Supporting Sessional Teachers

Louise Reynolds

Question……

How do we choose your sessional staff?
Epiphany
One approach

Top down – Team Leader
- Social accountability
- Human resource
- Continuity quality service delivery
  - ‘being good value for money’
  - ‘edu-tainment’
- Budget implications

Another approach

Bottom up – P2P – peer to peer
- What would I want as a new teacher?
- What did I need when I started?
Oversight

• Program & topic design
  – Course coordinator
  – Scaffolding of skills
  – Inter-topic & intra-topic

Reynolds & Parry 2009

Setting: BHS program
  – 3 year undergraduate program
    • Variety of majors
Aims:
  – Constructive alignment
  – Scaffolding of skills
  – Graduate qualities
Cohorts

- All streams of the BHS
  - BND, BBSc, BSc, BA, BEd/BHS
- Large student numbers > 250+
- Teachers => allied health professionals various lengths of experience

Mixed Methodology

- Grounded theory – open, axial and selective coding
  - 2008 SET data (student voice)
- Questionnaire
  - Tutors who taught in topics (teacher voice)
- Interview
  - Topic coordinators (teacher voice)

(Grbich 1999; Jang, McDougall, Pollon & Russell 2008; Amon & Reichel 2009)
Knowing your student views….

• Group work +++
• Engagement
• Study summary
• Interview essay

• Feedback +++
• Explanation of assessments
• Fewer assessments
• Marking criteria

Knowing teacher views

• 100% agreement enough opportunity for feedback
• 100% agreement assessments appropriate for first years
• 80% agreement on consistency in marking
• 40% agreement on time for workshops

Workshops time consuming – students lose focus and panic instead of reflecting
Too much to do in short space of time
Add some quizzes to ensure students remember key points & acroynms
Analysis intra-topic HLTH1302

<table>
<thead>
<tr>
<th>Assessment</th>
<th>ILO</th>
<th>Rationale</th>
<th>Graduate Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>1, 2, 4, 5, 7</td>
<td>Multidisciplinary, reflective</td>
<td>Boundaries Collaboration</td>
</tr>
<tr>
<td>Team based</td>
<td>1 – 7</td>
<td>Searching, team, reflective</td>
<td>Boundaries Collaboration</td>
</tr>
<tr>
<td>Study Summary</td>
<td>1, 2, 4</td>
<td>Searching and writing</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Team reflection</td>
<td>6</td>
<td>Reflective practice</td>
<td>Independently Ethics</td>
</tr>
<tr>
<td>Interview</td>
<td>1 – 7</td>
<td>Links across topics, links to literature, theory and future practice</td>
<td>Application Ethical behaviour</td>
</tr>
</tbody>
</table>

Scaffolding

Intra & inter topic relationships
Reflections

• Training
  – Assessment & feedback
  – Meeting before returning assignments

• Tools
  – Tutor handbook
    • Consistency

• Time
  – Tea & sympathy

Tutor manual

• Resource online:

• See page 23 for lesson plans
Remembering….

• Social accountability
  – What is my responsibility?
    • To individual
    • To the student

What to do if it all goes… pear shaped?
Questions