

Working for, with, and on:
Collaboration across
disciplines, departments, and
individuals for a transformative
Insessional provision

Lisa Hanson

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Reflection

How to avoid a remedial butler approach? (Raimes 1991)

How to 'occupy the ground' and 'influence when you are not there' (Garret & Kantor)?

“Leadership is about empowering other people as a result of your presence and making sure that impact continues in your absence” (Frei and Morriss 2019).

How to do this is at

- an individual level?
- as a leader of a team of leaders?
- at the level of a provision?

Identifying factors for successful 1-1 collaboration is key but so is **creating and maintaining an Insessional provision that is a leader within the university.**

What it is not: working for

1-1 - 'champion'

- co-creation of unit / assessment
- co-marking
- co-teaching

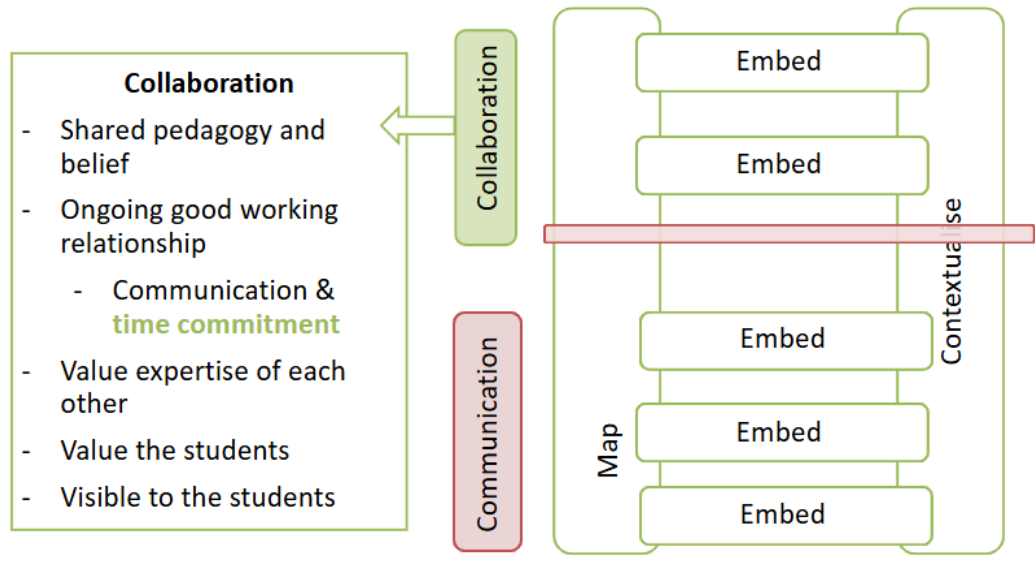
Presented on it 2017



What it is not: working for

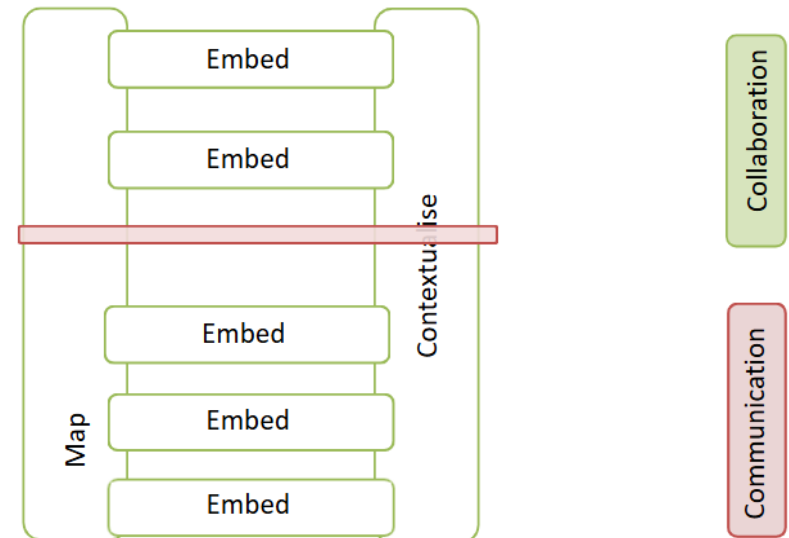


What is collaboration?



Second stage: collaboration

- Assessed academic language & literacy / team marking
- Champion / collaborator is able to make unit and programme level changes and make collaboration visible to the students e.g in team teaching / the value placed on it visible
- Team teaching (3rd level Dudley-Evans & St John, 1998)
- Ongoing meeting, evaluating, and beginnings of collaboration (2nd level of collaboration Dudley-Evans & St John, 1998)
- Initial meet and plan at the start of the provision
- Email contact – get key documents and examples



What it is not: working for

Then: "working for"

Surface level

Do work for us

No shared understanding, approach, pedagogy

No value

Collaborate with more than 1 person in the department.

Act like an equal & require resource (time)



What it is not: Working with

Law, Engineering,
Economics/Finance &
Management, Sociology/
Politics & International
Relations

1-1 Champions

Rotation

Complacency

Work for – become a butler
through complacency &
lack of time

Resource to maintain the collaboration while expansion
occurs

What it is not: only working with

Expansion into new disciplines (UG)

Saying yes to get a foot in the door – being too flexible – words vs actions

'Transition Tutorials' -

Didn't investigate enough if the

Ensure underlying value and initial invitation translates into continued collaboration and resource investment.

Avoid assumption that positive reception or invitation evidences shared pedagogy and no need for 'working on'

Avoid people talking for you unless they have that shared understanding

What it is: working on

Stop acting like a butler.

Started saying no.

We took it away.
(combined: 1000 students)

Offered true collaboration.

Say no if it isn't pedagogically and ethically sound.
Have the evidence of impact to support saying no.
Require true collaboration – require their resource.

What it is: working on

Team expansion

Sharing experience

Sharing expertise –
education within the

Sharing experience and
expertise across the
university

Co-teaching

Have adequate resource within your team to enable successful collaboration – depth and breadth

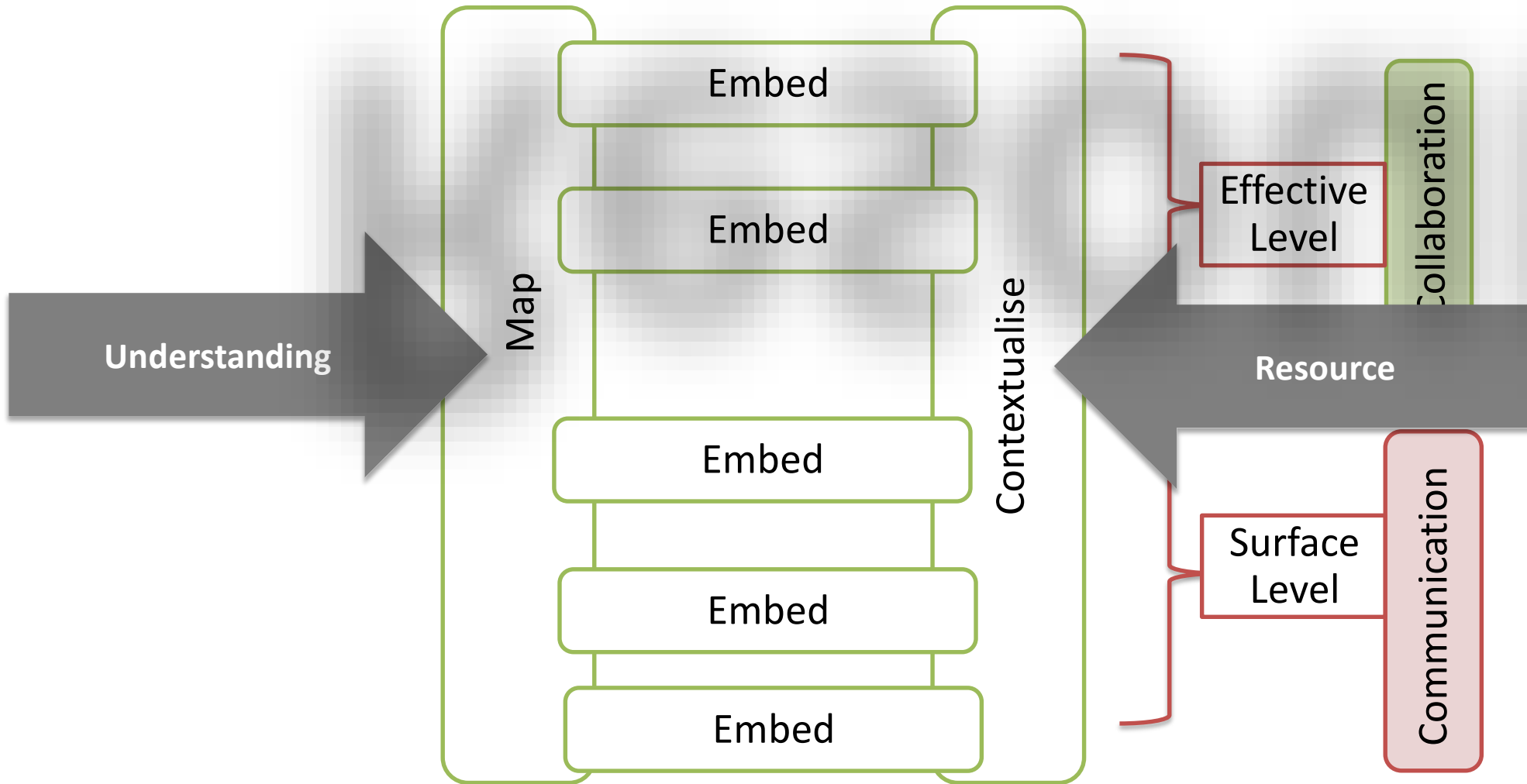
Encourage discussion & sharing of pedagogical approaches to educate the team who can then 'work on' sharing that expertise with colleagues across the university

What it is: working on the wider university



- Faculty & university committees
- Faculty & School workshops
- 1-1 relational approach with educational leaders and other stakeholders
- Embed the Insessional within university processes and structures

Pressure on collaboration



Successful collaboration for a transformative insessional



- Goes beyond a 1-1 relational approach
- Mitigates against rotation
- Requires value to be expressed as resource
- Evidences genuine impact through a pedagogically & ethically sound approach
- Continually educates and works **on** people and university wide processes

With the aim of becoming a leader within the university

“Leadership is about empowering other people as a result of your presence and making sure that impact continues in your absence” (Frei and Morriss 2019).

Your reflections & a provocation

- Where are you, your team, your 'Insessional'?
- How can you mitigate against the pressures to collaboration?
- What does successful impactful collaboration look like in your context?
- Where is our evidence of Insessional impact in the literature?



Reflections



Collaborate with more than 1 person in the department.
Act like an equal & require resource (time)

Resource to maintain the collaboration while expansion occurs

Ensure underlying value and initial invitation translates into continued collaboration and resource investment.
Avoid assumption that positive reception or invitation evidences shared pedagogy and no need for 'working on'
Avoid people talking **for** you unless they have that shared understanding

Reflections



Say no if it isn't pedagogically and ethically sound.
Have the evidence of impact to support saying no.
Require true collaboration – require their resource.

Have adequate resource within your team to enable successful collaboration – depth and breadth
Encourage discussion & sharing of pedagogical approaches to educate the team who can then 'work on' sharing that expertise with colleagues across the university