## Application for HEA recognition via MMU’s Professional Standards Framework:

## SFHEA Written

### Applicant Details

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**Applying for**: Senior Fellow

**Are you already a Fellow**  No

Please complete the following sections of the portfolio before sending it to CELT:

Document 1:

1. Brief Biography
2. Experience grid: Record of Professional Activity
3. Critical commentary: Demonstration of Professional and Developmental Activities evidencing engagement with the Descriptors for SFHEA (D3) (see guidance for suggested formats) (≈ 4 - 5000 words)
4. Reflective commentary linked to dialogue with your mentor related to the learning following engagement with peer observation (1,000 words)
5. ***two*** completed Advocates statements

Document2:

1. Appendices
   * Observation of practice evidence
   * Impact evidence
   * Other appropriate evidence

Please submit as 2 separate documents via the **MMU PSF Moodle Area**

Signature  Date 23/08/2018

**Please complete this portfolio using the guidance document for completion of an SFHEA Written applications**

We recommend that you also refer to the MMU PSF Handbook for further guidance on how to complete your application.

We recommend that you integrate your planning for your application into your PDR, discussing the different elements with your line manager as appropriate. It is important that you identify a suitable mentor to support you in developing your portfolio. This person could either be a Senior or Principal Fellow from your faculty or a member of CELT staff (contact [psf@mmu.ac.uk](mailto:psf@mmu.ac.uk) for advice ). We would recommend that you also consider participating in the CELT workshops on writing your fellowship application and reflective writing or writing retreats organised by CELT.

**1: Career Biography**

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| Give a brief summary of your career biography with particular reference to your experience within Higher Education (250 words max) |
| I joined MMU as a Senior Lecturer (Primary English) in 2007. In 2013, I was promoted to Principal Lecturer – International Education, to lead the Faculty in implementing the University’s Internationalisation Strategy. I now do this for the School of Childhood, Youth and Education Studies. Roles/responsibilities for the two posts have included:  **Principal Lecturer**   * Developing a Faculty Internationalisation Strategy in relation to student recruitment, transnational education, RKE, Student and staff experience * Operationalising that strategy * Project management of large international (and more recently) local partnership related projects, including co-ordinating academic and support staff activities. * Representing Faculty with external stakeholders, nationally and internationally * Representing Faculty at the University’s International Strategy Group and sub-committee * Supervising Masters and doctoral students * Planning and delivering taught lectures (MA Education) * Assessing PG student progress * Unit development/leadership of Exchange Student Units * Line management - academic and school partnership staff   **Senior Lecturer**   * Planning and delivering taught lectures (BA Primary Education QTS and PGCE) * Assessing student progress (formative and summative) * Subject leader for Primary English (Crewe) * Unit leadership * Admissions tutor (BA Primary Education QTS)(Crewe) * School Partnership/link tutor * Erasmus Academic Co-ordinator * Staff mentor   **Prior to joining MMU:**   * 2003-2007 Teacher/Senior Teacher, Holt CP School. * 2002-2003 Graduate Teaching Assistant, University of Wales. * 1997-2003 – Career Break and UG study * 1885 – 1997 Ministry of Defence (1990-97 in management positions). Roles included Staff Training Manager, Business Analyst   **Relevant External Activity:**   * External Examiner (BA Primary Education QTS – English Specialism) University of Chichester * Member National Association for the Teaching of English * Peer Reviewer for journal ‘Education 3 – 13’ * School governor |

**2: Experience Grid: Evidence of Professional Activity**

Complete the grid below ensuring that you include examples of the full range of your teaching, supporting learning and assessment activities plus your leadership and mentorship activities linked to teaching and learning and then cross reference them with the relevant dimensions of practice and Descriptors for SFHEA as appropriate. **As Section 4 require you to focus on Observation of practice as a form of CPD we recommend that you ensure that you incorporate other examples of teaching focussed CPD within your grid**

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| **Examples of professional activity** | **Sustained engagement with the Dimensions of Practice** | | | **How does it demonstrate your** *‘organisation/ leadership/ management of specific aspects of teaching and learning provision inc. successful coordination / support / supervision / management / mentorship of others?* | **Dates** |
| **AA1-5** | **CK (1-6)** | **PV (1-4)** |
| 1. **Senior Cross Faculty Role**   Between June 2013 and January 2018, I was responsible for Implementing the requirements of the University’s Internationalisation Strategy (2015) across the Faculty. This involved creating a strategic plan to address the business objectives set out as ‘strands’ within the Faculty. | I, 2, 4, 5 | 1, 2, 3 | 1,2,3,4 | In this role, I provided strategic leadership for the Faculty in all aspects of internationalisation. An example of how this plan was being operationalised can be found as an **Appendix 1ai**, and how my plans were then incorporated into the revised corporate plan in 2017 at **Appendices 1aii** and **1aiii.**  The role remit was varied requiring considerable organisational skills. It involved setting up and chairing a Faculty International Group (see **Appendices 1aiv** and **1av** for an example of minutes and actions from the last meeting I chaired), managing time and people, both academic and support/administrative staff across the Faculty. There was a supporting learning aspect to the role which included working with staff to internationalise the curriculum (providing a CELT workshop – **Appendix 1avi**, being involved in programme committees advising on unit content etc.), and investigating and advising on student support structures. I managed two Academic Exchange Co-ordinators and developed consistent processes and procedures for outgoing and incoming students.  It was important to recognise the wider context in which HE operates and to provide commercial KE opportunities such as managing and co-ordinating summer school activity. Some of these commercial opportunities are listed separately below as projects.  Attending international education conferences and briefings, such as Westminster Briefing acted as CPD and ensured that my role was current and research informed.  Representing the Faculty at home and overseas was a significant part of this role, for example accompanying the DVC on a University tour of China in 2014.  I am confident that I was successful in this role. My PDR review in 2016 commented on my continued success in meeting Faculty KPIs **(see Appendix 1avii).** | 2013-18 |
| 1. **Member of the University’s Internationalisation Strategy Committee**   I represented the Faculty at the central University’s Internationalisation Strategy Committee and the sub -‘task and finish’ strand group relating to Transnational Education. |  | 1,6 | 3,4 | In this leadership and management role I was able to contribute to shaping the University’s 2014-2025 Internationalisation Strategy. In addition, I presented written and verbal reports relating to the Faculty’s International KPIs (**see Appendix 1bi**).  My role in the TNE group is outlined in **Appendix 1bii**. The aim of the group was to make policy and operational recommendations at an institutional level. I was asked to join this group based on my successful TNE Programme approval (see g) below for further information). | 2013-2017 |
| 1. **Project Management Role – Pearson Global On-line Distance Learning**   Initially I worked alone to represent the Faculty during discussions with Pearson. This initial work involved identifying and promoting a postgraduate offer that would be marketable, appealing to an international and remote home market – MA Education, MA Educational Leadership, MA Leadership in the Early Years. Following acceptance to the Pearson Global Learning offer, I had to then lead and manage a group of PGT programme and unit leaders to provide an initial design of both 15 and 30 credit units based on the current home offer. This involved organising away days and meetings | 1, 2, 4,5 | 1,2,3,4,5,6 | 1,2,3,4 | In this role, I provide strategic leadership in the development and design of a distance learning offer (see **Appendix 1ci** for Business Case submitted to FEG) This involves liaising with a number of stakeholders including programme staff, University Central Services and staff within the Pearson organisation (including marketing and technical development staff). Co-ordinating this project requires significant organisation and management skills in order to ensure a curriculum design that has student satisfaction at its heart. **Appendix 1cii** provides an overview of the outcomes of a development day that I led to consider how current 30 credit units could be adapted to become 15 credit units without impacting negatively on student experience. **Appendix 1ciii** is an email from Pearson acknowledging my contribution to the programme coordination and development. | 2017-current |
| 1. **Project Management Role – Independent Schools Professional Practice Route to QTS**   I am the project leader for a bespoke programme offer which combines non-accredited professional practice sessions, Masters study and the assessment only route to Qualified Teacher Status for unqualified teachers working in the Independent Sector. I manage a core team of two academic staff and oversee a group of external guest lecturers. I chair a steering group comprising of key external stakeholders, academic and project support staff and marketing representatives. This group meets termly. | 1,2,3,4 | 1,2,6 | 1,2,4 | In this role, I provide strategic leadership in the development of a bespoke programme aimed at unqualified teachers working in the independent sector. The programme consists of three elements **(See Appendix 1di)**: Professional Practice Sessions, 2 x units of the PT Masters in Education and Assessment Only Route to QTS. When I took over managing this programme at the end of its pilot run in July 2017, it was evident that the pilot offer would not be sustainable in terms of staffing capacity and ensuring a quality student experience. This was due to the structuring of the programme and the timing of teaching sessions. I set up a steering group to include key faculty staff (academic, projects and marketing) along with academic deputies and senior staff from key partner schools (**See Appendix 1dii)**. The programme was revised to provide a collaborative provision of professional practice sessions with students/teachers joining the standard teaching weekends for PG study. The revised programme will begin in September 2018 and should result in an improved student experience **(See Appendix 1diii)** In this role I have had to demonstrate the skills of successful co-ordination in terms of programme design and incorporating the 3 strands effectively, plus the leadership and management of key stakeholders. | 2017-current |
| 1. **Assessment Only Route to QTS - Route Leader**   I lead and manage a small team in the delivery of a portfolio route to Qualified Teacher Status for experienced unqualified teachers working in primary and secondary schools in the UK and Overseas. |  | 6 | 1, 4 | In this role I provide strategic leadership for the offer of this portfolio route to unqualified teachers working in schools in the UK or in British Schools Overseas (BSOs) ( I developed a Route for teachers working internationally in 2015 as part of my Faculty –wide role: see **Appendix 1ei**). I co-ordinate the role of two designated and occasional academic staff (**Appendix 1eii**), and liaise with the Route administrator. As the Route results in a recommendation to Government for the award of Qualified Teacher Status (QTS), I provide a key quality assurance role to ensure applicants meet the required standards for QTS. This Route also falls under the Ofsted Inspection regime and a compliance inspection was carried out during my tenure (see **Appendix 1eiii** for pre-inspection meeting agenda). The successful outcome (no actions) –**Appendix 1eiv)** is evidence of the rigorous application and monitoring/QA processes and the support provided to applicants throughout the programme. | 2017-current |
| 1. **Project Management Role – Transnational Education Offer:**   **EdD @ Bridgewater USA**  As the Faculty’s Strategic Lead for Internationalisation, I collaborated with an existing University Partner in the USA to devise a TNE offer / model of delivery for the Faculty EdD Programme. | 1 | 2, 6 | 1, 2, 4 | In this strategic leadership role, I have liaised closely with BSU staff (dean of the School of Education, Dean of the Graduate School, President for External Affairs) to understand the needs of potential students in order to consider how the Faculty’s EdD programme will support their needs. This has involved staff travelling between the 2 institutions including BSU staff attending an EdD induction weekend to assess the suitability of our approach to teaching and learning **Appendix 1fi**. I completed a business case (**Appendix 1fii**), collaborative partnership offsite delivery proforma and liaised with EdD leads at MMU to devise a suitably structured programme which will involve collaborative/joint supervision contributing to internationalising staff and student experience **Appendix 1fiii**. The proposal currently sits with the University’s ProVC International as it requires the University to set up an entity overseas. | 2015-current |
| 1. **Project Management Role – Transnational Education Offer – PGCert Early Years Education**   As the Faculty’s Strategic Lead for Internationalisation, I worked with an International School Group (Corona Schools) in Nigeria to develop a qualification that recognised the expertise of Early Years Teachers and addressed the Nigerian Government needs of improving standards and the status of the profession. | 1,4 | 2, 3, 4, 6 | 1, 4 | This was a strategic leadership and management role in which I managed the process of devising a blended learning programme for Early Years Educators. I coordinated the roles of programme leader and technology enhanced learning tutor and central university provision to design a programme that would be delivered in part face to face with distance learning support and collaborative activities (**Appendix 1gi**). It needed to recognise the diversity of the learners and I was able to use my knowledge of education in Nigeria to inform staff. I also had to liaise with the key external stake holders, and central services such as International Collaborative Partnership staff and the Programme approval processes (**Appendix 1gii**). The programme was commended at the approval panel for the level of support that would be offered to students. Unfortunately, due to the currency crash in Nigeria, the programme was not delivered. I still maintain contact with Corona Schools and we aim to offer the programme when the economic situation improves in Nigeria. This project leadership role demonstrated my successful support for programme development, and my organisational, management and communication skills. | 2014-2015 |
| 1. **Project Management – Summer Schools**   The Corona Schools Group, Nigeria requested a ‘closed’ summer school as a professional development opportunity for teachers in Nigeria. My role was to design and project-manage the programme. This was a biennial offer beginning in 2015. This formed part of the RKE strand of the Internationalisation Strategy and Faculty KPIs. | 1, 2, 4 | 1, 3, 4, 6 | 1, 2, 4 | Programme from the planned 2017 summer school attached at **Appendix 1hi**. It demonstrates an ability to coordinate MMU and external speakers to provide the delegates with a quality teaching and learning experience.  Regular meetings were needed with Project Office and International Office staff to ensure visa compliance and smooth operation. | 2014-2017 |
| 1. **Project Management – CPD Programme for Chinese Educators**   I am responsible for a collaborative commercial project that involves working with Suman International Education Limited to deliver CPD workshops to Chinese educators as part of an education and culture experience in the UK. | 1, 4 | 1, 2, 5 | 1, 2, 4 | This role involves managing short courses/workshops for up to 600 teachers per year. It requires a high degree of organisation and management skills, as well as strong communication skills.  **My work in this area and its impact is discussed in detail in Case Study 1.** | 2014 - current |
| 1. **Project Management – Short Courses in Technology Enhanced Learning**   I worked with 2 schools in Norway (Ringstabekk and Hundsund) to develop a non-accredited short course in technology enhanced learning. I managed one member of academic staff (TEL tutor) charged with developing the content and worked cooperatively with Project Office support staff to design and deliver the 2 residential courses. | 1, 2 | 3, 4, 5 | 1, 2, 3, 4 | The two short courses satisfied the RKE strand, and Faculty KPIs, for Internationalisation. My strategic role was to lead and manage the programme design (example programme schedule at **Appendix 1ji**), organisation and delivery. The role required excellent organisation and management skills in order to ensure the best possible learning experience for delegates, all of whom were working in English as a second language.  Close liaison with stakeholders and University support/project staff was critical to a successful outcome. An example of feedback to a tutor can be found at **Appendix 1jii.** The fact that the second group approached us following a recommendation from the first is evidence of a successful programme delivery. Headteacher Bjorn Balsted commented that 'the combination of theory and product information was just right.' | 2014-2016 |
| 1. **Leadership and Management of Student Exchange and Short-Term Overseas Placement Programmes**   I have worked with MMU Programme Leaders and institutions overseas to design, plan, deliver and evaluate short-term international teaching-placement opportunities for secondary PGCE students | 1,2,3,4 | 1,3,5,6 | 1,4 | In this strategic leadership role, I have worked with MMU Programme Leaders and institutions overseas to design, plan, deliver and evaluate short-term international teaching-placement opportunities for secondary PGCE students - the aim being to enhance the students’ professional practice The activity has a robust method of evaluating the effectiveness of the experience with returning students being required to deliver a presentation to staff and peers about the impact of the overseas placement on their future professional practice. My role involves managing people including both academic and support/administrative staff at MMU, and collaborating with overseas stakeholders, for example schools, British Council etc. (**see Appendix 1hi**). In addition I provide workshops to students to ensure that they are prepared for the experience and are able to respect diverse learning communities. The role requires excellent management and organisation skills. The success of the offer is evident, as it is now embedded into the secondary PGCE offer and advertised as such in promotional materials e.g. prospectus.  **My work in this area and its impact on PGCE Secondary Programme is discussed in detail in Case Study 2.** | 2015-current |
| 1. **Staff management, mentorship and induction**   I took over formal staff management in 2015, following promotion to PL and a Faculty re-structure. Prior to that I was involved in mentoring new staff at the Crewe Campus. Both roles require similar skills. | 2,5 |  | 2 | I acted as a mentor for new staff at the Crewe Campus between 2009-14. I have acted as line manager for academic staff since 2015 (an average of 6 per year), including staff new to MMU. In these roles I have encouraged staff to engage in CPD activities (EdD enrolment (see example of email sent to staff **Appendix 1li**) - CELT courses, conference attendance etc.) and have promoted my staffs’ engagement with funded research projects (**See Appendix 1lii**). Such activities should ensure that they can enhance their academic practice. I have had positive feedback from staff in relation to my role as a line manager – example at **Appendix 1lii** . | 2009-current |
| 1. **Subject Leader for Primary English (Crewe Campus)**   As English subject Leader I was able to demonstrate my subject knowledge. I was also responsible for evaluating teaching of the subject. Having authored academic and practical texts relating to teaching primary English I was confident in my ability to lead the subject and to provide a quality learning experience for students. | 2,4,5 | 1,2,3,4,5 | 3 | In this role, I demonstrated skills of co-ordinating staffing and the mentorship of three new Senior Lecturers (Primary English), managing teaching resources and the development of initiatives that were key to a successful English provision on Initial Teacher Training programmes. For example, the design and development of the ‘MMU Partnership Guide to Literacy’ (**Appendix 1mi**), to strengthen students’ and school staff understanding of the connection between taught content and school experiences. Another such initiative was to develop, design and write an Early Reading Handbook (see **Appendix 1mii**), which combined research tasks, lesson observations and input from students and staff working in partner schools. This resulted in a heightened degree of collaboration between student, university and school. The booklet also contributed to both students’ and schools’ understanding of the place of phonics in early reading with students commenting on their increased understanding of the subject as a result of using the booklet (see **Appendix 1m iii**). It acted as evidence of an ability to teach early reading when students went for interview, contributing to student employability. The Faculty had been rated amber/red in a TDA review. The implementation of the booklet improved student confidence in teaching which in turn improved survey results and moved the Faculty to amber/green in the TDA rating.  Engaging in CPD in order to continue to develop my subject knowledge and teaching was essential to this role. I am a member of the National Association for the Teaching of English and attended conferences during my time in role. In addition I attended Government National Strategy Meetings (termly 2008 – 12). My own research and revised editions of my publications also formed an important part of developing my professional practice, and the practice of those within the team. | 2009 – 2013 |
| 1. **Unit Leadership and Teaching**   I have been responsible for teaching and managing units related to Primary English and Core Subjects (UG and PG) and a unit specifically for exchange students. In all cases I have been required to demonstrate my knowledge of my subject and an awareness of the subject’s pedagogy. | 1,2,3,4,5 | 1,2,3,4,5,6 | 1,2,3 | I have been teaching primary education related units since starting at MMU in 2007. During my second year at MMU, I took on a Unit and Subject Leadership role at the Crewe Campus (2008-2015). In this role, I have successfully led and co-ordinated teams of subject specialists (in some cases English, Maths and Science), to plan and deliver sessions and to assess and moderate students’ work (Year 2, Models of Teaching; Year 2/Year 3, English Specialism; Year 4, Management of Change; Year 2, Introduction to Primary Education; Level 5 (Exchange Students) Education and Culture, PGCE Primary English Specialism). This job role has also involved understanding the role and use of learning technologies and managing the unit Moodle areas. I attended Apple training in 2012 and supported the English Team at Crewe in embedding this technology into sessions e.g. the use of QR codes, video recording as formative assessment (English specialism). In addition, I have undertaken peer review/ team teaching as part of this role in order to evaluate the effectiveness of both the teaching and unit content. Such activity highlights my ability to effectively manage teaching, learning and assessment and an ability to effectively mentor my colleagues and also to learn from them to develop my own practice. The quality of my teaching, especially in relation to student support, is evidenced in my nomination for a Teaching Award (see **Appendix 1ni** ), ISS Comments (**see Appendix 1nii**) and feedback from SSCF meetings (see **Appendix 1niii**). This shows a sustained commitment to student experience. | 2008-2015 and 2018 - current |
| 1. **New Unit Development**   I drew on my subject knowledge to collaboratively develop Primary English Units for the original 3-year degree. I took the lead on a practice-based unit for the MA suite of programmes and have used my knowledge of student experience in Europe to develop an Education and Culture unit for incoming exchange students. | 1 | 1,2,5,6 | 1,3 | I have developed new units in relation to undergraduate Primary English (working as part of a team) and Primary Education (Education and Culture for Exchange Students). In addition, I proposed and designed a practice based unit for the full-time Faculty Masters programme. This was to provide the PG students with enhanced opportunities for academic and professional practice demonstrating my understanding of the needs of PG and overseas students and my ability to manage curriculum change and innovation (see unit specification at **Appendix 1oi**). In all cases, the role has involved drawing upon subject knowledge to plan and design learning opportunities. The skills of collaboration, organisation and using research to inform unit/curriculum content and assessment have been required. | 2012, 2015, 2018 |
| 1. **Post graduate and doctoral supervision**   As I approached the final stages of my own PhD study, I was asked to supervise MA students undertaking their dissertation study. | 3,4 | 2,3,5 | 1,3 | Since 2015, I have been supervising students studying on both the full-time and part-time Masters programmes. This has included home and international students. In this role I have to listen actively and engage the students in an academic dialogue - at doctoral level this is a collaborative team process. A key aspect of the role is to provide formative assessment on draft written submissions. Subsequent written output following supervisions provides an opportunity to evaluate the quality of the supervisory discussions, as students draw on those discussions in their writing. The doctoral supervision process has been particularly challenging and **I discuss this further in my Peer Observation Reflective Commentary.** | 2015 - current |
| 1. **Partnership Tutor and Senior Moderator**   I was the link between the University and a group of Partner Schools within a given geographical area. |  |  |  | This role required the successful support, supervision and  mentorship of students and supervising teachers in Faculty Partner Primary Schools within a given geographic area. In this role I had to provide training and support to both students and school-based mentors (school not MMU staff). I had to ensure that school staff were able to mentor and support students in order that students fulfilled the requirements of the Government’s Teachers’ Standards. In addition I provided termly reports (example at **Appendix 1qi**).Therefore, as a partnership tutor, I provided a key quality assurance role as I ensured consistency of practice and of judgements between university expectations and the training school.  In addition, I offered training to school staff and parents should a school request it e.g. The Place of Phonics in Early Reading Development for EY and KS1 parents at a school in Middlewich. This was reported in the school magazine and parents reported that it was successful. | 2008 - 2013 |
| 1. **Admissions Tutor – BA Primary Education QTS**   I was responsible for coordinating the recruitment and admissions activity at the Crewe Campus. |  |  | 1, 2 | This was a key organisation and management role. I attended recruitment and admissions meetings, which made decisions affecting Faculty admissions policy e.g. qualifications grades accepted for ITT, interview processes etc. (see **Appendix 1ri** for an example of minutes and actions). I worked closely with the Recruitment and Admissions Team and academic staff in Faculty and across the two campuses, to manage and co-ordinate open days, interview days and outreach work e.g. Men into Teaching. See **Appendix 1rii** for an example of an Interview Staffing Spreadsheet.  I mentored staff new to admissions through the process of grading applications and the full admissions tutor role and produced a walk-through type guide for staff in relation to interview procedures (see example at **Appendix 1rii**i). I produced annual reports for Faculty senior management, which made recommendations for improvement and captured students’ comments from interview day evaluations (see **Appendix 1riv**). | 2010 - 2013 |
| 1. **Erasmus/Worldwide Exchange Co-ordinator**   I am responsible for managing the experience of outgoing and incoming exchange students. | 1, 2, 3, 4 | 1, 2, 3, 5, 6 | 1, 2 | In this role, I co-ordinate the role of a small team consisting of two academic members of staff and a Faculty administrator. The role has allowed me to develop and manage internal processes for incoming and outgoing students. Successful management of incoming students has ensured that they are able to choose from a small but relevant selection of taught units from across the Faculty’s two Schools. As part of this offer, I developed a new unit specifically for incoming students, entitled ‘Education and Culture’. It is compulsory for all incoming students and offers an opportunity for collaborative learning. I taught and assessed this unit during its first year in order to evaluate the effectiveness of its content and collaborative learning approach. This structured approach to curriculum choice ensures an effective learning experience for visiting/incoming students. At the same time, it offers an opportunity to support the internationalisation of home students. For outgoing students, I worked to develop a robust and fair selection process which is promoted to all learners in their first year. The process is now embedded into Faculty procedures and is operationalised by the academic team. My role is now to quality assure the process during the selection process and during grade transfer on student return. The Information Sheet (taken from a short booklet) outlining the application process to students can be found at **Appendix 1Si** .  The small exchange team meets termly and I chair those meetings and offer support to staff (**see Appendix Sii**). My ability to successfully support and supervise those staff is crucial to this role, as we have to navigate University systems as well as challenges within Faculty.  This role supports the Student Experience strand of the Internationalisation Strategy. | 2010-current |
| 1. **External Examiner**   I am the external examiner for the BA (Hons) Primary Education (QTS) with Specialisms at the University of Chichester. I am the English subject specialist. |  |  | 4 | This work is enabling me to provide effective support and  mentorship to another teacher training institution (see **Appendix 1ti** for a copy of my Examiner’s Report 2017-18). I am able to disseminate aspects of my good practice, experience and subject knowledge in relation to the teaching and learning of Primary English (e.g. findings from my PhD study). In addition, close liaison with staff on the award winning Creativity unit at the University of Chichester, is enabling me to contribute to MMU’s developing strategy relating to students gaining credits for summer term activities/projects. As a result I have now joined a Faculty Strategy Group organised by the Faculty’s Head of Education. | 2017 - current |
| 1. **School Governor**   I am a governor at Ellesmere College, Shropshire (Woodard Schools) |  |  | 1, 4 | This work is enabling me to provide effective support and  Governance to a school, which accommodates children from the ages of 7-18 (**Appendix 1ui**). I have just been appointed Chair of the Education Committee, which involves drawing on my expertise and working with teaching staff and senior management to develop systems of monitoring pupil progress. I am currently working with senior staff to agree a specific terms of reference for this committee (see example of email correspondence at **Appendix 1uii**). This role requires skilful management and excellent communication skills. | 2018 - current |
| 1. **Study for and award of PhD**   Whilst working I studied for a PhD. The doctorate was awarded in 2016 for my thesis entitled ‘Listening to Boys Write: an exploration of the complex relationship between 10 year-old boys’ writing practices and their developing identities,’ | 5 | 1 | 3 | Completion of my PhD (**Appendix 1vi)** demonstrates my understanding of the importance of engaging with continuing professional practice and incorporating research into my taught sessions. It also contributes to my core knowledge in terms of the subject material. I have delivered papers at international conferences as a direct result of this research. | 2010-16 |
| 1. **Publications and conferences** | 5 | 1 | 3 | Various from 2005: See attached list at **Appendix 1wi**. | 2005 - current |
| *Add more rows as required* |  |  |  |  |  |

**3. Demonstration of Professional and Developmental Activities for SFHEA (D3)**

Complete this section using the guidance document to assist you. Provide a written commentary that demonstrates your leadership role in the provision of HE learning and teaching and demonstrates a thorough and sustained engagement with the UK PSF dimensions of practice and descriptors for SFHEA. This could consist of:

* 1 integrated case study
* 2 cases studies
  + Thorough & sustained engagement with the UK PSF dimensions of practice
  + Leadership and mentorship in teaching and learning
* An annotated teaching and learning related journal/book publication demonstrating the required engagement with the UK PSF

The commentary should also evidence learning from mentor dialogue linked to Peer observation (see guidance)

(please ensure you keep the indicative word count (≈ 4-5000) in mind when you are completing this section. Assessors will stop reading if they consider the section is excessively over the indicative word count)

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| Reflective Commentary ( 4-5,000) words) |
| The two case studies included in this section relate to projects that have required me to make direct connections with University policy and initiatives. In managing the implementation of the projects, I was able to make a significant contribution to programme and staff development, and to students’ learning experiences and future employability.  **Case Study 1 - Developing a CPD Programme for Chinese Educators (DoP, V4)**  Background  In 2014, as the new Faculty Internationalisation Lead, I took over an existing teaching and learning RKE contract with Suman International Education Ltd. The contract required the Faculty to provide continuing professional development (CPD) programmes for teachers, university academics and government officials from Jiangsu Province, China. At that time, the relationship with the consultancy was in decline and the organisation was shifting some of the provision to other Initial Teacher Training providers in the region. Due to the reducing numbers and levels of communication between the two parties, it was becoming less viable for the Faculty to operate.  In early 2015, I convened a meeting with the Director, International Office and my Head of Department to discuss the long-term future of the contract. At that meeting, it was agreed that the contract should be renewed for one more year at the end of which a decision would be made as to whether to retain or end the agreement with Suman International Education Ltd. I saw this as an opportunity to re-build the relationship and to lead and manage the contract effectively in order to bring the business back into the University. In consultation with my Head of Department and the Director International Office, I set some key performance indicators (KPIs) and targets that could measure the success of the outcome:   * To regain lost business and to increase the number of visiting delegations therefore providing more opportunities for teaching * To increase the contract value by 30%, in order to make it viable * To standardise the teaching offer to be 3 workshops per visiting delegation * To train a core teaching and administrative team to provide continuity * To ensure closer working relationships between the Faculty and consultancy by lecturers providing teaching materials 1 week in advance of sessions in order for translators to familiarise themselves with the material and to be able to ask questions * To improve staff confidence in working with overseas delegates and translators * To improve delegate/student experience by changing the model of teaching   The KPIs/targets related to three key business objectives or ‘strands’, outlined in the University’s Internationalisation Strategy (2015); student experience, staff experience and research and knowledge exchange.  Implementing Change  Regular meetings with consultancy and Faculty Project Office staff allowed me to build good working relationships with key stakeholders. I met with the consultancy in March 2015 and began work with them establish a more standardised offer in terms of the number of workshop sessions per delegation, and their content (**Appendix 2i**). Each delegation/group was treated as an individual project within the overall contract brief. This approach ensured that the CPD Programme reflected the needs and interests of the delegates/learners (DoP, A1; A2; A4). An example of group scheduling/programme and curriculum spreadsheet can be found at **Appendix 2ii**.  Models of teaching and academic staff development  A priority was to transform the model of teaching from a traditional teacher-led didactic approach to a dialogic (Alexander, 2008) and enquiry based learning and problem solving pedagogy (Leat, 2017, Savin-Baden, 2000), in order to manage the successful development of the contract through the delivery of a sustainable and creative curriculum/programme. I had to prepare staff to plan and deliver sessions, which would allow for discussion and elements of problem solving ‘…framed by questions’ in order to promote ’learner curiosity’’ (Leat, 2017: 28) (DoP, A2; A4; K2; K4; V1; V3; R1). Although this approach mirrored the teaching taking place on Faculty undergraduate and postgraduate programmes, in this context it was a paradigm shift from teaching to learning. This shift challenged those academic staff who had previous experience of working with Chinese groups in a number of ways. Firstly, there were staff who believed that culturally, the delegates expected and preferred a didactic approach to teaching provided by the university. This assumption was based primarily on media coverage of education in China and in some cases, an historic association with the programme. Secondly, including discussions and problem solving activities in sessions increased the challenges faced by staff when working with an interpreter. Staff expressed particular concerns about being able to communicate instructions clearly and facilitate discussions if delegates were speaking in Mandarin. Thirdly, my initial approaches to academic staff had seen concerns raised relating to the amount of time that would be needed to complete activities when having to provide additional time for translation.  In order to prepare the team of academics effectively, I led and managed training and tutorial sessions - see example guidance ‘Working with an Interpreter’ at **Appendix 2iii**) on working with an interpreter and encouraging dialogue with groups made up of large numbers of non-English speaking delegates (DoP C6;P1). One of the most effective ways of doing this was for me to develop a mediated learning process (Kozulin and Presseisen, 1995) and invite staff to join an introductory session that I was teaching (see **Appendix 2iv** for PPT session) (DoP A2; A3) . This process offered a valuable opportunity for collaborative teaching, as I encouraged new/observing staff to facilitate discussion groups utilising the interpreter when necessary. The staff members were also able to see how learning was formatively assessed and how feedback was provided to the delegates through the interpreter (DoP A4).The collaborative teaching process also offered opportunities for peer review and the evaluation of professional practice as the situation represented the standard expert/non-expert pairing as advocated by Bell & Cooper (2013) (DoP A5). Following on from this session, I presented regular staff delivering the ‘Introduction to the English Education System’, with an outline Powerpoint of the session they had seen delivered and invited them to populate further slides with areas of particular personal interest/subject knowledge and activities. This was to benefit their own professional development (see Appendix 2v). I ensured that I held informal reviews with those staff at the end of each session. As part of this coaching and mentoring process, I also held regular catch up meetings and undertook email correspondence with staff responsible for workshop delivery in order to establish the success of sessions, and to establish the degree of interactivity (see **Appendix 2vi**). This formed part of a quality assurance process that also involved me attending initial sessions delivered by other staff in order to provide support and feedback (DoP C5; C6).  At the end of each year of the project, I have hold a de-brief session with key staff. This meeting has focussed on the tutor experiences of teaching the groups and areas for development to improve the delegates’ experience of teaching and learning (see Agenda at **Appendix 2vii**). The student experience is formally evaluated by Suman International Education and findings are reported to the Faculty both via letter or email **Appendix 2viii** and at pre-programme meeting to inform the next year’s contract. Feedback is taken into account when I plan each course curricula and staffing responsibility. I maintain the link with the consultant by attending course opening and closing ceremonies, speaking at conferences organised by Suman (e.g. Headteacher Forum, November 2017). Maintaining this close relationship is crucial for successful delivery of the programme (DoP A1, A2, A3, A4; K6).  Impact of my managing and developing the programme  My careful management of the programme, and my leadership and mentoring of Faculty academic and administrative staff has resulted in a significant and sustained growth in the contract value. I now welcome up to 500 delegates per year to the Faculty workshops. The benefits fall into two key areas: teaching and learning and RKE.  **Teaching and Learning - Improved student/delegate experience**   * All sessions now include at least one activity and one group discussion (see example Powerpoint). Since this change, comments from delegates during their Closing Ceremony presentations have included, ‘*We have appreciated the excellent teaching from staff at MMU*.’ * Sessions have been reduced from 3 hours to 2 hours in length to benefit non-English speakers and improve concentration. * The delegates report enjoying the well-paced, interactive sessions, and experiencing a different approach to learning than that with which they are familiar. Suman International Education have reported positively on the quality and approach to teaching and sustained impact of the taught sessions on the delegates teaching in China (see **Appendix 2viii**). * The interactive sessions reflect the style of teaching experienced by the delegates on their visits to schools. It therefore combines to develop their cultural understanding of teaching and learning in the English education system.   **Staff experience/development**   * Staff have grown in confidence in delivering sessions with a translator present and encouraging delegates to work in their native language (see **Appendix 2ix**) * The sessions have provided opportunities to internationalise the curriculum on accredited programmes as staff share their understandings of education in China from the discussions with the Chinese delegates. A member of staff from our Modern Foreign Languages Team commented that she had found it really interesting learning about teaching in China and she would tell her PGCE students about it.   **RKE**   * Careful management of the programme has seen the contract value and number of groups increase annually between 2015 and 2018 * Income increased from £34,000 in 2015 to £75,000 (plus VAT) in 2016 and continues to increase annually. * This Project was shortlisted for the RKE Awards in 2016 (see **Appendix 2iv**)   Reference List:  Alexander, R. (2008) *Towards Dialogic Teaching*. York: Dialogos.  Bell, M. & Cooper, P. (2013) ‘Peer Observation of Teaching in University Departments: A Framework for Implementation’. *International Journal for Academic Development*, vol. 18, no. 1, pp. 60-73.  Kozluin, A. and Presseisen, B.Z. (1995) ‘Mediated learning experience and psychological tools : Vygotsky’s and Feuerstein’s perspectives in a study of student learning’. *Educational Psychologist*, Vol 30, No 2, pp. 67-76.  Leat, D. (ed) (2017) *Enquiry and Problem Based Learning: Students, School and Society.* London: Routledge.  Savin-Baden, M. (2000) *Problem-based Learning in HE: Untold Stories*. Buckingham:  **Case Study 2 PGCE Secondary Programme - Internationalising the Curriculum (DoP A1, K6, V4)**  Background  In 2014-2015, the PGCE (Secondary) programme team were reviewing their programme offer and wanted to incorporate a unique selling point. In my role as Principal Lecturer Internationalisation, I was keen to provide opportunities to internationalise the curriculum (Knight, 1993) for students across the Faculty. Therefore, I suggested to the Programme Leader that offering a short term, overseas experience during the four weeks set aside in the programme for ‘enrichment activity’ would be appropriate. Although the ‘enrichment phase’ was short in comparison to the more standard overseas exchange periods of one term offered to undergraduate students, I believed that an international enrichment experience had the potential to develop student self-confidence, inter-cultural understanding, tolerance and employability (Dwyer, 2004). As there was an increase in demand for UK trained teachers in the growing international school market, such an experience would position our students well to take up such opportunities (DoP K2; V1,3,4). Including such an offer would also align the Secondary PGCE Programme with key business objective Number 4 of the University’s Internationalisation Strategy (2015):   |  |  |  | | --- | --- | --- | | **4** | **Student Experience** | i) Study for credit (or not), or work for a period of time overseas  ii)Internationalisation of the curriculum and extra-curricula activities |   *MMU Internationalisation Strategy (2015)*  Trialling an offer  I persuaded the Programme Management Team to agree to a small-scale trial in 2015. I set up an opportunity for three students to go to China in May 2015, following the submission of a Business Case to FEG and FEG’s approval. The process required careful educational planning and expert implementation (Dwyer, 2004) in order to ensure a positive student experience, especially as communication with stakeholders was carried out mainly at distance.  I worked with a Jaingsu-based Education Consultant to implement the offer. I had met her on a visit to China in November 2014 with the University DVC. I began the organisation process by creating a time-line and process to work towards (**Appendix 3 i**). Then, in collaboration with the Programme Leader, I developed and agreed a programme and visit schedule. This was then reviewed with the consultant (**Appendix 3 ii**). The programme was designed to meet the needs of the students in gathering evidence towards the UK Government’s Teachers’ Standards. It included spending time in school, cultural visits and an opportunity to share practice with teachers in China (DoP A1; K6; V4). I liaised with the Faculty’s Project Office and the University’s Legal Dept. to have a contract drawn up to ensure the quality of the programme delivery and the safety and experience of the students. The three students (2 x English and 1x Business Studies) were prepared for their visit through a pre-departure briefing, a handbook provided by me (extract at **Appendix 3 iii**) and a handbook from the consultancy. A representative from the consultancy also attended the pre-departure event at the University in order to prepare the students for cultural differences and in-country etiquette. The three students’ evaluations were crucial in terms of developing and embedding the offer into the programme for future cohorts. The students provided regular updates whilst in-country (**Appendix 3 iv**), and a more thorough evaluation on their return.  Whilst the student feedback was generally very positive, the evaluations had a real impact on how the programme was developed. In response to the student feedback I concluded:   * Operating through a consultant could not guarantee the quality of provision, therefore it would be important to deal directly with hosting schools for future placements. * The students had been asked to carry out activities neither they nor I had been prepared for and I had to ensure that this did not happen for future cohorts. * The students had found visiting a range of public schools challenging as they felt they were showcased visits and not necessarily a true representation of education. Therefore, providing opportunities that enabled a direct comparison with their experiences in the UK would improve the experience. * It would be preferable to work with British Schools Overseas and University Training Schools overseas in order to ensure a quality experience.   Following the trial and feedback (DoP K5) I began to work with the Secondary Programme Leader and management team to build a secure offer that could be embedded into the programme in order to become business as usual.  **Embedding Overseas Enrichment into the Programme**  I set out to improve the design of the enrichment experience and to plan an experience that both supported the PGCE Programme of Study and was equitable in terms of the student experience for those students going overseas and those who would remain at home. I adopted what Bolman and Deal (1991: 511) would describe as a multi-frame approach by focusing on a structural and human resource frames. This was because as the leader of the initiative I needed to ‘set clear directions…whilst leading through facilitation and empowerment’. To do this I met with the Programme Leader, subject leaders from the trial cohort and members of the MFL Team, who had experience of and were aware of the benefits of travelling and working abroad. In the initial stages of the project, I worked with this team to establish the details of the timing of the enrichment period and where it sat within the Programme. However, it was important that all of the Secondary Programme Team were fully on board as the offer would be available to students across all subject areas of the PGCE. Through those early meetings an enthusiasm for expansion of the programme began to emerge across the staff base.  At this stage it was important for me to consider the amount of teaching and free time that the students would experience (DoP A1, V2), especially as the placement would fall over a UK bank holiday period. This was in direct response to the trial students’ feedback, which had concluded that they had spent far more time in school than their peers who had remained in the UK. As the students would be mentored overseas, by staff who had not undertaken Man Met mentor training, I also had to plan how I would prepare those staff in order to ensure that students received a good learning experience whilst on placement (DoP A4). This will be discussed later.  The overseas enrichment opportunity would not be accessed by all PGCE secondary students. I researched scholarly articles (DoP A5, V3) related to internationalisation at home (Standley, 2015; Wächter, 2000). Following on from this research, I realised that it was essential that experiences and learning from the overseas enrichment placements were shared with those students who had remained at home in order to provide an opportunity for the non-mobile students to interact with those who had returned to the University after their period abroad (Crowther et al, 2000; Standley, 2015). This sharing would provide some equity of opportunity in terms of the internationalisation agenda (DoP V1, V2) Therefore, I liaised with the Programme Leader to establish how and when the enrichment phase was currently assessed, in order to establish how the opportunity for internationalisation at home could be maximised. The outcome of the discussions resulted in the overseas enrichment offer being designed to have a tight, specified time period to allow for travel plus a minimum of 14 days in an educational setting (DoP A1, A2). This would ensure that the students returned to take part in group presentations in which they could share their experience and learning with their peers in their PGCE subject groupings (DoP K2).  I worked with the Programme Leader to set out the expectations of the student, MMU and the hosting institution during the time overseas (**Appendix 3 v**). It was essential to draw up a contractual placement letter to ensure students’ safety and security. Therefore, I liaised with MMU’s Legal Dept. on this matter. I then approached overseas schools that were either a) already known to me or members of my exchange team, or b) members of the Council of British International Schools network.  A rigorous application process was developed (DoP K6). This process mirrored the one I designed for Erasmus exchange applicants on the undergraduate programmes. The students were/are informed about the application process at an employability event in January (**Appendix 3 vi**). They apply by submitting a personal statement. Subject tutors are asked to provide evidence of engagement with taught sessions, attendance and School Based Training and academic grades. Each tutor ranks the applicant in order of suitability against the criteria. Following the trail I worked with the Programme Leader to manage the application process. She now liaises with subject tutors (**Appendix 3 vii**) and shares application details in a OneDrive area so that all academics are clear about the processes (DoP A2, K3). Places are confirmed to students in March. At this point I lead a pre-departure information event (**Appendix 3 viii**). This gives the students an opportunity to meet each other, and it ensures that the students’ subject tutors are fully involved in selection and subsequent support when the student is overseas. From past experience dealing with longer-term exchange students, this tutor ‘buy-in’ and support is crucial in ensuring a well-supported experience when the student is remote from MMU.  The challenge is placing the students in order to meet their preferences in terms of location, and the school preferences and their ability to support specific subject areas (DoP A1; K1). At this stage, I have to liaise closely with overseas school staff, via email and Skype. I ensure that the subject teams based in overseas schools include a member of staff with experience in mentoring junior members of staff and/or students (DoP A4). For schools new to the programme, or where there has been a change of staff, I hold a Skype briefing with the head teacher and mentor(s). This has worked well and this year, I extended the Skype opportunity to include the students going to Haileybury, Almaty, Kazakhstan (Skype call in April 2018 - this opportunity was welcomed by the students). The students are supported throughout the process with regular and standardised email messages (DoP A2). The administrative support processes are crucial in supporting and sustaining this offer. Therefore, I worked in consultation with the Faculty’s Placements Officer to devise an administrative procedure to record student and placement details (**Appendix 3 ix**).  I evaluate the student experience when they return to the UK, through discussion and questionnaires (**Appendix 3 x**). They responses influence discussions with schools for the following year’s placement offer, and pre-departure advice to students. In addition, the students undertake an assessed presentation to their subject group about the focus of their enrichment training.  Impact of Overseas Enrichment  The opportunity to spend time abroad is now embedded into the secondary PGCE offer and features in the promotional materials, for example the on-line prospectus. Some students have commented that the prospect of an overseas placement influenced their decision to study their PGCE at Man Met. (conversation with students during pre-departure event). Therefore, my design of the learning experience has had a direct impact on recruitment.  In 2016, one year after the trial, the number of students engaging in overseas enrichment had quadrupled from three to twelve. Student numbers have continued to grow and this year (2018) twenty-four students from across the subject range spent 14 days teaching in a school overseas. The table of locations and subject areas represented in 2018 can be found at **Appendix 3 xi** . Names have been removed.  Presentations of four PowerPoint slides are now delivered routinely to students staying at home during the final week of the programme. Reports from subject tutors show that the presentations are of interest to those students who remained at home and that interest in working abroad is increased following the student presentations. This activity supports the internationalisation at home agenda.  Evaluation proformas (**completed example attached at Appendix 3 xii**) show that the students feel well prepared for travel and well supported during their time overseas. Only 6 students completed an evaluation this year but all stated that they would be more likely to seek work abroad following this experience. Two of those students had not considered a career working in international education before completing their enrichment phase. Therefore, the experience has directly influenced and changed those students career ambitions, and for all it had implications for future professional practice. All cited the quality of their experience and the work-life balance experienced by staff at the placement schools, as being reasons to work overseas.  The students value their experience and provide very positive reports in relation to their learning and professional development (**Appendix 3 xiii**). This featured in an article I produced for Met Life in July 2016 (**Appendix 3 xiv**)  The schools welcome the input from teachers new to the profession as they use it as an opportunity for staff professional development, which ensures sustainability of the teaching and learning offer.  Next Steps  To meet the increasing demand I will engage in a formal marketing activity with COBIS to encourage their member schools to support the programme. This will act as a form of quality assurance as top-tier COBIS members are inspected through the Ofsted framework and many can offer the UK Government approved induction year to newly qualified teachers. This will present opportunities for students to be employed by their placement schools, ensuring the placement has a direct impact on the student’s professional practice and employability (DoP V4).  I will work with the Programme Leader to embed the Overseas Enrichment Evaluation Process in the subject tutor role, in order to secure a higher response rate. This is because the evaluation can be completed post-presentation. The larger sample of responses will act to further improve the programme offer (DoP A4).  I will work towards setting up a Blog for students to record and share their experiences whilst overseas (DoP K4).  Reference List:  Bolman, L.G. and Deal, T.E. (1991) ‘Leadership and management effectiveness: a multi-frame, multi sector analysis’. *Human Resource Management*, Vol 30, No 4, pp 509–534.  Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H. and Wächter, B. (2000) *Internationalisation at Home: A Position Paper*. European Association for International Education: Amsterdam.  Dwyer, M. M. (2004) ‘More is better: the impact of study abroad programme duration’ *The Interdisciplinary Journal of Study Abroad*, Vol 10, Fall, pp 151-163  Knight, J. (1993) ‘Internationalization: management strategies and issues’ *International Education Magazine.* Vol. 9, No. 1, pp. 6-22.  Manchester Met. (2015), *Internationalisation Strategy 2015-2025*. Manchester Met: Manchester  Standley, H. (2015) ‘International mobility placements enable students and staff in Higher Education to enhance transversal and employability related skills’ *FEMS Microbiology Letters.* Vol. 362, No. 19, pp1-5.  Wächter,B. (2000) ‘Internationalisation at home- the context’ in Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H. and Wächter,B. (2000) *Internationalisation at Home: A Position Paper.* European Association for International Education: Amsterdam. |
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**4. Peer Observation Reflective Commentary (1,000 words)**

Complete this section by completing a reflective commentary related to the dialogue you had with your mentor following your engagement with peer observation (1,000 words). This observation can be an observation you have already completed recently or you can arrange a new observation with your mentor. You can participate in the observation as an Observer or an Observee. Use this opportunity to reflect on the observation and the dialogue that followed and evaluate your learning from this process and create an action plan for future practice development.

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| Commentary on Peer Observation experience (1,000 words) |
| **Date 12/04/18**  **Observer Dr Jo Basford SFHEA**  This commentary relates to a peer observation of a doctoral supervision. I participated as an observee, for two reasons. Firstly, I felt that a formal peer observation was an appropriate tool through which I could share and improve my practice, as I am relatively new to doctoral supervision. Secondly, as a senior manager, I hoped that my learning from the process would contribute to the development and support of my own staff, a number of whom are themselves early career supervisors. I noted the key points raised during the post-observation discussions (**see Appendix 4i**).  The student in question is a part-time student following a professional doctorate route, who has previously suspended studies. This means that she faces a number of challenges in respect to progressing with her studies as she works full-time in a senior management role and has a young family. Understanding the student’s situation is an important factor in this reflection because I felt challenged by the supervisions. It was hard for me to remain focussed on her academic development knowing that she faced other personal challenges. This tension formed the key area of discussion around developing a supervisory style to benefit students.  Deuchar (2008: 490) highlights two dimensions of supervisory practice: structure and support, from which four supervisory styles develop, ‘laisser-faire, pastoral, directorial and contractual’. It was evident from my peer observation and feedback that I focus on the support aspect and the ‘pastoral’ and ‘directorial’ supervisory styles apply to me (DoP A4). My peer observer commented that I had begun supervisions from a more pastoral perspective, assuming that the student was able to manage the project may need personal support. She commended my patience, support and empathy when communicating with the student, stating that I clearly put the student at ease and created a positive environment for her (DoPA2,3,4; K1,3; V1). As we reviewed the supervision, it became evident that there had been a shift towards the directorial, which assumes the student needs support in managing the project rather than themselves. The reviewer commented on the detailed guidance I provided to the student. I had been conscious of this shift and wondered if I had bombarded the student with ideas for structuring her project. My observer felt that it was something I just needed to be aware of and that I should not feel the need to ‘rescue’ the student at all times. The email exchanges attached **(Appendix 4ii**) also highlight this shift.  We discussed why I tend to adopt a more pastoral and directorial approach. My reasons are grounded in my own, past experiences. Having had a ‘laissez-faire’ doctoral student experience, I wanted to make sure that my students felt better supported and guided than I had done. Also, having been a Samaritan and studied counselling, I found it difficult to separate the student’s personal life and her academic progress. In addition, as I had been a PhD student myself until 2016, I felt that I had to prove myself, and my explicit subject knowledge (DoP K1), in order to position myself as an accepted doctoral supervisor (see post-supervision comments, taken from Skillsforge **at Appendix 4iii**). My peer reviewer suggested that although my contributions to supervisions were useful and positive, I was perhaps ‘trying too hard.’ As I reflected on our discussion, I realised that I had to find a way to continue to provide pastoral and academic support whilst encouraging the student to be more autonomous. I had to recognise that this was the student’s research project and that I needed to encourage her to own her work (Wisker, 2001; Taylor and Beasley) (DoP A4; K2). My peer observer suggested that I draw less on my personal experiences in future supervisions as a way of working towards this. I also looked at suggestions by Hassrati (2005) to benefit my practice.  Hasrati (2005) comments on the specific challenges faced by supervisors of doctoral students in the field of education. Such students are often isolated, working alone on their research in an environment where research is not always valued. Hasrati (2005: 558) proposes a more psychological ‘cognitive apprenticeship’ approach to supervision. This is a three-stage process consisting of *model* (supervisor makes his/her explicit knowledge known), *coach* (supervisor supports student doing tasks) and *fade* (staged withdrawal of support as student is able to work independently. This model is particularly relevant to my situation in the Faculty of Education and the students I work with (DoP V4). It would also offer a structure to work to (DoP A5, K5,6; V3,4). Therefore, my action plan is based on developing both the support and structural dimensions of practice as an early career supervisor.  **Action Plan**:  It is through the activity of participation (Lave and Wenger, 1991) that I will ultimately learn how to behave as a supervisor with valuable and meaningful knowledge being generated through this process (Halse, 2011). Although the peer observation affirmed that my contribution provided a positive student experience, I will continue with the process of regular peer review to support my supervisory role, as reflecting on my actions should further enhance my practice (2 per year). In addition, pre and post-supervision informal discussions between the supervisory team will continue. (DoP A5; K6).  However, in order to develop my own confidence and identity as a doctoral student supervisor, and a more detailed understanding of the supervisory process and my role within the University context, I aim to combine the practice-based approach with more formally recognised professional development training. Therefore, I have requested that I have a training/professional development objective in my PDR for 2018/19 relating to this aspect of my work; to attend a ‘Research Degree Supervision and Examination’ short course offered by CELT beginning 27/04/19 (see PDR extract **Appendix 4iv**) (DoP A5).  I will use my learning experience to mentor others in this role and to support development of their practice, for example by offering informal evaluative discussions of supervisions, and recommending the CELT course option to staff at their PDR meetings. (DoP K3, 5; V3)  1007 words excluding references  Reference List:  Deuchar, R. (2008) ‘Facilitator, director or critical friend?: contradiction and congruence in doctoral supervision styles’. *Teaching in Higher Education*, Vol 13, No 4, pp 489-500.  Halse, C. (2011) ‘Becoming a supervisor: the impact of doctoral supervision on supervisors’ learning’. Studies in Higher Education, Vol 36, No 5, pp 557-570.  Hasrati, M. (2005) ‘Legitimate peripheral participation and supervising PhD students’. *Studies in Higher Education*, Vol 30, No 5, pp 557-570  Lave, J. and Wenger, E. (1991) *Situated Learning*. Cambridge: Cambridge University Press.  Taylor, T. and Beasley, N. (2005) *A Handbook for Doctoral Supervisors*. London: Routledge.  Wisker, G. (2001) *The Post-graduate Research Handbook – Succeed with Your MA, MPhil, EdD and PhD*. Basingstoke: PalgraveMacMillan. |

## 4: Details of Advocates

Your application must be accompanied by two advocacy statements.

One of your advocates should be your academic line manager. We recommend that your advocates are familiar with the requirements of the UK PSF (ideally at least FHEA) and are an appropriately experienced member of staff working for a UK higher education institution.

**It is your responsibility to collect the advocacy statements and submit them with your application.**

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| **1st Advocate** | |
| Name: | Dr Martin Needham |
| Job Title: | Faculty Head of International |
| Department: | Faculty of Education, School of Childhood, Youth and Education Studies |
| Email address | m.needham@mmu.ac.uk |
| In what capacity can this individual comment on your professional practice?  As my line manager, Dr Martin Needham will be able to comment on my project leadership skills with regard to international and distance learning related activity. | |
| **2nd Advocate** | |
| Name: | Dr Gee Macrory |
| Job Title: | Associate Head of Department, Primary ITE |
| Department: | Faculty of Education, School of Teacher Education and Professional Development |
| Email address | g.macrory@mmu.ac.uk |
| In what capacity can this individual comment on your professional practice?  As a former line manager, Dr Gee Macrory will be able to comment on my contribution to the teaching of English and subject leadership at the Crewe Campus. | |

# Advocates Statement to support an application for HEA Senior Fellowship (D3), us via MMU’s internal Professional Standards Framework (PSF)

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| --- | --- |
| *Applicant Name* | *Dr Julie Scanlon* |
| PSF Status Applied for | Senior Fellow |

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| --- | --- |
| *Advocate Details* | |
| Name: | Dr Martin Needham |
| Job Title: | Faculty Head of International |
| Department: | Faculty of Education, School of Childhood Youth and Education Studies |
| Email Address | m.needham@mmu.ac.uk |
| Capacity in which giving statement | *This statement should be provided by colleagues who are able to:*   * *comment on the applicant's current / recent role, responsibilities and activities in MMU and provide examples of the impact of their activities on the student experience.* * *offer a “peer review” of the applicant’s practice.* * *validate the applicant’s claims made in their MMU PSF application.* |
| HEA Status of advocate (circle if applicable) | Fellow Senior Fellow Principal Fellow |

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| Please comment on the validity of the evidence claimed by the applicant in the Experience grid and Demonstration of Professional Activity commentary. We are looking for evidence of commitment to teaching and/or supporting learning rather than their general academic achievement. |
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| Please refer to (providing practical examples to support your comments):  **Please comment on (providing practical examples to support your comments):**   * **the applicant's experience and achievements in teaching, learning and assessment practice;** * **the contribution of the applicants makes to the student experience within their area of practice (only refer to his/her research record insofar as this directly informs their teaching).** * **the applicant’s contribution to faculty or departmental objectives in teaching and learning, engagement in processes that support the enhancement of learning and teaching.** * **The applicants role in the leadership and mentorship of colleagues in relation to teaching and learning practice** |
|  |
| *Please use this box to add any further comments that you would like to make*  Your **advocacy statement** could draw on the evidence provided through the Peer Support for Teaching (PST) scheme or professional CPD. |
|  |

Signature of Advocate: Date:

**Advocates Statement to support an application for HEA Senior Fellowship (D3), us via MMU’s internal Professional Standards Framework (PSF)**

|  |  |
| --- | --- |
| *Applicant Name* | *Dr Julie Scanlon* |
| PSF Status Applied for | Senior Fellow |

|  |  |
| --- | --- |
| *Advocate Details* | |
| Name: | Dr Gee Macrory |
| Job Title: | Associate Head of School of Teacher Education and Professional Development |
| Department: | Faculty of Education, School of Teacher Education and Professional Development |
| Email Address | g.macrory@mmu.ac.uk |
| Capacity in which giving statement | *This statement should be provided by colleagues who are able to:*   * *comment on the applicant's current / recent role, responsibilities and activities in MMU and provide examples of the impact of their activities on the student experience.* * *offer a “peer review” of the applicant’s practice.* * *validate the applicant’s claims made in their MMU PSF application.* |
| HEA Status of advocate (circle if applicable) | Fellow Senior Fellow Principal Fellow |

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| --- |
| Please comment on the validity of the evidence claimed by the applicant in the Experience grid and Demonstration of Professional Activity commentary. We are looking for evidence of commitment to teaching and/or supporting learning rather than their general academic achievement. |
| *Julie has made an excellent contribution to the teaching of English to our ITE students, both undergraduate and postgraduate. She has excellent subject knowledge, evidenced not just by her teaching but by her highly relevant textbook, thus ensuring that our students are taught by a tutor up to date in the field. Her doctoral thesis on boys’ writing is further evidence of her grasp of the field and has enabled Julie to refer students to specialised and appropriate academic sources. Julie has from her appointment been highly consistent in her contribution to the English teaching team, showing initiative and commitment. Julie developed an Early Reading Handbook which greatly enhanced relationships between students, tutors and schools and earned praise from Ofsted inspectors in our most recent inspection of primary education (2015-2016) and from an Ofsted monitoring inspection report into teaching of phonics which noted that ‘Key improvements in the training have included the introduction of new phonics focused handbooks’ (Ofsted,2013). The handbook remains in use and is updated regularly****.*** *In addition to developing the handbook, Julie developed and disseminated to all partnership schools a very professionally produced poster which showed very clearly exactly what teaching the students received about reading at various points in their programme. She has taught both ‘core’ (general input to all students) and specialist English courses at undergraduate and postgraduate level. The consistently high quality of her teaching is evidenced by positive comments from student reps at SSCFs (Staff Student Consultative Forums).*  *At the Crewe campus, Julie was a highly effective and reliable subject leader. She inducted three new members of the English teaching team there, and ensured continuity of their work as well as liaising with the Manchester members of the English team. She proved to be very capable at addressing problems efficiently and struck an excellent balance between acting independently on the one hand and reporting to me as her line manager on the other.*  *In summary, I am happy to validate the claims made in the application. I have no hesitation is supporting this application, which I believe is merited.* |
| Please refer to (providing practical examples to support your comments):  **Please comment on (providing practical examples to support your comments):**   * **the applicant's experience and achievements in teaching, learning and assessment practice;** * **the contribution of the applicants makes to the student experience within their area of practice (only refer to his/her research record insofar as this directly informs their teaching).** * **the applicant’s contribution to faculty or departmental objectives in teaching and learning, engagement in processes that support the enhancement of learning and teaching.** * **The applicants role in the leadership and mentorship of colleagues in relation to teaching and learning practice** |
|  |
| *Please use this box to add any further comments that you would like to make*  Your **advocacy statement** could draw on the evidence provided through the Peer Support for Teaching (PST) scheme or professional CPD. |
|  |

Signature of Advocate: Date: 23 August 2018

**5: Appendices;**

**Please submit as a seperate document via the separate appendices dropbox within moodle**

1. Evidence of engagement with peer observation of practice ( including peer observation paperwork & feedback forms, any reflective commentary linked to associated mentorship, action plans)
2. Any evidence you wish to attach to provide evidence of impact of your teaching and supporting learning practice eg: feedback, testimonials etc.

**You may also wish to attach** (please remember that panel assessors will not read excessive supplementary evidence so limit this to key pieces of evidence and consider using key excerpts rather than the full document)

1. Evidence of ongoing reflective practice eg: excerpts from or link to reflective diary /blog
2. A list of education based publications/conference presentations
3. Other evidence to support your engagement with the UK PSF