



Kent Academic Repository

Beaton, Fran (2011) *Supporting and developing postgraduates who teach: implications and practicalities*. In: South-east developers' one-day conference, June 12th 2011, Bucks New University. (Unpublished)

Downloaded from

<https://kar.kent.ac.uk/40867/> The University of Kent's Academic Repository KAR

The version of record is available from

This document version

UNSPECIFIED

DOI for this version

Licence for this version

UNSPECIFIED

Additional information

Versions of research works

Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).

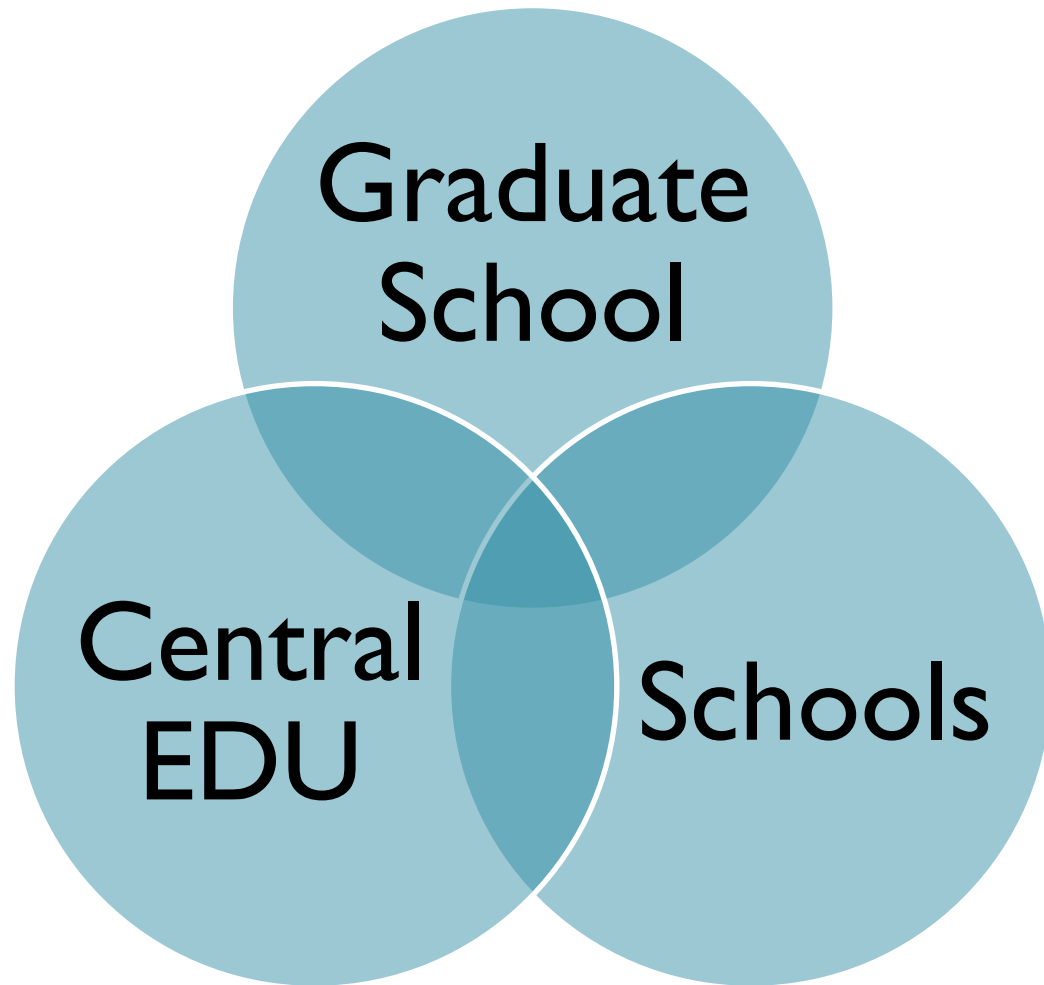
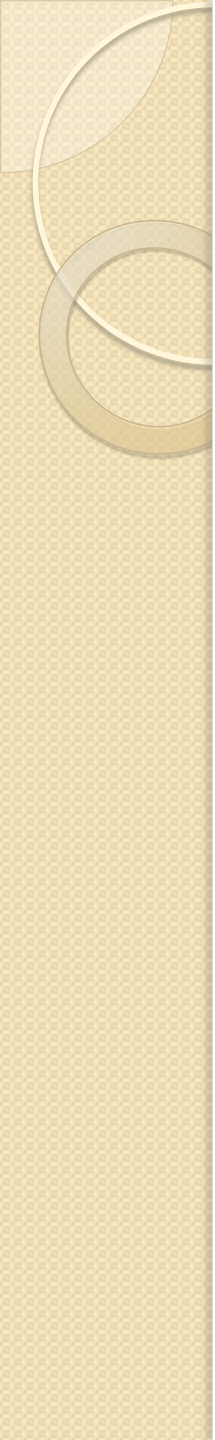


Supporting Graduate Teaching Assistants

Institutional structures and practices

Overview

- Institutional provision
- GTA roles and responsibilities
- Pitfalls and opportunities
- Key elements



Local context

- Team of four lecturers/Senior Lecturers in central EDU
- Three of us work with a specific Faculty and the Schools within them eg sit on L&T committees, joint projects with academic staff, CPD
- One of us sits on relevant Research committees and leads newly established Centre for the Study of Higher Education
- All have specific expertise/research interests, so work across institutional as necessary

Local context 2

- Some sort of teaching role is built into a lot of PG studentships
- Approx 200 currently on programme over two-year cycle, both probationers and GTAs
- But..... we cannot take everyone; not everyone is teaching immediately; some are demonstrating; some have little autonomy about what or how they teach

Institutional provision

Getting to Grips with HE Teaching

One-day workshops, repeated 3- 6 times per year

Interdisciplinary or subject-specific in conjunction with Schools

PG Cert in Higher Education

4 15-credit modules: GTAs take first two core modules (PTS1),
opportunity to progress to full PGCHE (PTS2)

Interdisciplinary with subject-specific input through mentoring

Variety of support mechanisms within Schools

(and they do vary!)

Pitfalls

- Where does the GTA fit into the life of their School? (if at all)
- Responsibilities/expectations are unclear or poorly communicated
- Interventions are haphazard or occur in response to difficulties of some kind

Most effective kinds of support

- Developmental, sustained, humane, boundaries understood
- Recognise the importance of the discipline in developing GTAs' sense of location and self-worth
- Involve active partnerships between the different parts of the institution with which the GTA interacts

Key elements

- Create and maintain close links with key staff eg mentors, Heads of School, Directors of Graduate Studies
- Enlist subject specialists routinely in centrally offered L&T-related events **and** contribute reciprocal expertise
- Ensure that up-to-date, quality information about what is available can be accessed from multiple entry points
- Create opportunities for GTAs to develop their own sense of community but also for them to be involved in broader academic communities
- Keep listening.....