

**Title:**                   **Harnessing the power of change and uncertainty to see our practices differently: developing a new model to inform our ongoing EdDev and TEL roles.**

**Presenter:**       Clare Kell, Elizabeth Jones, Lyndsey Muir  
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**Learning Outcomes:**

By the end of this session, delegates will be able to:

- Critically consider the importance of community building in EdDev/TEL.
- Describe what brokerage might look like in a range of HE staff roles.
- Discuss opportunities to make visible, and help HEIs value, the 'expertises' in its EdDev/TEL teams.

**Outline:**

USW's Centre for the Enhancement of Learning and Teaching (CELT) frames its practice around five themes which, as tramlines, create a schematic of our educational development, TEL and administrative support offers, and anchor our annual review and reflections. In 2019/20 we began an evaluation project to explore how data could evidence the impact of our work, with outcomes planned to strengthen the evidence-base of our roles in USW's successes and enhance individual CVs, CPD and personal professional recognition.

Building the project on the team's experience and confidence using adaptations of Popovic and Plank's (2016) and Kennedy's (2005) evaluation models, we injected fresh ideas from a national expert, explored the notion of professional identities (Kreber 2010) and arrived, by July 2020, at a focused, Covid-19 relevant project question. The presentation will share how cycles of 'making visible' through staff surveys, *ad hoc* conversations, Covid-19 response support feedback, discussions, critical conversations and reflection identified 'Community Building' (CB) as the core of our practice irrespective of role. Conceiving CB as the weave of our work rather than a separate workstrand was a major 'ahha' moment. Drilling into the data, we identified brokerage (Jackson, 2003) as our common expertise. Having this expertise made visible through our peers' descriptions of the impact of our work on their well-being and sense of belonging during the challenges of lockdown has been hugely empowering. Seeing our individual and collective roles in new ways, we are redeveloping CELT's practice model placing CB, enabled through the ethos and skills of brokerage, as an explicit aspect of all our work. We will share our journey in developing and using the model to inform the refreshed ways we are thinking about sharing and celebrating how, as we look to the future, we work with each other and our colleagues at USW.

**Activities and Approximate Timings:**

Presentation: 20-25 mins

- Introduction and setting the scene, context and theoretical framing of the project;
- Brief timeline of key project milestones;
- Sharing of key findings related to the focus of the presentation;

- 'Live' redrawing of our former tramlines to create our new model;
- Illustration of how EdDev/TEL practice can change using the new model as a framework;
- Offering next step proposals;
- Posing questions for group discussion.

Discussion: 15-20 mins

Indicative questions:

1. Could you share your first thoughts bubbling up from our presentation? Have you experienced something similar you could share?
2. What could be your team's surprising or possibly normally hidden or unnoticed expertises? (Veevox word cloud)
3. How could making these expertises visible help staff development teams promote their value to the university? (veevox word cloud)

**Preparation before the session:**

We would like participants to have sight of our 18/19 tramline flier that illustrates our former approach to role identity and sharing.

**References and sources:**

Kennedy, A (2005) Models of continuing professional development: a framework for analysis,

Journal of In-service Education, 31 (2):235-250

Kreber, C (2010) Academics' teacher identities: authenticity and pedagogy. Studies in Higher Education 35(2), pp. 171-194.

Jackson, N (2003) Ed Engaging and changing Higher Education through brokerage. Abingdon: Routledge.

Popovic, C and Plank, K (2016) Managing and leading change: models and practices  
In. Popovic, C and Baume, D Advancing Practice in Academic Development, p 206-223.