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FOREWORD FROM MARK WRIGHT

In 2018, the Education and Training Foundation commissioned FE Associates to design and deliver a new national leadership devel я

ENGAGING LEARNERS THROUGH THE CURRICULUM PLANNING PROCESS

The Leadership Impact

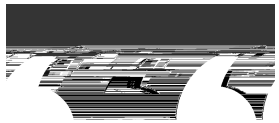
This leadership project had a positive impact on the development of study programmes for the preceding academic year, and through this approach, Foundation learners were provided with new learning opportunities. There is evidence to show that the attendance of learners improved when compared to previous years. However, it was not easy to track and assess the true impact of the changes which would suggest that when implementing a change programme such as this, it is important to identify the measures for tracking success at the outset.

Whilst the key intention of this leadership project was to increase levels of learner engagement and motivation, one unintended positive outcome has been the impact on learner numbers which have grown due to the remodelling of curriculum, meaning that additional learners could be enrolled onto the study programme at various entry points throughout the academic year.

Leadership Reflections

When seeking to engage learners through focus groups, the approach tends to be to organise a meeting, invite them to attend and then expect them to engage in the process and make contributions. However, prior to holding the focus group, it is probably worth considering the knowledge levels of students by considering how much they actually understand the issue to be discussed. Therefore, in order to get the best out of learners in the focus group setting, it is advisable to provide them with some pre-work, and in the case of Foundation learners, this should take the form of supported pre-work that could be done in class with the support of tutors.

IMPROVING ATTENDANCE IN SPORTS ACADEM



involved in the process. This particular issue was identified through a midpoint review of the project. The outcome was that

ENGAGING VOCATIONAL LEARNERS IN ENGLISH AND MATHS

When planning study programmes, it can be difficult to provide meaningful activities for learners who have already reached the required levels in English and Maths. How can learners be engaged in activities which are valued, meaningful and support their futures?

The Leadership Issue

Feedback from students who had already achieved English and Maths indicated that there was insufficient challenge and stimulation provided in the sessions that they attended while their peers were attending dedicated English and Maths sessions.

Leadership Action

In order to make sure that the activities for students who had already achieved English and Maths at the required level were impactful, the provider decided to structure sessions around community-based events which would increase the profile of students and skills; provide opportunities to raise funds for community projects; and, allow students real-life opportunities to use their English and Maths skills.

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The Leadership Impact

The project had a positive impact across the provider in that learners attached greater value to their programme of study as evidenced by improvements in attendance at all study programme sessions. The unintended outcome of this was that the provider was able to evidence that all hours of the study programme were being delivered and this had a positive knock-on impact on provider funding.

Additionally, there has been an improvement in the profile that the provider has within the community.

Leadership Reflections

When considering the make up of study programmes, it is important to identify the wider benefits of each element of the study programme to learners. Leaders need to remember that not all learners undertaking the study programme will have similar prior levels of attainment, therefore, trying to include differentiated elements based on existing skill and qualification levels is essential when designing a study programme.

The Leadership Impact

The manager took a very brave approach to implementation by demonstrating the delivery model themselves to a group of challenging students outside of their area of specialism. They role modelled the behaviours they expected from their team and this was instrumental in gaining the confidence and ‘buy-in’ of team members, resulting in the successful adoption of this new delivery method across the curriculum area.

Learners first-time pass rates on the exam elements of their courses have shown significant improvement, whilst attendance and retention rates are also higher than those of the previous year.

Leadership Reflections

When making change, it is important to secure the buy-in of team members and role modelling the behaviours expected of team members not only achieves buy-in but also builds confidence amongst delivery staff. By role modelling changed behaviours, we, as leaders, are also accepting the fact that the change may fail and we are prepared to accept failure on the basis that we have tried to make something work.

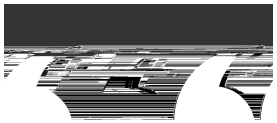
IMPROVING THE LEARNER EXPERIENCE THROUGH A MORE VOCATIONALLY RELEVANT CURRICULUM

Increasing the vocational relevance of the curriculum is a challenge that all colleges face and will become even more important as T Levels are implemented. How do managers build the confidence of teaching staff to develop curriculum delivery and qnd

The Leadership Impact

The approach adopted by the manager was perceived by staff as being highly developmental and non-threatening and staff

CURRICULUM CHANGE

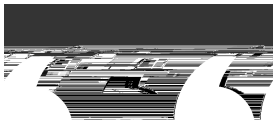


staff engagement through enabling them to work externally. As a result, the college has seen increased recruitment to existing programmes, the development of new provision and good recruitment to these newly developed programmes.

Focusing on external stakeholders and communities when rethinking the curriculum has resulted in a strengthened profile for the college and there are now more opportunities to partner with a wider range of organisations. For example, the local basketball club are now offering placements for students and other organisations are enabling the development of additional programmes for students to develop a wider range of skills and achieve additional qualifications.

Leadership Reflections

Introducing change is always difficult, particularly for new leaders. This project highlighted the need for the leader to be confident in their abilities to lead change and to engage in extensive communications around the change. Acknowledging the fears of others when driving change is key to embedding new habits and ways of working.



SUPPORTING ESOL LEARNERS TO THRIVE IN THE UK

The UK economy can benefit from the extensive knowledge and skills of those settling here from overseas. Colleges have a vital role bridging gaps between students' past experiences and the expectations of UK employers – but how do they do this effectively?

The Leadership Issue

Student feedback demonstrated that significant numbers of students were highly qualified in their vocational field but could not translate this into similar level employment in the UK due to the current level of their English skills. Additionally, many would be looking for volunteering placements to bolster their employment prospects but could not access the available opportunities.

Leadership Action

Engagement with students provided the opportunity to identify the range of barriers that they faced as they sought to both build their literacy skills and seek opportunities that enabled them to make a meaningful contribution to their communities.

By positioning the college as a bridge between the learners and the outside world, opportunities were sought to build external relationships for the benefit of students. The college is surrounded by a significant number of community groups, voluntary organisations and other support agencies. Therefore, the college developed a range of new partnerships with the specific purpose of providing opportunities for the group of learners to better integrate into civic society whilst boosting their prospects for employment.

The Leadership Impact

There was a positive response from a wide range of local stakeholders and organisations to support this initiative. It has been hugely beneficial to work with partners to define the challenges of securing opportunities for the learner group because this has enabled a plan to be developed to address the challenges and issues. A number of local groups have attended the college and delivered workshops and these have been well attended and resulted in over 30 learners visiting local organisations. The nature of the partnerships developed mean that future learners will also be able to benefit from this initiative.

Leadership Reflections

Sometimes, when introducing new initiatives, the middle leader has a choice between starting the new initiative and stopping something else in order to create the space and time required to make the new initiative a success. External partnership working and building new relationships is often very time consuming and it can take time for the benefits to be apparent. Therefore middle leaders need to be clear about the opportunity cost of introducing new initiatives and making sure that the benefits outweigh the costs in terms of time and effort.

IMPROVING LEARNERS' AWARENESS OF DIVERSITY AND INCLUSION THROUGH INDUCTION ACTIVITIES

All colleges must achieve delivery of effective, engaging and impactful induction activities. How then, should they support those delivery staff to make sure that students'

The Leadership Impact

Feedback from learners improved significantly to an average of 89%, indicating that their engagement with the revised content had a beneficial impact. The broad range of results ranging from 60% to 100% positive feedback did, however, suggest that further refinement was possible and this was corroborated by observations during learning walks which showed that implementation of the new resources was inconsistent, suggesting that a number of barriers remained which could be addressed through further development for delivery staff.

Leadership Reflections

Supplying dedicated materials to support teachers' delivery has often been an approach taken by colleges, awarding bodies and industry organisations trying to achieve consistency and raise quality amongst curriculum delivery. Whilst such materials are useful in setting a standard for teachers, they are rarely the panacea that they seek to be as they do not address the need to support teachers with developing the effectiveness with which they deliver the craft of teaching itself. Consequently, successful implementation is likely to come from a combination of materials and support for delivery staff.

BETTER IDENTIFICATION AND SUPPORT FOR LEARNERS REQUIRING LEARNING SUPPORT

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The Leadership Impact

New processes and approaches were successfully implemented which started to show benefits to learners, staff and the wider college very early on. Of particular note is that staff feel more confident in what they are doing. The college was able to increase the level of support being provided, not only to an increased number of learners but also to those for who high needs funding was already being claimed. As a result of improved and more targeted support arrangements, learner attendance and retention has improved in line with national rates. As a result of the project, staff in the core learning support team began to communicate more effectively with teachers across the college and there is now greater consistency of approach by staff.

Leadership Reflections

Bringing about change across multiple internal stakeholder groups takes a lot of time. Ensuring a robust and stress tested plan is in place is essential to driving change in a timely manner. As the leader of change, it is important to listen to feedback from internal stakeholders and to be prepared to flex your thinking. In order to maintain the motivation of staff

SETTING EXPECTATIONS TO CREATE WORK-READY LEARNERS

How can providers ensure they set expectations of conduct and behaviour that promote work-readiness whilst allowing learners greater freedom alongside the need to protect them from harming their futures as valued employees?

The Leadership Issue

clear behaviour and conduct framework. It was also clear that whilst poor learner conduct was impacting negatively on the morale of staff, at the heart of the issue was a lack of knowledge, skills and confidence in tackling poor conduct and promoting good behaviour.

The Leadership Impact

Through the implementation of a behavioural contract with all learners, it was possible to establish clear expectations and boundaries for students and defined expectations of how teaching staff would respond in instances of conduct that fell short of expectations. Through this approach, it was possible to introduce a clear framework with actions and sanctions that were understood by all.

The new approach quickly produced significant improvements in learner behaviour and the quality of their work and, through the lesson observation process, it was possible to identify improvements in staff morale. Having a clear framework also resulted in improved engagement with employers and a clear willingness on the part of employers to take part in collaborative reviews of conduct and behaviour of their apprentices with the provider.

Leadership Reflections

Whilst it is preferable to make changes and set new expectations at the start of an academic year or new programme of learning, it is not always possible. In fact, when an issue arises mid-year or mid-programme, it is essential that action is taken at that point and that the issue is not allowed to continue until a new year or programme commences. However, when introducing changes ork

IMPROVING STAFF ENGAGEMENT THROUGH WELL-BEING INITIATIVES

The well-being of the workforce is recognised as key to organisational success and high levels of staff performance. Whilst many organisations now identify staff well-being as a strategic priority, how can this be supported effectively in a constrained financial operating climate?

The Leadership Issue

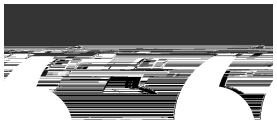
Whilst the college has a good track record of investing to support the well-being of staff, research highlighted the importance of leaders continually reviewing approaches and intervening to support the continued well-being of staff. In a financially constrained operating environment, it is difficult to enhance the well-being offer to staff but on the other hand, the need to focus on well-being is greater than ever before.

Leadership Action

A large amount of research on the well-being of staff already exists. Reviewing the available literature and considering how successful organisations approach employee well-being was the first step of this project. Based on this review, it was clear that an organisation could approach employee well-being initiatives in an affordable way by introducing a range of small-scale initiatives that had employee engagement at the core. Therefore, a range of events and activities were introduced including, group walks around the area; 'Time to Talk' events; scheduled sessions for staff to catch up with each other over coffee and cake; engagement with national initiatives such as Race for Life; and, the introduction of a staff sports day.

The Leadership Impact

Overall, staff engaged positively with well-being events and activities provided by the college. Attendance at the various



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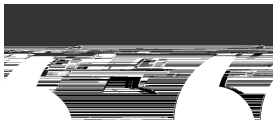

Leadership Reflections

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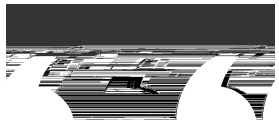
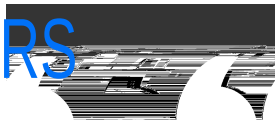


The Leadership Issue

BUILDING SUCCESS TRAITS IN MODERN FE LEADERS



The FE and Skills sector is a rapidly changing and continuously challenging place to work. Do managers have the skills and knowledge necessary to be successful in today's sector and how can organisations support their middle leaders to develop the skills and traits required to meet the challenges?

The Leadership Issue

Experienced leaders in further education have long recognised that significant changes continually occur within the organisational environment and the wider sector. Senior leaders in the most successful organisations have recognised that successful leaders and managers of the future will need to be able to refocus and repurpose their existing skills and knowledge to reflect new expectations. Therefore, it is important for organisations and their leaders to be clear about what is, and will be, required of successful middle leaders.

Leadership Action

As a starting point, the leader focused their learning activities around developing their understanding of current expectations of those managing in FE today. This included reviewing literature and other available material; conducting meetings and discussions with staff, students and peers; and, identifying the skills considered necessary for leaders to succeed both now and in the future. Having undertaken this first stage of the project, a number of activities were identified that could be useful in developing the skills and knowledge of middle leaders. Out of this came recommendations to the college on future priorities for the professional development of leaders.

The Leadership Impact

By undertaking this project, there was an increasing recognition in the organisation that developing the skills and abilities of middle leaders was of great importance, particularly if the organisation wants to face the future from a position of strength. There was further understanding that crucial to building leadership capacity, was the promotion of a growth mindset across

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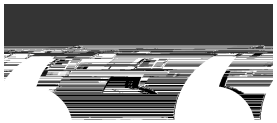

The Leadership Impact

As a result of starting with the people aspects of the project, rather than the technology aspects, the project was successfully implemented across the organisation with high levels of consistency of use. Teachers and assessors have successfully embraced the system and are actively using tablet computers during placement visits to complete documentation that can later be uploaded on their return to the office. One of the unintended but positive outcomes of this approach has been the way in which learners engage their employers in their learning as employers can now access information on the progress that learners are making. The process of moving to a tech-enabled solution has also created more collaboration between staff members as they all developed their skills and knowledge together to use the new system.

Leadership Reflections

Where providers wish to successfully bring forward new tech-enabled solutions, they should not underestimate the support that the end users will require. Creating a change culture that starts with the people elements of the change, rather than the technology elements, will foster greater buy-in and support. Any change programme should seek to minimise fear and anxiety, and leadership approaches should be non-judgmental.

IMPLEMENTING NEW SYSTEMS THROUGH AN ENGAGEMENT-LED APPROACH

As the structure of apprenticeships changes, colleges are reviewing existing technological solutions to see if they are still fit for purpose. If new systems are then implemented, how are staff, students and employers effectively supported?

The Leadership Issue

Having previously migrated to an e-portfolio system, the college was finding that the current system was increasingly not fulfilling its requirements. Consequently, the leader was given the task of identifying the most appropriate system for future needs and leading its implementation across the organisation, all within the context of the introduction of the new apprenticeship standards.

Leadership Action

At the outset, it was decided to engage with staff who would be the end users of any new system. This enabled the project leader to gain the views of those who would be using the system and to flag any issues or concerns. This also gave the leader the opportunity to focus on the purpose of the change and to define the problems that a new system would solve. As part of the implementation strategy, staff champions were identified within each vocational area and their role was to support both staff and apprentices with any issues that were identified from the initial training and the early stages of implementation. This enabled the project lead to share the workload of implementation, build a team of advocates for the new system and, approach and make sure that support was readily available to staff and apprentices.

The Leadership Impact

The implementation approach resulted in all staff and apprentices being successfully migrated to the new system and staff feedback about the process has been particularly positive. Key to the success of the project was a phased approach to implementation whereby the various aspects of the system were implemented in priority order, ojt the seoyscl.

BUILDING INTERNAL COLLABORATION IN MARKETING

Effective marketing is something which has the power to transform a college's image and reputation. How can leaders of marketing ensure that internal stakeholders are adequately engaged and involved so that they feel their needs are being met?

The Leadership Issue

The lack of a coherent marketing strategy meant that much activity was not planned and was reactive, based on the requests being made by staff. Where marketing plans existed, they were not fit for purpose and they were lacking in innovation and creativity and crucially, there was little overlap with the wider group marketing plan.

Leadership Action

A new college strategy was developed in order to ensure that priorities were clear, marketing objectives were set and the outcomes of marketing activity were clearly defined. How marketing worked with other parts of the organisation was also considered and key internal stakeholders were identified. A process of Account Management was introduced whereby marketing could work closely with internal stakeholders and positive collaboration could be promoted. This approach was also put in place to ensure stakeholders had visibility on marketing activities and were aware of key developments.

The Leadership Impact

As a result of a new strategy and plan being developed, communication is now more effective between members of the marketing team and internal stakeholders. Stakeholders now have a clearer understanding of developments and activities

that are taking place and colleagues in marketing are now more satisfied with their job roles as a result of having clarity about their responsibilities. Colleagues in marketing are also provided with better opportunities to work with curriculum staff and they feel that there is now greater recognition of the impact their work has on the college. Greater connectivity between the marketing team and curriculum staff has resulted in more collaboration when planning events and delivering new activities.

Leadership Reflections

DELIVERING RAPID IMPROVEMENT THROUGH JOINED UP QUALITY STRATEGIES

Sustaining Good provision, whilst continuing to improve towards becoming Outstanding, is a challenge that many colleges face. How might systems and processes change to reflect the latest inspection framework and promote sustainable improvement?

The Leadership Issue

The Leadership Impact

A new strategy was implemented with the intention of improving the quality of teaching, learning and assessment; improving learner outcomes including achievement, value added and learner satisfaction rates; and, ensuring consistency in the performance of staff. Actions and processes to quickly tackle underperformance were also identified. The new approaches can be used on a differentiated and target basis and make use of a combination of data driven intervention, quality driven intervention and needs led intervention which is based on departmental intelligence. At the heart of this new approach is a focus on ‘root cause analysis’ which ensures the key issues are identified and interventions targeted accordingly.

Leadership Reflections

When driving a holistic improvement strategy, there should be full integration between data and information, key quality indicators and processes, and, aspects of performance management systems and approaches. A coherent and joined up

BUILDING UNDERSTANDING FOR QUALITY IMPROVEMENT

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The Leadership Impact

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SUMMARY OF KEY LEARNING

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1. Culture and Change

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- Dsfbujoh!b!dmjnbuf!xifsf!tublfipmefs!dpodfsot-!gfbst!boe!gsvtusbujpot!bsf!sfdphojtfe!nblft!ju!fbtjfs!up!jefoujgz qpufoujbm!cbssjfst!boe!up!jefoujgz!tpmvjpot!qsjps!up!jttvft!cfdpnjoh!sfbm!qspcmfnt/

- Jowf tujoh!ujn f!jo!sf t fbsd i!boe!sfwjf x!qsjps!up!mbvod ijoh!joup!u i f! n bjo!b tq fdut!pg!b!qspkfdu!jt!bmx bzt!v t fgvm/!Ju!jt pgufo!u i f!dbt f!u i bu!b! x fbmu i!pg!jogps n bujpo! fyjtut!bmsfbez!boe!zpv!epo!u! i bwf!up!sfjowfou!u i f! x i f fm/ᵏ
- U i f!

- Xifo!qspcmfn!tpmwjoh-!cfgpsf!dpotjefsjoh!uif!cfibwjpvst!boe!qsbdujdft!pg!puifst-!uijol!bcpvu!zpvs!pxo!boe!uif jnqbdu!uifz!ibwf!po!uif!pvudpnft!pg!tjuvbujpot/
- Uijol!bcpvu!ipx!zpvs!mfbefst ijq!pckfdujwft!bmjho!xjui!uiptf!pg!zpvs!tfojps!nbohfst!boe!uif!pshbojtbujpo!bt!b xipmf/

5. Leading from the Front

- Bewpdbujoh!ofx!qspqptbmt!boe!jojujbujwft!sfrvjsft!mfbefst!up!cf!dmfbs!boe!dpotjtufou!bcpvu!uif!qvsqptf!pg!uif dibof!boe!cf!xjmmjoh!up!spmf!npefm!uif!qsbdujdft!zpv!fyqfdu!gspn!puifst/!
- Ipoftuz!jt!b!wjubm!fmfnfou!pg!tvddfttgvm-!fohbhjoh!boe!usvtufe!mfbefst ijq/!Uijt!jodmveft!cfjoh!dmfbs!xjui zpvstfmg!boe!puifst!bcpvu!uif!tljmmt!ps!dpnqfufodjft!uibu!zpv!offe!up!efwfmpq!jo!zpvs!pxo!mfbefst ijq!qsbdujdf/!
- Uif!wjtjcmf!mfbefs!jt!uif!pof!xip!jt!nptu!mjlfmz!up!bdijfwf!tvddfttt!jo!qspkfdu!efmjwfsz/!Voefstuboe!uibu!zpv!ibwf vqxbse!boe!epxoxbse!tublfipmefst!xip!cpui!offe!zpv!up!qfsgpsn!boe!tvddffe/
- Sfdphojtf!uibu!zpv!dbo!u!ep!fwfszuijoh!zpvstfmg!boe!esbx!po!uif!tusfohuit!pg!uiptf!bspvoe!zpv/!Voefstuboe!uibu ju!jt!PL!up!cf!bo!jodpnqmfuf!mfbefs!cvu!jefoujgz!uiptf!xip!bsf!hpjoh!up!dpnqmfuf!zpvs!mfbefst ijq!boe!jodmvef uif!n!jo!zpvs!qsbdujdf/

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Dp n qboz!sf hj tusbujpo!ov n cfs
)Foh㎜boe!boe! X b㎜f t*;!196516 : 8 : 8

Efmjwfsfe!cz