



ProPEL: Professional Practice, Education and Learning

An International Network for Research at the University of Stirling

Critical Challenges for Professionalism in policing

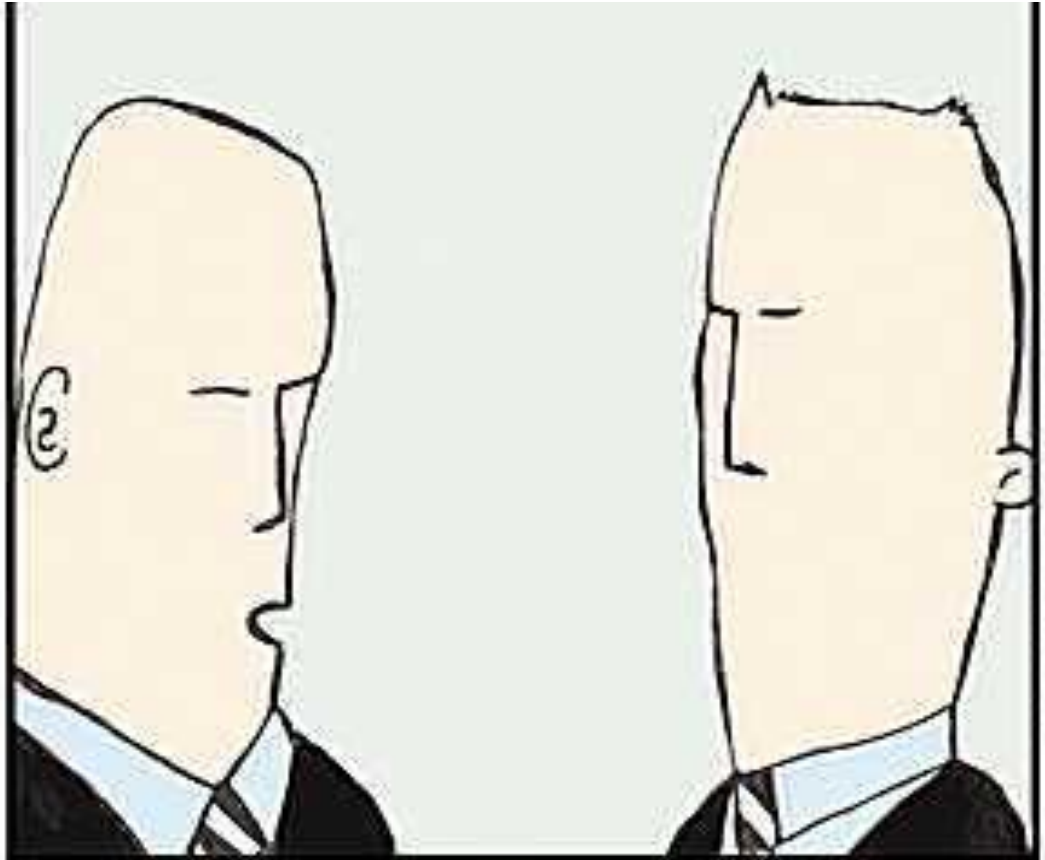
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***How to manage dynamic complexity
and uncertainty . . .***

***. . . with
capability and
assurance***



**"Massive unpredictability
is absolutely certain,
maybe."**

Tomorrow's professionals

Incoming recruits – undergraduates:

- less tolerance/trust of institutional structures, knowledge
- fluid sense of vocation – expect to shift frequently
- born into social media
- access to huge amounts of information
- network oriented
- extremely versatile using multiple media and devices
- multiple virtual environments, multiple identities
- accustomed to interactivity, e.g. speaking back, not accepting
- often innovative, assertive, questioning knowledge authorities
- often socially active: anti-globalization, environmental movements



Defining professionalism

‘Social contract of trust between society and occupational group’

status, self-regulation, monopoly of practice

FOR

guarantee of professionalism

altruistic service to public, practiced with ethical diligence, integrity,
and guarantee of quality

Challenges for public sector professionals



- *Conflicting demands*
- *Fast-changing knowledges, evidence of 'what works'*
- *Digital technologies – redefining practices*
- *Partnership work*
- *Increased audit*
- *Declining public trust*
- *Increased societal anxiety*



Conflicting demands

Client's interests vs. broader needs of society
(the *one* vs. the *many*)

Employing organisation vs. profession's ideals

Caring vs. efficiency

'Negotiated compromises' (May 1996)

Fast changing knowledges, evidence of what works

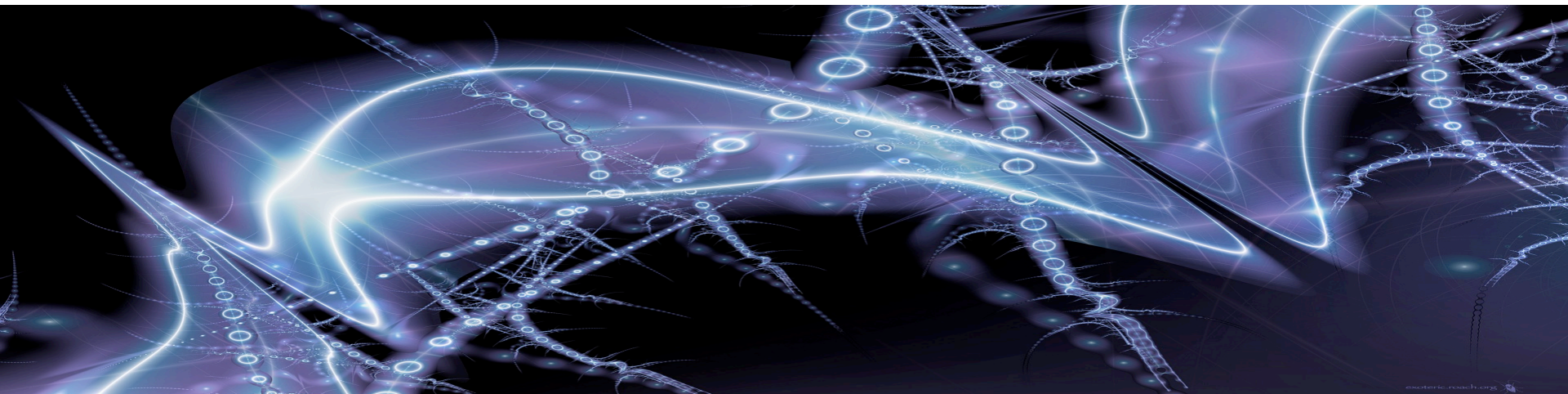


***Partnership work - blurred
scope of responsibility***



Digital technologies – redefining practices

- Coded objects, coded infrastructures, coded processes
- Predictive analytics, data dredging, calculation/standardisation ...
- Performs professional practices – increased automation
- Much is hidden: how/when code is acting, on what basis



Three police fired for social media misuse

MARGARET DAVIS

THURSDAY 11 APRIL 2013



Recommend

4



24



+1

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Top stories



Stuart Hall admits sexual assaults against 13 girls



Three police officers have been sacked for misusing social media over the past five years, figures from Scotland Yard have shown.

Allegations linked to the use of sites including Facebook and Twitter have been recorded against 75 Metropolitan Police officers since 2009.

Figures revealed after a Freedom of Information request by the *Evening Standard* showed that 38 of the claims were substantiated.

Of these 25 resulted in formal action, including the three officers who were sacked, five who received management advice and 17 who were given a written warning.

The release of the figures follows a furore involving

Related articles

Committee says FA must 'set a strong example' on racist and homophobic abuse in football

Lord Maginnis in homophobia row

After six days, Twitter row forces Paris Brown to finish her beat early

Saga Zone: Social website for elderly shut down over 'racist, homophobic and anti-Semitic' comments

Senior Tory councillor suspended over anti-gay tweets

risky business?



***Increased audit – rising
power of employing
organisations***

Metropolitan police operate target-driven culture of fear, say officers

Metropolitan Police Federation report claims quotas for arrests and stop and search are unrealistic and demoralising

Peter Walker

theguardian.com, Friday 4 April 2014 11.21 BST



Met officers are concerned that targets could result in unethical behaviour.

Photograph: Amer Ghazzal/Corbis

The Metropolitan police operate a target-driven "culture of fear" that pressures officers to meet arbitrary and unrealistic quotas for arrests and searches, damaging morale and encouraging unethical behaviour, according to the organisation representing serving officers.

Output measures

e.g.

Quotas

Key performance indic

Checklist

competencies

Paperwork!



***Use 'Work-arounds'
to stretch resources,
solve problems***



'It's covering a 12 foot room with an 8 foot carpet'

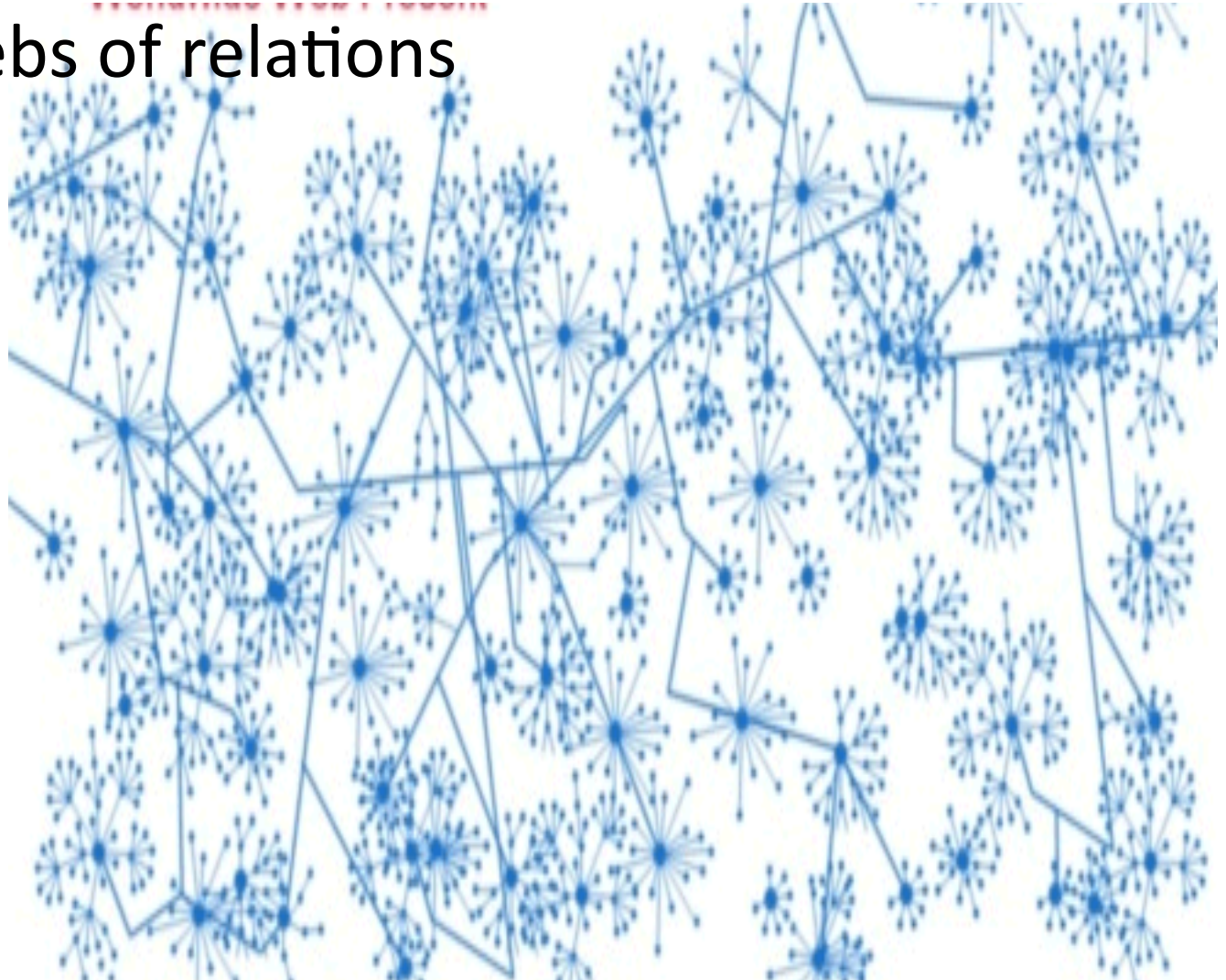


Questioning our practices in professional education

Are we training and testing professionals as though they work as isolated individuals?

OR helping them learn ...

how to work effectively in
a shifting webs of relations





gty.im/
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By
Oli Scarff

***Is our training
focused on
discipline, control
and protocols?***



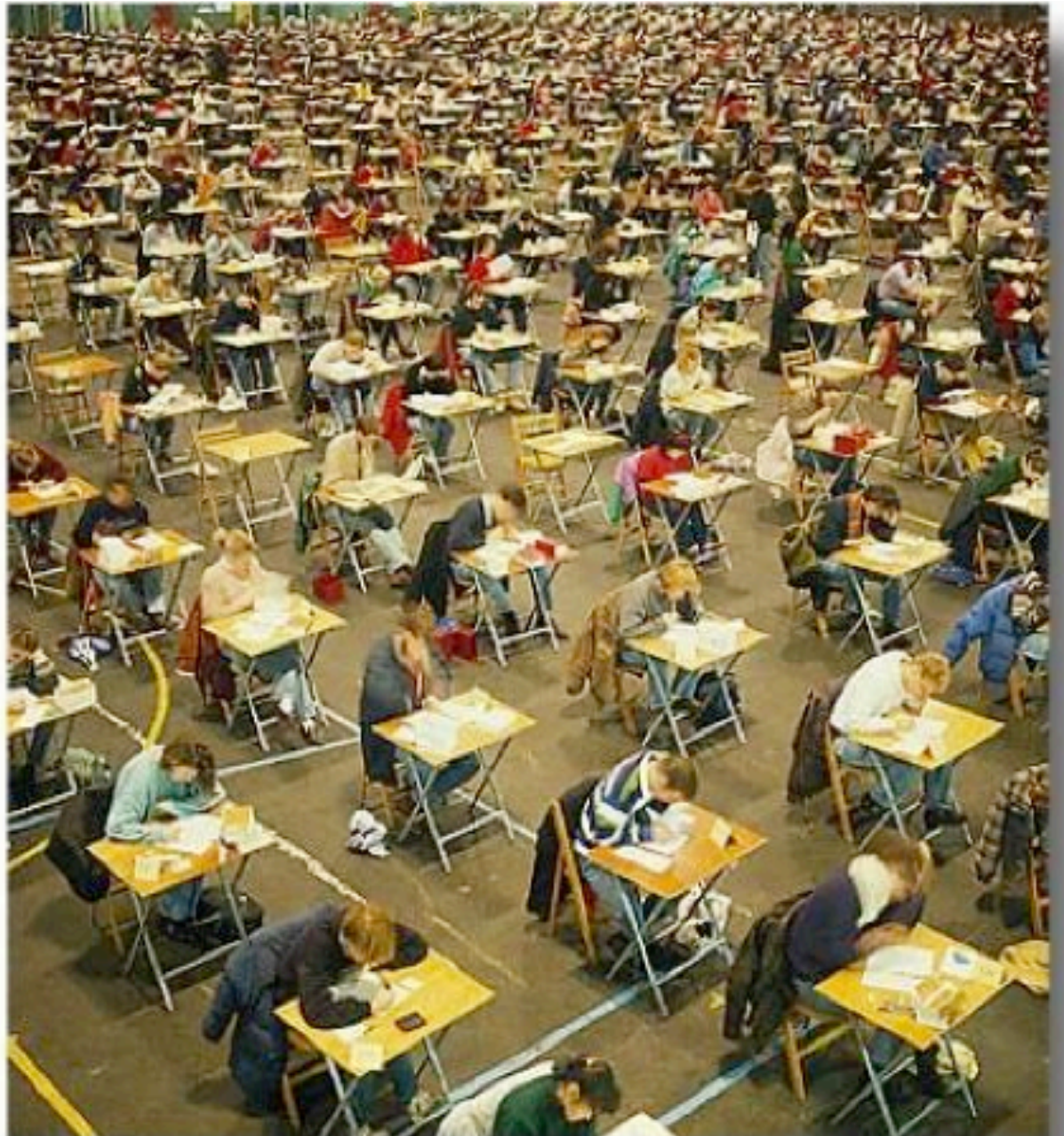
OR helping them to learn....

how to build relationships
& trust

how to initiate
collaborations with
diverse partners

how to problem solve





***Is our training
still focusing on
memorising
units of
knowledge?***

***OR helping them
to learn . . .***



how to think critically and respond flexibly
in uncertainty?



New emphasis: learn partnership work

- Appreciate difference – in professional cultures, structures, histories
- Clarify the shared issue
- Anticipate different meanings & priorities
- Recognise the challenges – and resources - of the other
- Explain your group's unique skills, knowledge, powers

Learn to use digital media effectively

- expand & enhance professional presence online
- collegiality & camaraderie within a profession
- professional development, national/international links
- disseminate information for public service & safety
- involve public collaboratively
- investigation



Learn to proactively engage community

- 'reading' community quickly
- identify key issues for building community
- adapt to changing community values
- skills of negotiating, defusing, reframing, averting
- clarify your roles, expertise and boundaries
- take initiative – educate the community about what you offer to the issue
- manage community expectations

Educating professionals of the future to work effectively in dynamic complexity and uncertainty

