

Institutional culture and orientations to development

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Outline...

1. My take on the relationship between:
 - the educational developer and institutional culture & context → A simple model
 - An example case
2. Your analysis of the model:
 - Application to your own experience and context
3. Sharing thoughts:
 - Is it relevant?
 - Innovation and/or weaknesses?
 - Room for improvement?

Background

- Action research at an English HEI
- Cross-school/discipline group
 - PDP: Forms and perspectives
 - Differences between schools, departments:
 - How to engage the unengaged?
 - The educational development problem:
 - Different “communities”
 - Different cultures
 - Different approaches

The questions I asked...

What model:

1. explains the process of “*engaging the unengaged*”?
2. can guide the manipulation of educational development relationships, in a range of different situations?

Starting point

- “Orientations to educational development”
(Ray Land, 2004)
- 12 ‘orientations’ based on in depth interviews with educational developers

12 orientations

1. Managerial
2. Political - strategic
3. Opportunist
4. Entrepreneurial
5. Researcher
6. Romantic
7. Reflective Practitioner
8. Professional Competence
9. Internal consultant
10. Modeller-broker
11. Interpretive-hermeneutic
12. Provocateur

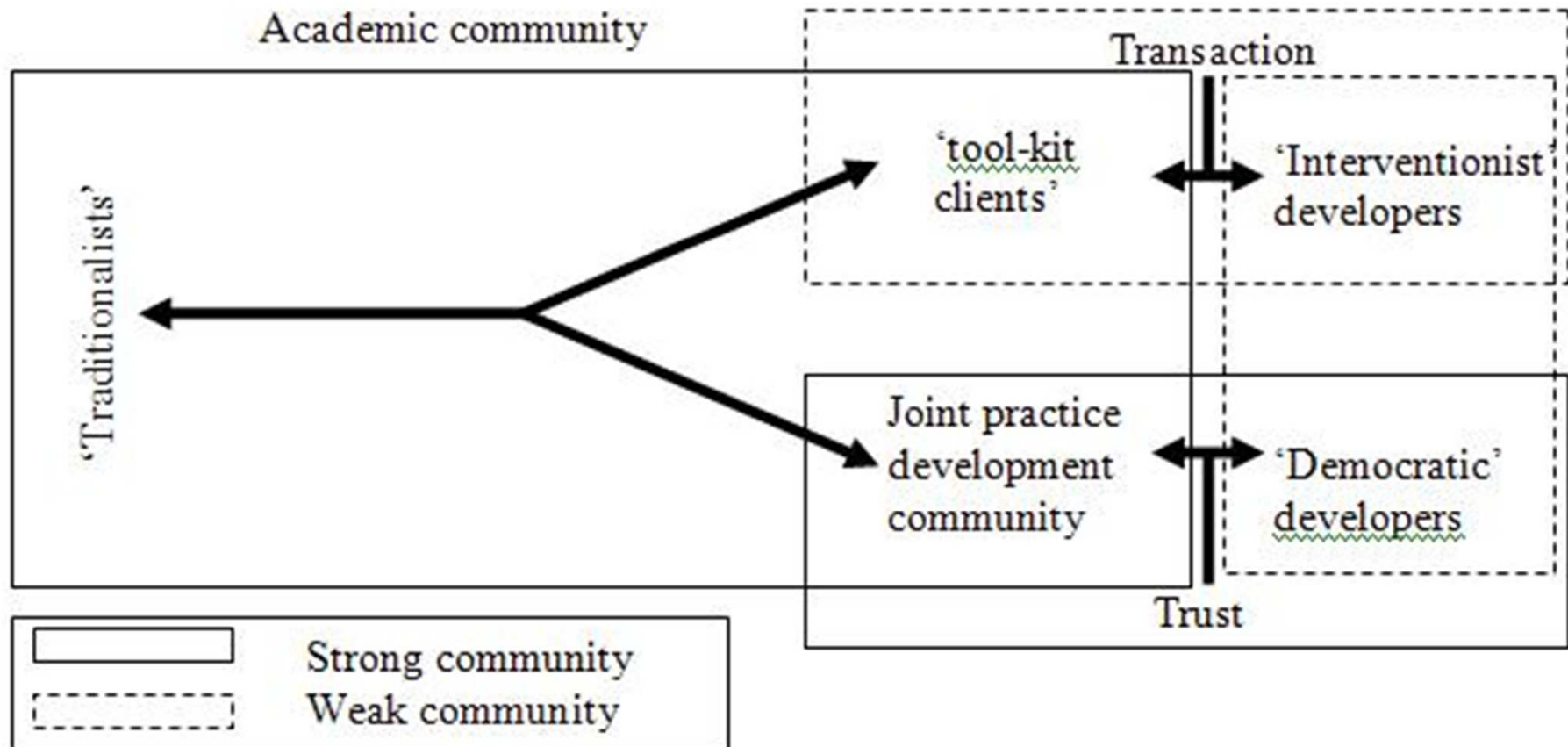
What are 'orientations'?

- Orientations represent:
 - Preferences? (i.e. modes of professional operation)
 - Strategic responses? (i.e. professional choices made to suit context)
- Partly:
 - Intuition
 - Comfort zone
 - Planned response

Application of the 'orientations' framework

- Enlightening insight, but complex?
- Review suggested a simpler version:
 - Two essential forms
 - Interventionist
 - Democratic
 - Dependent on
 - Context & community
 - Stage of development/innovation

A model of community-developer relationships

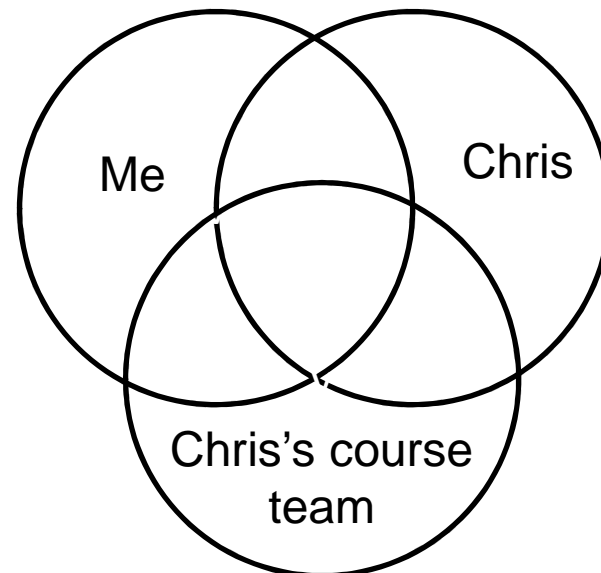


Example (Phase 1)

- One School not engaged in action research
- All development seen as transactional/formal
- Task:
 - Find and ‘recruit’ one ‘susceptible’ & influential academic (Theresa) through formal engagement
 - Work collaboratively with Theresa to identify value in new PDP practice
 - Theresa mediates with others in school

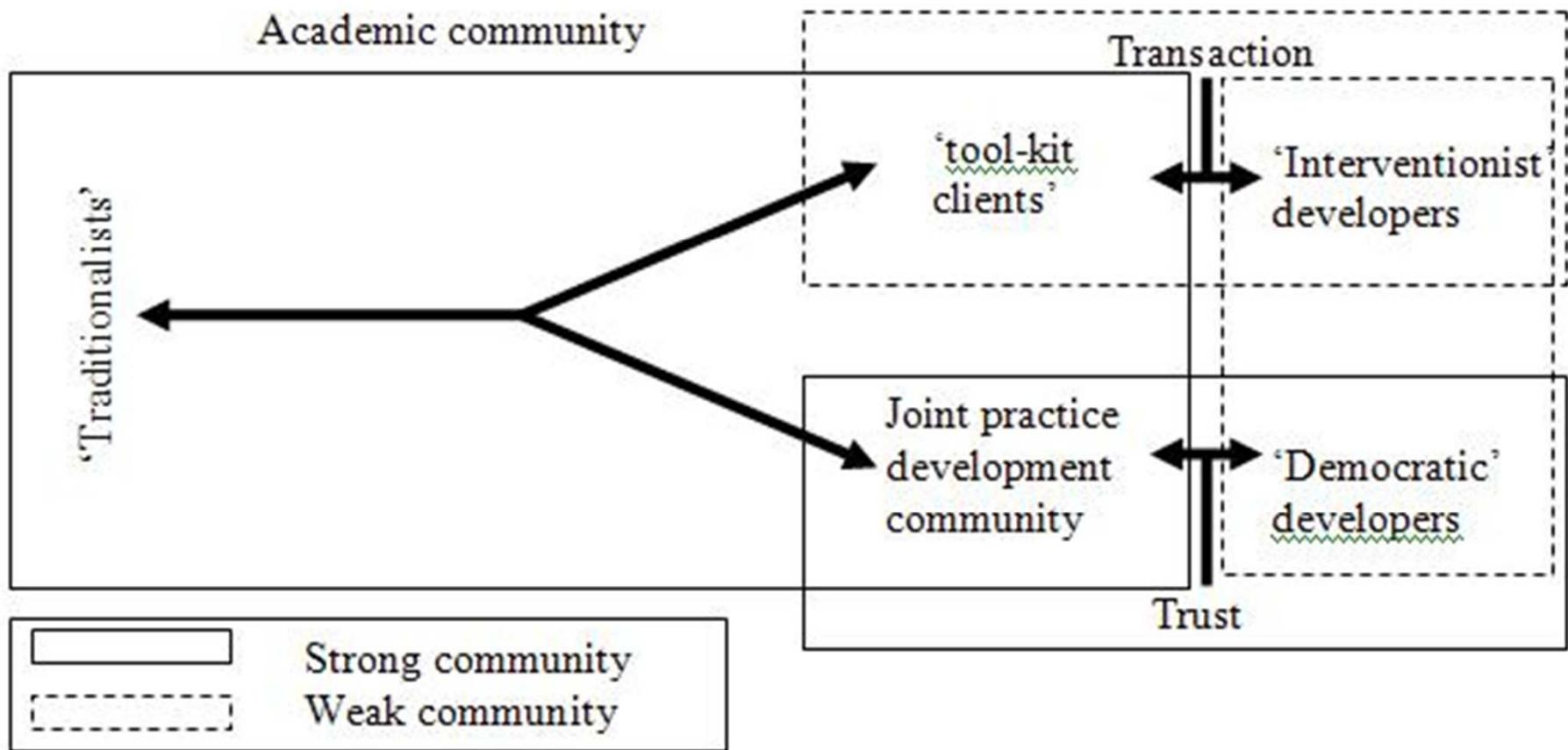
Example (Phase 2)

- Senior sceptic (Chris) agrees to discuss PDP
- Formal basis for trial (with rules) agreed
- Once trial underway, relationship becomes collaborative:



Change of orientation

- Throughout the process:
 - Switching between ‘intervention’ & ‘democracy’
 - Depending on:
 - Stage of engagement/development
 - Perspective of staff involved



Your turn...

- Does this model help:
 - Explain how spreading innovation can work?
 - Plan the sharing of new ideas?
- Do you use these concepts already:
 - Explicitly?
 - Implicitly/intuitively?
- Can you provide examples?
- Can we make the model more useful?

Key References

Land, R. (2004). *Educational development: discourse, identity and practice*. SRHE & Open University Press. Maidenhead

Fielding, M., Bragg, S., Craig, J., Cunningham, I., Eraut, M., Gillinson, S., Horne, M. Robinson, C., Thorp, J. (2005). *Factors influencing the transfer of good practice*. DfES. Nottingham.