

Leaders of Teaching and Learning: teachers and trainers

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Are teachers, trainers and assessors needed?

- Let us imagine....
- Further Education and Skills with no teachers, trainers and assessors – no experts in learning and working with learners (in workshops, workplace, classrooms, online, designing online learning etc)
- What is the purpose?
- What are the priorities?
- When will we bring them back?

100 years ago – today – the future

- Let us imagine 100 years ago:
 - A. The surgeon and his practice and equipment
 - B. The accountant and his
 - C. The teacher and his or hers
- How much has changed today:
 - A. Transformed by research, medical advances, new technologies, totally new kinds of equipment etc
 - B. Transformed by the workplace contexts, new technology, complexity of a global economy and legal requirements etc
 - C. 20 years ago, the view was that not much had changed for teachers, teaching and training, not a revolution as in other professions.
 - D. But today the role and expertise teachers, trainers and assessors need and have, and their contexts are becoming radically different.
 - E. How is that expert teacher and trainer leading, learning over the years ahead?

A seismic shift in teaching and learning

- Meaning – of enormous proportions and having highly significant consequences
- PESTLE(EE) – Political, Economic, Sociological, Technological, Legal, Environmental, Equality and Enterprising
- Areas of expertise teachers, trainers and assessors need – to name a few:
 1. Expert vocational and subject knowledge, and this moves exponentially faster now e.g. engineering, logistics, catering and hospitality.
 2. Expert knowledge, understanding, application and development of teaching and learning – pedagogies including meaningful use of latest technologies for learning
 3. Experts in teaching and learning across broader contexts – work based, community setting, on line and using augmented realities, classroom, telephone one to ones, webinars
 4. Experts in social relations in professional broader context now of learners (s) work environment, employers and community landscape, new programmes and qualifications
 5. Experts in evidence-based teaching and learning practices that work, just as in medicine, mental health and engineering – and being expert reflectors, researchers and interpreters of research (Education Endowment Foundation, Prof John Hattie etc)
 6. Experts in transforming outcomes for equality and diversity, ‘if you can see it you can be it’ – making this real for learners

This is a job for amateurs and no training needed

- Wanted – unqualified maths teachers – wanted unqualified nurses with an interest and some experience relating to health – wanted unqualified criminal lawyers with some knowledge of criminals and criminality
- Evidence – trained and qualified teachers are better
 - OFSTED – Skills for Life evidence to the Treasury
 - Should teacher qualifications be left to chance? Institute for Learning collection with evidence from colleges

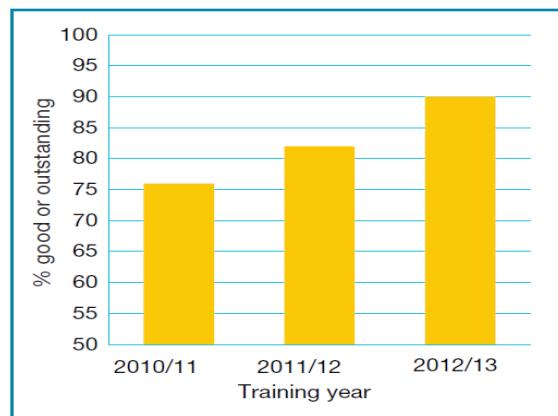


Figure 2: Lessons graded good or outstanding – three-year trend across all MKCTS teaching staff

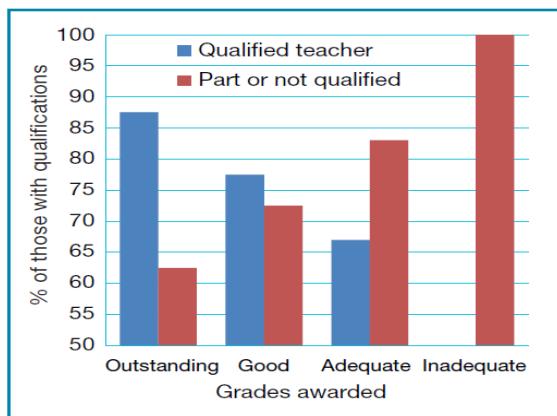


Figure 3: The correlation between teaching qualifications and trainee feedback grades¹

Why initial teacher education is central to improving teaching, learning and the student experience?
– Mid Kent College

Good or better teaching since 2008/09 – South Thames College – and the link they make to qualified teachers

- 2008/09 – 63 per cent were qualified
- At the end of 2011/12, 98 per cent were qualified or in training

	Grades		
	1	2	1 and 2
2008/09			59% Wandsworth: 72% Merton: 45%
2009/10	16%	59%	75%
2010/11	21%	57%	78%
2011/12	27%	53%	80%
2012/13	24%	60%	84%
STC target	24%	n/a	80%

Status – What status – loose talk - to the truth

- ‘Oh, so not a real teacher then...’
- ‘Schools’ PGCE is a proper PGCE’
- Anyone can teach, you just need to know your subject’
 - **BUT**
- FE teachers and trainers are trained, qualified, over 16,000 have gained the post qualification rigorous professional status QTLS – equal to QTS in law
- Ofsted finds PGCE and awarding body ITE sound, based on standards leading to good teaching – without fear of favour
- Jamie Oliver’s Dream School, Tough Young Teachers – did they find it easy? Were they good? Teaching is a profession
- FE turns around success and life chances of those who did not succeed at school – and within one or two years

Elbow Room please – if you want excellent teaching and learning

- International – best education systems have time for teachers to read, reflect, collaborate, plan and review, observe and learn with other teachers, to get out and see practice and link with employers and HE, to research own and each others' teaching practice, for professional development programmes – there is a good return on investment – teachers and trainers are leading learning
- Evidence of no or very little time for FE teachers and trainers to do any of the above – impoverished results, lost potential
- Restrictive workplaces – expansive workplaces (Professor Lorna Unwin), Leading Learning and Letting Go (157, IfL, Institute of Education), Great Teaching and Learning (157 and IfL), CPD Annual Reviews (IfL)
- Some bad rhythms and patterns in organisations that mitigate against teachers and trainers being able to achieve the very best for their learners – teacher time wasted. Over directive telling, over monitoring, over managing, over timetabling, over planning others' CPD etc
- Let us imagine we put teachers and teaching at the heart of what we do (Professor Frank Coffield) – what elbow room do we create and ratios? 80:20 for development and collaboration?

Does logic or exhortation alter what we do?

- Rarely
- As leaders of teaching and learning in FE, how do we
 - Practise
 - Reflect
 - Review and think, and with others
 - Change and experiment
 - Develop excellent learning and success for our learners
- Whether we are leading and supporting learning as:
 - Teachers
 - Managers
 - Governors
 - Leaders
 - Learners
 - Learning support
 - Local employer
- How truly expert are our teachers, trainers and assessors – how are we making sure they can be and are leading and collaborating for their own professional learning, and emotionally and with resilience be striving for excellence
- Behavior change is hard – give teachers and trainers elbow room and space to experiment and excel for their learners