



# The Teacher-Practitioner: perspectives on professional development

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Artswork is Bath Spa University's Centre for Excellence in Teaching and Learning in the creative industries

## Teacher-Practitioners:

teach at HE or FE level and sustain a practice in the creative and cultural sectors

teach in many disciplines including health care and medicine, built environment and all creative art and design subjects.

In a recent national survey (Looking Out, 2009) of 108 art, design and media departments, over 85% employed teacher-practitioners as a way of “sustaining current industry knowledge in the curriculum”.

There are a number of assumptions made about ArtsHE and teacher-practitioners in ArtsHE

## Assumptions: **We need to return to industry-led, vocational education**

Since 1870 interventions by Governments in Arts higher education have failed to generate greater engagement with industry, vocational education, greater numbers or better artists and designers. Real industry participation began in the 1950s in moves initiated by art and design schools to employ teacher practitioners. This practice rapidly became common and widespread.

**Assumptions: The majority of teacher practitioners are recent graduates**

72% of teacher-practitioners have more than 10 years and 23% more than 15 year experience in creative and cultural industry.

Assumptions: **Professionals only work in education until their practice can support them**

80% of teacher-practitioners are freelance, 23% are owner managers, directors and partners.

## Assumptions: **Teachers are out of touch with the real world**

Of 239 teachers surveyed, 54% have sustained professional practice in the creative and cultural industries and 93% have maintained links with their professional practice.

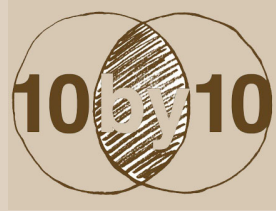
## Assumptions: **Part-time teachers represent cheap labour for universities**

Heads of department point out it is more expensive to employ two fractional posts than one full post and, by employing teachers on fractional posts, the pool of knowledge is substantially increased.

**Assumptions: Teacher practitioners are not involved in running courses and curriculum development.**

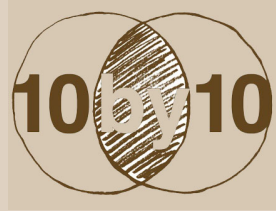
Teacher-practitioners hold key positions including year co-ordinators, subject co-ordinators, course and programme leader roles. 51% act as external examiners and less than 8% do not contribute in any way to quality assurance or curriculum enhancement.





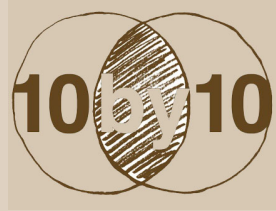
## Teacher-Practitioners:

- teach from and through professional experience
- have knowledge of contemporary issues and processes
- relate knowledge to professional/industry based practice
- inspire others through example of own practice/process
- facilitate learning through shared inquiry



## Teacher-Practitioners: working across communities

- pedagogy
- academic conventions & management
- disciplinary or subject knowledge
- creative practice or research
- professional or industry based practice



## Teacher-Practitioners: 10 things we know

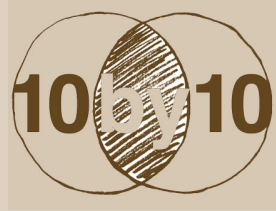
### Perspectives on Practitioners' Role

students learn more from academics who are also practitioners

students learn more from practitioners because they have more professional experience than academics

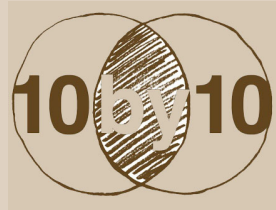
students learn more from practitioners because they have a different approach to academics





## Teacher-Practitioners: 10 things we know

1. There is a lack of definition of the teacher-practitioner role.
2. There is a lack of explicit recognition that maintaining professional creative practice is of value to the curriculum, the institutional culture and the student experience.
3. There is limited consideration of the pedagogy and contribution to teaching and learning of a 'practice-informed' or practitioner-led approaches and little understanding of the knowledge transfer processes in play.

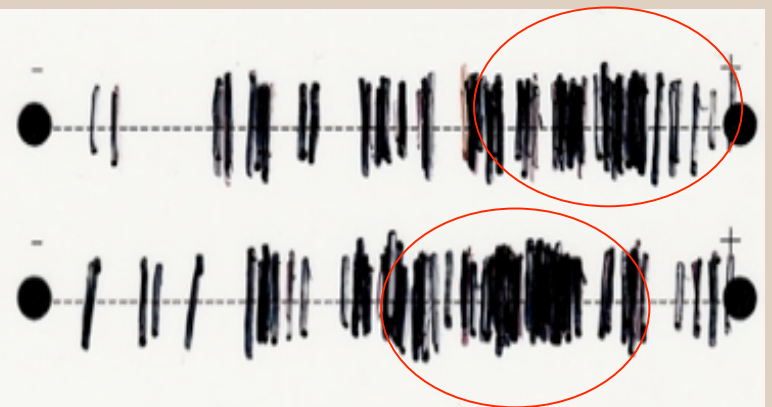


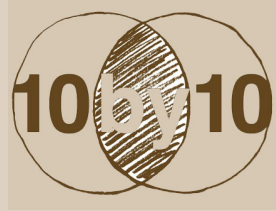
## Teacher-Practitioner: 10 things we know

### Perspectives on Practitioners' Role

practitioners' key role is to help students learn about the discipline

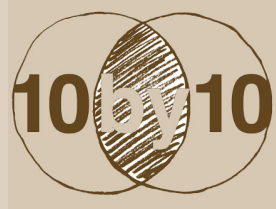
practitioners' key role is to help students learn about professional practice





## Teacher-Practitioner: 10 things we know

4. Institutions rarely have specific policies or structures supporting the distinct contributions of teacher-practitioners or their specific professional development needs beyond that of 'the teacher'.
5. There are complex issues relating to contextual, individual and institution, personal and professional identities and cultures.
6. Practitioners see themselves as different and are seen by others as different.

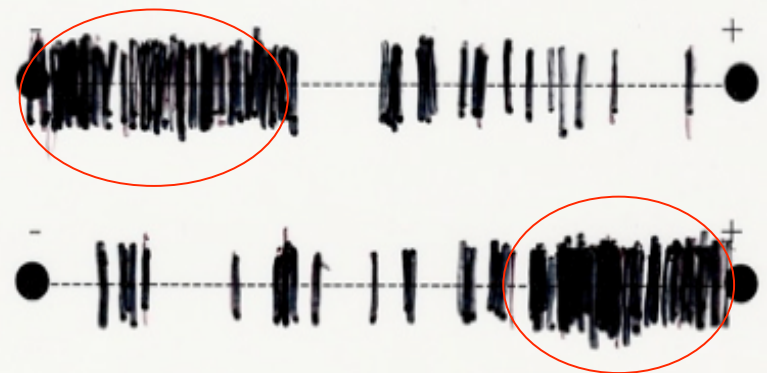


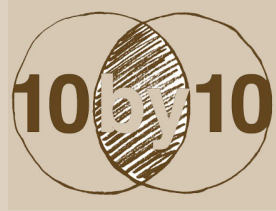
## Teacher-Practitioner: 10 things we know

### Perspectives on Practitioners' Role

practitioners need to 'behave' like teachers, in order for students to benefit

practitioners need to be able to articulate and reflect on their own practice, in order to teach

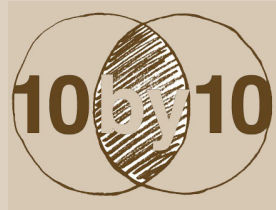




## Teacher-Practitioner: 10 things we know

7. Teacher-practitioners find it difficult to scrutinise how teaching and professional practices inform each other, but see them as mutually beneficial and interconnected.
8. Teaching enhances and informs practice. Teacher-practitioners describe co-learning with their students.
9. Teaching impinges on practice. The institutional impact on the practitioner appears greater than that the impact of professional creative practice on the teaching and learning.
10. There are tensions in managing the relationship.



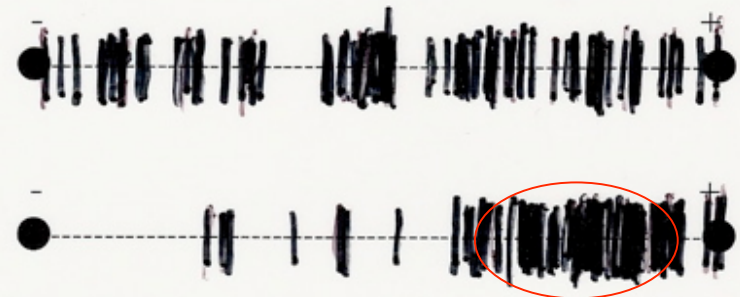


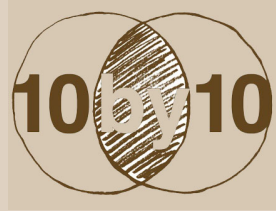
## Teacher-Practitioner: 10 things we know

### Perspectives on Practitioners' Role

practitioners benefit from teaching, by putting some of their student's ideas into practice

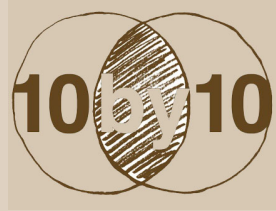
practitioners benefit from teaching, through learning with their students





## Teaching-Practitioner: relationship typologies

- **Transmission:** relationship between fields, but only in one direction, direct or indirect;
- **Separate:** no relationship, teaching and practice are distinct and not connected;
- **Mutual:** reciprocal relationship where one informs the other; dominance, difference, balance;
- **Mutual-Interstitial:** a relationship with both teaching and practice creating an emergent or 'in-between' space; shared processes and outcomes.



## Teacher-Practitioner: 10 things on professional development

Value and recognition of practice: new perspectives from the HEI [40%]

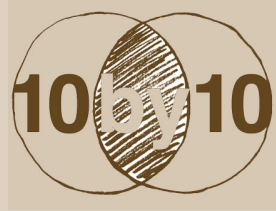
*“Practice seems essential for effective teaching but it is not at all supported, acknowledged. That support would be very beneficial”.*

*“A similar emphasis on practice development, as academic development, promoted by the University. A better focus on the industry experience that associate lecturers bring, in the context of employability”.*

*“Employment practice [should] highlight professional creative practice and give it space to co-exist with teaching”.*

*“Institutions going to the individual to find means of developing their working relationship for mutually beneficial ends.”*

1. HE institutions to have clear policies about the employment and roles of practitioners.



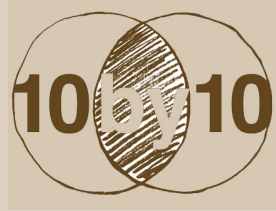
## Teacher-Practitioner: 10 things on professional development

Sharing others' perspectives: professional development [35%]

*"More fluid boundaries between institution and the world – less jargonistic pedagogic discourse. Sharing between creative disciplines".*

*"Professional development for exchange of ideas and recognition of issues dealt with by teacher-practitioners."*

2. A support network would elevate the status and value of the teacher-practitioner
3. Professional development programmes specifically for teacher-practitioners.



## Teacher-Practitioner: 10 things on professional development

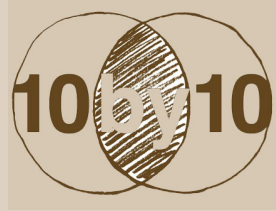
Alternative perspectives: practitioner pedagogy [14%]

*“Looking at creative practice and the processes it can contribute to teaching.”*

*“To make sure higher education teacher understands the value of the necessity of creative practice informing teaching and the associated research.”*

*“Teachers need to be trusted and more fully exploited, rather than micro-managed”*

4. Ensure teacher training/qualifications are relevant, responsive and inclusive for industry professionals, valuing the practitioner experience.

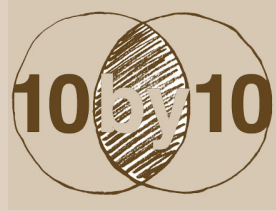


## Teacher-Practitioner: 10 things on professional development

Alternative perspectives: practitioner pedagogy [14%]

5. Develop a clarity in how teaching, practice and research relates to practitioner identity, career, cognitive framework and teaching approach, This would in turn give teacher-practitioners more confidence and students more clarity.

6. Explore the tensions in the role of teacher-practitioner and the relationship between teaching practice and creative practice, industry and F/HE.



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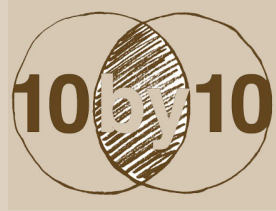
Alternative perspectives: practitioner research [12%]

*“Helping practitioners develop the tools/discourse to advocate for their work as research and helping practitioners to find ways to link up and integrate their practice, research and teaching.”*

*“Mandatory practice commitment for tutors in HE, not PhD driven”*

7. Support teacher-practitioners to develop the tools and discourse to advocate for their practice (within the academic context), and find ways to connect and integrate their practice, research and teaching.

8. To avoid issues relating to institutional and higher education convention, engage with practitioners outside HE, emphasising value in the ‘external’ engagement with F/HE.



## Teacher-Practitioner: 10 things on professional development

Alternative perspectives: practitioner research [12%]

9. Develop resources, research and educational development specifically to enhance the mutual benefit of the teacher-practitioner to arts education and industry.

10. Raise the profile of the relationship *between* teaching and practice, as a valid area for exploration to allow for a legitimate research approach, highlighting the importance of creative practice in the teaching role.





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