

From boardroom to 'classroom': Lessons from voluntary roles in shaping teaching excellence

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 - College of Work Based Learning
 - Capable NZ
-
- Teaching Excellence Symposium
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Presentation framework

My work-place contexts

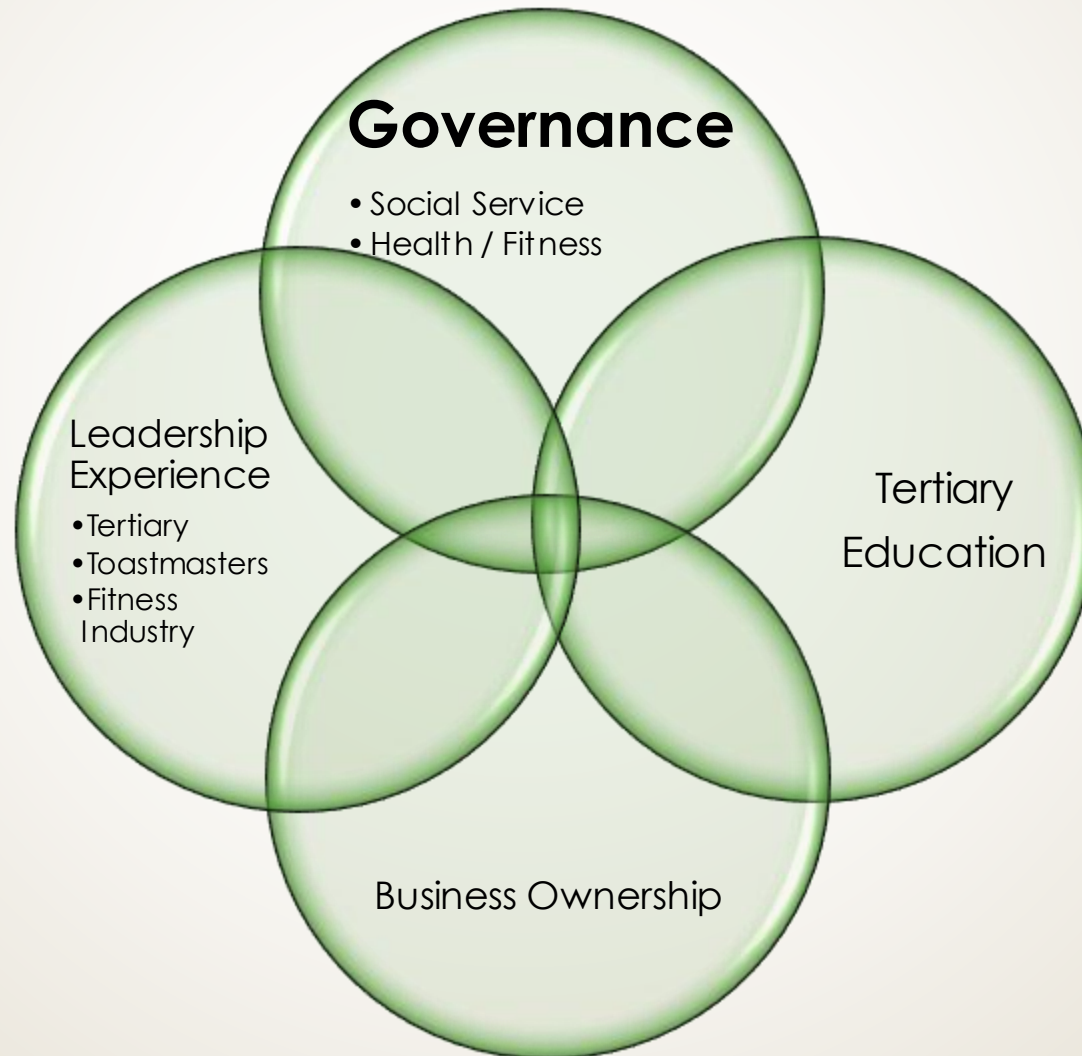
My practice: Skills / knowledge

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Facilitation Process

Teaching Excellence

My work-placed contexts



My practice: Skills / knowledge

Board Member

- Strategic Leadership
- Organisational Sustainability
- Leading people
- Working within legislative

(Cribb, 2017; Day et al., 2020)

Advanced Learning Facilitator

- Adult Learning Theory
- Kete of management & leadership tools
- Life experiences as a manager & a leader across diverse sectors
- Reflective practitioner

(Workman & Helyer, 2016)

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- Who are they?
- What skills & knowledge do they bring to the table?
- What is missing?



Facilitation process

- Shared experiences
- Building relationships
- AKO



A stack of colorful building blocks (red, yellow, green, blue, purple) arranged in a pyramid shape, with a green arrow pointing right.

Teaching Excellence



References

Slide 5

- Image: <https://www.pexels.com/photo/photo-of-people-near-wooden-table-3184418/>
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- Day, R., Carpenter, H., Ker, G., & Ker, P. (2020). Capable NZ: Persevering to success. *Scope Work-based learning 1.* <https://thescope.org/assets/scopes/Capable-NZ-Persevering-to-Success-.pdf>
- Workman, B., & Helyer, R. (2016). Learning, teaching and assessment in work-based learning. In R. Helyer (Ed.). *Facilitating work-based learning: A handbook for tutors* (pp. 33-55). Palgrave Teaching & Learning.