

Title: **Bringing the backstage conversations front of stage: a whole organisational approach to inclusive teaching.**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify issues in their institutional context relating to inclusion and differential attainment.
- Map inclusive institutional context and plot lines of conversation
- Reflect on institutional inclusive practices and how professional development for staff encourages changes to practice and student outcomes.
- Share experiences and learn from inclusive practices at Brookes and elsewhere on leading professional development for staff to improve student outcomes and success.

Session Outline

Inclusion, belonging and success are at the fundamental frontier of HE. We are data rich universities and we now know more than ever about our students. It is our imperative to address disparities in outcome and experiences. However, the details vary tremendously regarding different student characteristics, disciplinary approaches, Professional, Regulatory and Statutory body expectations, as well as signature pedagogies. Staff need to be flexible, open-minded, curious and driven to reinvent and reassess their approaches to best fit the changing nature of students and HEI. Based around the work of Roxå & Mårtensson (2009) and Boud and Brew (2013), we explore how Oxford Brookes are developing approaches to bring the backstage conversations front of stage in professional development.

We will document the shift towards a more nuanced approach to tackle varied, localised, contextualised and persistent issues to inclusion, belonging and student success. Broadly outlining the whole organisational approach to inclusion to date, we will share experiences of what worked and what needed to change to raise the profile and engagement with inclusive practice.

One of the core activities to achieve this was to develop a framework, connecting Universal Design for Learning with Self-determination Theory (Deci and Ryan, 2000) to develop an inclusive practice benchmarking tool to audit practice. Additionally, the framework, introduced in 2018/19, has acted as a theoretical model that informed institutional and individual practices. Programme teams have been involved in evaluating their practices and setting bespoke targets to improve outcomes. Recognising good work as the foundation for a more rapid and widespread change to practices, we will explain the range of development events to complement institutional change and outline the informal impact evidence to date.

Session Activities and Approximate Timings

1. Introduction. Context setting: inclusion at Brookes from 2015 to now. (3 minutes)
2. Outline of processes and what was working and what was not (5 minutes)
3. Link to a map of Brookes systems and structures with lines of conversation between them (5 minutes)
4. Lived examples of strategies to improve inclusion and informal evaluation to date (10 Minutes)
5. Moving forward: work to be done (5 minutes)
6. Individual/ team activity: instructions and set up (3 minutes)
7. Map inclusive institutional context and plot lines of conversation (10 minutes)
8. Table discussion: share institutional map and discuss lines of conversation. Identify where improvements could be made. Each delegate presents to the table approx 3-5 minutes each (25-30 minutes)
9. Plenary: Poster walkaround. How does the map align to your staff development? Where are the gaps? (12 minutes)
10. Questions (5 minutes) What are you going to do as a result of this workshop?

Preparation before session

We would like you to consider looking at your institutions whole strategy approach to Inclusive practice and how it aligns to your educational and staff development.

References

Boud, D., & Brew, A. (2012) Reconceptualising academic work as professional practice: implications for academic development. *International Journal for Academic Development* 18(3):1-14

Ryan, R., & Deci, E. (2000) Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist* 55(1):68-78

Roxå, T., & Mårtensson, K. (2009) Significant conversations and significant networks – exploring the backstage of the teaching arena. *Studies in Higher Education*, 34:5, 547-559