

Session title: Dynamic Models of Staff Development: Sharing Good Practice

Session type: Lightening talk (10 mins)

Presenter: Dr Maggie Scott, University of Salford

Session summary:

This paper will explore the recent experiences of designing and delivering a new model of staff development for colleagues in the School of Arts, Media and Creative Technology (SAMCT) at the University of Salford by its team of Associate Deans Academic. We look at what we hoped to achieve, what we have learned so far, and how we situate our practice in relation to the scholarship of learning development and educational leadership.

Session outline:

This paper examines good practice in staff development, reflecting on the model devised by the ADAs in the School of Arts, Media and Creative Technology (SAMCT) at the University of Salford.

The need for a new staff development process within the School arose for several different reasons, inviting a rethink of current practice, leading to a new approach. Until 2019, the School held an annual development week in September, ahead of the new academic year, but engagement had been gradually decreasing and was problematic for busy colleagues preparing their teaching materials. With the pandemic forcing all activities online, we also needed an approach that would work in the new hybrid landscape, with sufficient flexibility to provide space for updates and discussions in reaction to sudden changes, such as lockdowns and social distancing impacting timetabling and course delivery.

Empowerment of staff (Braun and Spielmann 2020) is an important element in the design of our Staff Development model, as are the principles of humble leadership (Schein and Schein 2018). We recognise that because staff teams are required to meet performance measures which they do not themselves determine, tensions exist around what matters, what is valuable, and therefore what has to be prioritised locally. We reflect on the combination of styles incorporated into our model (De Rijdt et al. 2016), which follows a partnership framework for sharing pedagogical good practice, but necessitates some use of a management framework in order to meet its operational goals.

References:

Braun, T. and Spielmann, J. (2020) Challenges for higher education and staff development towards sustainability: Empowerment of people and shaping of organisations. *ETH Learning and Teaching Journal*, 2(2), 397-402. DOI: 10.16906/lt-eth.v2i2.172

De Rijdt, C., Dochy, F., Bamelis, S. and Van der Vleuten, C. (2016) Classification of staff development programmes and effects perceived by teachers. *Innovations in Education and Teaching International*, 53(2), 179-190. DOI: 10.1080/14703297.2014.916543

Schein, E. H. and Schein, P. A. (2018) *Humble Leadership: The Power of Relationships, Openness and Trust*. Berrett-Koehler, Oakland CA.

Van Lankveld, T., Schoonenboom, J., Volman, M., Croiset, G. and Beishuizen, J. (2017) Developing a teacher identity in the university context: a systematic review of the literature. *Higher Education Research & Development*, 36(2), 325-342, DOI: 10.1080/07294360.2016.1208154