

# Shaping your career in education

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# My student experience

2011-2013 SGUL

My GP inspired me to become a GP based PA

But there was one thing he said I never understood



# My first job

- ▶ One of the only GP jobs near Yorkshire!
- ▶ Doing 0830-1730 daily seeing patients became the routine
- ▶ Offered the opportunity to come and talk to other GPs about what I do...



# My Hallam story

- ▶ Joined as Associate Lecturer in 2015 in time for first cohort in 2016
- ▶ Applied for Senior Lecturer role  
11h/week Jan 2017



# Application process



- ▶ CV, covering letter, microteach and interview; able to draw on experience of teaching on a variety of modules, writing exams, leading modules, placement liaison I.e. My experience as an educator, IT skills etc
- ▶ Desirable to demonstrate wider awareness and interest in developing the role eg Contributing to Draft Matrix, mentoring UoS Biomed students
- ▶ I.e. What makes you stand out?
- ▶ Expected to demonstrate a wider awareness of education; interview questions varied from lesson planning to the importance of stakeholders in a University course

# Things to consider with a Lecturing job

## Associate Lecturer;

- ▶ You come in and do the job i.e. Not part of the course team
- ▶ You may be expected to prepare material for session in own time and only get paid to teach it
- ▶ Pays well hourly...but ad hoc work

## Contracted Lecturer;

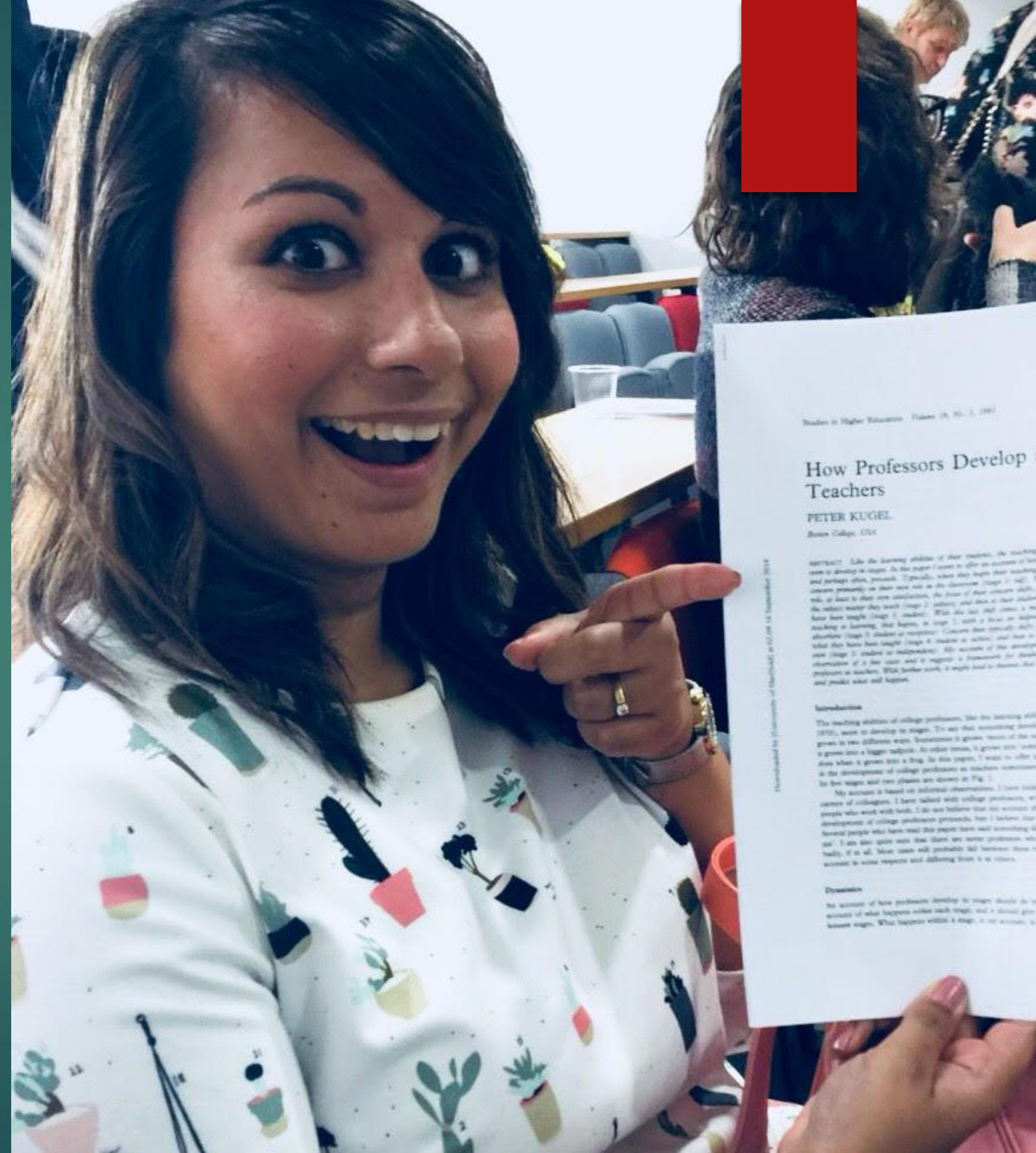
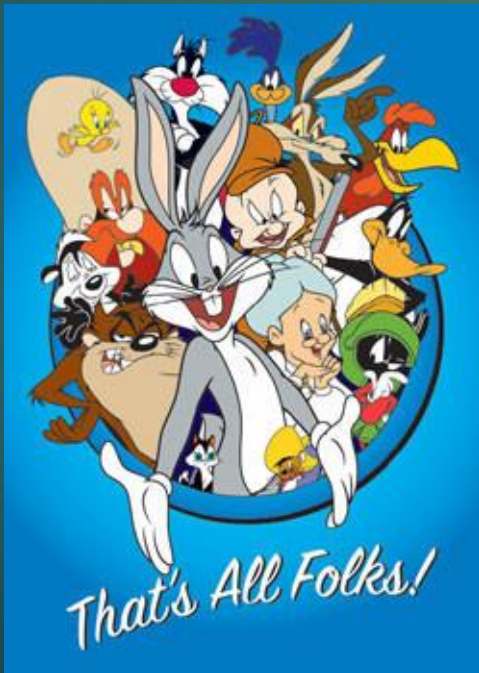
- Behind the scenes work eg timetabling and booking rooms, booking and paying lecturers, organising an osce, dealing with students problems in and out of the course, recruitment
- In addition to teaching, marking, meetings
- Salary depends on experience/ role advertised
- Annual leave, pension, student discount

# My tips for budding educators



- reflect and record the teaching opportunities you had as a student eg the mind numbing pbls/ presentations
- Ensure your written application marries up with the person spec, (and that it's the right University for you...)
- Carpe diem.. And every opportunity
- Knowing a clinical subject doesn't automatically mean you can "teach" it effectively... but experience will help eg recent session with y1s
- Do some teacher training eg Medical/ Healthcare Education qualification
- Be yourself, when you teach

# How teaching evolves



Studies in Higher Education, Volume 26, No. 1, 2005

## How Professors Develop Teachers

PETER KUGEL  
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**ABSTRACT:** Like the learning abilities of their students, the teaching skills of college professors do not develop in a vacuum. In this paper I want to offer an account of how and perhaps when, possibly, they grow. I generally assume they begin their teaching careers as novices, and then, over time, they develop into more experienced teachers. I will discuss the factors that influence their development, including the role of their own teaching, the role of their students, the role of their colleagues, and the role of their institutions. I will also discuss the role of their own teaching in their development as teachers. I will discuss the role of their own teaching in their development as teachers. I will discuss the role of their own teaching in their development as teachers.

### Introduction

The teaching abilities of college professors, like the learning abilities of their students, do not develop in a vacuum. In this paper I want to offer an account of how and perhaps when, possibly, they grow. I generally assume they begin their teaching careers as novices, and then, over time, they develop into more experienced teachers. I will discuss the factors that influence their development, including the role of their own teaching, the role of their students, the role of their colleagues, and the role of their institutions. I will also discuss the role of their own teaching in their development as teachers.

My account is based on individual observations. I have talked with many colleagues who work with both. I do not believe that an account of the development of college professors' practices, from I believe, that of novices to that of experienced teachers, can be given without an account of the role of their own teaching in their development as teachers. I will discuss the role of their own teaching in their development as teachers.

### Dynamics

An account of how professors develop in stages should do more than just describe what happens within each stage, and it should give an account of how the stages are related to each other. I will discuss the role of their own teaching in their development as teachers.