SUPPORTING STAFF FROM PROFESSIONAL PRACTICE INTO HIGHER EDUCATION LEARNING AND TEACHING

Neil Currant, George Roberts (Oxford Brookes University) & Jenny Ashworth (Bridgwater College)
Outline

• Benefits of recent professional experience
• Issues of transition in academia
• Case studies of support
• Collaboration / community
What are the benefits of recent professional experience?

- For the institution
- For the programme
- For students
Issues for new staff from professional backgrounds

1. **Confusion** - being unsure what was expected of them, requirements seeming opaque, a perception of work going unnoticed or unobserved.

2. **Lack of legitimacy**

3. **Isolation** – lack of team ethos, different to collaboration in practice.

- Academic role perceived as individualistic, private and text-based. (Gourlay 2011)
Supporting staff into HE teaching and learning – example 1

• Brookes PGCert Teaching in HE

• Aims:
  • Legitimise tacit knowledge & support practice through theory
  • Community of peers
  • Teaching Observations
Supporting staff into HE teaching and learning – example 2

• Bridgwater College Enhancement Practitioners

• Objective: Enhance provision and student experience through…
  • Mentoring and supporting staff
  • Developing & delivering HE-specific CPD
  • Developing an approach to, and the activity of, Scholarly Activity within the College
Key elements

• Teaching happens in a community
• Teaching is a collaborative activity
• Mentoring and coaching
Community

- What ‘regular’ practice do you do that supports new members of the teaching community?
- How does mentoring or coaching support the development of individuals and teaching communities?
- How do you support mentoring or coaching activity?
References