

Implementing Strategic Curriculum Change: Developing an equitable and inclusive staff development programme

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Introductions



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"...third space workers and academic staff undertaking professional development and working side by side constitute a powerful force for the changes required within higher education."

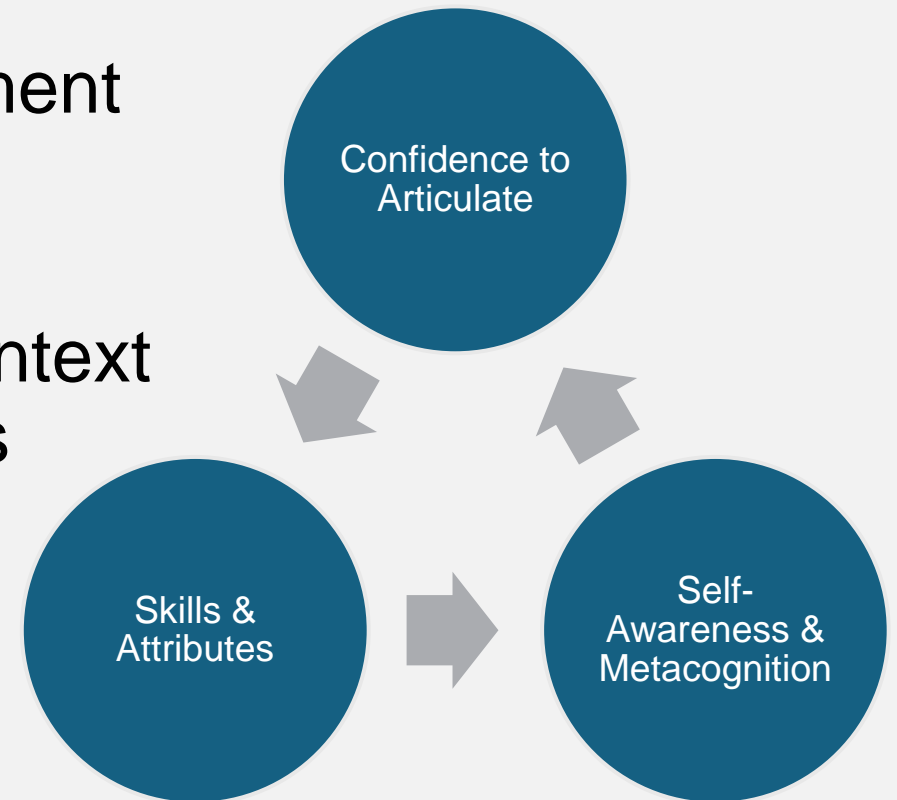
(Livingston & Ling, 2022 p 657)

Strategic Context

- Embedding 'Future Skills Graduate Attributes' into every course at every level through institutional learning outcomes
 - 15 credit – equivalent within existing credit structure in each course
 - Rolling out year on year from 2023-2025
- Enabling more equitable access to careers education, and personal & professional development through the curriculum
- Addressing OfS and TEF metrics (Progression to Graduate Outcomes)
- Amplifying existing good pedagogical and assessment practice

Strategic Context – Staff Development Project

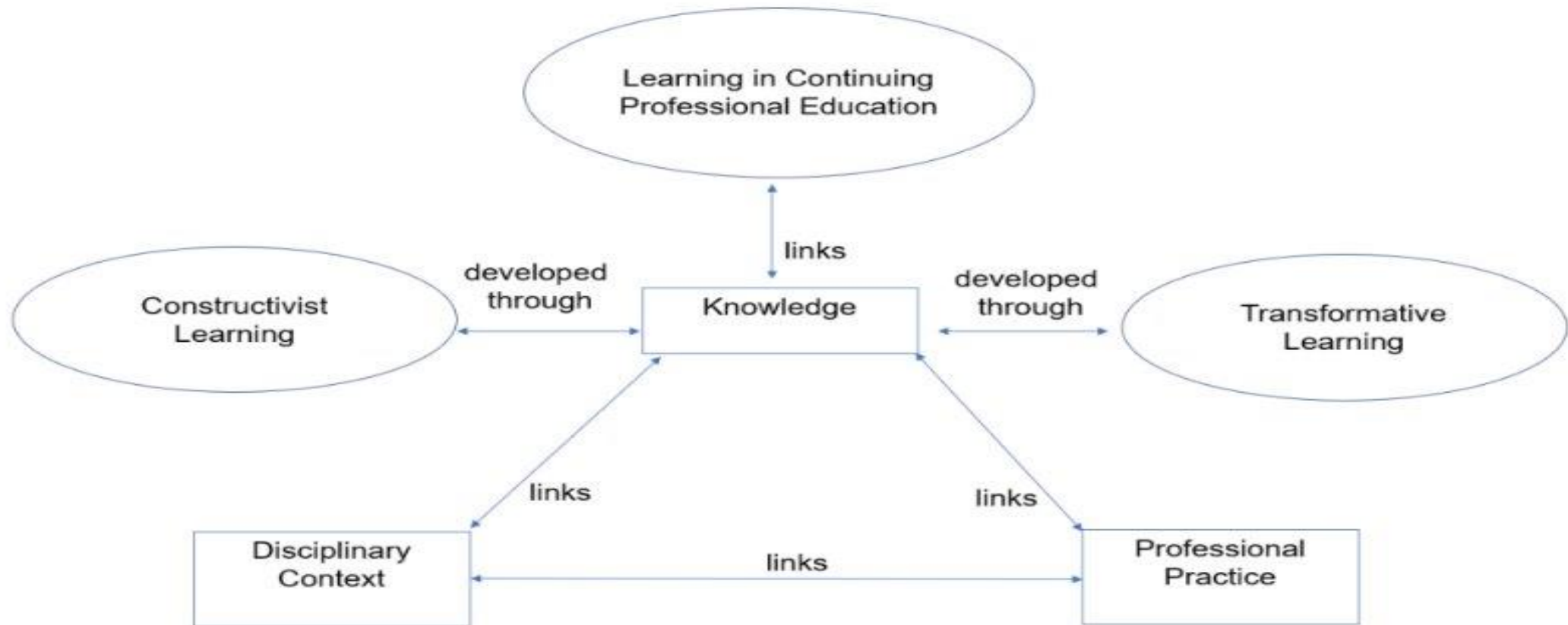
- Ambition is to develop 'Sought After Students' and 'Sought After Staff'
- Drawing out the tacit & implicit development within the learning journey
- Enabling academics to be confident and have agency in their own disciplinary context with support from third space colleagues
- Modeling approach taken with students



Rationale for staff development project

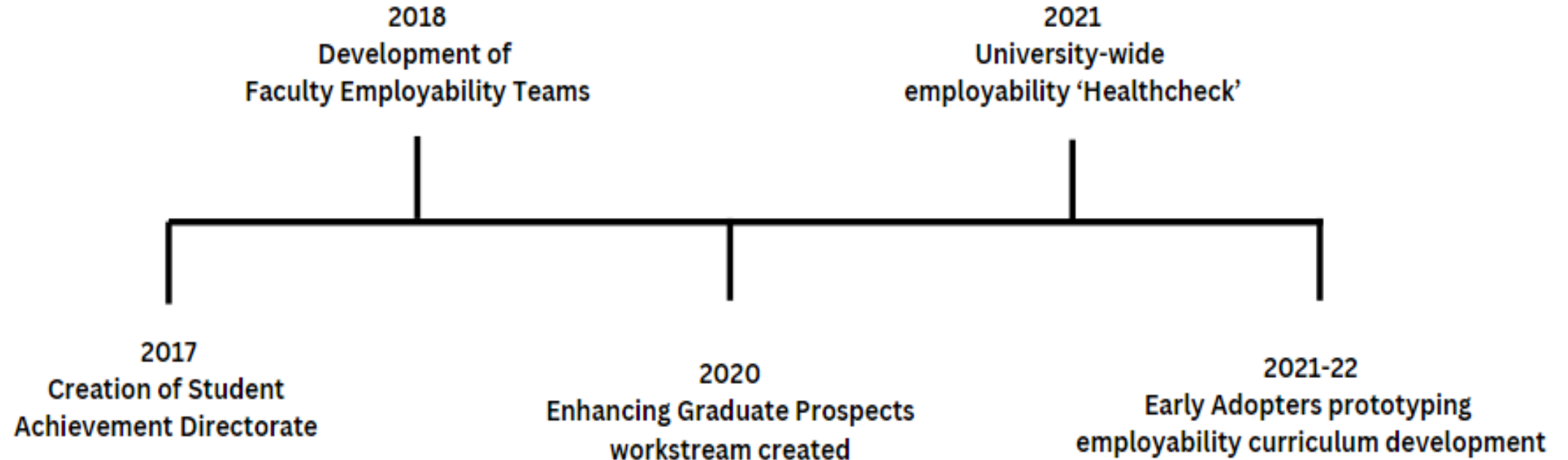
- To build confidence and capacity amongst colleagues to embed, teach and assess inclusive and holistic career learning within their disciplinary curriculum
- Empower educators to learn within their everyday practice to generate authentic learning experiences to support them to make changes to their practice (Eraut, 2007)
- Constructivist model of learning which develops knowledge through these disciplinary contexts, professional practice and through a process of transformative learning (Daley and Cervero, 2016)

Our Model of Learning



A Model of Learning in CPE adapted from (Daley and Cervero, 2016, p. 21) in Wason (2023)

Third Space evolution at Kingston

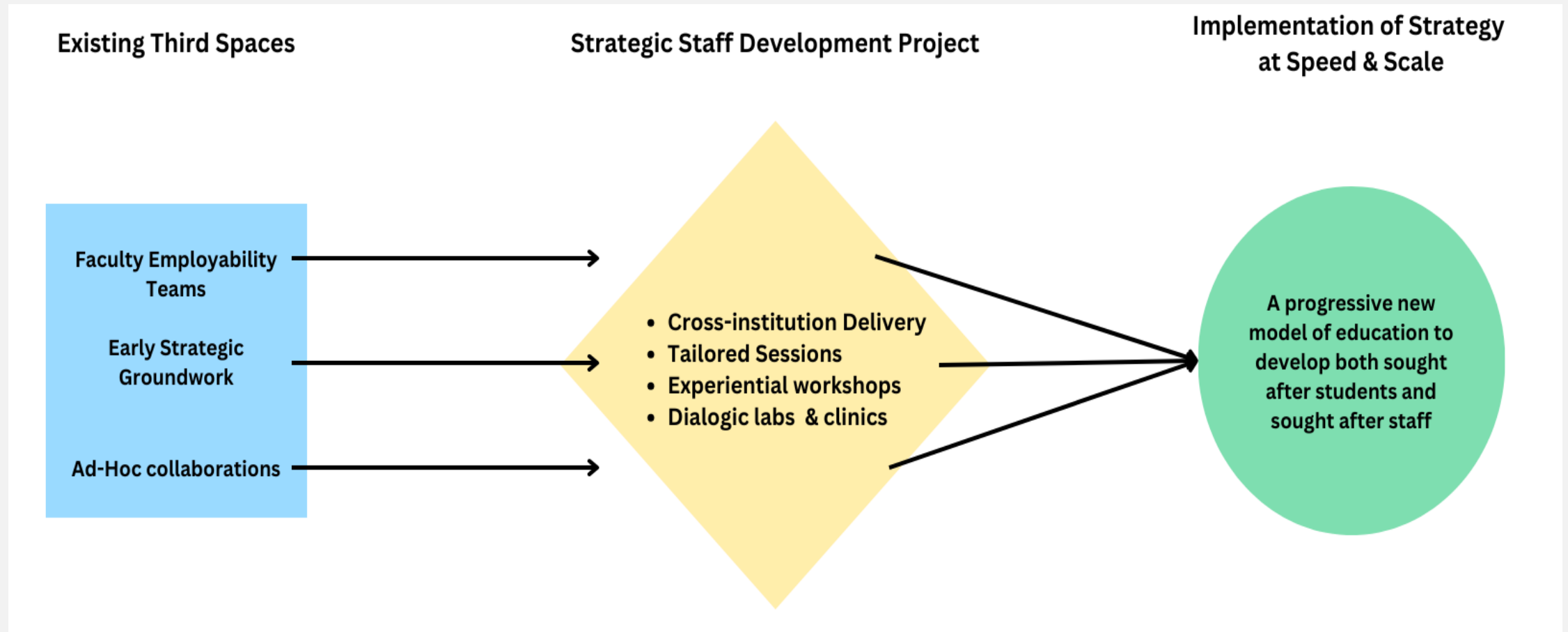


Curriculum Change Approach

Curriculum change is a **‘highly complex social process which relates to individual, disciplinary and institutional identities and reflects the power relations within the academy’** (Annala and Mäkinen, 2017 p. 1954).

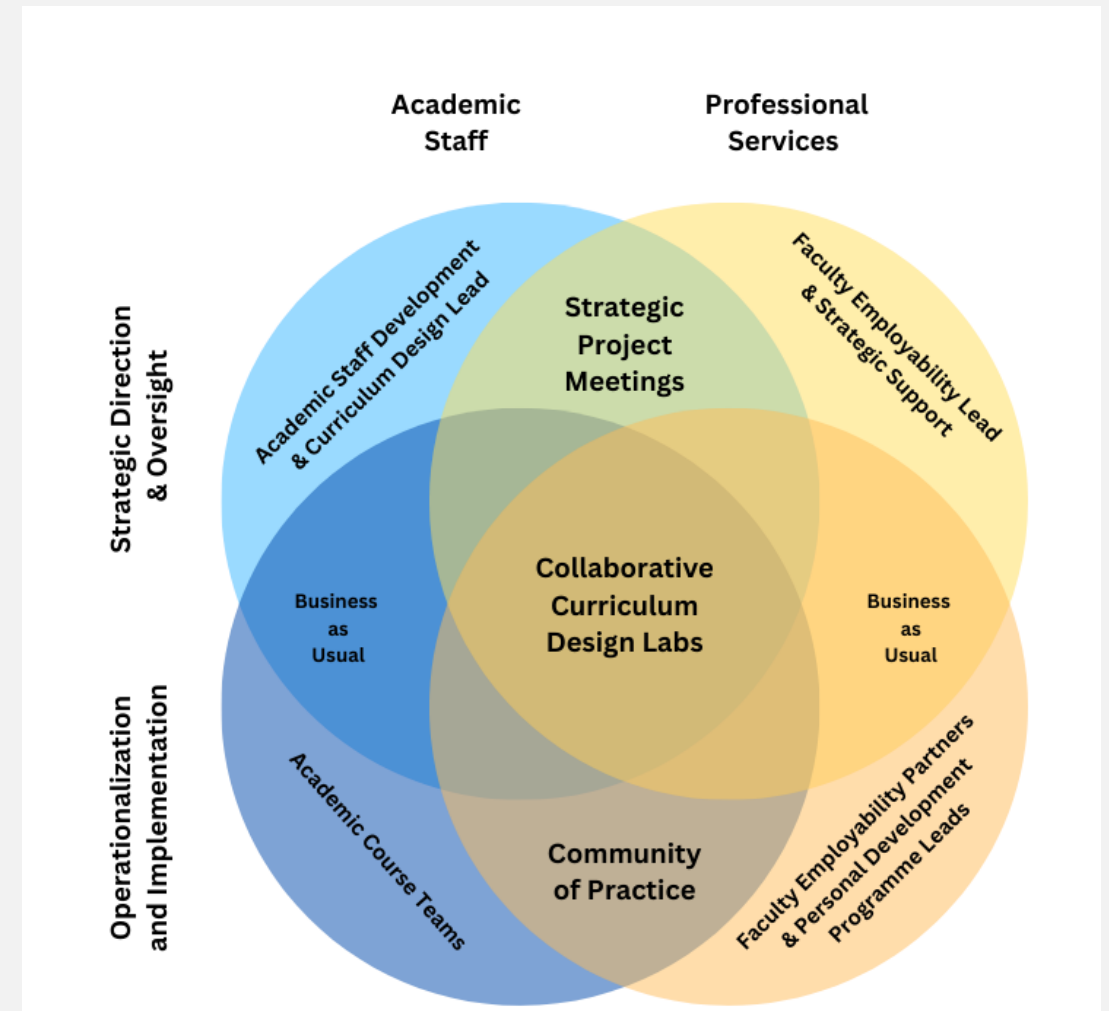
To engage our academic colleagues with the enactment of these learning outcomes and to have ownership and agency in the curriculum change process, our approach connected top-down educational leadership with front line delivery (Howson and Kingsbury, 2021, p.3).

Curriculum Change Approach



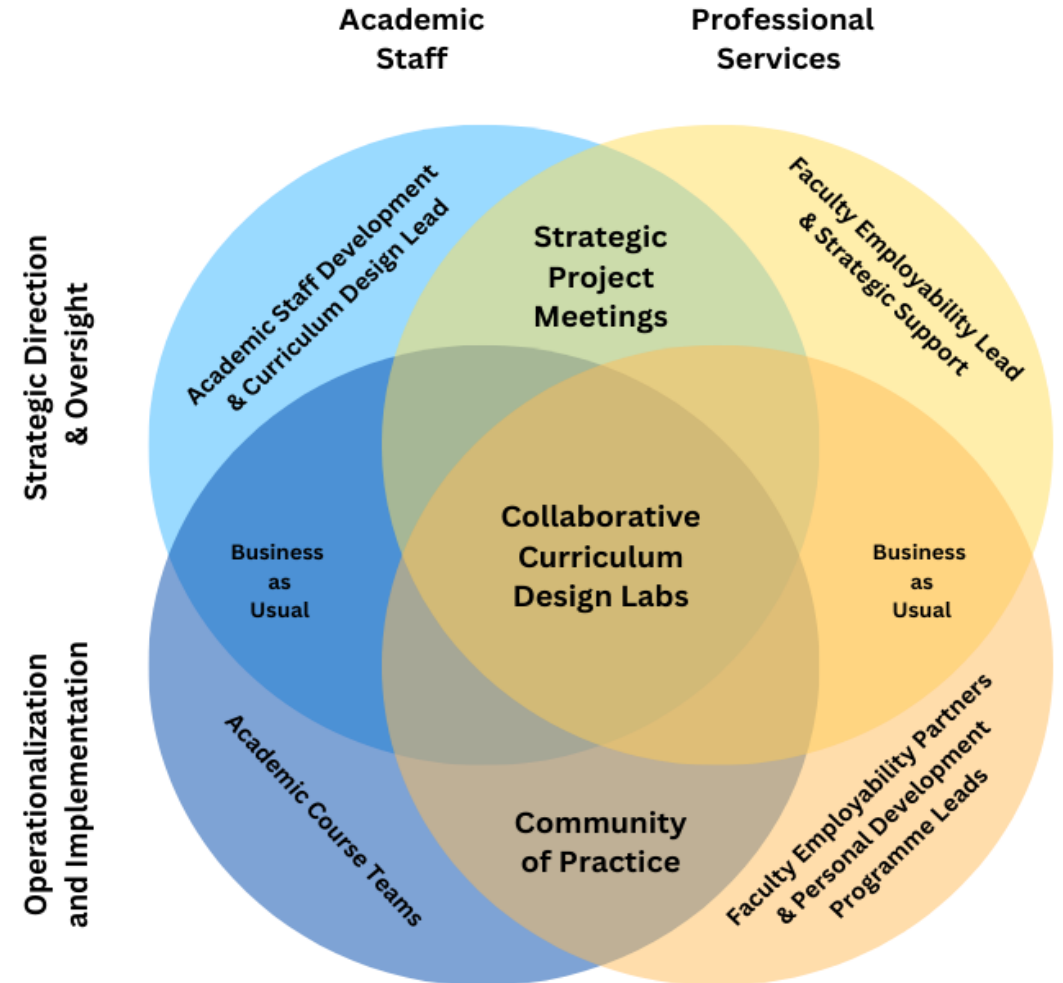
Integrated Third Space to Support Staff Development

- Collaboratively delivered experiential sessions which each focussed on a particular aspect of realising the curricular elements of our strategy, for example design and delivery of authentic assessment
- Additional support from Faculty Employability Teams with in-curricular delivery of personal and professional development content and support of wider Community of Practice



Integrated Third Space to Support Staff Development

- Comprehensive and tailored staff development programme of 24 sessions
- Leveraged the expertise in our third space to tailor our existing staff development support building on our suite of toolkits including
 - assessment and feedback practice
 - inclusive pedagogies
 - dialogic teaching
 - critical thinking
 - problem-based learning initiatives



Rationale for how this approach was more inclusive and/or equitable for staff

- It encourages colleagues to challenge their assumptions about their teaching practice, build on prior knowledge and learning through collaboration, experience and sharing practice (Cranton, 2016)
- It uses a pedagogic approach which moves beyond didactically transmitting content to enriching the long-term learning and development of educators (Coady, 2015)
- It values the situated and contextual nature of professional learning (Illeris, 2016)
 - Educators create their own meaning about how to embed career learning within the multiple realities of their disciplinary contexts

Challenges

- The contextual nature of disciplinary teaching, modules and student needs
- Professional body requirements
- Varying commitment and engagement by faculty colleagues provided us with a steep learning curve
- Balancing needs of academic and professional services staff who may not have worked together before
 - Different working patterns, locations, job roles

Solutions

- Using a dialogic inquiry-based approach to the curriculum change process
- Collective planning and delivery of staff development with all colleagues across the third space
- Valuing perspectives and expertise of both facilitators and attendees to encourage sharing of knowledge and practice
- Acknowledging both intrinsic and extrinsic motivations for colleagues engaging with staff development
 - Personal development reasons (eg: interested in topic and keen to learn more)
 - Professional development reasons (eg: tasked by line manager, for HEA Fellowship, research)

Summary

What

- Strategic staff development project to support institutional curriculum change towards embedded personal and professional development in every course

How

- Through a series of active, dialogic and reflective 'labs' which fed into a series of collectively designed and facilitated staff sessions by both academic and professional services colleagues

Why

- To intentionally model the ways of learning we aspire students to experience
- To raise collective ownership and collaboration – giving colleagues a voice in a challenging environment
- To enable the pace of change necessary in the climate we're in

Recommendations

- Model values authentically and explicitly for all colleagues
- Consider how the project will be managed and have clear outputs
- Leverage existing staff development opportunities to support third space colleagues
- Leverage shared knowledge across university
 - As a leader of this project, you are a facilitator of learning
 - Use dialogic principles to encourage collaborative knowledge sharing
- Align efforts to the Professional Standards Framework to support colleagues to develop their own case studies and good practice for AdvanceHE fellowships (or similar)
- Have a clear narrative of the benefit for staff for engaging and clear communication support from line management within faculties

Questions

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Thank you!

References

- Cranton, P., 2016. Continuing professional education for teachers and university and college faculty. *New directions for adult and continuing education*, 2016(151), pp.43-52.
- Daley, B.J. and Cervero, R.M., 2016. Learning as the basis for continuing professional education. *New directions for adult and continuing education*, 2016(151), pp.19-29.
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- Illeris, k. (2016) *How We Learn: Learning and Non-learning in School and Beyond*. London: Routledge
- Wason, H., 2023. *Learning to teach critical thinking in Higher Education* (Doctoral dissertation, The Open University).