Building sustainable ESAP expertise and influence across wide scale insessional provision.

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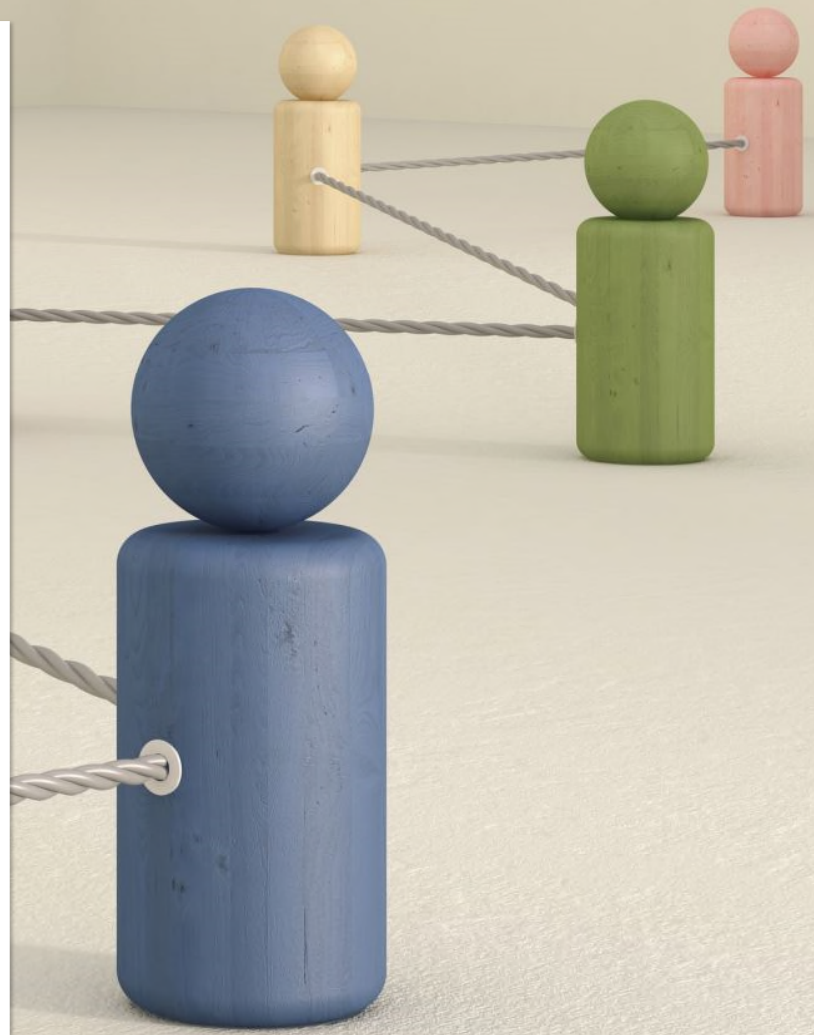
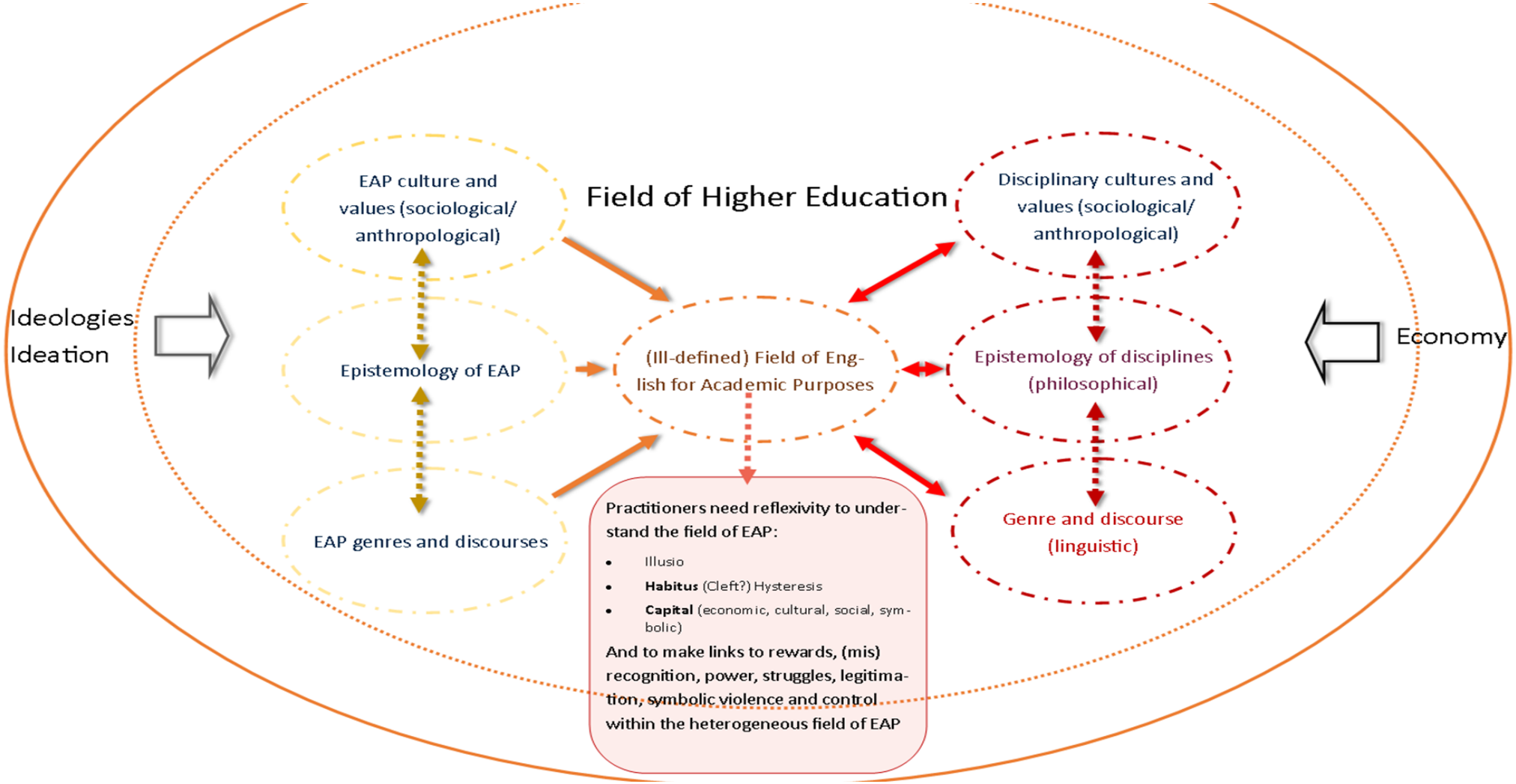
Plan

- A useful conceptual framework.
- What is needed to make insessional provision influential and sustainable?
- Evolution of insessional timeline and public-facing website.
- Some issues regarding expertise and influence.
- Ongoing issues and challenges.

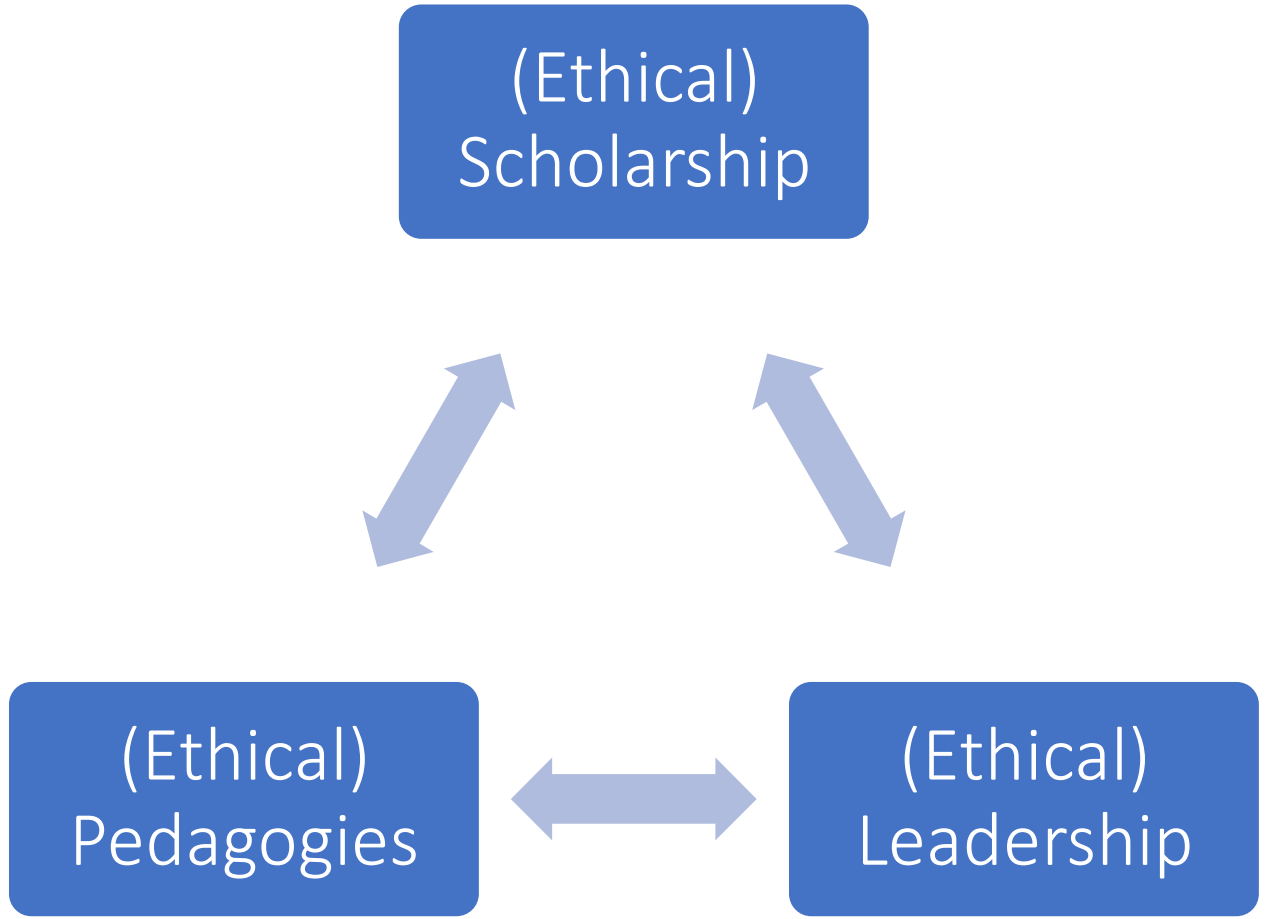


Conceptual Framework



Alex Ding & Ian Bruce (2023)

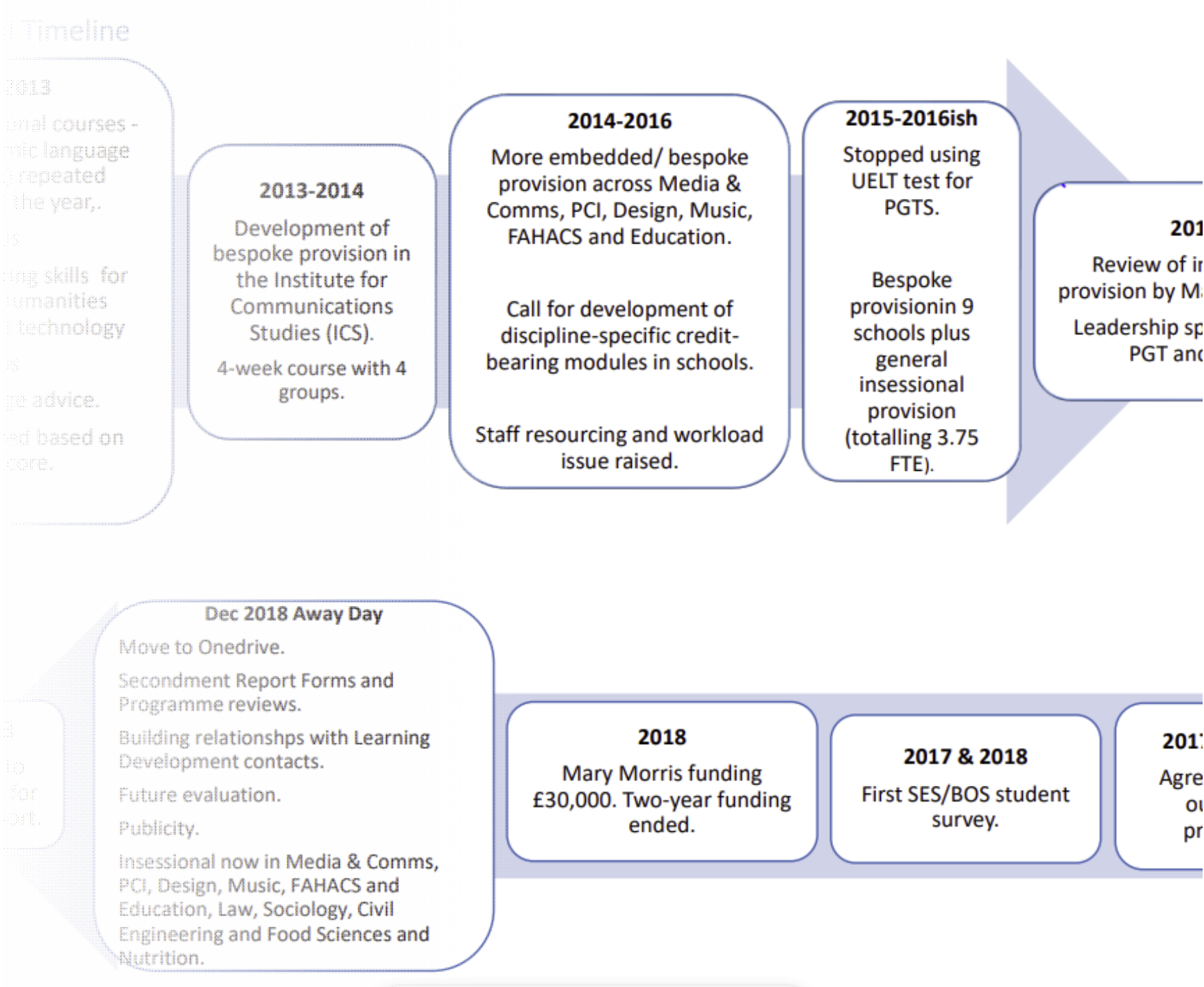
What is needed?



Evolution of insessional provision

[Timeline]

[Website]



Some issues re expertise and influence.

"It was a really good approach but then Helen left.”

"I don't know where to start."

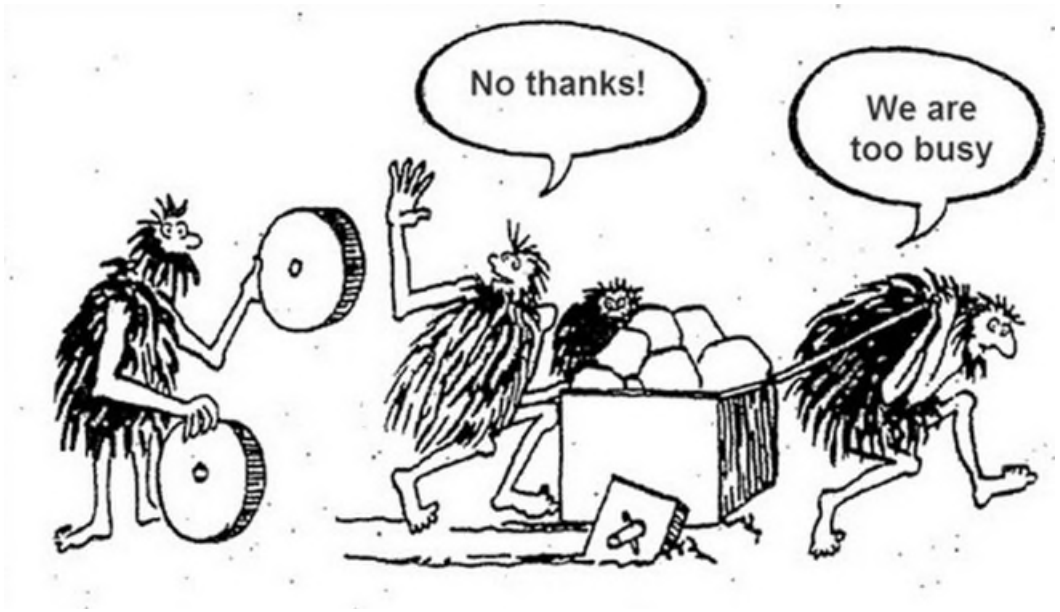
"We’ve tried that before, it doesn’t work.”

"So, what can you do for us?” (colleague from a school)."

“They know their stuff but can they get on with people?”

“It’s not our job to teach people how to teach”

"If they want our time, they are going to have to pay for it."



Issues and challenges

Please add to the table.

Issues	Questions or challenges	What we have tried.	Suggestions and questions
1. When staff move on, so does the knowledge, expertise and relationships/ rapport.	How do we capture knowledge and expertise and pass it on? How do we build on this allowing for evolution and individual practices to flourish?	Where possible and feasible: - More than one staff member in a school - Handover phase including introduction to staff and relationships. - Access to disciplinary and pedagogic materials in advance. -Sharing in central insessional meetings or workshops in Leeds and beyond e.g. Writing in Creative disciplines.	

References

- Ding, A. & Bruce, I. (2023). Silo Busting in academic language research. *BALEAP Biennial Conference: Caution! EAP under DEconstruction*. University of Warwick.
- Ferguson, G. (1997). Teacher education and LSP: The role of specialized knowledge. In R. Howard & G. Brown (Eds.), Teacher education for languages for specific purposes. Clevedon, England: Multilingual Matters.

Please also refer to the reference list on the insessional website.