

# Future proofing the educators

Dr Yvonne Bain  
[y.c.bain@abdn.ac.uk](mailto:y.c.bain@abdn.ac.uk)

UHI Learning and Teaching Conference

19<sup>th</sup> June 2017



# The key question:

What will it take to future proof ourselves as educators to ensure that we can inform our practice, inspire our learners, and be innovative in our approaches?



# Professional standards: commonality or diversity

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



**The Standard for Career-Long Professional Learning:  
supporting the development of teacher professional  
learning**

December 2012



**The UK Professional Standards Framework  
for teaching and supporting learning  
in higher education**  
2011

**Professional Standards for  
Lecturers in Scotland's Colleges**

**Initial Teacher Training/Education standards for  
Lecturers in Scotland's colleges**



## Who are the educators?

The 2015 UNESCO (United Nations Educational Scientific and Cultural Organization) report “Rethinking Education towards a global common good?”



# Education in the 21<sup>st</sup> Century – what should it be?

The 21<sup>st</sup> Century is the century of identity (Wenger, 2013)



- Knowing how to learn in a complex world
- Negotiating identity in a complex landscape

# Four pillars (Delors, et. al, 1996)



United Nations  
Educational, Scientific and  
Cultural Organization

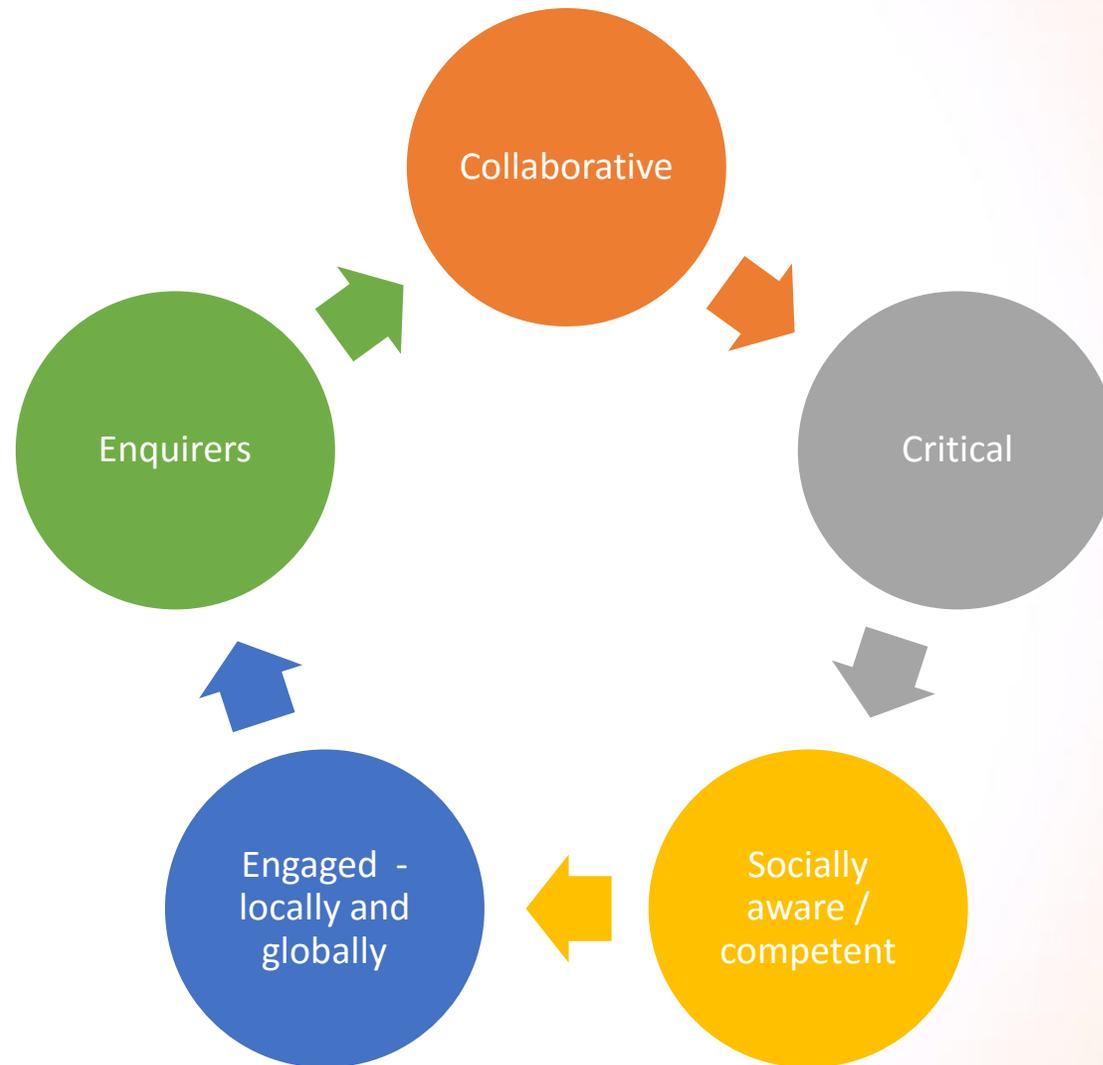
***Learning to know***

***Learning to do***

***Learning to be***

***Learning to live together***

# 21<sup>st</sup> Century learners

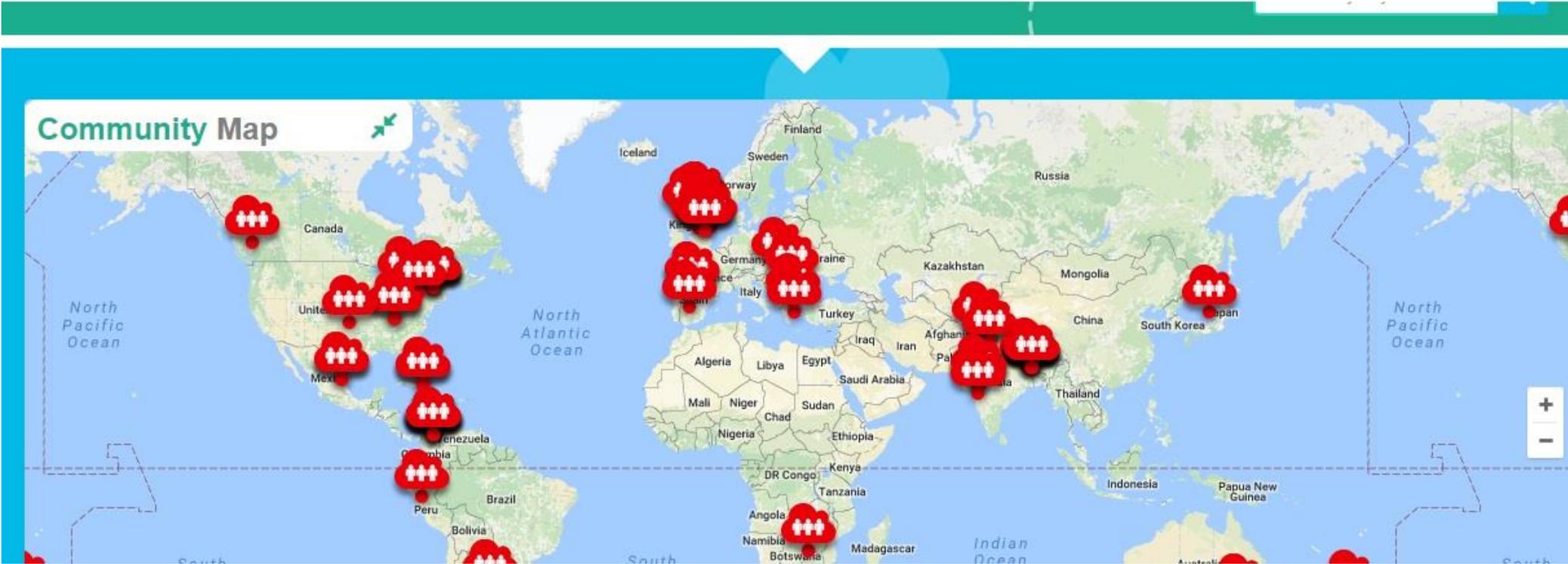


# In what way will learning be different in the future?



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Capture some thoughts: 10 minutes

How can educators future proof themselves?

1. **In groups of 3 or 4:** (no more) – with one member having online access
2. Send your responses to padlet (an electronic post-it):

**[https://padlet.com/y\\_c\\_bain/jopxeycbfjwh](https://padlet.com/y_c_bain/jopxeycbfjwh)**



# Professional Learning of Educators – as a community of practice

*“The social body of knowledge is not a single community of practice..... the ‘body of knowledge’ of a profession is best understood as a landscape or practice consisting of a complex system of communities of practice and the boundaries between them.” (Wenger-Trayner and Wenger-Trayner, 2015: 13).*

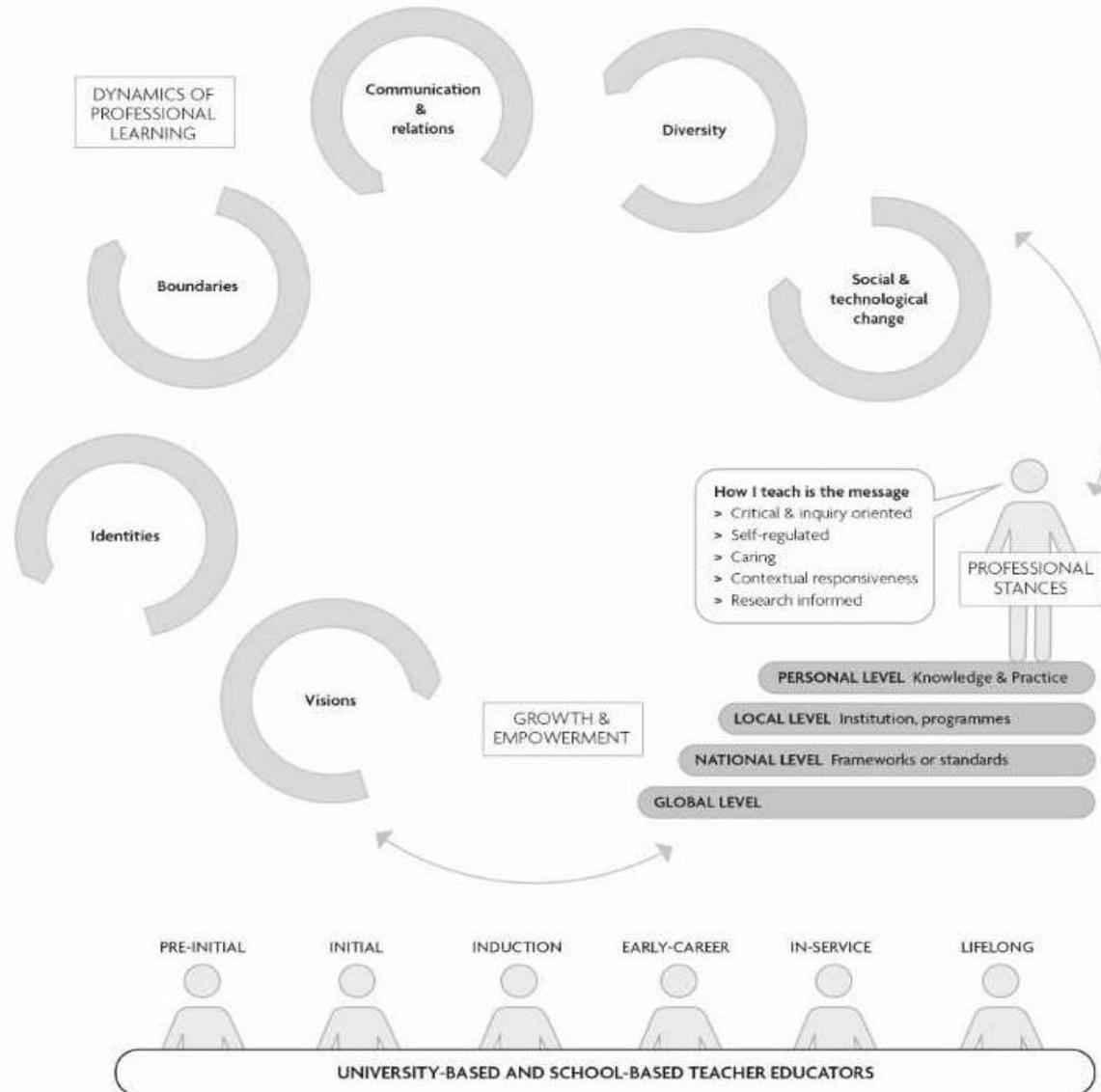
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# DLITE: A bringing together of professional communities

## Learning at the boundaries:

- Co-construction of the model and the learning
- Co-delivery and involvement of a wide range of experienced personnel
- Professional learning communities in, and across, the authorities





Is the suggested conceptual model of teacher educators professional development applicable to the development of educators in other contexts?

# References:

- Added this slide on afterwards – please see the notes section.