

**Title:** A Team-Based Approach to Continuing Professional Development

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### Abstract:

In 2005, a small-scale research study was carried out at the University of Plymouth to provide evidence upon which to enhance CPD opportunities for academic staff at the institution. The study confirmed others' findings that CPD for teaching is considered important but lack of time and conflicts with other priorities restrict the amount of *formal* activity undertaken (e.g. workshops or courses). Much *informal* development (e.g. learning through experience, conversations with colleagues) goes on but usually implicitly (e.g. Dunn; King 2004; Kreber 2000). The study led us to conceptualise two dimensions to CPD:

1. *Individual* learning needs, e.g. subject knowledge / professional practice, that depends on their own personal context in their department, discipline and career, or relates to maintaining their chartered or professional status.
2. *Group* needs dependant on membership of teaching or research units e.g. addressing curriculum development, PDP, using VLEs for programme delivery..

This relationship between individuals and groups is reminiscent of John Adair's leadership and teamwork model which will be referred during the workshop.

The workshop will consider professional development models for teaching teams. Examples will be provided by the presenters including linking CPD to peer review within teaching groups at the University of Plymouth and considering the development needs of a Subject Centre staff team.

Workshop structure:

- The workshop will begin with a group-based activity to discuss ideas;
- Input will then be provided by the presenters to introduce relevant research;
- Groups will then have time to revise / develop their ideas;
- Each group will feed back their ideas to the plenary with time for further discussion and examples from the presenters.

By the end of the session participants will have:

- Devised some team-based CPD activities relevant to the HE context.
- Acquired a background knowledge of current research on academic CPD, including team-based approaches.

### References

Dunne, R. (Date Unknown, post-2000) *How teachers develop their teaching*. Report commission by LTSN Generic Centre.

[http://www.heacademy.ac.uk/resources.asp?process=full\\_record&section=generic&id=152](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=152)

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