

MANIFESTO FOR LEARNING

CORE VALUES FOR LEARNING & TEACHING @ UWS

EQUALITY - STAFF AND LEARNERS ARE TREATED EQUALLY.

DEMOCRACY AND THE RIGHT OF EVERY INDIVIDUAL'S VOICE TO COUNT.

MUTUAL RESPECT BETWEEN STAFF AND LEARNERS, AMONG LEARNERS THEMSELVES AND BETWEEN STAFF ACROSS THE ORGANISATION.

COLLABORATION BETWEEN STAFF AND STUDENTS AND A SPIRIT OF RECOGNITION OF WHAT CAN BE LEARNED FROM EACH OTHER;

DIVERSITY - THE EXPERIENCE OF ALL INDIVIDUALS WHO PARTICIPATE IN LEARNING IS VALUED AND CARRIES THE SAME STATUS.

SUSTAINABILITY - LEARNING, KNOWLEDGE AND SKILLS WHICH CONTINUE TO EVOLVE AND MAINTAIN THEIR RELEVANCE TO SOCIETAL NEEDS.

PEDAGOGICAL PRINCIPLES - LEARNING @ UWS

- WILL BE A TRANSFORMATIONAL EXPERIENCE FOR ALL THOSE WHO PARTICIPATE IN IT AND CONTRIBUTE TO IT
- WILL PROMOTE AND FOSTER AMONG STAFF AND LEARNERS, SELF-DIRECTED AND INDEPENDENT LEARNING BEHAVIOUR AND SELF-REFLECTION
- WILL NURTURE INTEREST AND DEVELOP SKILLS AMONG ITS LEARNERS IN SCHOLARLY ENQUIRY, DEBATE AND OUTPUT IN A CULTURE OF SELF-REFLECTION, OPENNESS TO CHANGE AND THE PURSUIT OF ACHIEVEMENT AND EXCELLENCE
- RECOGNISES THE KNOWLEDGE THAT INDIVIDUALS BRING; KNOWLEDGE WHICH IS CREATED THROUGH RESEARCH, INNOVATION AND ENTERPRISE; KNOWLEDGE WHICH IS EVER-CHANGING THROUGH THE UNIVERSITY'S ENGAGEMENT WITH THE ACADEMIC COMMUNITY AND WITH THE SOCIETY IT SERVES
- GROWS FROM AN ACTIVE PROCESS OF ENGAGEMENT BETWEEN STAFF AND LEARNERS, WHERE RELATIONSHIPS ARE OPEN, HONEST, RESPECTFUL, VALUING AND LIFE-GIVING
- IS ALWAYS APPROPRIATE TO THE NEEDS OF LEARNERS, ENSURING CLEAR AND ENRICHING PATHWAYS TO THE ACADEMIC AND VOCATIONAL QUALIFICATIONS THEY ASPIRE TO AND ARE CAPABLE OF
- IS RESPONSIVE TO THE EDUCATIONAL, CULTURAL AND EMOTIONAL STARTING POINTS OF ALL LEARNERS. TAKES ACCOUNT OF INDIVIDUAL HISTORIES, CIRCUMSTANCES, AND GOALS

TEACHING STAFF CAN EXPECT LEARNERS TO...

- ACT AS FULL PARTNERS IN LEARNING
- TAKE RESPONSIBILITY FOR THEIR OWN PROGRESS
- BE REFLECTIVE AND SEEK SPACE FOR REFLECTION
- CHALLENGE, QUESTION, AND INITIATE DEBATE
- ENSURE AN INCREASINGLY SOUND KNOWLEDGE BASE FROM WHICH TO ENGAGE IN DIALOGUE.
- VOICE THEIR INSIGHTS INTO THEIR LEARNING EXPERIENCE AND THE STRATEGIES USED.
- SEEK A LEADERSHIP ROLE WITHIN THEIR LEARNING ENVIRONMENT
- INTERACT WITH ONE ANOTHER OUTSIDE CLASS TIMES
- BUILD INFORMAL LEARNING NETWORKS IN ORDER TO ENRICH THEIR LEARNING EXPERIENCE AND BRING PERSONAL EXPERIENCE TO THEIR LEARNING
- ENGAGE WITH THEM IN ALL ASPECTS OF LEARNING
- PROVIDE FEEDBACK TO STAFF ON THEIR LEARNING EXPERIENCE IN THEIR CLASSES
- MAKE USE OF THE FULL RANGE OF TECHNOLOGY AVAILABLE TO THEM IN THE UNIVERSITY AND AT HOME.
- TAKE MANAGED RISKS

LEARNERS CAN EXPECT TEACHING STAFF TO...

- BE SKILLED COMMUNICATORS AND PARTNERS IN LEARNING
- BE CONFIDENT, AUTHORITATIVE AND CREDIBLE
- ACT AS ROLE MODELS FOR THE ACADEMIC AND VOCATIONAL WORLDS LEARNERS ARE PREPARING FOR
- BE ENERGETIC, PASSIONATE ABOUT TEACHING THEIR SUBJECT AND MOTIVATED
- DEMONSTRATE COMMITMENT TO, AND INTEREST IN, THEM AS INDIVIDUALS
- FOCUS ON TEACHING THAT IS UNDERPINNED AND INFORMED THROUGH RESEARCH AND SCHOLARLY ACTIVITY
- BE ENGAGING
- INSPIRE LEARNERS BY EXHIBITING THE TRANSFORMATIONAL POWER OF LEARNING THROUGH THEIR OWN BEHAVIOUR
- VALUE THEIR KNOWLEDGE AND LIFE-EXPERIENCE AND SHOW A WILLINGNESS TO LEARN AND RECEIVE FEEDBACK
- MANAGE RELATIONSHIPS IN LEARNING GROUPS TO ACHIEVE THE BEST RESULT FOR EACH INDIVIDUAL
- PLAY AN ACTIVE ROLE WITHIN THE LEARNING GROUP AS CO-LEARNERS
- PROVIDE FEEDBACK SO THAT THEY ARE CLEAR ABOUT WHAT IS TO BE ACHIEVED, WHAT THEY HAVE TO DO TO IMPROVE AND WHERE THEIR STRENGTHS AND WEAKNESSES LIE

LEARNING ENVIRONMENTS @ UWS

THE LEARNING ENVIRONMENT THAT UNDERPINS AND REALISES THE PEDAGOGICAL PRINCIPLES:

WILL BE ENABLING, RESPECTFUL AND EFFECTIVE.

WILL BE VARIED AND APPROPRIATE TO THE NEEDS OF LEARNERS. TEACHING STAFF WILL TAKE ACCOUNT OF DIFFERENT APPROACHES TO LEARNING, AND INDIVIDUAL PACE IN GRASPING CONCEPTS AND WILL ANTICIPATE AND DEMONSTRATE A FULL UNDERSTANDING OF THE DIFFICULTIES LEARNERS MIGHT EXPERIENCE AND CONTINUALLY CHECK UNDERSTANDINGS

WILL FOCUS ON BOTH THE COLLABORATIVE ACQUISITION AND CREATION OF KNOWLEDGE AND HOW TO FIND, APPLY, CHALLENGE AND COMMUNICATE IT IN A SHARED MANNER. WILL FOSTER AND ENCOURAGE RESEARCH AND INNOVATION THAT UNDERPINS TEACHING AT ALL STAGES OF THE CURRICULUM

WILL FOSTER AND SUPPORT TRUSTING RELATIONSHIPS IN WHICH STAFF AND LEARNERS WILL INTERACT HONESTLY AND HELPFULLY.

WILL DEPEND ON REGULAR, COMPREHENSIVE AND TRANSPARENT FEEDBACK FROM TEACHING STAFF TO LEARNERS AS CENTRAL TO PROGRESS IN LEARNING. LEARNERS WILL HAVE A CLEAR VIEW OF WHAT IS REQUIRED TO IMPROVE AND RECEIVE BOTH FORMAL AND INFORMAL COMMENTARY ON PROGRESS.

WILL ENCOURAGE LEARNERS TO PROVIDE FEEDBACK TO THEIR TEACHERS IN ORDER TO ENSURE THAT THEIR EXPERIENCE IS SUITABLE AND MEETS THEIR NEEDS.

WILL ENCOURAGE LEARNERS TO REFLECT ON THEIR LEARNING AND TO DYNAMICALLY CHALLENGE ONE ANOTHER AND THEIR TEACHERS FROM AN INFORMED BASIS; TO QUESTION ASSUMPTIONS, IDEOLOGICAL POSITIONS AND REQUEST FURTHER INFORMATION.

WILL ENCOURAGE TEACHING STAFF TO ENGAGE THEIR LEARNERS AND TO CREATE LINKS BETWEEN THE ABSTRACT AND REALITY THROUGH ASPECTS SUCH AS STORY-TELLING AND REAL-LIFE EXAMPLES TO AUTHENTICATE THEORY, THE SHARING OF PERSONAL EXPERIENCES ... BIOGRAPHY, ANECDOTES AND SOCIAL AS WELL AS ACADEMIC INTERCHANGE

WILL REQUIRE TEACHING STAFF TO TAKE RESPONSIBILITY FOR CREATING LEARNING CONTEXTS THAT ARE ENJOYABLE AND FULFILLING AND IN WHICH LEARNERS CAN TAKE MANAGED RISKS

IN DEVELOPING THIS ENVIRONMENT, STAFF WILL BE EXPECTED TO USE AN APPROPRIATE VARIETY OF APPROACHES TO DELIVERY AND ASSESSMENT, INCLUDING THE USE OF DYNAMIC SMALL LEARNING TEAMS (PAIRS OR LARGER GROUPS), AND THE USE OF VIRTUAL LEARNING ACTIVITIES.

STUDENT
LEARNING
IN THE
21ST CENTURY
STUDENT CONFERENCE