

 **AdvanceHE**





Developing and recognising teachers and leaders

Teacher Development

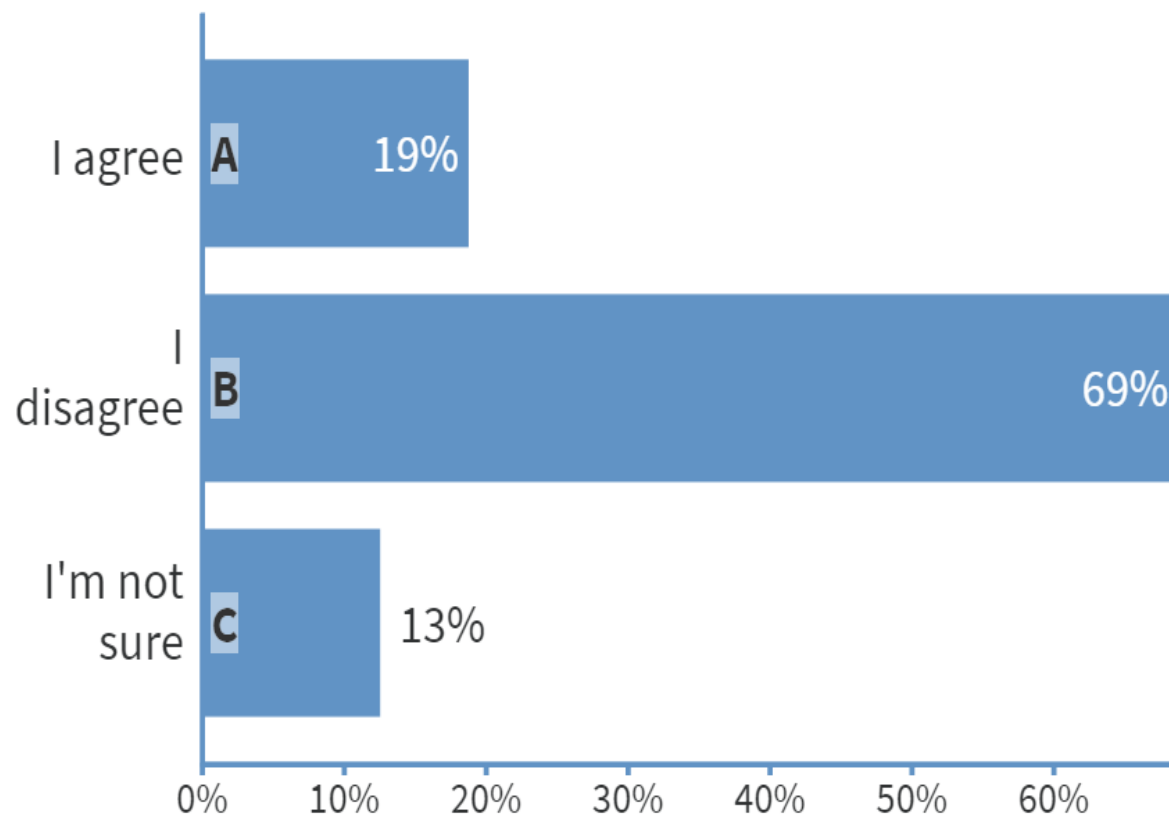
'Effective teachers are born not made'



Respond at [PollEv.com/kwright373](https://www.poll-ev.com/kwright373)



Text **KWRIGHT373** to **020 3322 5822** once to join, then **A, B, or C**



ADVANCEHE

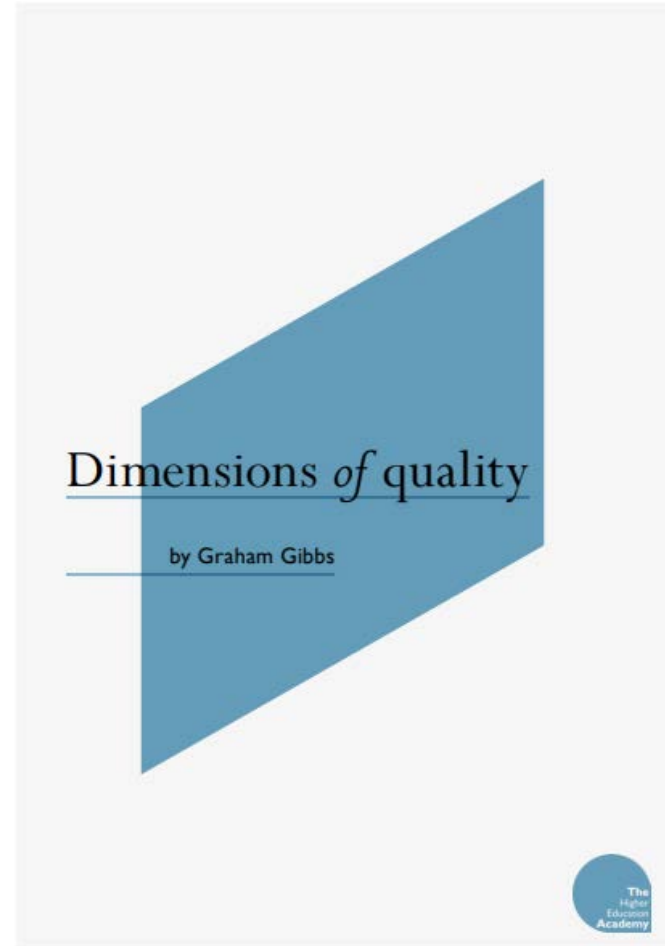
Nature or Nurture?

- *“Excellent teachers are made, not born; they become excellent through investment in their teaching abilities”*

(European Science Foundation, 2012, p.vii)

Teacher training: is it worth it?

- **Teachers who have teaching qualifications have been found to be rated more highly** by their students than teachers who have no such qualification (Nasr et al., 1996).



Gibbs, G (2010)

Teacher training: is it worth it?

- Gibbs and Coffey (2004) conducted a longitudinal study on students' ratings of their teachers, and on teachers' thinking about teaching, of (mainly) compulsory initial training during their first year of university teaching, in eight countries.
- It found **improvements on every scale of the 'Student Evaluation of Educational Quality' questionnaire**
- Also found **improvements in the sophistication of teachers' thinking** (as measured by the 'Approaches to Teaching Inventory', a measure of teaching that predicts the quality of student learning, Trigwell et al., 2004).

Approaches

Different Approaches

Advance HE and UK universities offer a range of programmes for staff development, including:

- Short introduction programmes for those new to teaching, teaching assistants, or students (around 3-4 days)
- Longer Certificate Programmes that provide comprehensive training (similar level to school teaching)
- Workshops on specific topics/themes
- Informal gatherings, workshops, conferences

Teacher Development: Short Programmes

- Advance HE offers a range of **Teaching Skills Masterclasses** – 3, 4 or 5 day programmes led by trainers with expertise in teaching development. They cover topics such as:
 - High Impact Pedagogies
 - Active Learning
 - Digital and blended learning
 - Assessment and Feedback
 - Employability
 - Student Retention

Right: Participants in HEA's Teaching Skills Masterclass in Lithuania



Certificate in Learning and Teaching

- Comprehensive programme covering the key areas of teaching in H.E
- Delivered as 3 modules of 4 days
- A practical programme underpinned by pedagogical research
- Includes use of digital tools such as ePortfolios to track progress and impact
- Participants well placed to apply for Fellowship on completion
- Can be delivered on a “train the trainer” basis to build capacity
- Delivered by the AHE to universities in Turkey, Kazakhstan, China, Thailand, Saudi Arabia and Bahrain



Above: Programme at Nazarbayev University, Kazakhstan

Audit and Teaching Masterclass



- Can audit existing practice within an institution to suggest areas for improvement
- Recently conducted an audit and teaching programme at University of Debrecen, Hungary (left)

Leadership Programmes

- Advance HE offers a range of programmes to support leaders of teaching and learning
- Can deliver programmes to staff that are:
 - New to leadership
 - Programme leaders
 - Deans
 - New/aspiring vice-chancellors/rectors

Right: Participants in British Council funded AHE Leadership programme in Ukraine



Impact of Teaching Development Programmes

Impact – Programme Surveys

- In Kazakhstan we discovered that over **94%** of participants had changed their teaching practices, or intended to in future following a short intervention
- The follow up from the teaching skills masterclass in China showed that **94%** provided evidence of changes (including photographs) in professional practice.

Audit and Teaching Masterclass

“I had a great time with these two trainers, they showed 100% professionalism and I just wish [that] I can be half as good a teacher as they are.”

Participant, University of Debrecen, Hungary

Leadership Programmes

“The programme is transforming the leadership of change, and is developing new generations of senior managers, in 40 universities across the country, and has been highlighted, by the Ministry of Education and Science, as fundamental for the reform of the higher education sector in Ukraine”

Simon Williams
British Council Ukraine
Country Director

Approaches in UK universities

- Most UK universities offer staff development accredited by us
- University of Reading Case Study

Recognition of teaching in Higher Education

Teachers: Professor Stephen Hawking

Professor Stephen Hawking's best teacher



<https://cbs12.com/news/nation-world/professor-stephen-hawking-dies-at-76>

Reflection: My Best Teacher

- Think about somebody you view as a great teacher. What made them great?

What are the attributes of a good teacher in universities?

- Capture one idea per post it note

Summary of research evidence

Affective characteristics

- enthusiasm
- encouragement
- humour
- interest in the student
- availability

Skills

- creativity
- challenge

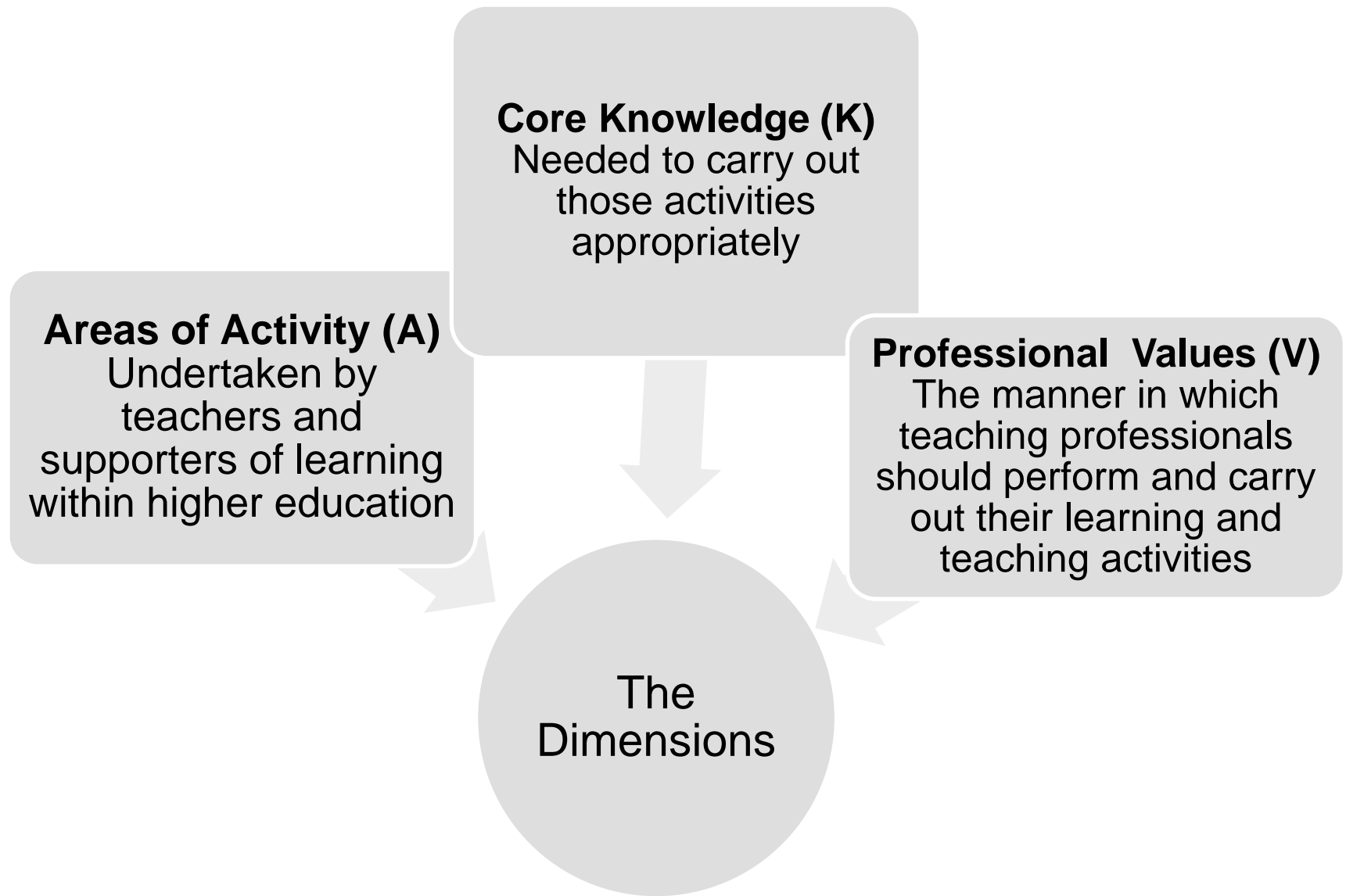
Classroom Management

- pace
- fairness

Academic Knowledge

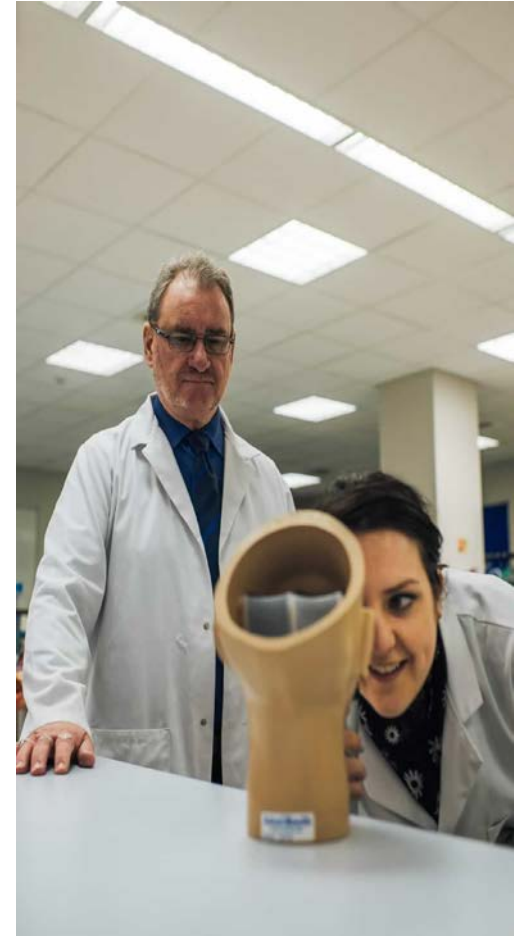
https://americanenglish.state.gov/files/ae/resource_files/50_1_11_pp36-38_reflections_ten.pdf

Recognising Teaching: The Professional Standards Framework for Teaching and Learning in Higher Education

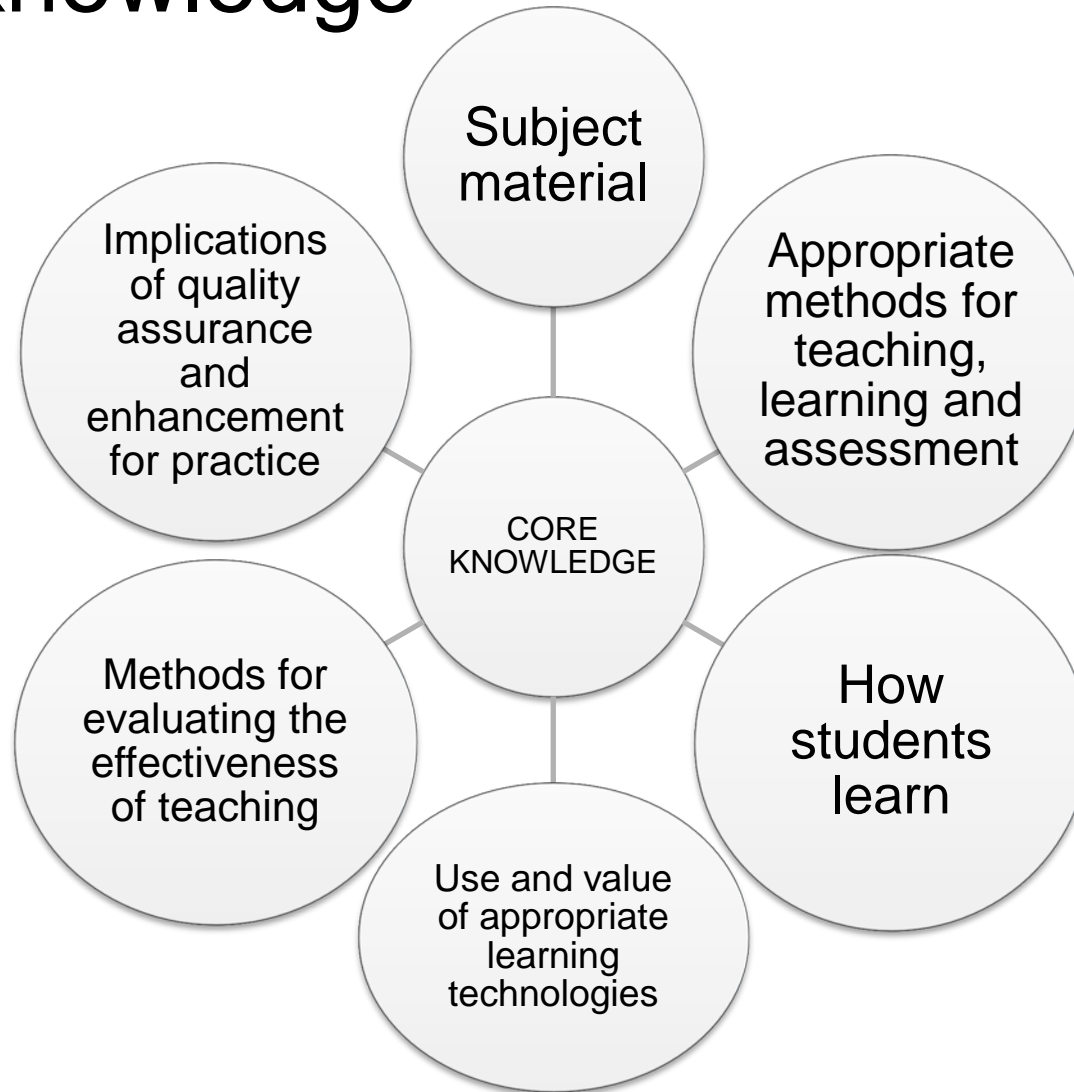


Areas of Activity

- 1.Design and plan** learning activities and programmes of study
- 2.Teach and/or support learning**
- 3.Assess and give feedback** to learners
- 4.Develop effective learning environments** and approaches to student support and guidance
- 5.Engage in Continuing Professional Development**, incorporating, research, scholarship & the evaluation of professional practice.



Core Knowledge



Professional Values



1. **Respect** for individual learners and diverse learning communities
2. **Promote participation** in HE and equality of opportunity for learners
3. **Use evidence-informed approaches** & outcomes from research, scholarship & CPD
4. **Acknowledge the wider context in which HE operates**, recognising the implications for professional practice.

Fellowship

- **Based on the Professional Standards Framework**
- **Reflective process** – A way of reflecting on how you teach, why you teach that way, and how you measure success/impact
- **Global Recognition** – Gain postnominals (e.g. SFHEA) and recognised by institutions across the world as a “passport to teach”
- **Application - online or through accredited programme**

Four Categories of Fellowship

- **Associate Fellow** – For those that support learning or with limited teaching responsibility
- **Fellow** – For teachers/lecturers
- **Senior Fellow** – For those that lead, manage or mentor teachers
- **Principal Fellow** – For those that have an institutional, national or international impact on teaching and learning

Views from Fellows

Going through the process of writing my Fellowship application made me reflect on my journey, discipline my writing and realise how far I had come in understanding my teaching and learning.

Fellowship Application?!
It's one of those things you do unwillingly

- realise it was worth it
- and will others to do it!

I've come through this process feeling it was a genuinely rewarding process - not a means to an end.

Meet our Fellows



“I urge others to take this opportunity to have their engagement with our students valued and recognised.”

Professor Brian Schmidt, Nobel Laureate and Vice-Chancellor of Australia National University (ANU)
Senior Fellow

Meet our Fellows



Dr Sinéad Drea, Senior Lecturer,
Department of Genetics, University
of Leicester

“it’s sometimes harder to measure teaching than research... Being accredited as a teacher is a way of showing how valuable your teaching experience and skills are and, I suppose, provides a form of ‘measurement’ in itself.

Meet our Fellows



Gaston Fornes , Principal Fellow
ESIC Business and Marketing
School, Madrid

[Fellowships] give you the opportunity to **stop, see, reflect, and improve**; not only in the teaching activities, mainly in every professional aspect. The Principal Fellowship goes a little beyond this internal reflection, as you need to provide evidence of impact and leadership in teaching related activities beyond your work, beyond your home institution, and even beyond your home country. In any case for me **the Fellowships journey has been very rewarding both personally and professionally.**

Meet our Fellows



Stella Mouroutsou, Lecturer in Education, University of Stirling

For me, it was about **improving my confidence** in teaching...it also helped in terms of **theory and practice**, enabling me to understand why I was doing specific things ... I'm really glad I decided to do it. **I've learned so much about teaching, and about myself.**

Impact - Research

- Zaitseva's (2015) quantitative analysis found a **(positive) correlation between student engagement scores on the UKES survey and the number of Fellows** teaching at an organization.
- Beckmann (2016) described the impact of a trial of HEA Fellowship at Australian National University, which had **national significance** in Australia where the AHE now has 20 institutional members

Impact - Research

- In 2017, the Teaching Excellence Framework exercise was piloted in England to evaluate teaching quality. Moore et al.'s (2017) report analyzed the institutional submissions to the exercise, finding that the majority of submissions referred to the Fellowship, with **Gold and Silver rated providers referring more often to their work with AHE and the PSF**

Teaching Recognition

- Advance HE can run workshops to support people to achieve Fellowship
- Can recognise staff in a variety of roles
- Can be delivered online or in person
- We also offer draft reviews of Fellowship applications before submission, to support people with finalising their application
- *Right: Copenhagen Business School;*



Accreditation



- Advance HE accredits institutions to award Fellowship on our behalf for programmes to develop teachers
- Almost all UK universities are accredited
- Can be a variety of programmes, from short programmes for new teachers to those for experienced staff
- Allows awarding Fellowship on our behalf after accreditation
- Involves aligning programmes to PSF and applying for accreditation

Any questions?

Action Plan

- Identify the priorities for your university



End of day team quiz

- Kahoot.it

‘Send’ us a luggage label with your name and the area of interest and we’ll get back to you! Thank you





For more information

www.advance-he.ac.uk

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