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Preparing Future Academics, Supporting Student Learning

An Action Learning Set on **Principles for Fair, Sustainable, and Supportive GTA Roles**



How can GTA roles prepare
aspiring academics for today's
HE sector

in ways that remain **fair,**
supportive, and sustainable,

whilst also enabling
high-quality teaching
practice?



How we'll work together...



We will explore three core questions, with prompts to support.



There is no single right answer: we are looking for ideas, insights, and guiding principles.



Policy and practice vary widely across contexts. Be curious, but this is not a comparison or grievance session.



Our focus is on principles and practices that can apply across contexts.



We encourage discussion of what good could look like, even in small, practical, locally achievable ways.



We aim to end with shared optimism and a set of ideas that can inform future practice.

Capturing conversations...

- We plan to create a report to share insights across the university and beyond.
- Please use the notepads provided to capture your discussions.
- We encourage everyone to make notes. No need to nominate a single note taker! We want to capture multiple perspectives.
- With your permission, we will be taking in these notes.
- Or if you prefer to type, you can use the Padlets (to follow).



Guiding principles of our discussions...

1

Respect
confidentiality

2

Balance
contributions

3

Stay
constructive

4

Have fun!



Individual reflection

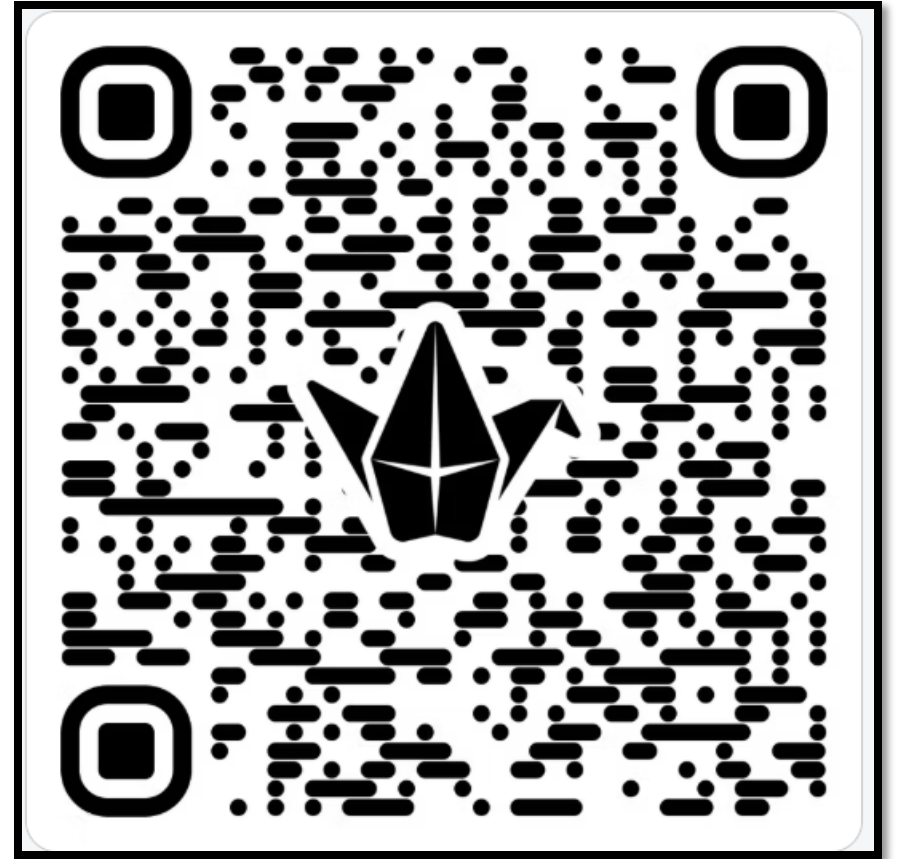
- From your experience,
- what currently helps GTAs develop as confident, capable teachers, and
 - what most gets in the way?

1. GTAs as developing teachers

What principles should guide how GTAs are trained and supported to become confident and effective teachers who enable excellent teaching and learning experiences for students?

Supportive prompts:

- Reflect on examples of good practice in your area that relate to this question, considering the principles that underpin them.
- Consider what kinds of training, support and experiences most effectively enable GTAs to build capability and confidence.
- Recognise the strengths, perspectives and experiences that GTAs already bring to teaching, and how these can be valued within their development.

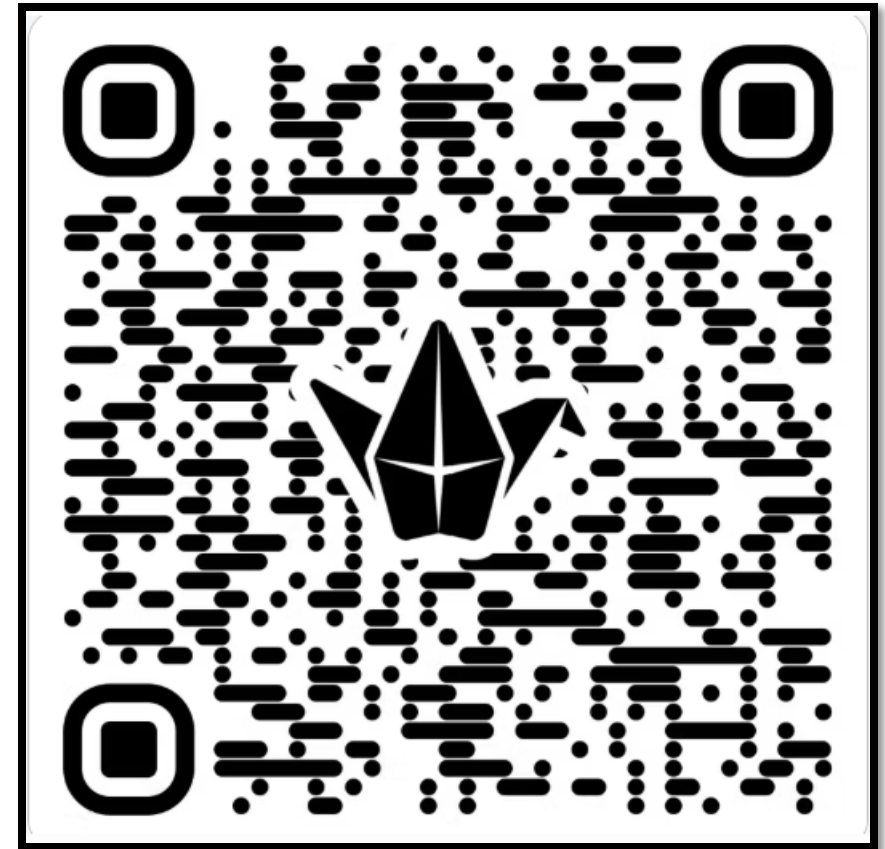


2. Access to meaningful teaching opportunities

What principles should guide fair and meaningful access to teaching opportunities for GTAs?

Supportive prompts:

- Reflect on examples of good practice in your area that relate to this question, considering the principles that underpin them.
- Reflect on what makes a teaching opportunity 'meaningful' for GTA development.
- Consider what equitable access might feel like from a GTA perspective, regardless of discipline or structure.

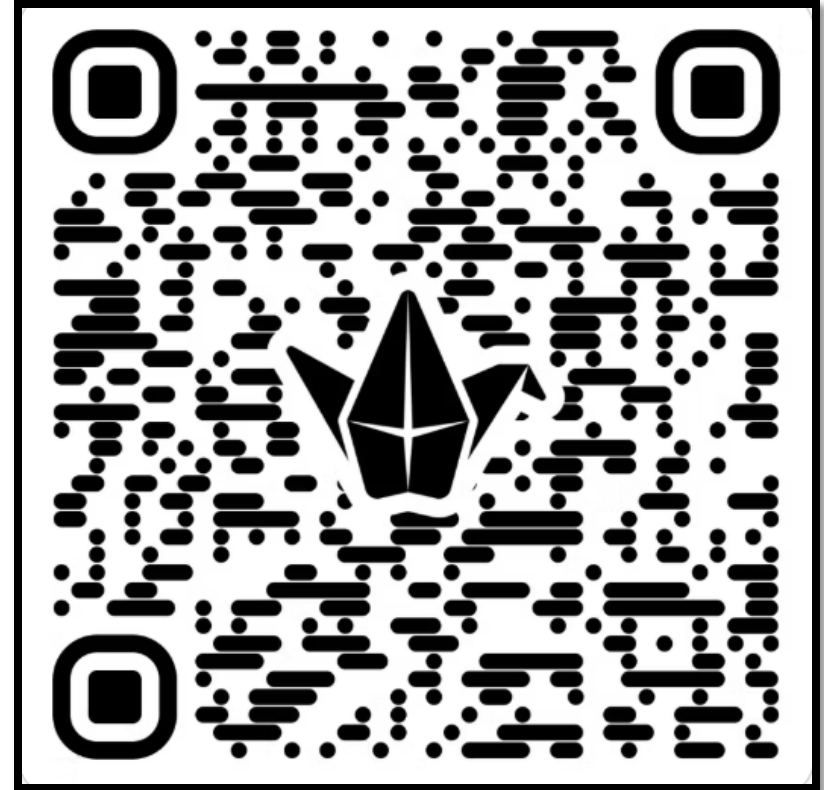


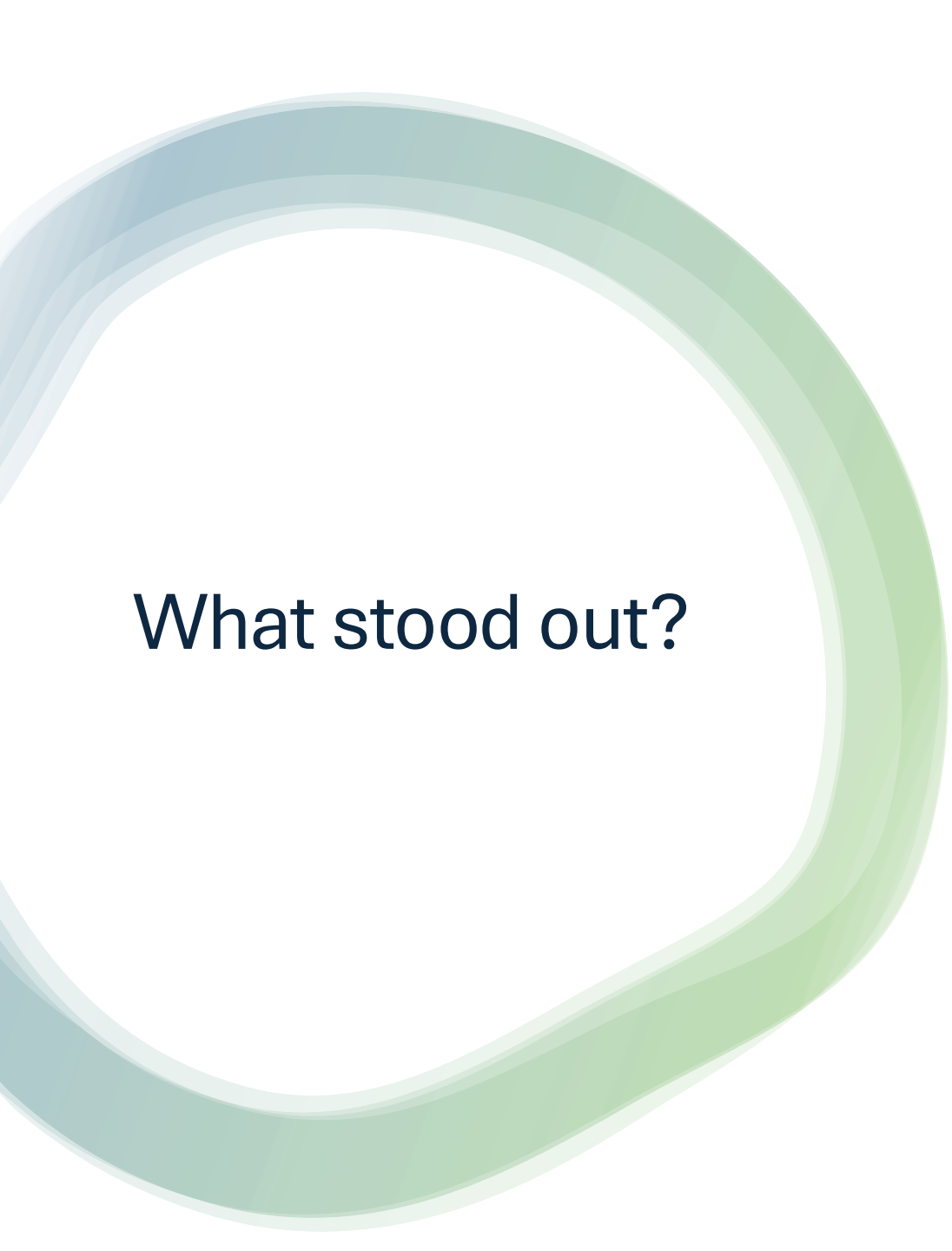
3. Conditions for GTA wellbeing

What principles should guide how the institution supports GTA wellbeing for high-quality student learning?

Supportive prompts:

- Reflect on examples of good practice in your area that relate to this question, considering the principles that underpin them.
- Consider how the institution can protect GTA wellbeing recognising their dual role as students and teachers.
- Consider what kinds of support or recognition help GTA teaching feel sustainable, supported, and effective in practice.





What stood out?

What is one principle,
idea or insight from your
discussions that has
really stayed with you?

Thank you!

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