

Competency reference number and title	C10: Developing specialist skills and knowledge [Teaching]
Level of attainment claimed	Level 3
Development period: Overall dates in which competency was developed for this assessment level	

### Context

*Give a brief outline of the context in which you developed this competency. For example, your previous and current job roles or responsibilities*

In my current role at [REDACTED] Special Collections I regularly contribute to the department's teaching activities. Special Collections has a vibrant teaching programme which involves delivering and supporting both skills based and subject specific sessions to undergraduate and postgraduate students.

### Activity

*Give a brief description and examples from your professional activity and practice which demonstrate your competency at this level. Link this section to the competency definition in the Framework.*

When I started at [REDACTED] in 2018 I volunteered to contribute to a review of the department's teaching offering and the development of modular learning resources, designed to be used as required by all Special Collections staff. I shared responsibility for creating materials relating to 'digital versus original' and 'citing special collections' (see evidence C10a). I have also developed bespoke sessions in collaboration with module leaders from within the faculty, such as a session for the undergraduate History module [REDACTED] which ran from 2018-2019 (see evidence C10b).

I attend monthly meetings of the Special Collections' teaching group, where we discuss our teaching activities and share any knowledge, tools or training we have encountered. I am also signed up to the Library wide 'teaching clinic' who hold regular meetings to discuss teaching activities across library departments. I also attend events by the [REDACTED] Technology Enhanced Learning Advocates group.

All library staff with teaching responsibilities are invited to participate in an annual peer dialogue scheme. This involves observation by and of colleagues, and sharing feedback on specific sessions or general teaching skills. In every academic year since 2018-19 I have ensured I have both observed and been observed.

Since I began teaching in my role I have read widely on the use of Special Collections and archive material in Higher Education teaching. Where relevant I have fed back my findings to the Special Collections teaching group (see evidence C10c).

### Progression & Learning

*Give a brief summary of how your skills, knowledge and experience within this competency have developed or been maintained during this period. Include examples of the different skills, knowledge and experience developed and the types of learning undertaken such as formal training, study or research, work achievements, contributions to the profession etc.*

Engaging with colleagues across the teaching groups I participate in has given me the benefit of others' experience and knowledge. This has given me improved understanding of different learning styles, techniques and tools for planning sessions, classroom communication and measuring impact. The range of teaching I have undertaken has provided me with practical experience of implementing these.

Reading a range of literature around teaching in a Higher Education setting has informed me of ongoing debate in this area, demonstrated how established and developing educational methods can be incorporated and exploited, and given me new ideas to employ in my own teaching.

Participating in the peer dialogue scheme has given me the benefit of feedback from colleagues, both within and outside Special Collections, to identify areas of improvement. Feedback from an observation in autumn 2017 led me to suggest changes to an undergraduate history module.

In January I attended two professional development training days provided by the group [REDACTED] on innovative approaches to curriculum making and measuring impact in teaching.

### **Reflection**

*Reflect on and evaluate what you have learned from the activities you have undertaken to develop or maintain this competency. For example, what went well/not so well? What would you do differently next time?*

When I first began teaching I was keen to control all aspects of the classroom and strictly adhere to planned timings. However, experience and training has taught me that flexibility is a valuable skill, allowing students to steer a session towards the areas that interest them resulting in increased engagement. Nevertheless, ensuring a session is well planned remains essential to ensure key learning outcomes are defined and agreed.

To date my teaching has followed a fairly fixed pattern, regardless of subject. Exploring case studies through my reading has given me new ideas for future sessions which explore our collections in different ways.

Observing teaching by more experienced members of staff and attending regular teaching meetings with peers has introduced me to different styles and techniques and provided me with access to a pool of knowledge on the subject. This continues to influence all aspects of my teaching and provide a valuable sounding board for new ideas.

While the [REDACTED] training days were geared towards those working with school groups as opposed to in a Higher Education setting, it was nonetheless valuable. It introduced me to the concept of inquiry based student led learning, and provided me with tools to enable me to better reflect on my own teaching practice.

### **Follow Up**

*How have you applied your skills, knowledge and experience within this competency since? What do you intend to do next to maintain or further develop this competency?*

I continue to regularly review, develop and deliver teaching sessions to [REDACTED] students. At the start of each semester, I review the materials for all modules for which I have responsibility. Any new information or improvements I can identify are implemented, thus ensuring all sessions remain refreshed and current.

In [REDACTED] I am contributing to the development of some Special Collections digital learning resources with the Library's Learning Technologist. I look forward to exploring how my teaching experience translates to a new delivery medium.

I continue to seek out training opportunities which will improve my practice in this area [REDACTED] currently revising its internal post-graduate Certificate in Advanced Studies in Academic Practice and I have received approval from my line manager to enrol on relaunch.