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**Choices, Challenges and Curriculum Design
in an Age of Austerity : Teaching and
Learning after the Crash**

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Choices, Challenges and Curriculum Design in an Age of Austerity

Context Setting :

- Impact of the Crash – local, national, international
- Impact of the Crash – professional roles, relational roles, planning and responding to change
- Impact of the Crash – political institutions and leadership
- Impact of the Crash – definitions of the ‘public’ - a redefining and an emergent new narrative ?

Reviewing the Changes – Some Key Questions

- How do we capture these changes in our teaching and learning ?
- How are we drawing on the experiences of practitioners and managers to inform our self reflection?
- Has the crisis affected our choices on teaching and learning ?

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- What models of practice are we developing and have these changed or been adapted as a consequence of the crisis?
- What significance do differing political and cultural settings and institutions play in shaping our responses to these questions ?
- Are we able to frame a curriculum with shared meanings and definitions about such concepts as the 'public realm' or the 'state' or the idea of 'public service' ?
- And if we can (or cannot) how does that shape our response to the global financial crisis nearly a decade later ?

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- How are our programmes meeting the new and emerging needs of participants ?
- What pedagogical choices are we making ?
- What choices are making in our curriculum and assessment decisions?
- How has the Crash affected our commitment to supporting independent and critically self reflective leaders and managers ?

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- **Promoting continuing professional development;**
- **Cultivating the reflective practitioner;**
- **Changing and Challenging ways of working - cross boundary;**
- **Highlighting inter-relationship of practice to social, political and economic questions**

(Bradbury et al 2010; Claxton 2006; Hathaway et al 2010; Raine et al 2013; Rush 2012; Tsisis et al 2013; Whitchurch 2008; Zeicher 2010