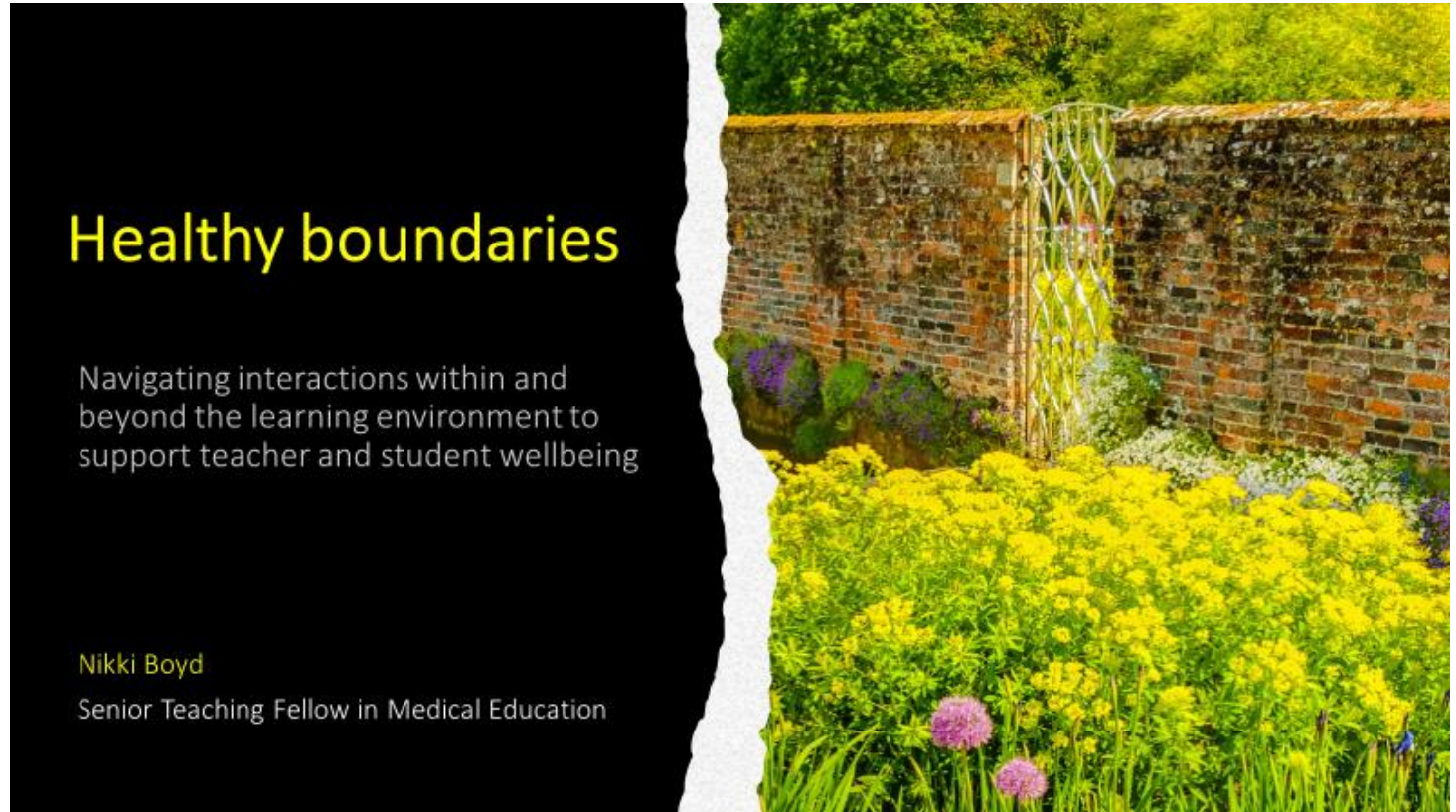


Welcome activity



Please read the scenario (presented on handouts) and consider which option / course of action below you would be most inclined towards...

Healthy boundaries

Navigating interactions within and beyond the learning environment to support teacher and student wellbeing

Nikki Boyd

Senior Teaching Fellow in Medical Education

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Healthy boundaries

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Learning outcomes

By the end of this session, you should be able to:

- Recognise the nature and importance of boundaries in supporting both teacher and student wellbeing
- Identify some key steps you can take to better promote and maintain these boundaries in your practice



Healthy boundaries
for wellbeing:

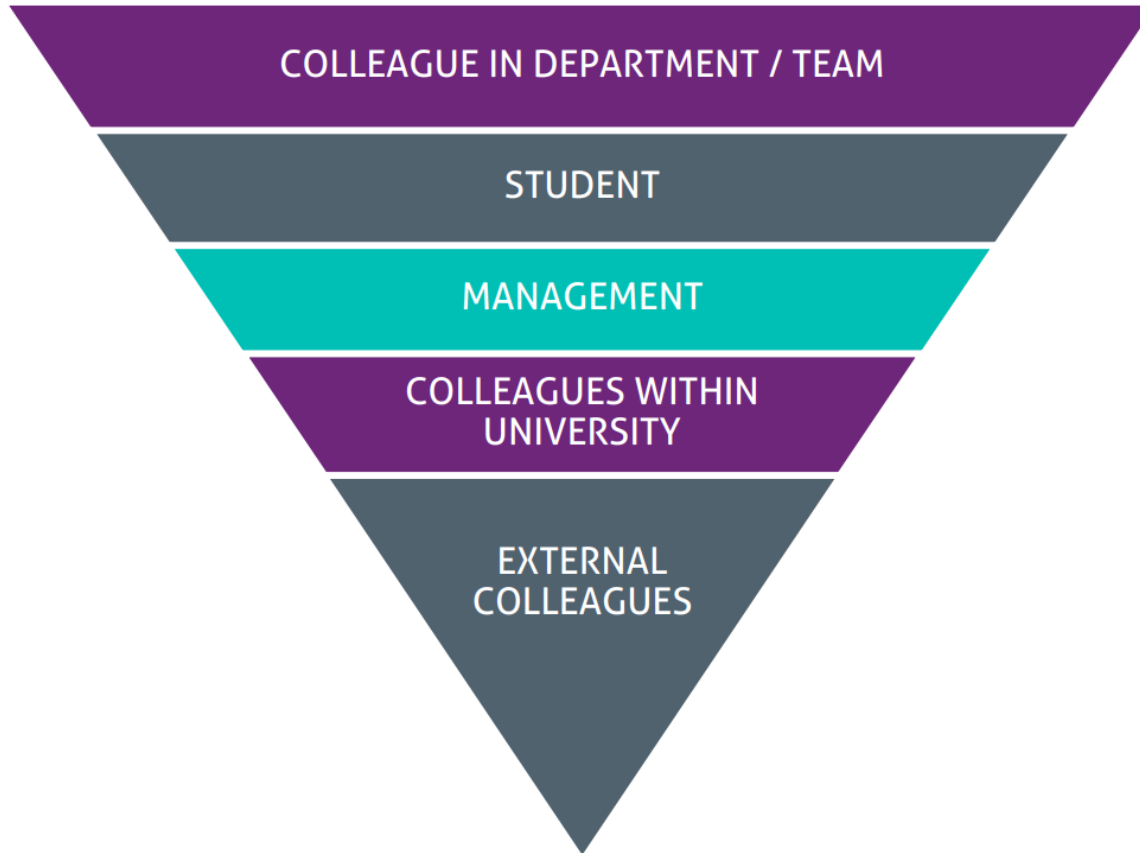


Why so important?

What has changed?



Relational aspect of HE for wellbeing



(O'Brien and Guiney, 2018)

“Your wellbeing is high when you are involved in healthy relationships... reciprocal, affirming, nurturing.”

(Participant)

“Among all participants there was a high sense of personal responsibility for the wellbeing of students.”

(O'Brien and Guiney – researchers)

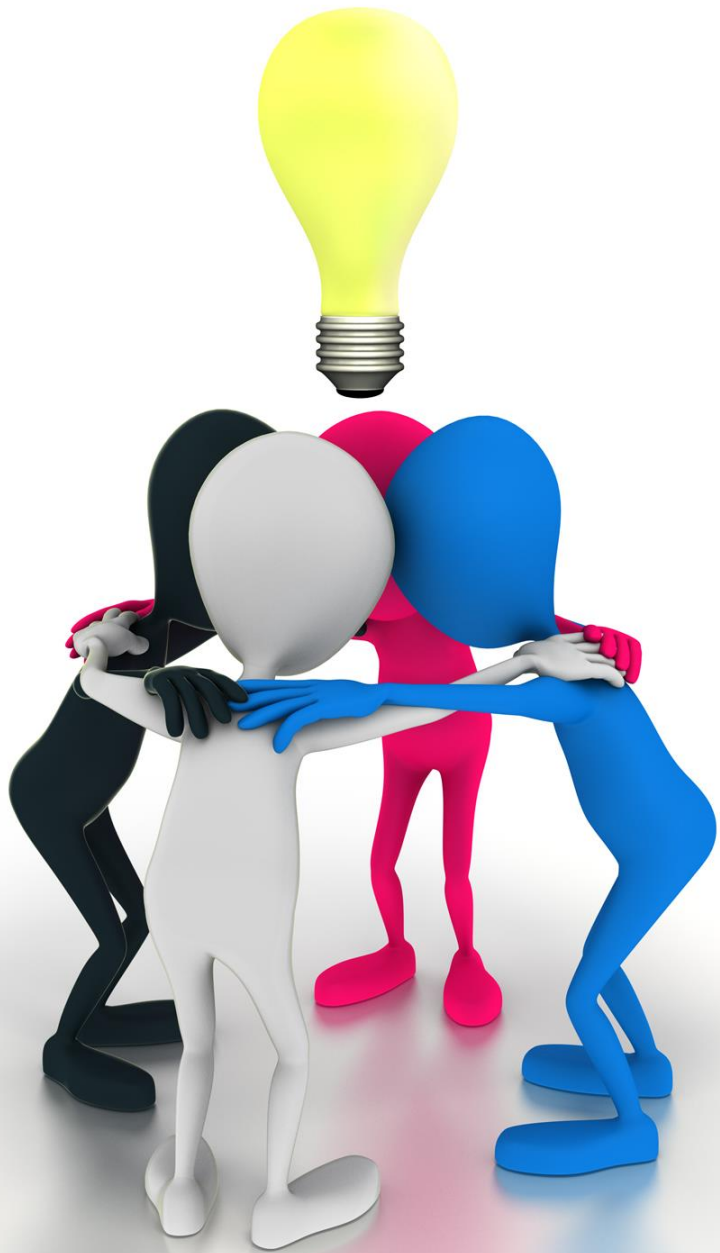
Understanding your boundary choices

Paired discussion task (8 mins)

In relation to your choice of option for the given scenario, share with a partner:

- Why you chose this option;
- What might be the benefits and risks (to the teacher, student and others) in choosing this approach?





Sharing ideas...

Key ideas to consider in navigating boundaries

Proactive

- Clarify expectations: roles and tasks
- Efficient use of communications, platforms, technology
- Role modelling
- Observe and share ideas for practice with colleagues

Reactive

- Cost / benefits analysis... in context
- Consider the priorities for all involved
- Make use of policies, course documents, regulations
- Follow up pastoral concerns



When to... just say no?

Final thoughts...

Where do we draw the line?

“Some form of nurture which is sustaining without rendering [students] passive”?

(Frost, 2013)

Thank you!

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References and further resources

Frost, L. (2013) 'Staff student relationships in a climate of insecurity: New bargains and new boundaries'. Available from: <https://uwe-repository.worktribe.com/output/926135/student-staff-relationships-in-a-climate-of-insecurity-new-bargains-and-new-boundaries>

O'Brien, T. & Guiney, D. (2018) 'Staff wellbeing in Higher Education: A research study for the Education Support Partnership'. Available from: https://www.educationsupport.org.uk/media/fs0pzdo2/staff_wellbeing_he_research.pdf

Race, P. (2015) 'Looking after yourself'. In: *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*, Routledge, Abingdon (4th edn.), pp. 232-253.

Wallace, S. (2013) *Managing behaviour in Further and Adult Education*, Sage, London (3rd edn.).