

SUPPORTING STAFF FROM PROFESSIONAL PRACTICE INTO HIGHER EDUCATION LEARNING AND TEACHING

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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

- Gourlay, L. (2011) New lecturers and the myth of 'communities of practice', *Studies in Continuing Education*, 33:1, 67-77,