

Further Education
Conference



“The **F**uture of **F**urther **E**ducation”

National Conference
Friday 22 March 2013

Mandolay Hotel, Guildford, Surrey



Conference Pack



Background

The Further Education sector is at a crossroads! In the era of austerity, significant changes are planned for the funding and structure of the sector. Colleges face another round of business re-structuring. 'Casualised' contracts are on the increase. A new Common Inspection Framework calls for higher standards from FE teachers. Many 'outstanding' colleges expect to be 'downgraded' by OFSTED because their teaching and learning is not 'grade 1'. FE professionalism is back under the microscope!

But before we go too far, shouldn't we be asking if this is the right direction? What is the future purpose of FE? What role do our leaders and politicians need to play? What sort of workforce is required? Will these changes enhance or compromise quality? Do we have a clear vision of what is required? Is this vision sustainable? This is the big FE conversation! It's time for the sector to discuss **'The Future of Further Education'**.



Objectives

This Conference presents a significant opportunity for teachers, managers, researchers and politicians to come together under one roof to discuss changes to the FE sector, its relationship to the national economy and the issues facing its workforce. Attend this event if you wish to:

- Examine the impact of government post-16 education policy on future FE funding and curriculum priorities
- Discuss the efficacy of pursuing a 'measurement agenda' as the basis for improving teaching and learning in further education
- Critically examine the priorities and tensions emerging from the new common inspection framework 2012
- Evaluate examples of successful improvement and change management strategies in grade 1 colleges
- Consider inspirational approaches to developing high student achievement
- Discuss better ways of recruiting, motivating and rewarding FE teachers

Who Should Attend

This event is designed for college principals, senior managers, heads of department, staff development managers, quality managers, advanced practitioners, teacher trainers and teachers with course leadership and mentoring responsibilities.

Event Structure

A distinguished panel of speakers is convened for the morning session commencing with two opening keynote addresses from former Conservative Cabinet Minister Michael Portillo and Emeritus Professor Frank Coffield that will consider the opportunities and challenges facing the FE sector in the new age of austerity.

This will be followed by a 'Question Time' panel discussion with a number of sector experts and policy-makers to discuss the rationale, cogency and impact of recent government post-16 education policies. This discussion will invite audience participation.

Finally, there will be a series of specialist seminar-style workshops for teaching and management audiences based on a number of central themes: outstanding teaching, outstanding management, teacher professionalism and cultural transformation. These workshops ask delegates to think radically and conscientiously about the needs of the sector and to exchange ideas and good practice about what works for learners and teachers.

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Agenda

- 08.00-09.00** **Registration & Coffee**
- 09.00-09.15** **Welcome & Setting the Scene**
- 09.15-09.35** **Keynote Speech: Michael Portillo**
- 09.35-09.55** **Keynote Address: Professor Frank Coffield**
- 10.00-11.00** **Panel Discussion: Key Messages to the Policy-Makers**
(including Michael Portillo, Frank Coffield, Geoff Petty, Stephen Grix, Matthew Coffey, Dan Taubman, Toni Fazaeli)
- 11.00-11.45** **Refreshment Break, Networking & Exhibition**
- 11.45-12.45** **Workshop 1: Select options from List 1 (see Workshops)**
- 12.45-13.45** **Lunch**
- 13.45-14.45** **Workshop 2: Select options from List 2 (see Workshops)**
- 14.45-15.15** **Refreshment Break & Networking**
- 15.15-16.15** **Workshop 3: Select options from List 3 (see Workshops)**
- 16.15-17.00** **Conference Drinks, Networking & Close**



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Workshops

Workshops 1 (11.45-12.45)

- NB01 **Moving Students to Higher levels of Thinking**, Professor Frank Coffield
- NB02 **Assessment: Fit for Purpose and Value for Money?**, Professor Phil Race
- NB03 **The Return of Cinderella? Implications of Government Policy on the Professionalisation of FE Teachers**, Cheryl Bolton
- NB04 **Planning for Outstanding: Principles not Paperwork**, Robert Powell
- NB05 **Are Lesson Observations Missing the Point?**, Bradley Lightbody
- NB06 **Ethical Leadership & Management in Further Education**, Trevor Gordon
- NB07 **Reforming Working Relationships: What Research Tells Us About Teaching and Management in the FE Sector**, Stephen Court

Workshops 2 (13.45-14.45)

- NB08 **Teacher Learning Communities**, Professor Dylan Wiliam
- NB09 **Assessment: Fit for Purpose and Value for Money?**, Professor Phil Race
- NB10 **You Can't Fatten a Pig by Weighing It! How Managers Improve Achievement**, Geoff Petty
- NB11 **Planning for Outstanding: Principles not Paperwork**, Robert Powell
- NB12 **Digital or Bust? Meeting the Needs of 21st Century Learners**, Bradley Lightbody
- NB13 **Going International: Developing Provision for EU and non-EU students**, Professor Paul McGregor
- NB14 **What's Next for Equality & Diversity? Lessons Learned from OFSTED Inspections and College Grade 1 Practices**, Dr Christine Rose

Workshops 3 (15.15-16.15)

- NB15 **Teacher Learning Communities**, Professor Dylan Wiliam
- NB16 **Creating Organisational Well-Being**, John Perry
- NB17 **You Can't Fatten a Pig by Weighing It! How Managers Improve Achievement**, Geoff Petty
- NB18 **Planning for Outstanding: Principles not Paperwork**, Robert Powell
- NB19 **Are Lesson Observations Missing the Point?**, Bradley Lightbody
- NB20 **'Leading Learning': Creating a Professional Development Culture**, Sue Snowball
- NB21 **What's Next for Equality & Diversity? Lessons Learned from OFSTED Inspections and College Grade 1 Practices**, Dr Christine Rose

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Keynote Speakers

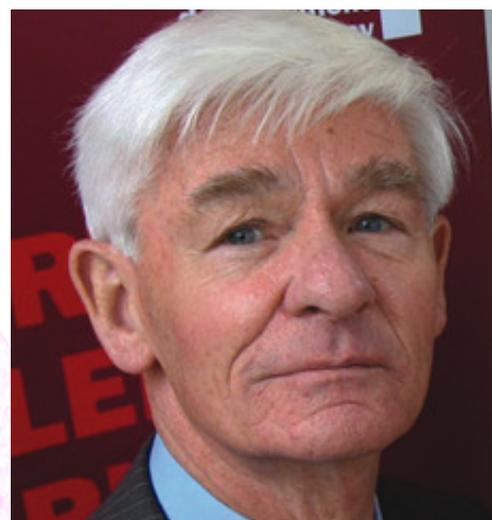
Michael Portillo

Michael Portillo attended Harrow County Grammar School and Peterhouse, Cambridge, where he read history. He worked for the Conservative Party and for government ministers between 1976 and 1983. He entered the House of Commons in 1984. He was a minister for eleven years and had three positions in the Cabinet, including Secretary of State for Defence. He lost his seat at the 1997 election, and began to develop a career in the media. He returned to the Commons between 2000 and 2005, was shadow Chancellor, and contested the leadership of the party in 2001, unsuccessfully. Since leaving politics, he has devoted himself to writing and broadcasting. He is a regular on both BBC 1's "This Week" programme and Radio 4's "The Moral Maze". He has made radio and television documentaries on a wide range of subjects, including four series of "Great British Railway Journeys" for BBC2.



Frank Coffield

Frank Coffield is Emeritus Professor of Education at the Institute of Education, University of London, and Visiting Professor at the University of Sunderland. He retired at the end of 2007 after 42 years in education, having worked in the universities of Keele, Durham and Newcastle in England; and at a comprehensive school, an Approved School and Jordanhill College of Education in Scotland. Frank is a passionate teacher and educator. He has written books on, for example, juvenile delinquency, the so-called cycle of disadvantage, youth unemployment, vandalism and graffiti, young people and drugs, youth enterprise, a critical review of learning styles and the impact of policy on post-compulsory education. In 2008 he wrote *Just suppose teaching and learning became the first priority*, published by LSN. In 2011, Frank co-authored *From Exam Factories to Communities of Discovery*, with Bill Williamson, which examines the relationship between markets and social inequalities, and how these propagate differential opportunity and attainment.



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Speaker Profiles

Geoff Petty

Author of *'Teaching Today'* the UK's best selling teacher training text, Geoff has a reputation as an inspirational speaker on teaching and learning issues. He has worked as a consultant with over 200 Colleges, and with most national educational agencies: Department for Children, Schools and Families, LSDA, LSC, FENTO and the AoC. His work is used at a national level in Britain, Romania and Lithuania, and his website, www.geoffpetty.com attracts 2000 visitors a week. His book *'Evidence Based Teaching'* was first published in 2006 to critical acclaim from academia and from practising teachers and is now in its second edition. Geoff is a Patron of the Institute for Learning.



Cheryl Bolton

Cheryl Bolton is a Senior Lecturer specialising in education in the Lifelong Learning Sector at Staffordshire University. Prior to this she worked for a number of years in the manufacturing industry holding various management roles before moving into teaching in Further Education (business, professional courses, teacher training). Current research interests centre on teachers working within Further Education and investigating their responses to government professionalisation initiatives.



Christine Rose

Christine Rose is a nationally recognised expert in equality and diversity (E&D). A former senior manager, she has worked as a consultant with over 200 providers, and supported a significant number to achieve a grade one for E&D at inspection. She works closely with organisations such as OFSTED, the AoC, LSIS, NIACE and the Equality and Human Rights Commission (EHRC). Christine is the author of a range of national guidance publications and toolkits, including a suite of materials for the FE sector on implementing the Disability Duty, national guidance for governors on equality & diversity, and briefings on the Equality Act 2010 and its specific duties. She has carried out research on behalf of the EHRC on meeting public sector equality duties, and is a regular platform speaker for national and regional equality conferences.



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Speaker Profiles

Dylan Wiliam

Dylan is Emeritus Professor of Educational Assessment at Institute of Education, University of London where, from 2006 to 2010 was its Deputy Director. He taught for 7 years in urban public schools and has since occupied a number of high profile university/research roles including Assistant Principal at Kings College London (2001-2003) and Senior Research Director at the Educational Testing Service (ETS) in Princeton, NJ (2003-2006). Dylan has written over 300 articles, book chapters and books in education and assessment. He is internationally noted for his pioneering work in assessment for learning, co-authoring the seminal research review *'Inside the Black Box'* published in 1998. Dylan's work continues to be critical of the 'grading and sorting' assessment system that dominates UK schools and colleges.



Matthew Coffey

Matthew joined OFSTED in April 2007 following the merger with the Adult Learning Inspectorate where he was an Inspection Manager with national responsibility for the inspection of prison education. In the 10 months prior to the formation of new OFSTED Matthew was the lead officer within the Creating New OFSTED programme for workforce and organisational structure. He joined the new OFSTED as an Assistant Divisional Manager and was promoted to Regional Divisional Manager in November 2007 with responsibility for Education, Learning and Skills across the Midlands region. Appointed as Regional Director in 2008, Matthew was responsible for all OFSTED operations across the Midlands. Matthew was appointed Director, Development, Learning in April 2011, and in January 2012 was given the title National Director, Learning and Skills.



John Perry

John is an inspirational speaker and originator of the *Three-Dimensional Approach to Stress Management*. John is an experienced teacher, counsellor and Fellow of the Higher Education Academy. He has published widely in the areas of stress management, counselling and experiential learning, and led on numerous FE development events. John boasts a successful consultancy track-record as a well-being consultant to a number of world-class companies such as Sony UK, HSBC and Disney. He is currently a Principal Teaching Fellow in Healthcare Communication within the Faculty of Medicine at Southampton University.



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Speaker Profiles

Dan Taubman

Dan is the Senior National Education Officer for the University and College Union (UCU). Dan's responsibilities include policy formulation and advice across the fields of further, adult and prison education. His particular areas of expertise are in curriculum and qualifications reform, the government of further education and the funding of further education. He has been directly involved in representing UCU in formal government consultation exercises on post-16 education policy for more than a decade. Dan has also served on the Board of the Learning and Skills Development Agency Board and the NIACE Policy Committee. Dan is currently a member of the BIS Workforce Development Strategy Group and the Institute for Learning's Council. Dan was awarded a MBE in summer 2009 for services to further and adult education.



Toni Fazaeli

Toni's responsibility is to lead the Institute for Learning (IfL), the professional body for over 200,000 teachers and trainers across further education and skills in England. Toni qualified as a professional teacher almost 30 years ago and taught in adult and further education, schools and prisons. She also led a large local authority adult education service, and was a full-time inspector at the Further Education Funding Council for seven years specialising in skills for life and humanities, as well as governance and management. Toni was a Director of Quality in the national LSC office covering 47 local learning and skills councils. For four years Toni also worked as a senior civil servant and led the Success for All theme of teaching and learning.



Stephen Grix

Stephen has been Principal and Chief Executive of Mid-Kent College of Higher & Further Education for the last 7 years. He started his academic career as a lecturer in brickwork at Bexley College, Kent, in 1977. He later joined Barking and Dagenham local education authority as General Inspector of Post-14 Education in 1990, before moving to Barking College as Director of Curriculum Planning and Quality Assurance. In 1996 he was appointed as Principal of Sir George Monoux Sixth Form College. Stephen joined the Office for Standards in Education (OFSTED) as Head of Post-Compulsory Education Division in May 2000, and in May 2002, he was appointed Corporate Director, Education for the London Borough of Tower Hamlets with responsibility for 100 schools, Early Years, Adult Education and the Youth Service.



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Bradley Lightbody

Bradley Lightbody is the author of the best selling textbook '*Outstanding Teaching and Learning 14-19*' (2009) which provides a comprehensive review of leading academic, OFSTED and professional guidance on how to deliver teaching and learning to OFSTED Grade One standards. Bradley's latest book, "*The ilearning Revolution: A New Pedagogy*" (2012) examines teachers' use of digital technologies and the need to embrace a 'flipped learning' model of pedagogic delivery. Bradley is currently the Managing Director of Collegenet.co.uk, a past OFSTED inspector, Head of Teacher Training, Director of Sixth Form and Director of Quality. He leads observation teams and training events in numerous FE colleges every year. Bradley has also published books on History ('*The Second World War: Ambitions to Nemesis*, 2004; *The Cold War*, 1999) and written for the BBC History website.



Robert Powell

Robert Powell has spent a lifetime in education, as a classroom teacher, Head of Department, Head of Year, Deputy Head and Headteacher. He led Blurton High School in Stoke-on-Trent for just over four years during which time the school nearly doubled its higher grade GCSE passes. In 2001 the school received a glowing report from OFSTED. Before taking up his headship in 1997 he worked for eight years in publishing and consultancy. He was the co-founder of *Network Educational Press* and *Network Consultancy*, and in 1996 set up *Robert Powell Training and Publications*. He has written eight books including his most recent *Outstanding Teaching, Learning and Assessment: the Handbook*, and the highly successful *Raising Achievement* and *Active Whole-Class Teaching*.



Phil Race

Phil is Emeritus Professor at Leeds Metropolitan University and Visiting Professor at Plymouth University. He is author of several renowned textbooks including *Making Learning Happen*, *The Lecturer's Toolkit*, and *How to Get a Good Degree*. Phil travels extensively across the UK, Europe and Australia as a speaker on teaching and assessment, and is noted for his highly interactive and challenging workshops. His work was recognised in 2007 by the Higher Education Academy awarding him a National Teaching Fellowship, and the status of 'Senior Fellow' of the Academy. In 2010 he was awarded the honour of 'European Educator of the Year' by EuroChrie. His website <http://phil-race.co.uk> is a celebrated international teaching resource.



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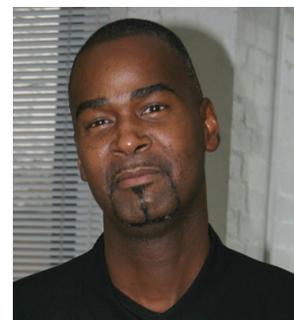
Paul McGregor

Paul has 35 years working in further and higher education, inspection, educational consultancy and overseas recruitment. He now works as a Lead Inspector for the Independent Schools Inspectorate, specialising on inspections in the Private Further Education sector, and he is a QAA reviewer. He has wide experience as a teacher, consultant and manager in HFE in the UK and overseas and has worked with the LSN, the LSIS and a number of private consultancies. Paul has also been a Principal in a large private college. Paul has had specific curriculum management experience in business, photography, construction and engineering, and has a strong quality improvement and performance management portfolio. His expertise now includes all aspects of the UKBA Tier 4 Points Based System and the requirements on recruiters of international students. Paul is a Fulbright Scholar.



Trevor Gordon

Trevor is the former Vice Principal Client & Community Services for Croydon College in South London. He specialises in Equality, Diversity, Social Exclusion, Ethical Management and Cultural Change and has supported over 300 educational and public sector establishments in England, Wales and the Channel Islands. He is a Board Member of Ravensbourne College of Design & Communication (Higher Education) where he chairs the Diversity Committee. Trevor is also Vice-Chair of the Southwark Diocesan Board of Further & Higher Education. He has recently been awarded Honorary Lifetime Membership by the Institute of Welfare in recognition of his commitment to the twin issues of Diversity and Equality (M.I.W.). In 2002, Trevor received the Stephen Lawrence Award for Education.



Stephen Court

Stephen Court is senior research officer for the University and College Union (UCU). He co-ordinates many of UCU's national research campaigns on post-16 funding and employment issues. He previously worked as a researcher for BBC Radio 4 and as a writer for the BBC World Service. He has had articles on further and higher education published by Higher Education Quarterly, The Guardian, The Sunday Times, the Observer and Public Finance, as well as several book chapters. Stephen's recent UCU research interests have included an analysis of university and college funding/financing arrangements and national surveys of occupational stress in post-16 education. His findings offer a provocative review of the working conditions and employment issues faced by the FHE workforce, and underpin UCU's call for sector reform and a re-imagination of teacher-manager relationships.



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Sarah Moreland

In 2011, Sarah was awarded an MBE Queens Birthday Honours for her services to Further Education. Sarah’s career in FE spans some 10 years, initially starting out as a teacher working with learners with learning difficulties, then as a Senior Advanced Practitioner, and was recently appointed Head of Business & ICT at Oaklands College. Prior to teaching, Sarah worked in the equestrian industry. She spent 6 years in Saudi Arabia before returning to the UK, joined the GB Specialist Olympics coaching team in 2007 and in 2011 was chosen as Great Britain’s Equestrian Coach for the Special Olympics World Games in Athens. Sarah is a highly successful teacher, having gained 6 consecutive grade one lesson observations in recent years. A significant part of her current role is supporting teachers to become outstanding.



Sue Snowball

Sue is the Learning and Development Manager at Coleg Gwent in Wales. Coleg Gwent is the largest further education college in Wales, comprising five campuses and 1500 staff. Sue has managed the college’s professional development strategy for the last six years, and in 2011, the college became the first FE provider in the UK to achieve the Continuing Professional Development (CPD) Mark Award. Sue also chairs the pan-Wales professional development manager’s network for FE under Colegau Cymru. In March 2012, Sue and colleagues took the college’s ‘Leading Learning’ strategy to the Annual Welsh FE Conference, where she discussed the college’s success with supported experiments, and the transformation in teaching and mentoring that these experiments have achieved.



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Workshops

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Workshops 1 (11.45-12.45)

Workshop NB01

Speaker: **Professor Frank Coffield**

Workshop Theme: **Moving Students to Higher levels of Thinking**



Description: This workshop will not be concerned with how students can gain an A* at GCSE or at A level. It will focus on giving all students, both academic and vocational, a language with which to discuss and rank intellectual abilities. It will also stress the importance of dialogic teaching and a number of other strategies in deliberately creating "cognitive conflict" in students' thinking in order to move it forward.

Workshop NB02

Speaker: **Professor Phil Race**

Workshop Theme: **Assessment: Fit for Purpose and Value for Money?**



Description: Assessment is expensive. Assessment takes time. Assessment is broken! It is neither fit for purpose nor represents value for money. Assessment is based too much on what learners can **write** about (in terms of what has been learned), rather than on what they can **do** as a result of their learning. Educators need a new assessment mindset if they want to continue to satisfy learners and the needs of the industries they are planning to join. This provocative and challenging workshop will look at what's presently wrong with assessment in FE and HE, and what we can do to link assessment much better to the main factors underpinning successful learning.

Workshop NB03

Speaker: **Cheryl Bolton**

Workshop Theme: **The Return of Cinderella? Implications of Government Policy on the Professionalisation of FE teachers**



Description: FE teachers are facing unprecedented change. With the demise of the Institute for Learning as the sector's 'compulsory' professional body, and the planned removal of mandatory teacher training, important questions are being raised about the role, character and purpose of FE, and about the relationship between FE and the Department for Education. Does it return FE to the status of 'Cinderella service' or does it 'free' FE to be more consumer responsive? Initial research indicates that government changes could divide different teaching groups and widen the gulf between academic and vocational teachers in terms of promotion and professional development.

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Workshops 1 (11.45-12.45)

Workshop NB04

Speaker: **Robert Powell**

Workshop Theme: **Planning for Outstanding: Principles not Paperwork**

Description: The OFSTED label ‘outstanding’ cannot be awarded unless teaching, learning and assessment are outstanding. But how should colleges prepare for ‘no notice inspections’ and continue to offer high quality teaching and learning? This seminar presents a model for planning which moves away from a reliance on rigid lesson plans towards planning based on ‘whole-college’ principles. This approach 1/ provides a basis for rich and varied teaching and learning approaches; 2/ offers a rigorous framework for monitoring and evaluation; 3/ reduces the burdens of paperwork in favour of real planning; and 4/ highlights ways in which leadership can create the environment for outstanding practice.



Workshop NB05

Speaker: **Bradley Lightbody**

Workshop Theme: **Are Lesson Observations Missing the Point?**

Description: According to OFSTED, FE teaching still isn’t good enough! No College was awarded a grade 1 for teaching and learning at inspection in 2010/11, too many colleges are stuck at grade 3 and about a third of lessons remain satisfactory or worse (Annual Report, 2011). This is a damning indictment for college lesson observation schemes! The fact is that lesson observations are failing to improve teaching! What we need is a shared understanding about the hallmarks of outstanding practice based on four types of evidence: teachers who enthuse, develop autonomy, nurture creativity and encourage metacognition. This session examines the role of OFSTED lesson criteria in observation judgements, how these should be interpreted, common misconceptions and how lesson observers can better support good or better teaching.

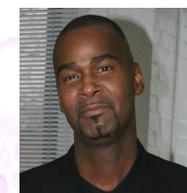


Workshop NB06

Speaker: **Trevor Gordon**

Workshop Theme: **Ethical Leadership & Management in Further Education**

Description: For many, the goal of further education is to support learners fulfil their career potential. So why are so many learners failing to achieve this? One of the problems is the current FE funding environment! Funding cuts are hitting some of the most disadvantaged learners in the sector and impeding colleges from raising academic standards. Increased class sizes, contracting LSA support for 19+ learners, improper mixing of learner levels, poor classroom behaviour, ‘retention at any cost’...these are real problems that many teachers feel powerless to intervene. Trevor exposes some of the perversities of the current funding regime and its impact on management practices. He advocates a model of ethical college management that redresses the need for creative leadership, respectful relationships and the ‘teacher voice’.



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Workshops 1 (11.45-12.45)

Workshop NB07

Speaker: **Stephen Court**

Workshop Theme: **Reforming Working Relationships: What Research Tells Us About Teaching and Management in the FE Sector**



Description: There are strong messages emerging from research in FE teaching and the culture of FE that management leaders and politicians should be taking note of. Analysis of the pressures on FE lecturers indicates intensifying demands, low autonomy, poor well-being relating to managerial support, and disquieting evidence of bullying at work. Other areas of concern include the way change in FE is handled – not surprising, given the plethora of initiatives and shifts in funding policies affecting the sector. This seminar also looks at suggestions coming from lecturers about ways – not all of them costly – in which working life in FE can be improved.

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“The Future of Further Education”

Friday 22 March 2013

Workshops 2 (13.45-14.45)

Workshop NB08

Speaker: **Professor Dylan Wiliam**

Workshop Theme: **Teacher Learning Communities**

Description: Professor Dylan (‘Inside the Black Box’) Wiliam asks the question: why do so many teacher development initiatives have so little impact on student achievement? To be successful, teacher professional development needs to concentrate on both content *and* process, but the content must come first. In other words, we need to focus on *what* we want teachers to change. This session explores the view that the only way to improve colleges is to stop people doing good things—in order to give them time to do even better things.



Workshop NB09

Speaker: **Professor Phil Race**

Workshop Theme: **Assessment: Fit for Purpose and Value for Money?**

Description: Assessment is expensive. Assessment takes time. Assessment is broken! It is neither fit for purpose nor represents value for money. Assessment is based too much on what learners can **write** about (in terms of what has been learned), rather than on what they can **do** as a result of their learning. Educators need a new assessment mindset if they want to continue to satisfy learners and the needs of the industries they are planning to join. This provocative and challenging workshop will look at what's presently wrong with assessment in FE and HE, and what we can do to link assessment much better to the main factors underpinning successful learning.



Workshop NB10

Speaker: **Geoff Petty**

Workshop Theme: **You Can't Fatten a Pig By Weighing It! How Managers Improve Achievement**

Description: Many college managers are failing to improve teaching and learning - this is the startling message from research by Joyce, Showers & Timperley, and the work of the 157 group in “*Leading Learning in Further Education*” (2011). We know that some teaching methods practically double the rate of learning but most teachers don't use them! We need a revolution! We need ‘inspirational managers’ capable of leading on dynamic and sustained projects of classroom experimentation, where teachers are encouraged to improve practice through professional dialogue. Research reviews suggest that a system of ‘supported experiments’, or something like it, is the only proven CPD strategy for raising student achievement. With ‘supported experiments’ comes real culture change, improved practice and the true empowerment of teachers and learners. It's time for managers to try something different!



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Friday 22 March 2013

Workshops 2 (13.45-14.45)

Workshop NB11

Speaker: **Robert Powell**

Workshop Theme: **Planning for Outstanding: Principles not Paperwork**

Description: The OFSTED label ‘outstanding’ cannot be awarded unless teaching, learning and assessment are outstanding. But how should colleges prepare for ‘no notice inspections’ and continue to offer high quality teaching and learning? This seminar presents a model for planning which moves away from a reliance on rigid lesson plans towards planning based on ‘whole-college’ principles. This approach 1/ provides a basis for rich and varied teaching and learning approaches; 2/ offers a rigorous framework for monitoring and evaluation; 3/ reduces the burdens of paperwork in favour of real planning; and 4/ highlights ways in which leadership can create the environment for outstanding practice.



Workshop NB12

Speaker: **Bradley Lightbody**

Workshop Theme: **Digital or Bust: Meeting the Needs of 21st Century Learners**

Description: The new generation of learners have always known facebook, mobile phones, spotify, youtube, ebay, msn, flickr, kindles and skype, and have never known a world without the internet. Books belong to the classroom of the past and students speak in SMS text. FE teachers face a technological imperative— to adapt or become obsolete. The demand for ‘digital delivery’ may lay in a ‘flipped learning’ model that envisages the classroom as a discussion and trouble-shooting arena which gives priority to individualised instruction and problem-solving. In this model, learners develop the required core knowledge in their own time via high quality online lectures and resources.



Workshop NB13

Speaker: **Professor Paul McGregor**

Workshop Theme: **Going International: Developing Provision for EU and non-EU students.**

Description: The UK continues to be a popular destination for both EU and non-EU students, with English the language of choice for most hi-tech market economies. Not surprisingly, recruiting students from ‘international markets’ can be a lucrative financial strategy for FE colleges. In an area previously dominated by private colleges, government rule changes are driving many of these colleges into extinction, leaving the doorway open for FE providers. This workshop discusses the issues and opportunities confronting FE colleges in a competitive international marketplace, and specifically examines planning, marketing, recruitment and compliance strategies adopted by successful providers.



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“The Future of Further Education”

Friday 22 March 2013

Workshops 2 (13.45-14.45)

Workshop NB14

Speaker: **Dr Christine Rose**

Workshop Theme: **What’s Next for Equality & Diversity? Lessons Learned from OFSTED Inspections and College Grade 1 Practices.**



Description: Less than 10% of colleges between 2009 and 2011 obtained a grade 1 for equality and diversity. Christine offers a forensic examination of lessons learned from the previous inspection round in relation to equality and diversity and asks the question: ‘What are the common features exhibited by best practice providers, and what are the common issues and solutions?’ She discusses the impact of the Equality Act 2010, how colleges have responded to this, and what pitfalls to avoid. What is developed is an analysis that links equality, improvement, student outcomes and financial viability. Christine explores the most recent priorities and changes highlighted in the revised 2012 OFSTED Common Inspection Framework, and what colleges need to do to implement a high-impact programme that goes beyond legal compliance and emulates best practice in the sector.

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“The Future of Further Education”

Friday 22 March 2013

Workshops 3 (15.15-16.15)

Workshop NB15

Speaker: **Professor Dylan Wiliam**

Workshop Theme: **Teacher Learning Communities**



Description: Professor Dylan (‘Inside the Black Box’) Wiliam asks the question: why do so many teacher development initiatives have so little impact on student achievement? To be successful, teacher professional development needs to concentrate on both content *and* process, but the content must come first. In other words, we need to focus on *what* we want teachers to change. This session explores the view that the only way to improve colleges is to stop people doing good things—in order to give them time to do even better things.

Workshop NB16

Speaker: **John Perry, MA, MA, MA, MSc, FHEA**

Workshop Theme: **A Three-Dimensional Approach to Managing Organisational Stress and Wellbeing in Further and Higher Education**



Description: Stress is a debilitating condition for employees working in Further and Higher Education. Stress affects morale, productivity and turnover and costs enormous sums of money. This workshop explores a three-dimensional strategy for managing organisational stress and well-being. It considers environmental, psychological and transactional solutions to a significant and sustained problem in many FHE institutions. The session also examines effective policy development and implementation, morale-productivity issues and the longer-term costs of non-action.

Workshop NB17

Speaker: **Geoff Petty**

Workshop Theme: **You Can’t Fatten a Pig By Weighing It! How Managers Improve Achievement**



Description: Many college managers are failing to improve teaching and learning - this is the startling message from research by Joyce, Showers & Timperley, and the work of the 157 group in “*Leading Learning in Further Education*” (2011). We know that some teaching methods practically double the rate of learning but most teachers don’t use them! We need a revolution! We need ‘inspirational managers’ capable of leading on dynamic and sustained projects of classroom experimentation, where teachers are encouraged to improve practice through professional dialogue. Research reviews suggest that a system of ‘supported experiments’, or something like it, is the only proven CPD strategy for raising student achievement. With ‘supported experiments’ comes real culture change, improved practice and the true empowerment of teachers and learners. It’s time for managers to try something different!

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Friday 22 March 2013

Workshops 3 (15.15-16.15)

Workshop NB18

Speaker: **Robert Powell**

Workshop Theme: **Planning for Outstanding: Principles not Paperwork**

Description: The OFSTED label ‘outstanding’ cannot be awarded unless teaching, learning and assessment are outstanding. But how should colleges prepare for ‘no notice inspections’ and continue to offer high quality teaching and learning? This seminar presents a model for planning which moves away from a reliance on rigid lesson plans towards planning based on ‘whole-college’ principles. This approach 1/ provides a basis for rich and varied teaching and learning approaches; 2/ offers a rigorous framework for monitoring and evaluation; 3/ reduces the burdens of paperwork in favour of real planning; and 4/ highlights ways in which leadership can create the environment for outstanding practice.



Workshop NB19

Speaker: **Bradley Lightbody**

Workshop Theme: **Are Lesson Observations Missing the Point?**

Description: According to OFSTED, FE teaching still isn’t good enough. No College was awarded a grade 1 for teaching and learning at inspection in 2010/11, too many colleges are stuck at grade 3 and about a third of lessons remain satisfactory or worse (Annual Report, 2011). This is a damning indictment for college lesson observation schemes! The fact is that lesson observations are failing to improve teaching! What we need is a shared understanding about the hallmarks of outstanding practice based on four types of evidence: teachers who enthuse, develop autonomy, nurture creativity and encourage metacognition. This session examines the role of OFSTED lesson criteria in observation judgements, how these should be interpreted, common misconceptions and how lesson observers can better support good or better teaching.



Workshop NB20

Speaker: **Sue Snowball, Coleg Gwent College**

Workshop Theme: **Creating a Professional Development Culture**

Description: One college discusses the significant successes they have had in implementing a system of ‘supported experiments’. Strong leadership and a shared commitment to teacher improvement have been pivotal. The College has had to contend with 5 main campuses spread across distances of up to 25 miles apart, and the practical difficulties of engaging 1500 staff (1000+ teachers) in the process. The College has created an inspirational framework for teachers to share, discuss and experiment with new pedagogic approaches, and this has yielded significant gains for both teachers and learners. At the same time, staff feel they are making a valuable contribution to the culture of the college.



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Workshops 3 (15.15-16.15)

Workshop NB21

Speaker: **Dr Christine Rose**

Workshop Theme: **What's Next for Equality & Diversity? Lessons Learned from OFSTED Inspections and College Grade 1 Practices.**



Description: Less than 10% of colleges between 2009 and 2011 obtained a grade 1 for equality and diversity. Christine offers a forensic examination of lessons learned from the previous inspection round in relation to equality and diversity and asks the question: 'What are the common features exhibited by best practice providers, and what are the common issues and solutions?' She discusses the impact of the Equality Act 2010, how colleges have responded to this, and what pitfalls to avoid. What is developed is an analysis that links equality, improvement, student outcomes and financial viability. Christine explores the most recent priorities and changes highlighted in the revised 2012 OFSTED Common Inspection Framework, and what colleges need to do to implement a high-impact programme that goes beyond legal compliance and emulates best practice in the sector.

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