

COLLABORATIVE GROWTH

A high-value, high-impact collaborative approach designed to help you Teach Well, Consistently Well.

→ Recruiting now for a January 26 start!

Looking for fresh, creative ways to enhance your teaching and learning practice?

Collaborative Growth offers an exciting opportunity to connect with a colleague and a learning designer to develop bespoke innovative approaches to your teaching and learning. This collegiate partnership will support you to redesign a specific activity, explore engaging assessment techniques or make the most of digital tools like Moodle or Padlet. This initiative will help you to Teach Well, Consistently Well and enhance your students' learning experience by doing so.



How it works:

- Identify a specific area of teaching you'd like to enhance.
- Get paired with a colleague and a learning designer to plan, develop, and trial tailored approaches in a safe and confidential space.
- Spend up to five hours over the academic year, with flexible scheduling to suit your workload and goals.
- Pairings are matched based on your areas of focus and unique skills for a mutually beneficial exchange.
- Build your practice while gathering evidence aligned with the Professional Standards Framework 2023 and PDR discussions.



COLLABORATIVE GROWTH

Supporting you to Teach Well, Consistently Well.

"I don't want to expose myself to criticism."



"I'm too busy and don't have the time for it."



"IT'S ABOUT LEARNING, NOT JUDGING. YOU'LL GAIN VALUABLE INSIGHTS FOR YOUR PROFESSIONAL GROWTH."

"IT'S A COMMITMENT OF UP TO 5 HOURS FOR THE YEAR THAT COULD MAKE YOUR TEACHING MORE EFFICIENT FOR LIFE."



"I'm an experienced teacher; there is nothing new you could teach me."

"It won't make a real difference to my teaching."



"NEW IDEAS COME FROM FRESH PERSPECTIVES."

"EVEN SMALL CHANGES CAN ENHANCE THE STUDENT EXPERIENCE AND ENGAGEMENT."



"I don't want to disrupt my routine. I'm comfortable with what I do."

"TRYING NEW IDEAS CAN ENRICH YOUR PRACTICE WITHOUT DISRUPTING IT."