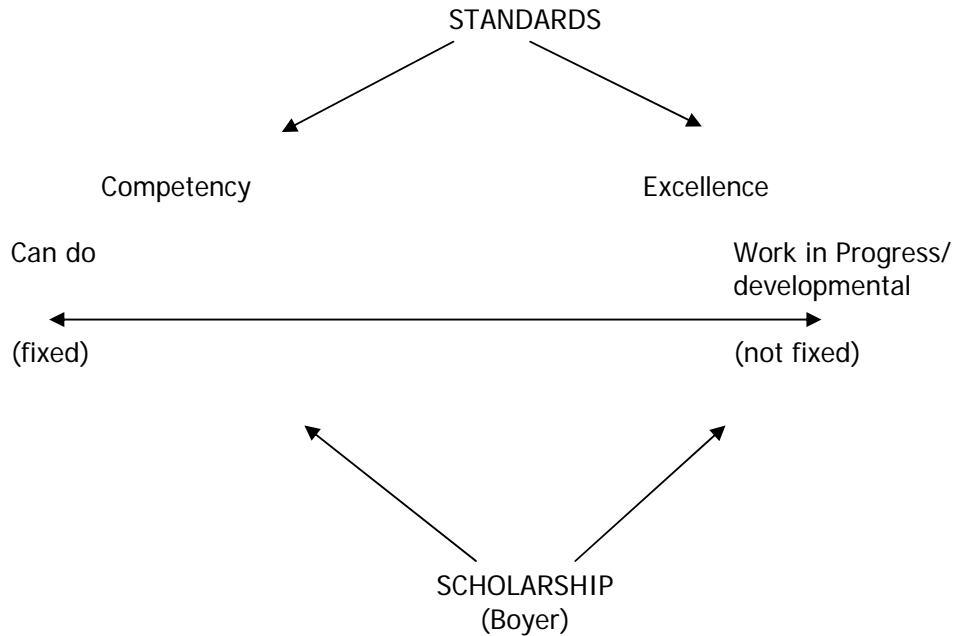
HEA	Higher Education Academy
HESDA	Higher Education Staff Development Agency
ILT	Institute for Learning and Teaching (in Higher Education)
LLUK	Lifelong Learning UK
NTO	National Training Organisation
SCEDSIP	Standing Conference on Educational Development Services in Polytechnics
SDF	Staff Development Forum
SEDA	Staff and Educational Development Association
FENTO	Further Education National Training Organisation

Useful Links:

HEA www.heacademy.ac.uk
 Leadership Foundation for HE <http://www.lfhe.ac.uk/>
 Sector Skills Development Agency <http://www.ssda.org.uk/ssda/PDF/delivery-remit.pdf>
 SEDA www.seda.ac.uk

Activity 1

Thus far the workshop has focused upon developments in the UK associated with the initial training of lecturing staff. It has possibly raised an issue about self regulation or imposed requirements. Also the standards may be seen from the perspective shown in the figure below.



In small groups explore and share international perspectives associated with the initial training or qualifications of new lecturing staff. (15 minutes)

Nominate a spokesperson to report back on the discussions in a plenary (5 minutes).

Activity 2

Our awareness of training issues has now extended into the area of Continuing Professional Development (CPD) for existing staff.

In small groups explore and share international perspectives associated with the establishing a CPD process for existing lecturing staff. (15 minutes)

Nominate a spokesperson to report back on the discussions in a plenary (5 minutes).

Resource Section:

a) SEDA Teacher Accreditation 1990 - 2002

Objectives

- Designed a teaching programme or scheme of work from a course outline, document or syllabus
- Used a wide and appropriate range of teaching and learning methods effectively and efficiently in order to work with large groups, small groups and one-to-one
- Provided support to students on academic and pastoral issues in a way which is acceptable to a wide range of students
- Used a wide and appropriate range of assessment techniques to support student learning and to record achievement
- Evaluated their own work with a range of self, peer and student monitoring and evaluation techniques
- Performed effectively their teaching support and academic administrative tasks
- Developed personal and professional strategies appropriate to the constraints and opportunities of their institutional setting
- Reflected on their own personal and professional practice and development, assessed their future development needs, and made a plan for their continuing professional development

Principles and Values

- An understanding of how students learn
- A concern for students' development
- A commitment to scholarship
- A commitment to work with and learn from colleagues
- The practising of equal opportunities
- Continuing reflection on professional practice

a) ILTHE Core Knowledge and Values Framework 2000 to 2004

This has been embraced by the UK HE sector as both membership and accreditation frameworks

Members of the ILTHE will be expected to have addressed **all five areas of learning and teaching activities** within both individual applications for membership and the taught/assessed elements of any course seeking accreditation.

1. teaching and the support of learning;
2. contribution to the design and planning of learning activities and/or programmes of study;
3. assessment and giving feedback to learners;
4. developing effective learning environments and learner support systems;
5. reflective practice and personal development.

Core Knowledge

Members of the ILTHE will be expected to have knowledge and understanding of:

- the subject material that they will be teaching;
- appropriate methods for teaching and learning in the subject area and at the level of the academic programme;
- models of how students learn, both generically and in their subject;
- the use of learning technologies appropriate to the context in which they teach;
- methods for monitoring and evaluating their own teaching;
- the implications of quality assurance for practice.

Professional Values

Members and Associates of the Institute will be expected to adhere to the following professional values:

- a commitment to scholarship in teaching, both generally and within their own discipline;
- respect for individual learners and for their development and empowerment;
- a commitment to the development of learning communities, including students, teachers and all those engaged in learning support;
- a commitment to encouraging participation in higher education and to equality of educational opportunity;
- a commitment to continued reflection and evaluation and consequent improvement of their own practice.

c) SEDA-PDF Named Award Area:

Learning, Teaching and Assessing

Introduction

This is one of the SEDA-PDF named awards available through SEDA's Professional Development Framework. It is of particular relevance to colleagues who hold posts, which involve learning, teaching and assessing together with associated course development activities.

Aims

- To support individuals in their professional activities and development aspirations
- To recognise individual professional achievements
- To advance professional practice
- To enhance the experience of students participating in higher education
- To encourage the development of learning communities with shared values

Audience

This award is for those who hold posts, which involve teaching, learning and assessing activities together with course development, evaluation and management. Participants are most likely to be lecturers in universities or colleges of F/HE, although some support staff may also find that they can demonstrate all of these specialist outcomes. The specialist outcomes broadly map to teaching and learning programmes in higher education institutions such as postgraduate certificates.

Values

Award participants will have shown how their work is informed by the SEDA-PDF Values

- a. An understanding of how people learn
- b. Scholarship, professionalism and ethical practice
- c. Working in and developing learning communities
- d. Working effectively with diversity and promoting inclusivity
- e. Continuing reflection on professional practice
- f. Developing people and processes

Core Development Outcomes

Award recipients will be able to:

- 1. Identify their own professional development goals, directions or priorities
- 2. Plan for their initial and/or continuing professional development
- 3. Undertake appropriate development activities
- 4. Review their development and their practice, and the relations between them

Specialist Outcomes

Additionally, award recipients will be able to:

- 5. Use a variety of methods for evaluating their teaching role
- 6. Inform their professional role with relevant strategy, policy and quality considerations
- 7. Extend their use of learning, teaching and assessment approaches
- 8. Contribute to the processes of module/programme design, implementation and evaluation
- 9. Provide support to students on academic/pastoral issues

d) **Further Education National Training Organisation (FENTO) (1999 – 2005)**

Principles of the DFES FENTO Framework. Attainment of the competencies is mandatory for all staff teaching in UK FE

Reflective Practice and Scholarship

Teaching in FE involves working with a wide range of learners, using diverse methods of teaching and learning. Teachers are constantly assessing learners’ needs and planning to meet those needs. The ability of teachers to reflect upon their practice and to employ appropriate methods, therefore, is a crucial one which any set of standards would seek to promote. Reflective practice and scholarship should also underpin the wider professional role of the teacher in managing the learning process, developing the curriculum and guiding and supporting the learner

Collegiality and Collaboration

Change is endemic to the sector. Any standards, therefore, should seek to promote flexibility and adaptability. The role of the FE teacher is extremely diverse and may change over time, reflecting both the developing interests of the teacher and the changing nature of the learner.

The Centrality of Learning and Learner Autonomy

Teachers and teaching teams should value the centrality of learning and the autonomy of learners. They should seek to provide learners with the skills and abilities to work effectively on their own and promote an attitude to learning as a lifelong process rather than the short-term acquisition of a set of specific skills. The development of key skills is an integral part of the promotion of autonomy.

Entitlement, Equality and Inclusiveness

Equality of opportunity is a crucial foundation upon which good teaching, learning and assessment are based. All learners should have access to appropriate educational opportunities regardless of ethnic origin, gender, age, sexual orientation, or degree of learning disability and/or difficulty. Consequently, the values of entitlement, equality, and inclusiveness are of fundamental importance to teachers and teaching teams.

An Extract from the FENTO Teaching Competencies

<p>C1 – promote and encourage individual learning</p> <p>d Identify and produce appropriate teaching and learning materials that engage learners’ interest and reinforce their learning</p> <p>g Evaluate the effectiveness of learning</p>	<p>C1</p> <p>b Agree learning goals and targets that support individual needs and aspirations within available resources</p> <p>d Identify and produce appropriate teaching and learning materials that engage learners’ interest and reinforce their learning</p> <p>e Recognise and build on the experiences which learners bring to the programme</p> <p>g Evaluate the effectiveness of learning</p> <p>h Acknowledge the effect of resources constraints and make best use of available opportunities</p>	<p>C1</p> <p>a Establish and agree individual learning needs, aspirations and preferred learning styles</p> <p>b Agree learning goals and targets that support individual needs and aspirations within available resources</p> <p>c Produce learning plans that encourage individual learning</p> <p>d Identify and produce appropriate teaching and learning materials that engage learners’ interest and reinforce their learning</p> <p>e Recognise and build on the experiences which learners bring to the programme</p> <p>f Agree a learning contract with the learner</p> <p>g Evaluate the effectiveness of learning</p> <p>h acknowledge the effect of resource constraints and make best use of available opportunities</p>
--	---	---

<p>C2 – facilitate learning in groups</p> <p>b Produce learning plans that encourage learning in groups</p> <p>e Ensure that all members of the group are involved in learning activities</p> <p>f Produce appropriate learning support materials using information learning technology where appropriate</p> <p>g Evaluate the effectiveness of learning and modify teaching plans where necessary</p>	<p>b Produce learning plans that encourage learning in groups</p> <p>c Encourage learning through sound group management including appropriate interventions in group activities</p> <p>d Facilitate learning through the use of collaborative exercises and encourage learners to support each other</p> <p>e Ensure that all members of the group are involved in learning activities</p> <p>f Produce appropriate learning support materials using information learning technology where appropriate</p> <p>g Evaluate the effectiveness of learning and modify teaching plans where necessary</p> <p>h Acknowledge the effect of resource constraints and make the best use of available opportunities</p>	<p>a Plan and select learning opportunities that involve group activity</p> <p>b Produce learning plans that encourage learning in groups</p> <p>c Encourage learning through sound group management including appropriate interventions in group activities</p> <p>d Facilitate learning through the use of collaborative exercises and encourage learners to support each other</p> <p>e Ensure that all members of the group are involved in learning activities</p> <p>f Produce appropriate learning support materials using information learning technology where appropriate</p> <p>g Evaluate the effectiveness of learning and modify teaching plans where necessary</p> <p>h Acknowledge the effect of resource constraints and make the best use of available opportunities</p>
<p>C3 – facilitate learning through experience</p> <p>f Support learners as they learn</p> <p>h Evaluate the effectiveness of the learning process and modify teaching plans where necessary</p>	<p>C3</p> <p>b Produce learning plans that encourage learning through experience</p> <p>d Encourage and support individuals in identifying personal experiences that enhance their learning</p> <p>f Support learners as they learn</p> <p>g Provide appropriately constructive feedback to learners and reinforce the learning gained through experience</p> <p>h Evaluate the effectiveness of the learning process and modify teaching plans where necessary</p> <p>i Acknowledge the effect of resource constraints and make best use of available opportunities</p>	<p>C3</p> <p>a Identify learning objectives amenable to learning through experience</p> <p>b Produce learning plans that encourage learning through experience</p> <p>c Plan and structure opportunities for groups and individuals to learn through experience, including opportunities to demonstrate and practise skills</p> <p>d Encourage and support individuals in identifying personal experiences that enhance their learning</p> <p>e Ensure that learning is appropriately structured, safe and adequately resourced</p> <p>f Support learners as they learn</p> <p>g Provide appropriately constructive feedback to learners and reinforce the learning gained through experience</p> <p>h Evaluate the effectiveness of the learning process and modify teaching plans where necessary</p> <p>i acknowledge the effect of resource constraints and make best use of available opportunities</p>