

The Long and Winding Road

(Zen and the Art of Herding Academics)



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The metaphor of a journey is used in this Workshop

The journey takes us on up and down winding pathways with ample opportunities to become lost and confused.

A Map of the territory is provided to guide us on our way (page 2 of the Handout)



A Trilogy...

- Educational Developments 7.3 (article provided)
- ACU Conference (here)
- Journal of Further and Higher Education (to be published in January 2007)



Aims and Outcomes

- To share the UK experience of initial training and the continuing professional development of lecturing staff
- Facilitate a discussion to explore international views, issues and developments
- Be able to herd cats if not academics



A Timeline or Map to Guide Us

Three strands:

1. SCEDSIP to SEDA; Teacher Accreditation to SEDA-PDF
2. Dearing to ILT to National Standards Framework
3. National agencies and government directives



SEDA Teacher Accreditation Scheme (1990 – 2002)

1. A set of Objectives
2. Underpinned by Principles and Values

(see Handout page 4)



Dearing Report 1

(<http://www.leeds.ac.uk/educol/ncihe/>)

Recommendation 14

We recommend that the representative bodies, in consultation with the Funding Bodies, should immediately establish a professional Institute for Learning and Teaching in Higher Education.



Dearing Report 2

(<http://www.leeds.ac.uk/educol/ncihe/>)

Recommendation 48

We recommend to institutions that, over the medium term, it should become the normal requirement that all new full-time academic staff with teaching responsibilities are required to achieve at least associate membership of the Institute for Learning and Teaching in Higher Education, for the successful completion of probation.



ILT

(1999 – 2004)

1. Core Knowledge
2. Values
3. Areas of activity

(see Handout page 5)



White Paper 2003

PROFESSIONAL STANDARDS AND STAFF DEVELOPMENT

4.14 At present, there are no nationally recognised professional standards for teachers in higher education; and many of those who teach have never received any training in how to do so. In order that teaching in higher education is treated seriously as a profession in its own right, and that teachers are given the skills they need, we expect that national professional standards will be agreed by 2004–05, through the proposed new teaching quality academy, described below. These standards, to be designed and agreed by the sector itself, would then describe competences required for all teaching staff. Training of new staff to meet the standards should be possible through a wide range of different programmes and courses, as best suited to the institution and individual concerned. Once the standards are in place and command confidence across the sector we will expect all new teaching staff to obtain a teaching qualification which meets the standards from 2006. We also expect that institutions will develop policies and systems to ensure that all staff are engaged in continuing professional development to maintain, develop and update their skills.



National Standards Framework (2006)

The framework is a descriptor based approach whereby HE institutions determine their own criteria in the application of the standards framework.

1. Areas of activity
 2. Core knowledge
 3. Professional Values
- (Core document provided)



Activity 1

- 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).



SEDA-PDF and CPD

SEDA-PDF - A Professional Development Framework for HE Supporting:

- Institutions
- Staff and educational developers and HR Managers
- Individual members of staff



Institutions

- SEDA-PDF supports institutions in the development of all their staff and associated policies, strategies and systems. In particular SEDA-PDF facilitates coherent linkages between an institution's *Learning and Teaching Strategy* and *Human Resource Strategy*.



HR, Staff and Educational Developers

- By having an institutional component linked to the recognition processes SEDA-PDF provides a means of raising the profile of staff development activities. Functionally SEDA-PDF provides named award areas which are congruent with a typical range of internal institutional programmes for staff development.



Individual Members of Staff

- A central feature of SEDA-PDF is the provision of a range of named awards with which institutional programmes can be aligned. Staff participants who successfully complete an institutional programme which has SEDA-PDF named award recognition will be seen to have completed a nationally recognised process and programme of development. The range of named awards is growing to meet the needs of institutions and their staff.



What is PDF? – an overview

Strands and Components

- Institutional
 - Set around supporting institutional development
- Named awards
 - Common set of Values
 - Set of Core Development Outcomes
 - Set of Specialist Outcomes

(See page 5 of Handout)



Institutional Recognition

To be recognised as a provider of SEDA-PDF, an institution must show:

- how professional development needs are identified
- how programmes and pathways are developed to meet these needs
- the location of the programme(s) in the institution
- links between the programme(s) and relevant institutional policy or strategy, for example for teaching and learning or for human resource development
- a review of the strengths and weaknesses of the institution's approach to professional development.



SEDA-PDF Values

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



SEDA-PDF

Core Development Outcomes

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



SEDA-PDF - named award areas

- Action Research into Professional Practice
- Developing Leaders
- Developing People and Processes
- Developing Professional Practice
- Embedding Learning Technologies
- Enhancing Academic Practice in the Discipline
- Enhancing Research Practice
- Exploring Learning Technologies
- External Examining
- Leading and Developing Academic Practice
- Leading Staff and Educational Development
- Learning, Teaching and Assessing
- Staff and Educational Development
- Student Support and Guidance
- Supervising Postgraduate Research
- Supporting Learning



PDF – A Developing Framework

PDF has proved to be flexible and responsive in:

- The introduction of new named awards
- Fee structures and process
- Meeting current challenges in the sector



Activity 2

- 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).



The End

How to herd cats if not academics...