

Operationalising a whole of institution approach: Working through theory(ies)

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This presentation

- Context
- Key concepts
- 2011-2017 'Evolution' over time: Responding to, and creating, enabling and constraining practice architectures
- 2018?
- Questions and comments
- Part 2: Exploring the nitty gritty with JCU Learning Centre team

James Cook University *at a glance*

A regional university focusing on the tropics; surrounded by the spectacular ecosystems of the rainforests of the Wet tropics, the dry savannahs, and the iconic Great Barrier Reef.



James Cook University *at a glance*

Main campuses in Cairns, Townsville and Singapore

- Approx. 20 000 students
- 72% undergraduate students
- 65% of students are first in family
- 24% are low SES
- 5% of students are Aboriginal and or Torres Strait Islander Students
- 4.5% of students have a disability
- 24% of students come from rural or remote areas



“teaching practice, like other educational practices, is always contextual, subject to a great many factors that sit around and impact on the the practices employed by the teacher”

(Mockler, 2017, p. xxi)

“there is nothing so practical as a good theory”

(Lewin, 1951, p.169)



Background

Practice and praxis

(Kemmis & Brennan-Kemmis, 2014; Kemmis et al., 2014)

Practice architectures

(Kemmis et al., 2014, Mahon et al., 2017)

Ecologies of practice

(Kemmis et al., 2014)

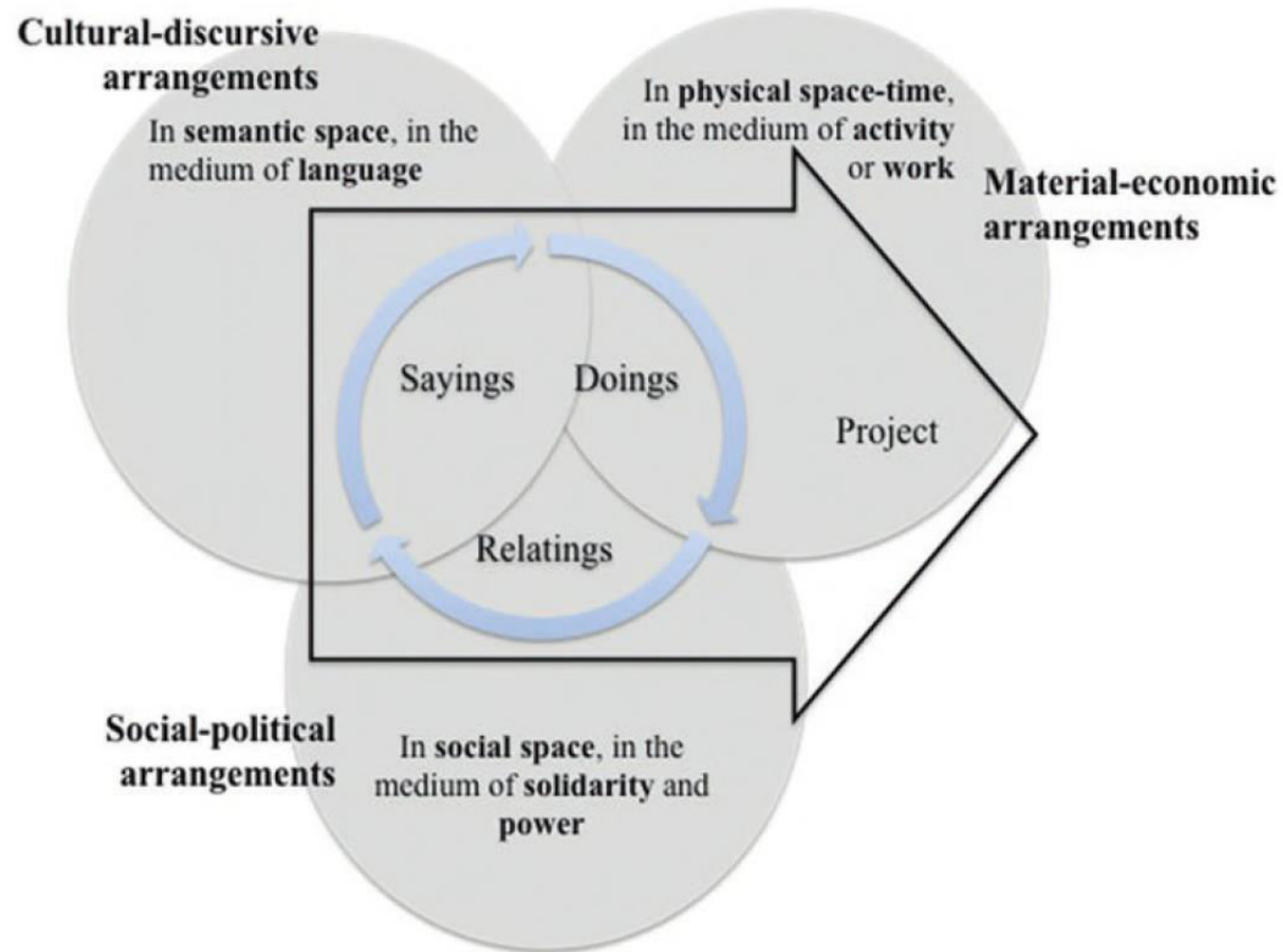
Landscapes of practice

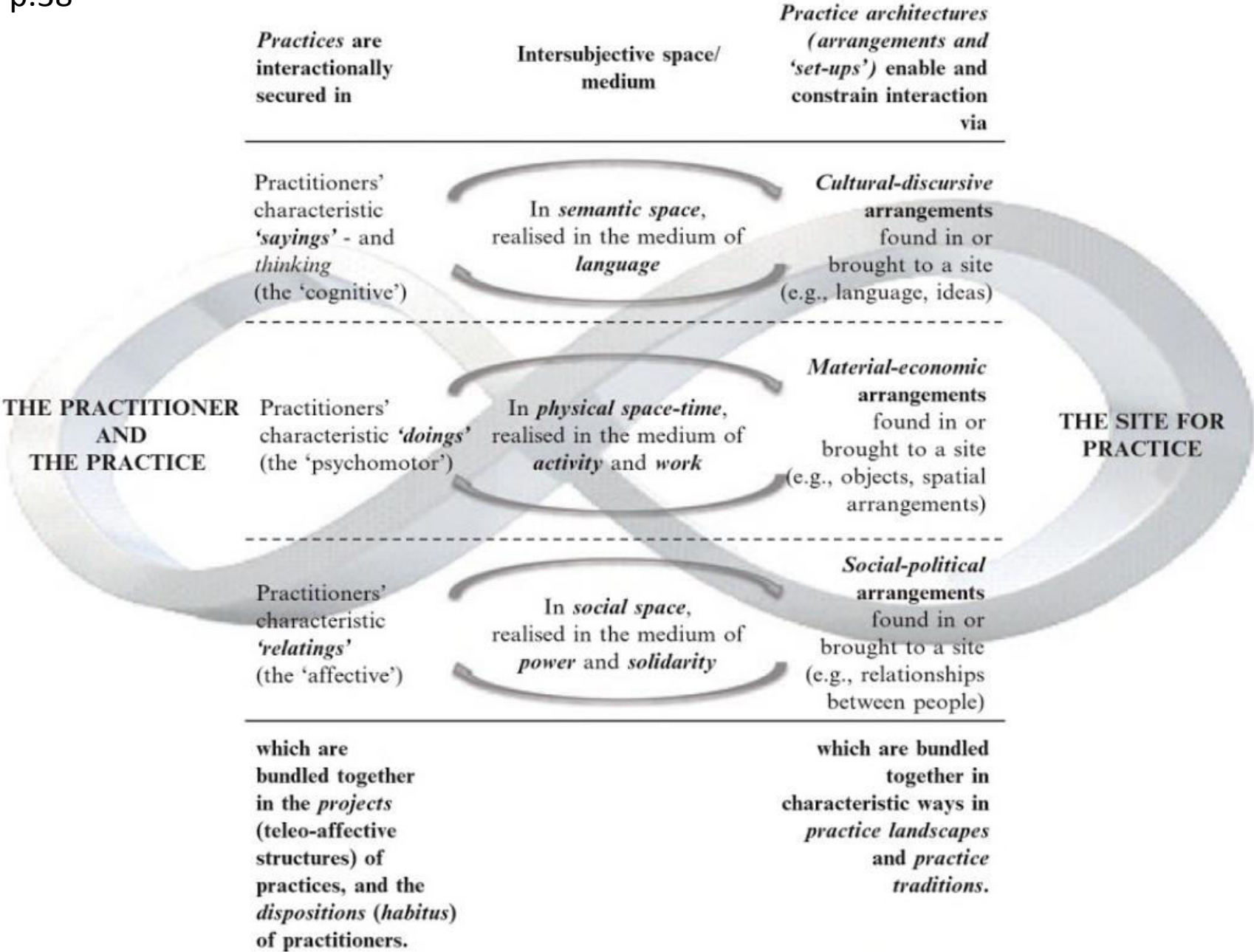
(Mahon et al., 2017)



Practices

Kemmis et al., 2014, p. 33-34





The utility of practice architectures as a theory

A theoretical resource

An analytical resource

A transformative resource



2011

- Focus on individual student consultations
- 80% 'student-facing', 20% 'staff-facing'
- Data collected - student satisfaction
- Core funded
- Online resources – Master's project
- 5.7 LAs
- New director – Teaching Learning Development
 - Scholarly
 - Resolute
 - Collaborative
 - Praxis



2011

2012- 2013

2014-2015

2016

2017

2011



- Practice tradition
- Cultural-discursive arrangements (sayings)
- Material-economic arrangements (doings)
- Social-political arrangements (relatings)



2011

2012- 2013

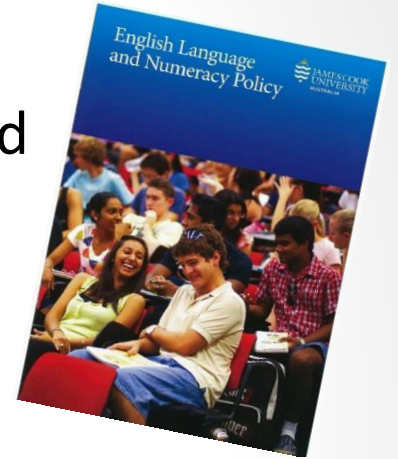
2014-2015

2016

2017

2012 - 2013

- Deliberate communication strategy between TLD and Academy
- Learning, Teaching and Assessment policy (re)developed and endorsed
- English Language and Numeracy policy developed and endorsed
- Systematic Integrated Learning Advisors (SILA)
- Increased reporting:
 - SILA data: attendance, student satisfaction, grades distribution, staff satisfaction
 - Learning Centre data: attendance, student satisfaction
- Core funded plus SSAF and HEPPP
- 8 LAs
- TEQSA V1 requirements



2011

2012- 2013

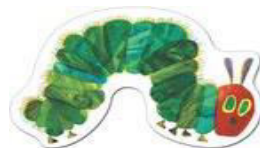
2014-2015

2016

2017

2014 - 2015

- Restructure 😞
- Move to whole-of-institution retention strategy supported by Access, Participation and Success Plan (2014-2017)
 - Dual approach through Integrated Learning Advisors (ILA)
 - Enhancing the student experience and Enhancing teaching and learning
 - Evaluation strategy supported by central QPA unit
- Data collection: attendance using student IDs, student satisfaction articulating with data warehouse
- Reduced core funding, increased reliance on HEPPP funding
- 8.3 LAs (2.5 core), plus 1.1 fte PASS plus <50 student casuals



2011

2012- 2013

2014-2015

2016

2017

2014 – 2015 (cont'd)

- Distributed Leadership within the unit
- Close scrutiny of practices and the enabling and constraining practice architectures (e.g., planning days, critical friends, evaluation)
- Project [the way practices ‘hang’ together (Mahon et al. 2017)]
 - **Intention** that motivates the practice – **student success** through independent, agentic learners
 - **Actions** undertaken in the practice
 - The ends the actor(s) **aim to achieve** – a **scalable, sustainable, strategic** approach to ensure graduate success



2011

2012- 2013

2014-2015

2016

2017

2014 - 2015

- Peer to peer learning – PASS, (systematised) peer desk advisors, maths facilitators
- Clear articulation of a theoretical approach (internally)
 - Functional approach to language and numeracy development (Derewianka, 2012, 2016; Galligan, 2013)
 - Briguglio & Watson (2014) WITTS model of collaboration
 - Gale and Parker (2012) conceptualisation of transition
 - Hattie (2012) evidence based practice
- Recruitment for science, mathematics and statistics specialists



2011

2012- 2013

2014-2015

2016

2017

2016

- LA work 80% academics 20% students
- Staff-facing strategy
 - Curriculum Enhancement Projects
 - Web resources
- Student-facing strategy
 - branded services
 - social media
 - revitalised web resources
 - Third party after hours online service
- Increasingly purposeful data collection and analysis
- HEPPP and SSAF funding dependence
- 8.3 LAs plus 1.3 PASS, and 0.5 Learning Support Officer

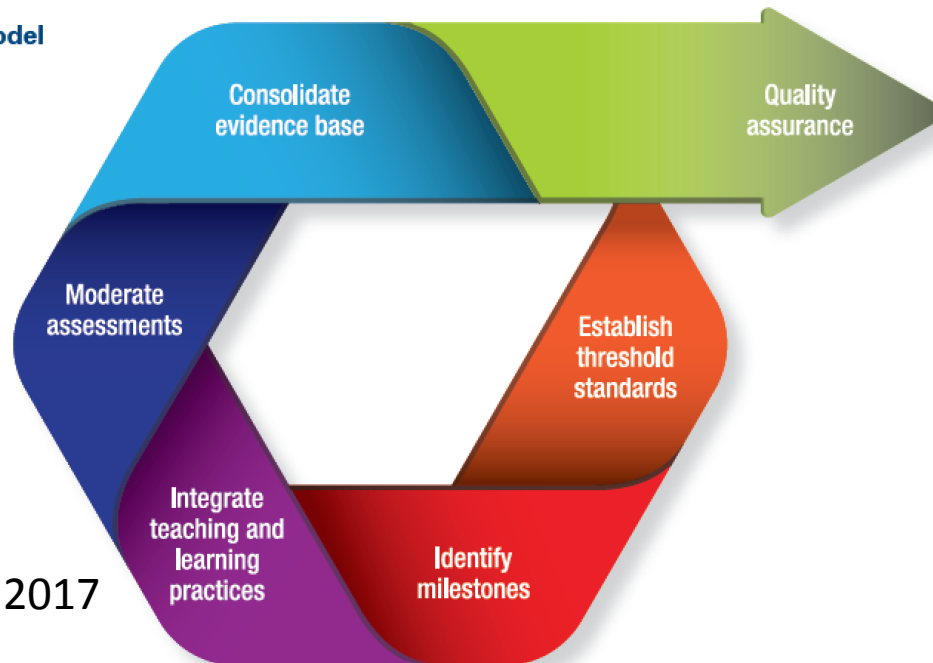


2017

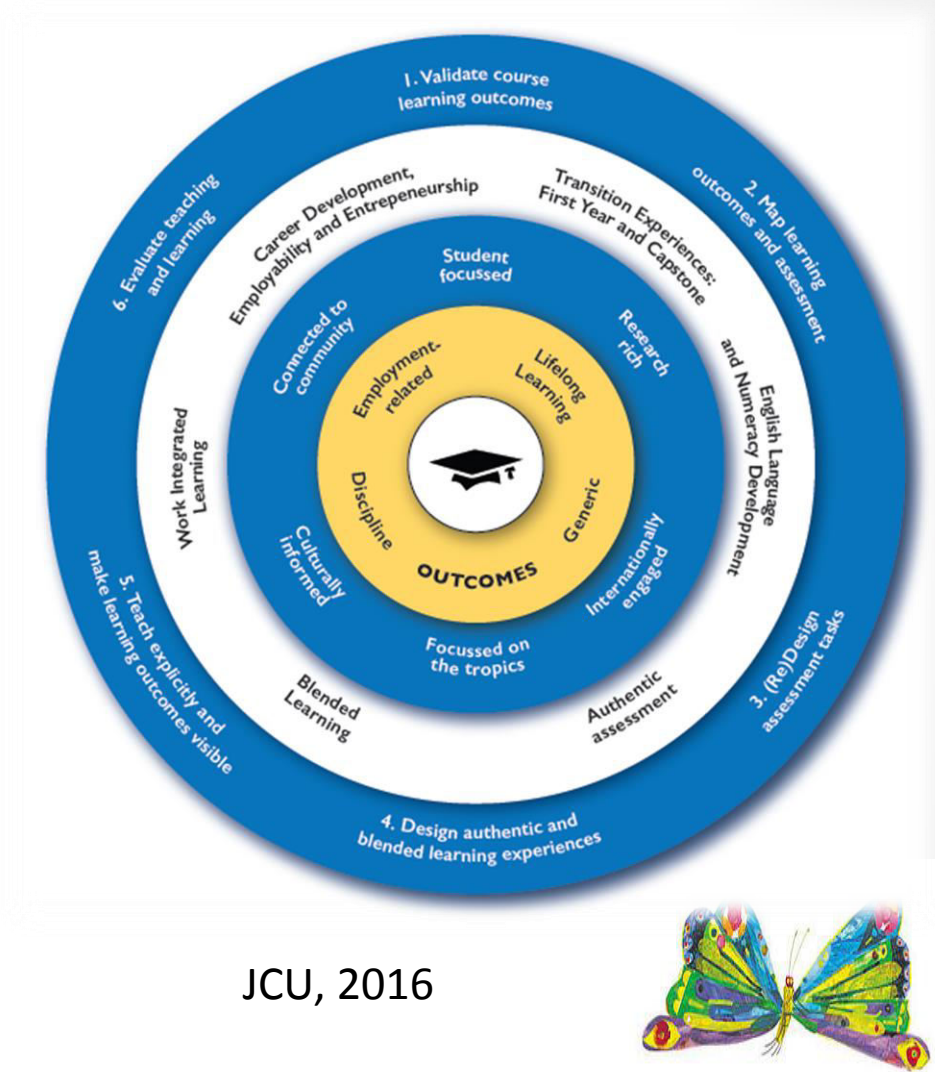
LA work 80% academics 20% students

- Staff-facing strategy – whole-of-institution
 - Curriculum Enhancement Projects
 - Web resources

Distributed Expertise Model



Arkoudis et al. 2017



JCU, 2016



2017

- Student-facing strategy
 - branded services
 - social media
 - web resources
 - third party after hours online service
- Data collection - focus on retention, 'engagement', achievement
- 8.3 LAs plus 1.3 PASS, and 0.5 Learning Support Officer

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2011

2012- 2013

2014-2015

2016

2017

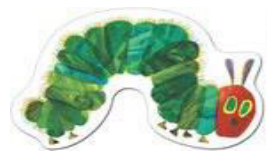
2018 Practice architectures?



- Cultural-discursive
 - Internally: neoliberalism and managerialism – ‘product lines’, ‘efficiencies’, ‘resource accountability’, funding ‘crisis’
 - Externally: ‘quality’, ‘success’
- Material-economic
 - Budget – activities, cross campus collaboration, professional development, critical friends, job security
 - Space ‘rationalisation’
 - Retention as an economic imperative
- Social-political
 - Leadership and structure
- Practice ecologies within the practice landscape – general staff morale, collaboration



Questions and comments?



References

Briguglio, C., and S. Watson. 2014. [Embedding English Language Across the Curriculum in Higher Education: A Continuum of Development Support](#). *Australian Journal of Language and Literacy* 37 (1): 67-74.

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