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The revised SEDA Values and how we use them
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Following Sue Thompson and Jo Peat's article, *SEDA Values – The jewels in the crown?,* published in the June 2014 issue of Educational Developments, we are writing to share the final outcome of the review of the SEDA values across the SEDA community.

It is to be celebrated that as a community SEDA members have spent over a year reviewing and reflecting on our professional values. The outcome of this review is a number of small changes plus illustrations and guidance on what the values mean for our members. The revised wording is more systematic and more clearly action-oriented but the underlying values are unchanged from those that the newly founded SEDA adopted some twenty years ago.

Everyone involved in the review agreed that the values belonged to the whole organisation, and that SEDA is a values-driven organisation. The main audience for our activities and our values are our members and other educational developers. However, we also engage with a wider range of others across the Higher and Further Education sector whose roles are much more diverse, notably in the programmes accredited against SEDA's professional development framework awards. The wording of the values therefore needs to be inclusive of this wider audience we wish to influence, while at the same time, in parallel, we can be more specific about what these values look like in practice for educational developers.

Here is the revised wording of the values, while the table below provides illustrations of what these values mean in practice for educational developers.

> SEDA is a values-driven organisation, committed to educational development, and underpinned by the following values:
> 1. Developing understanding of how people learn
> 2. Practising in ways that are scholarly, professional and ethical
> 3. Working with and developing learning communities
> 4. Valuing diversity and promoting inclusivity
> 5. Continually reflecting on practice to develop ourselves, others and processes

The revised values have been launched at the November Conference 2014 and the website reflects the change. SEDA members should use the new wording immediately but for some processes such as fellowships assessments and PDF recognitions there will be a short period of transition, and those within SEDA responsible for these processes will be managing this. These values should continue to underpin all our activities including our courses, events, conferences and publications but we can take this opportunity to review our practices, inside and outside of SEDA, against the SEDA values.

We would like to thank Julie Hall for raising the issue of our values in her SEDA@20 symposium workshop in May 2013, and Sue Thompson and Jo Peat for leading on this review. The values belong to the SEDA community and the wide engagement in the review has been a great example of the strength of this education development community.

SEDA Values	
SEDA is a values-driven organisation, committed to educational development, and underpinned by the following values:	
SEDA Value	Evidence/guidance/illustrations for staff and educational developers
1. Developing understanding of how people learn	• Varying our teaching approaches, acknowledging that people learn in different ways; • Recognising that learning takes place in different contexts and through different media; • Sharing and engaging practices with others through conferences, events, the professional development framework, Fellowships and membership; • Acknowledging the diversity of individual experience and disciplines; • Seeking out practice on which to draw; • Developing the individual for the benefit of the student learning experience.
2. Practising in ways that are scholarly, professional and ethical	• Using evidence-informed approaches, the outcomes from research and reflection in and on practice to inform our work; • Drawing on alternative perspectives, theories, models, research and scholarship; • Questioning and challenging our practice; • Acknowledging that the need to engage with theory underpins all our practice; • Questioning our own practices and looking for ways to develop further; • Evaluating practice elsewhere and comparing/contrasting our own practices; • Developing and using practices that show respect and concern for others.
3. Working with and developing learning communities	• Working with colleagues, peers, developers and supporters of learning to share ideas, practice, reflections and theory; • Facilitating networking opportunities through conferences and other events; • Developing thematic Special Interest Groups and other online communities; • Working with our membership to inform and develop knowledge; • Working, engaging and disseminating beyond the traditional establishment with global, diverse learning communities.
4. Valuing diversity and promoting inclusivity	• Identifying and seeking to meet the many and varied learning needs of the learners with whom we work; • Celebrating difference and working to redress disadvantage; • Using technology to widen representation in SEDA; • Increasing access to SEDA events and publications and recognising the needs of varied, under-represented groups; • Strengthening the ways in which SEDA programmes illustrate the SEDA values.
5. Continually reflecting on practice to develop ourselves, others and processes	• Improving our practice in the light of our reflections on it and in it; • Reviewing our development and our practice, and the relations between them. • Ensuring that processes and practices are developmental and supportive; • Supporting and encouraging change-making processes which are contextually sensitive and owned; • Developing valuable and appropriate courses and practices which reflect the needs of the participant group and the wider context; • Enhancing the professional identity of ourselves and others, within and beyond our professional networks.