**The need for dis(trust) in the management of teaching and learning**

In recent years, higher education systems around the world have experienced the introduction of practices intended to make the provision of public services more cost efficient and accountable. These practices, broadly associated with what is termed ‘New Public Management’ focus on areas such as quality assurance and institutional planning and, increasingly, on the ‘management’ of teaching and learning.

Attempts to manage teaching and learning tend to draw heavily on the development of policies that often draw on very superficial understandings of what it means to teach in higher education and which promote broad concepts such as ‘student centredness’ in doing so. Another common management strategy is for the professional development of academics in their capacity as educators to be identified as a means of enhancing teaching and, thus, improving learning. Educational Developers are then pulled into the process in order to offer courses and workshops on teaching and learning drawing on their own specialist knowledge in order to do so

In all this, what is often missed is the disciplinary knowledge of academics themselves. Academic teaching, as Educational Developers often point out, is a profoundly scholarly activity. In managing and attempting to enhance teaching and learning, the way that academics have drawn on their understandings of the disciplines themselves to develop contextualised pedagogies is often overlooked. Instead, this knowledge specialist knowledge can be dismissed and academics themselves pathologized for failing to be interested in teaching and drawing on the most ‘up to date’ methods.

This presentation asks questions about trust: the need to distrust the idea that teaching and learning can be ‘managed’, the need to distrust that the idea that our own specialist knowledge as Educational Developers is the only way to enhance teaching and learning, and, importantly, the need to trust academics and the specialist knowledge they can bring to what we know.