

Appendix One

Workshop Feedback from Advisory Council Meeting 11th May 2011

Reports from

- 1 Our ultimate professional Identity
- 2 The future of teaching and learning in adult and community learning
- 3 Future of pedagogy
- 4 Employer engagement
- 5 Initial Teacher Training

1. Our ultimate professional identity- what would professional success look like?

Colleagues wanted clarification of what 'our' was - a personal professional identity or the professional identity of the IfL- it was decided to take it to mean - individual professional identity - which would be supported by the IfL. Two contributions came from colleagues who had recently attended a conference focussing on the notion of 'professionalism' – they alluded to two broad camps of a 'compliance' model and a 'democratic model' of professionalism - (both contributions created a good discussion around shared professional values, purpose and politics (with a small 'p)in teaching and learning.

Key themes/words/observations- arising from the vision of ultimate professional identity and what success would look like.

Ultimate Professional-

- Autonomous and self-regulated - Rights as well as responsibilities
- Pride and enthusiasm in their subject specialism and ability to share (teach) that
- Proud to be qualified and members of IfL
- Confident and assured in what they do
- The professional understands they are highly significant in the learner journey
- 'Infectious' professionalism - if individuals did feel proud to be a professional- could employers be persuaded to see that their professionalism would be rooted in the support of their staff to grow and maintain their professional status?
- Accountability - and individual accepting responsibility for what they do
- Would take pride, recognise and understand the wide range of 'professional' roles and what they contribute in our sector, including their own personal contribution
- Would have an opportunity to contribute and shape policy change - steer of our own professional destiny (see bullet one)

- To be well qualified to do the job and regulated - with a great commitment to a continuing professional journey involving continuous learning to maintain subject enthusiasm and knowledge and perfect how to share this with others throughout their working lives (CPD)
- The ultimate professional would be interested in their CPD and the Code of Professional Practice - doing it for themselves and for the wider communities - making choices for themselves
- Use the model of Maslow's hierarchy to 'professional self-actualisation '
- Understanding Professional identity as a 'collective 'and as an 'individual' (accountability and autonomy) – links to the above bullet and sense of 'belonging'.
- The ultimate professional would want to belong to a professional body and if payment is required it is a responsibility of the individual to manage that.

Implications/Observations for us all at IfL

- We need to address the issue of many members of IfL feeling 'conscripted' into their professional body rather than being yet at a crucial stage to 'self-actualisation' (Maslow) of a sense of 'belonging'
- We know many are saying they want to belong but can't because of their current situation (financial and unstable)
- People working in the sector for a long time (pre and post regulation 2007) feel criticised and have had negative messages about their lack of professionalism historically – felt they will speak about CPD being a, ' tick box, sheep dip' exercise. It is a journey- it is about 'developing a view about ourselves as professionals'.
- We know we have a membership that has many long standing workers - been teaching/training assessing for years and also many new to the profession members - perhaps we need to think about different needs and levels of energy/resource required for each?
- It is vital we do not spend too long resolving unresolvable issues and get stuck and not move on - however we need to truly appreciate the context in which our 'professionalism' is being shaped and the long term impact of this
- We feel like, a 'put on' profession - we are only young as a sector in being told we are professionals!- The history of the sector has created a grumbling and whinging culture
- We need to think about how to build a culture of autonomy by asking individuals to think, 'okay what can I get out of IfL? - what's in it for me (as a professional, as a teacher)
- It should be only about 'opting out of professionalism', not about signing up or being persuaded or conscripted into it - it's about asserting our professionalism
- Reflect on the significance of 'back to basics' - what is it we started out to do? and do this with our members
- Think about the 'tough love' and how this might work
- Think about the notion of freedom and autonomy/prisoner/shaper of change – Nelson Mandela
- A sea change from resistance to 'having to be' a member to 'seeking' to be a fellow –'from here to fellowship'!

- We know within the profession there are some doing the most fantastic CPD that affects their practice - others are not – and yet they are considered the same by IfL, once declared?
- Work towards equality in status and conditions of service between school and post compulsory sector - a new shared status?

Things to think about/ solutions

- Difficult for some of us on AC to know who is a member of IfL in our workplace - could this be resolved?
- Put on an IfL annual conference celebrating our identity and achievements - could the new patrons be invited?
- Promote the value of the IfL fellow as part of career development- a requirement for a senior job (eg FCIPD)
- Some colleagues in Sixth form Colleges are taking 'phased retirement'- and in the phasing are becoming 'mentors' to new teachers - could IfL recognise a 'professional mentor' and move towards standards etc? Could an expectation be built into a professional's journey to become a mentor
- Could IfL support the community and sustainability of the Teacher educator community? Recognise the role and be a vanguard in articulating professional identity and significance of this group of people a 'professional Teacher Educator'- currently no basic standards no career pathway
- Impact measures are difficult to quantify- could we use RARPA as a model to measure professional success differently for individuals and for IfL? (could this be trialled?)
<http://www.isis.org.uk/AboutLISIS/MediaCentre/NewsArticles/Documents/1National%20Star%20College%20PosterFinal.pdf>
- Some of IfL membership is suspicious of our numerical surveys and data (particularly now) could a new communications strategy be developed? – base it on the story - admit good or bad (good PR) use this to suggest we are focussing on the best in teaching and learning - this is needed whoever is in power and is what most practitioners are interested in and organisations too.
- Build on the opportunity and celebrate what has happened with Wolf - get messages out there of next steps as soon as possible given the difficulties
- Pilot some innovative CPD projects to work on 'blurring boundaries' between schools and post compulsory sector as warm up between practitioners - use the learning and modelling of partnerships like Bristol as a foundation – I think people are tired of this being wheeled out at conferences - rather make it practitioner /practice focussed
- Forge new agreements and understanding between stakeholders (Council and other members facilitate a summit?) – all learn from what has happened - and did we nearly lose our ambition? Aim to build peaceful relations where each partner plays to their strengths rather than declaring conflicts of interest?

2. The future of Teaching and Learning in adult and community learning

Problem: We may not know what qualified we are.

Huge workforce, largely part-time
Priority area for ministers currently.
Serious decline in the provision
Culture Change

What is the problem?
Environment?

Teaching – Need to consider looking through different lens for ACL.

ITT advisory group need to include ACL

CPD - What do teachers need to develop.

Look at what teachers need in order to develop and offer.

- Review

- Where teaching content has been found in terms of best practice.

Working Party.

What is the person's motivation for teaching in ACL.

Enjoyment of subject, making a difference.

More emphasis on jobs and not necessarily learning.

Fewer tutor roles more personal job advisers to signpost

Contracts changing

Possible Implications and opportunities for the IfL

Fewer members as not a requirement for contracts if other sources of funding than

Skills Funding Agency

Loss of revenue

Adapt to encourage new members (subsidised fees?)

IfL needs to be seen to be getting tougher on non renewed members and people who do not declare.

Personal observations, comments and suggestions.

Worries from members in relation to fees.

Worries concerning professionalism

Worries about redundancies and not renewing any jobs.

Instalment payments for fees - more renewals

Current mismatch people do the same job but

Proposal - IfL sets up a national enquiry supported by the sector and LSIS and NIACE to investigate and make recommendations and training on teacher education and CPD in the ACL and lifelong learning sector.

3 The future of pedagogy

The discussion focused on the three overlapping circles of 'principles, practice and professionalism' and drew out that the principles are usually fairly timeless, but the practice and what is taught can be time specific and much more changeable and harder to predict. The professional needs a really good understanding of the principles, especially andragogy, and the ability to apply these to new and different context and some of which cannot even be imagined at this point e.g. using new technologies to teach such as the ipad version 15 and new breakthroughs in subjects e.g. physics. The orthodoxies and traditions need to be made explicit and continually be put into action and tested, with adaptations as needed. The science and the art of the teacher are the 'singer not the song'.

The group watched a thoughtful animation setting out the histories and some of the bad inheritances relating to education and that do need to change.

http://www.youtube.com/watch?v=zDZFcdGpL4U&feature=player_embedded

The science of teaching 'stimulates yearning' . Excellent teachers are 'advanced practitioners' and likely to gain QTLS.

The spirit of teaching involves a commitment and responsibilities and accountabilities.

For many in our sector the terms used to talk about teaching and learning are not the everyday vocabulary and do not feel 'comfortable' to some e.g. pedagogy is seen as an intellectual term and so in some people's minds distant from their practice. Yet a language for discussion and reflection about professional practice is needed. Concrete descriptive practice is important as ways of engaging and exploring theory and practice. It is not an either/or – but both/and. Similarly, the learner journey contextualises pedagogies. Curiosity and discovery – heuristic learning i.e. experience-based techniques for problem solving.

Is there something specific about teaching particular subjects? What are the teaching repertoires needed? Teaching for the future needs to focus on what will be new for the learner, for the profession and in what new contexts will teaching and learning happen. The financial pressures ahead are likely to mean less funding for learning. The principles of teaching and learning give a stability whilst all around may feel in turmoil.

More needs to be done to support curriculum development and schemes of work that 'deconstruct' teaching methods. The teacher is the steward of the learners' journey using the deep principles of teaching that leads to strong learning.

4 Employer Engagement

Learning environment.

Link theory to practice seamlessly.

Subject currency

Closer links to awarding bodies' requirements. Tutor young out to the workplace to teach?

Contextualised

Members of their professional body?

Members of IfL.

Subject Specialist regional events (IfL?)

Pedagogy - academic/vocational are they the same principles?

Professional body (subject) and IfL joint membership (discount?)

Skill/knowledge updates via newsletters

Learners are actively engaged in their learning - learning practical & theory as far as possible.

Initial Teacher Training and Education

Messages

Funding is a major concern

W&S Wolf tomorrow 2012

Review end of May

AoC – recommendations about ITT – issues will emerge

Move back to sub HE qualifications?

IfL Promoting/insisting on Pedagogy/Theory/Professional Development/Progression and this is key

Implications

Graduates?

LLUK standards? PTTLs / CTTLs / PTTLs

Pedagogy – 'Standards' – Theory

Progression QTLS / QTS – LAW?

Reflections

Academies?

Viability of ITTE

Value of CPD

IfL – accrediting and evaluating CPD

IFL – narrative about what ITTE / CPD / Evaluation

5 Initial Teacher Education

Key Messages

- Employed students have a total of 6 observations. Tutors should observe lessons that are already being observed. More opportunity to shadow people to see how the college and sessions are run.
- Let trainee tutors be aware that there is more admin work involved in teaching.
- Part time students should receive more help with finances. Although we are part time we still have to go on a placement and teach (pre-service are unpaid for this)

Possible implications and opportunities for the IfL

- Fees have reduced the class size. Some students are struggling to complete PCGE whilst working to pay for course.
- Take into account bills as well as income for students. So fees are fair for all.
- Make REfLECT more user friendly, it can become long winded scanning in items.
- Poor record keeping and support from IfL to help
- Better financial support.
- A financial support advisor allocated to each group! Financial advisor visits regularly and is easy to allocate and access meeting. Can the IfL look at this for us??

Personal comments, thoughts and suggestions for the sector

- No fees for students.
- Work can become repetitive? Ensure all titles on IfL do not require the same information.
- Why do we need hard copy and electronic copies of the same work?
- Need more mentor meeting to help trainees.

- Been a really difficult year having to pay for the course and commit so many hours to teaching (free of charge).
- A lot of students in this group have had to leave the course due to no help with finances!!!

Afternoon

Commission into FE / IfL takes evidence – urgent address to ITT.

Standards –

ITT / CPD linked standards position / where to they sit?

Standard Review 2012 – IFL need EO pitch for this.

Get our story right – ITT / CPD / Standards – avoid fragments.

Curriculum for ITT? – Needs revisiting Professional Symposia / Discussion – value of theory. Bring in employers and leaders. Subject groups need to be developed.

Appendix two – evaluation and thoughts on Advisory Council

Evaluation of Advisory Council meeting 11 May 2011 - Emerging Themes

These themes have been drawn out of the analysis of the evaluation forms and the post-it notes.

The workshops were viewed very positively as was the general networking. The review and discussion of the current context was also appreciated. There was a mixed response to the elections briefing.

Many people commented on the need for the AC members to have a more proactive role in member engagement; to raise their profile and to become more accessible and available. The AC is seen by some as a valuable resource that as yet is not fully utilised. This could be achieved through clearer lines of communication with each other, with the regional advisers and the volunteer connections. The AC members need to act as 'eyes and ears' for IfL. To do this there needs to be clarity about AC members' role and support for AC members. Suggested Action: *Proposals to strengthen AC members' positions are invited (email to the president or the assistant company secretary) and time to be allocated at the next meeting to discuss how we take this forward. Members also need to revisit their role descriptions available on the memory stick received at induction.*

An area of disappointment was the limited individual actions that people said they would carry out after the meeting. Some people did suggest that they would report back to other staff and engage more fully with the online community but it seemed strange that whilst there was a strong feeling that AC members needed to raise their profile, there was little evidence of people thinking about how they would do this. It may be that people will go back and stimulate discussions but it was not noted by the majority.

Suggested action: *This is addressed through the proposal above.*

There were several responses that suggested that we need to take a more strategic view going forwards. Several people commented on the need to develop some themed topics. The feedback from the workshops seem to provide ideas for how this can be implemented. Firstly there is the focus on what sort of professionalism is IfL advocating. Secondly we, need to be leading the debate on teaching, learning and assessment into the future. Thirdly how should our members be supported in these three areas

Suggested action: *That these three areas are the common themes that the AC focuses on for the next meeting?*

See below for details and analysis of responses.

How can IfL support you in your role as an AC member?

(From post it notes)

- Advisory Council members' profile is too low.
- "What if" the question is answered by IfL
- "What if hundreds don't sign up"
- Advisory council members should be the eyes and the ears on the ground for If L.
- There is not enough structure to support advisory council members
- Advisory council members need to be more available and accountable.
- Encourage principals to allow release and provide cover for classes to attend Advisory Council meetings.

- Advisory Council members need to be more available and accountable.
- Ask the Advisory Council to advise - sometimes it feels like we're being told what to advise.
- Attendance support for all - Financial support help "organization" see the benefit.
- Fluid communication, common themes.
- Provide clarity over our role, so we know what is expected of us.
- Advisory Council to give clarification of roles to make connections easier for members (listening and explaining).

Issues

- Should the Advisory Council be a voluntary body?
- Issues from the individual member' letter and keeping things in perspective. Lack of understanding of members related to what IfL does offer.
- The role of the Advisory Council - the role in the regions not high enough profile.
- Benefits not always benefits eg computer and other offers. Great idea to have road shows but use them differently.

How can council members support IfL in achieving its strategic purpose?

- Is it our job as trustees/directors of the IfL to represent? Re: We need further clarification of our roles.
- Expertise of specialism within the Advisory Council to drive forward
- Self Assessment – should we set our own criteria to judge ourselves on.
- Advisory Council members should be involved in the regular process of meeting grassroots members (proactive).
- Role profile for Advisory Council members to structure role more so members can contact those Advisory Council in their areas (link with volunteer connections)
- Ensure we are representing members and just ourselves.

Evaluation Summaries

14 evaluation forms were received.

Not at all/Sometimes/partially/very much/entirely

1

2

3

4

5

Q1. 1 circled 5, 10 circled 4, 2 circled 3, and 1 circled 2.

Q2. 2 circled 5, 5 circled 4, 5 circled 3, 1 circled 2.

Q3. 2 circled 5, 2 circled 4, 5 circled 3, 4 circled 2.

Q4. 4 circled 5, 2 circled 4, 4 circled 3, 2 circled 2, 1 circled 1.

Q5. 3 circled 5, 4 circled 4, 3 circled 3, 2 circled 2, 1 circled 1.

Q6. 2 circled 5, 4 circled 4, 4 circled 3, 2 circled 2, 1 circled 1.

Q7. 2 circled 5, 5 circled 4, 4 circled 3, , 2 circled 2, and one circled 1

Q8. 1 circled 5, 6 circled 4, 4 circled 2, 2 circled 1.

Q9. 3 circled 5, 4 circled 4, 3 circled 3, 1 circled one 2 did not complete.

Q10. Which three aspects of the meeting did you find most useful and why?

- Networking and sharing experiences with colleagues
- End roundup (got good stuff)
- Workshops and discussions
- Election Timetable
- Logging on Session
- Sharing understanding with colleagues
- Discussion on elections
- Discussion on professional identity
- Open discussion about the role of the Advisory Council
- Networking
- Vocational Pedagogy discussion
- Discussion on workshops which enables discussion on what is out there.
- Community website
- General Q & A of issues of concern
- Networking with members
- Facilitating workshops 1 & 2.
- Collating findings, now want to take this forward.
- Self-financing
- Free discussion
- Workshops (direct relevance).
- Workshops
- Flexible
- Group Conversation
- Resume.

Q11. Which three aspects of the meeting did you find least useful and why?

- None
- Nominations and elections – lots of time spent in it, could have read and commented on it on line if necessary.

- Self-assessment.
- Brief review was useful, but felt that a couple of members wasted time.
- Do all the meetings have to be in London?
- None.
- Networking
- Governance discussion.
- Chairing of the day.
- Too much disconnected rhetoric.
- Not everyone present.
- Not enough hours in the day.
- Danger of getting hooked by too much in the past - draw a line.
- Would have liked to have started more promptly and finished earlier.

Q12. Are there any actions you will carry out as a result of this meeting? What are they?

- Governance
- Discuss the “commission”
- Write a briefing paper for my organization
- Feedback to members that I know in ACL
- Contact all staff pebble community
- Use IfL community
- Get in contact with my IfL regional adviser and see how I can support them.
- Calling for a thorough review of governance.
- Make notes for the group of the ultimate professional.

Q13. What ideas can you suggest for further meetings, in any?

- ITT
- IfL representative at every institution to fly the flag-sell the benefits
- Political parties recover from the negative press, we need a positive campaign of what we are going to achieve.
- Working parties with themed topics
- The need for teachers to be IfL members mandatory/optional
- Raising the profile at IfL
- I still have concerns of what I can say back at work and what I am not allowed to say
- Forward planning of how we move forward strategically - information sent earlier enabled to get responses.
- There could do with a team building exercise for the Advisory Council
- Help and support AC members, and who could be facing redundancy or TUPE plus their roles on the AC.
- Themed around our priorities.
- More strategic.
- Having a definite timeslot for the AC to put forward ideas, policies and resolutions.
- Some opportunity to air ideas
- Next time contributions to solutions.

- Developing the next stage of the IfL communication strategy.

How Satisfied were you with the

A) Venue

6 people answered 3, 5 people answered 2, 2 people answered 1 and one no answer

B) Facilities -7 people answered 3, 5 people answered 2, one person answered one, and one no answer.

Please add any further comments you wish to make about this event below particularly as we have tried to involve more members in the design and implementation of the programme. We have also tried to give greater clarity about your role within IFL so do let us know the extent to which this has been successful and any other ideas you have for improvement

- Thank you for all you do. Excellent to end open discussion and key questions raised.
- Could all members via the IfL community forum ask for thoughts/questions regarding themed issues coming up at the next AC meeting?
- In the big room, there were three groups were working, one had a sound system which made it difficult for us to listen to each other's discussion - this isn't fair for people with hearing impairments.