

SEDA Spring Conference 2024



Session Title: Proposing a framework to empower Eddevers and support their ongoing professional development

Session Type: Lightening talk (10 mins)

Main presenter(s): Professor Karen Heard-Lauréote, KHL Consulting Ltd

Co presenter(s): Dr Clare Kell - Clare Kell Consulting

Session Summary: The perennial issue of Educational Developers' (hereon Eddevers) "value-added" is again a hot conversation topic. As the sector faces well-rehearsed financial constraints and "right-sizing" conversations abound, a sharper spotlight gets cast on institutions' service provision. Invariably Educational Development is a soft target. How can Eddevers articulate, to internal and external audiences, their complex and unique contribution in terms that resonate with institutional missions? We offer a framework to empower Eddevers and support their ongoing professional development.

Session Outline: At a time of financial challenge within the UK Higher Education sector, we offer a framework to help Eddevers make visible their expertise, value and complex skill sets, in terms understood by employers. We aim to empower colleagues to look afresh at their unique and essential contributions to their institution and the wider sector to better evidence and further develop themselves and their services. The session recognises the contribution of multitudinous Eddevers, and fellow 'Third Space' peers, who have trodden this path before (McIntosh and Nutt, 2022; Aitchison et al, 2020; Gibbs, 2013) and offers a new lens for critique and application.

The concept of entrepreneurship is a key feature of UK HE undergraduate curricula: much is written about its development in students and its value to individuals and society (DBIS, 2013; Stevenson, 1983). But what about the ideas of intra- and extra-preneurship (Algozo, 2015)? Having introduced all three concepts we will illustrate their relevance to Eddevers' skill sets and sector value.

Recently established as consultants, we have undertaken a rigorous, peer-supported reflection of our skills, values and Third Space practitioner journeying. We have made visible accidental happenstances, learning from challenging interactions and the framing commitment and worldview that drives what we do and want to do in the future. Mapping our dataset to the 'preneurship' concepts triggered a striking observation: if only we had had this framework before we a) could have developed a more targeted CPD path for ourselves and colleagues in our teams and b) been better prepared to talk about our services' value in the language of society and corporate/collegial endeavour.

We aim to recommend our framework to Eddev individuals, teams and our sector-associated bodies (e.g. SEDA) for them to critique and apply e.g. by mapping CPD opportunities to the framework's elements.

References: Algozo, D. (2015) Feeling frustrated by your job in development? Become an extrapreneur.

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