Promoting resilience in university teachers through teaching philosophy statement (TPS) development

EDC 2019 Conference: Positive Resilience and the Future of ED(C)

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Robert Kennelly, Nicole Gareau-Wilson
Acknowledgements

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Research Team
Gesa Ruge (CI), University of Canberra, Australia
Dr. Coralie McCormack, Education Advisor Australia
Dr. Dieter Schönwetter, University of Manitoba
Robert Kennelly, University of Canberra
Nicole Gareau-Wilson (RA), University of Manitoba

Research Focus
Contribute new knowledge and practice-focused insights on how Teaching Philosophy Statements (TPS) are created, applied and contribute to HE professional contexts in Canada and Australia.
Multi-disciplinary Team

- **Gesa Ruge**
  - Is a practice-focused academic and researcher with extensive industry expertise. She has implemented constructive alignment for student learning in discipline specific degree programs. Her current research focus is on teaching philosophy development and supporting academic skills and pedagogy for learning and teaching. Gesa is a Fellow of HERDSA and member of STLHE/EDC.
  - **Disciplines**: Industry

- **Dr Coralie McCormack**
  - After 23 years as an academic developer, she has now retired to take up an honorary position at the University. Narrative approaches to teaching, evaluation and research are her passion. She believes learners and teachers construct and re-construct knowledge through stories and that collaborative reflective practice conversations based on storytelling can enhance teaching quality. She is a life member of the Higher Education Research and Development Society of Australasia (HERDSA).
  - **Disciplines**: Economics, Geography, Education, Town Planning, Academic Development.

- **Robert Kennelly**
  - His passion is to provide places and spaces where university teachers can come and reflect collaboratively about their teaching and their students' learning. He is a pioneer HERDSA Fellow, life member, teacher of management, researcher in reflective practice and the co-founder of a COP called TATAL (Talking about teaching and learning). He is an Adjunct at the University of Canberra.
  - **Disciplines**: management, strategic planning and collaborative reflective practice in the Faculty of Business, Government and Law.

- **Dieter Schönwetter**
  - He enjoys learning with his students, playing with innovative teaching technology, developing new teaching strategies with his colleagues, and sharing teaching ideas with peers from around the world. In his day job, he is an Associate Dean Academic in a dental college at the University of Manitoba. He is a member of STLHE/EDC.
  - **Disciplines**: psychology, higher education, health education, leadership

- **Nicole Gareau-Wilson**
  - Comes to postsecondary education from the K-12 system as a former classroom teacher. She recently completed a Master of Education in cross-cultural educational sociology. She enjoys learning about teaching with technology and researching innovative pedagogy from around the world.
  - **Disciplines**: Education, educational sociology and philosophy, cross-cultural studies in education
Welcome

Have you written a teaching philosophy statement?
1. Yes
2. No
Welcome

In the Chat window, please share a brief (under 50 words) TPS experience:
- Personal memory about writing a TPS or
- Other TPS experience or perception
Workshop learning objectives

**Activate**
Identify purposes of a TPS.

**Acquire**
Connect research findings relevant to the value of a TPS in supporting resilience in university teachers.

**Apply**
Share ideas about the role of a TPS in developing teacher resilience.
A TPS focuses on important components defining effective T&L. (Schönwetter et al., 2002)

A narrative of your beliefs, values, rationale and insights into teaching and learning. (Ruge & Copeman, 2016)

Description of how your beliefs are enacted in your teaching practice and influence your students’ learning. (Ruge & Copeman, 2016)

A personal document that reflects who you are as an individual in the higher education professional community. (Ruge & Copeman, 2016)
Teacher resilience: Important contributor to teaching quality

“a quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks.” (Brunetti, 2006, p. 813)

“capacity to continue to ‘bounce back’, to recover strengths or spirit quickly and efficiently in face of adversity... a dynamic construct subject to influence by environmental, work-specific and personal contexts.” (Sammons et al., 2007, p. 694)

“Everyone needs resilience, not as an end state, but as an ever-growing collaborative and capacity-building practice.” (Cooperrider, 2018, p. xv)
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“What does resilience mean to you?
### Key resilience building factors identified in the literature

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Sense of purpose /vocation, inner-drive, intrinsic motivation (Extrinsic or Intrinsic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>Transformative growth</td>
</tr>
<tr>
<td><strong>Self-efficacy</strong></td>
<td>Confidence, competence, connectedness, self-esteem, pride, self-belief, ability to make a difference</td>
</tr>
<tr>
<td>Relationships</td>
<td>Mentoring, collegial support programs (e.g. induction), communities of practice</td>
</tr>
</tbody>
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Beltman et al., 2011; Cooperrider, 2018; Davies et al., 2017; Day et al., 2011; Gu & Day, 2007, 2013; Jackson et al., 2007; Mansfield et al., 2016; McDermid et al., 2016
Activate resilience through TPS

Initial research findings suggest that as an evolutionary journey, developing a TPS offers three opportunities to grow resilience:

- Critical reflection through self-questioning
- Capacity building
- Collegial relationships and collaboration
Acquire: research findings

- Development of findings and key themes

- Narrative analysis and interpretation through individual stories

- Importance of institutional context, collegiality and communities
Project Focus: What is the value of a TPS for today’s academics and their institutions?

Qualitative Methodology

• Purposive sampling, ethics approved.
• 16 interviewees of 3M and HERDSA Fellows.

Research Design

• In-depth interview conversations guided by key questions.

Data Analysis

• Independent coding and theme identification.
• Review of codes & themes through collaborative conversations.
• Findings through iterative inductive and deductive analysis.
Key themes in our research findings

Value of TPS
- Capacity building for self and others.
- Reflecting and enacting goals and values.
- Increases career opportunities.

TPS Development
- Increasing impact over time.
- Collaborative reflective practice.
- Writing process supports skills development.

TPS for Teaching & Learning
- Confidence to engage and communicate.
- Able to enact values in T&L situations.
- Supporting students and staff.

Institutional Context
- Tends to formulaic use of TPS for promotion.
- More recognition and support needed.
- Institutional processes exclude/ lack TPS linkages.
### Key factors common to the resilience-building literature & TPS development

<table>
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<tr>
<th>Factors</th>
<th>Literature</th>
<th>Research interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Sense of purpose/vocation, inner-drive, intrinsic motivation</td>
<td>Intrinsic motivation, inner call to teach, love of teaching, teaching is a sacred thing, life philosophy aligns with teaching philosophy, deep within, love of discipline.</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>Confidence, competence, self-esteem, pride, self-belief, ability to make a difference</td>
<td>Confidence, competence, self-belief, pride (the most important job in the world), recognition, ability to make a difference.</td>
</tr>
<tr>
<td>Relationships</td>
<td>Mentoring, collegial support programs, CoPs</td>
<td>Formal and informal mentoring, communities of practice, workshops.</td>
</tr>
</tbody>
</table>
Narrative insights:
TPS research participants’ stories

Reading of TPS research participants’ stories:

*Story 1*) Understanding why I do the things I do
*Story 2*) Being true to my beliefs; not having to be like someone else
*Story 3*) My TPS evolved to align with my teacher identity
*Story 4*) Knowing my teaching self

Group Reflection and Discussion

- Which resilience-building factors did you recognize?
- Which aspects resonated with you?
Narrative insights – Story 1

“Understanding why I do the things I do”
Narrative insights – Story 1
“Understanding why I do the things I do”

- inner call to teach, 
- never be able to stop teaching

Motivation

- TPS workshops, 
- examples of others’ TPS

Resilience

- transformative and formative
- thinking who I am as a teacher,
- visible to myself, colleagues and students

Reflection

Relationships
Narrative insights – Story 2

“Being true to my beliefs; not having to be like someone else”
Narrative insights – Story 2
“Being true to my beliefs; not having to be like someone else”

- I really like teaching, I’ve always loved teaching,
- passionate about what I do

**Motivation**

**Resilience**
- critical self-questioning
- personal/professional transformative growth
- practicing what I preach

**Relationships**
- TATAL community of practice,
- listening to others,
- mentoring and networking

**Self-Efficacy**
- confidence
- self-belief
Narrative insights – Story 3
“My TPS evolved to align with my teacher identity”
Narrative insights – Story 3
“My TPS evolved to align with my teacher identity”

- Self-belief
- Confidence in own practice

Self-Efficacy

Resilience

Reflection
- Higher order thinking about my teaching

Relationships
- Connections with self and students through conversations
Narrative insights – Story 4
“Knowing my teaching self”
Narrative insights – Story 4

“Knowing my teaching self”

- I’m a teacher; that is what I was put on the earth to do

Motivation

Reflection
- self-questioning (who, what, how and why)
- personal/professional transformative growth

Resilience

Self-Efficacy
- confidence
- pride

Relationships
- one on one mentoring
Quiet reflective activity
Narrative insights : Personal life stories

1) Recall a short resilience-related experience in your life, or that of a friend, or in a story you have read.

2) Note which (if any) of the key resilience building factors identified in the TPS research were identified in your story.

3) Share insights through Chat.
TPS linkages to resilience building

Motivation

Collegial Relationships

Self-Efficacy

Resilience

Capacity Building

Community Context

Self-Reflection
TPS linkages to resilience building

SoTL Community
Collaborative Reflective Practice
Career Progress
Teaching Philosophy
Institutional Contribution
Learning & Teaching
Values & Beliefs
Motivation
Self-Reflection
Resilience
Community Context
Capacity Building
Self – Efficacy
Collegial Relationships
Reflect and expand on research findings

Share ideas about the role of a TPS in developing teacher resilience

Resources and references

Closing discussion and feedback
Promoting resilience in university teachers through development of a TPS

- Critical reflection through self-questioning
- Capacity building
- Collegial relationships and collaboration
Discussion and Feedback
Thank You

Contact for TPS research project and queries:

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email: ruge.gesa@gmail.com
Resources


Resources


Examples of Discipline-specific TPS:  
[https://ctl.yale.edu/sites/default/files/basic-page-supplementary-materials-files/sampleteachingstatements.pdf](https://ctl.yale.edu/sites/default/files/basic-page-supplementary-materials-files/sampleteachingstatements.pdf)