



This project has been developed and supported by the Foundation's Practitioner Research Support programme and the East Midlands Centre for Excellence in Teacher Training (emCETT)



Looking the same but needing difference:

Enabling engagement of young people in care and care leavers in
Post-16 education.

Denise Dickens

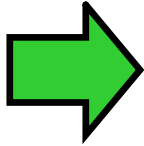
Study Support Coordinator

City of Bristol College

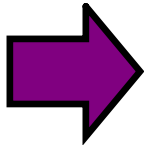
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research aims



raise awareness of barriers to learning for this group of learners



promote attendance, retention, achievement - encouraging life long learning



identify strategies for engagement and success within teaching, learning and assessment for this group of learners



outline procedural systems to support this group of learners



Practitioner-led Action Research

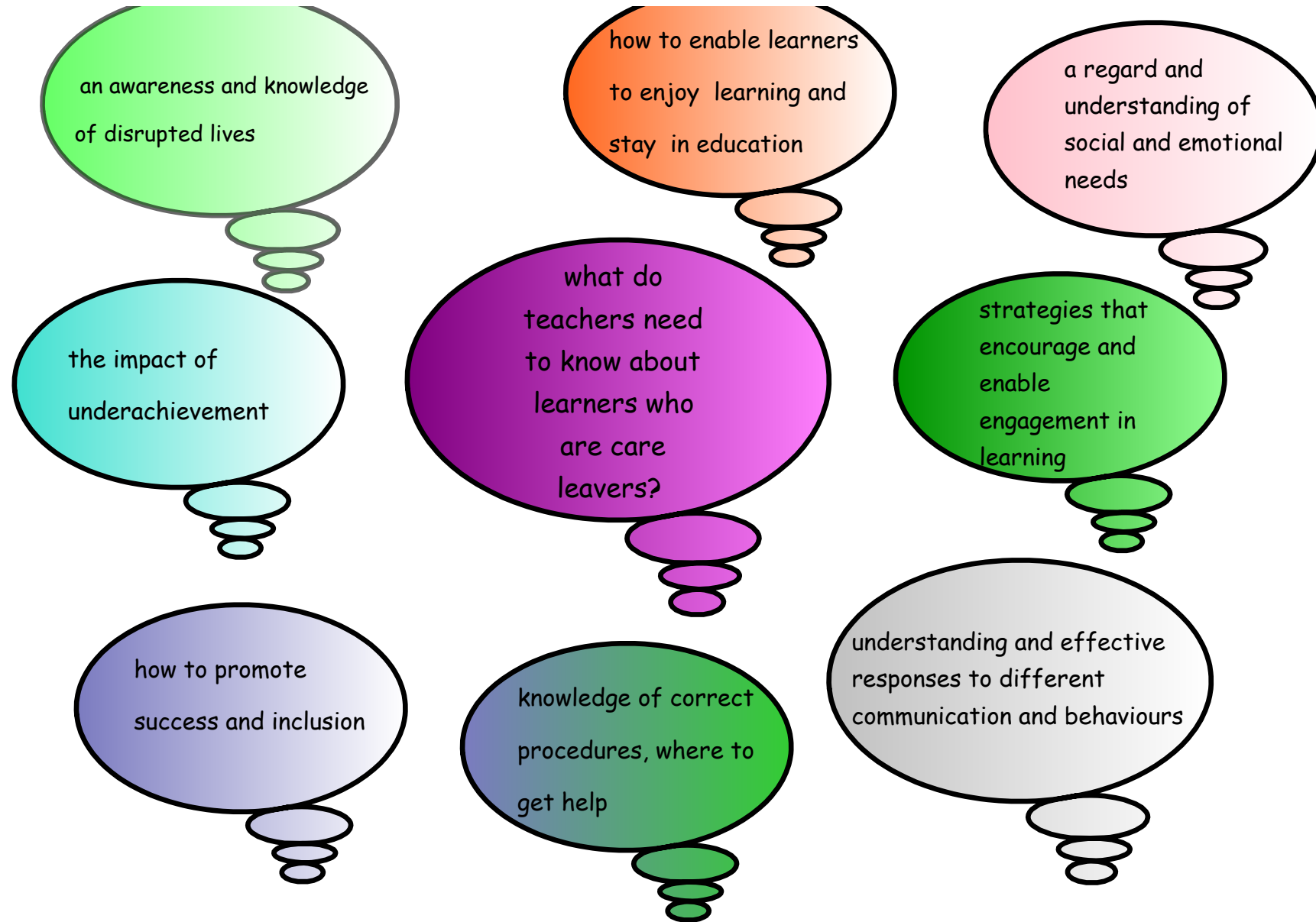
Name of provider: City of Bristol College.

Name of main contact: Denise Dickens

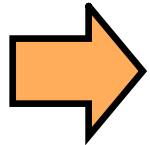
Research Title:

Looking the same but needing difference -

Enabling engagement of care leavers in post 16 education.



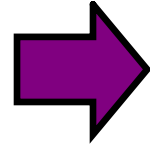
Supporting organisational and quality development in the college



focus on narrowing the achievement gap between groups of learners



drive towards excellence - ensure all non-negotiable aspects of teaching, learning and assessment are in place

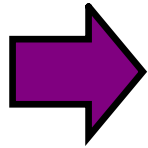


further embed equality and diversity within teaching and learning



actively developing and sharing good practice within the workforce

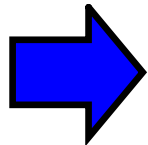
methodology



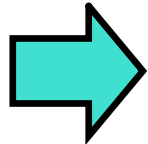
literature and practice review



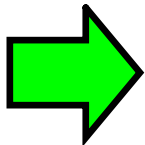
interviews with four learners, three teachers and one social worker



data analysis - considering thematic approach



trial and review from learners and teachers



production of best practice resources -

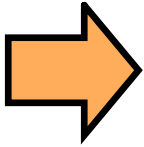
- * prezi showing best practice for staff intranet

- * posters for staff workrooms

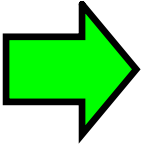
targets and timescales

up to	21.3.14	4.4.14	easter break	2.5.14	9.5.14	2.6.14	16.6.14	30.6.14	25.7.14
literature and wider review									
interviews	planning	occur							
analysis, trial and review			results	review, trial and draft					
compile results				review and draft					
report and advice				adaption	draft				
dissemination	Virtual School teachers				supervisor and peers	peer group	final resources to emcett	accreditation, final presentation to EFT and college research group	

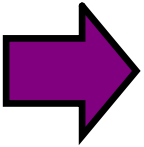
ethics



gained informed and signed consent from interviewees and organisation



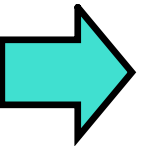
participatory approach - participants reviewed data to gain meaning



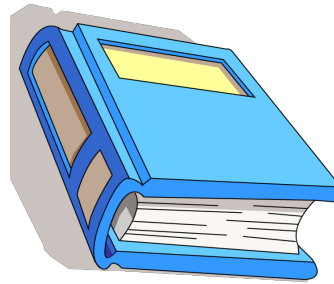
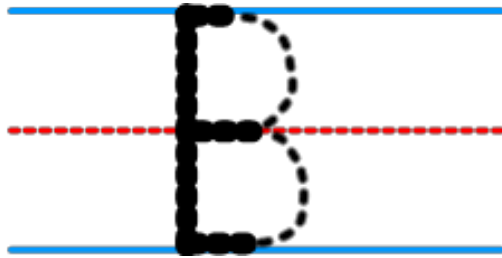
open, rigorous, honest, empowering approach



www.bera.ac.uk - ethical protocol

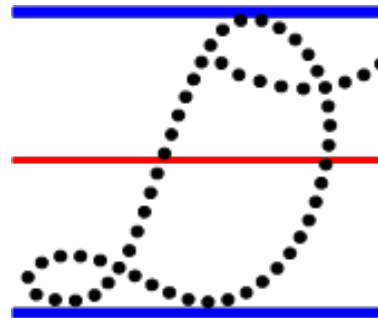


awareness of limited impact due to small scale project



...for book

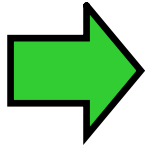
literature search



...for diary

research diary

impact measures of research



is awareness raised in college for this group of learners?

- ✓ Prezi and posters available as resource for teaching staff
- ✓ Facilitated sessions held in CPD weeks for all staff
- ✓ Care leavers included on E&D action plan - narrowing the achievement gap
- ✓ Governor link to care leaver coordinator role
- ✓ Resources allocated for engagement workers specifically for this group AY 14-15

impact continued...



do teachers use this information to withdraw barriers to learning for this group?

? need to monitor impact next year - explore after Autumn term

<http://prezi.com/uso6o3tu1gsx/effectively-supporting-post-16-learners-in-care-final-version/>



To access this presentation, please click on the link or copy and paste it into your browser. It is public so open to all, so if you cannot see it, please log into www.prezi.com (this is a free service) and search for the title or my name.

staff resources - A5 posters for staff workrooms

Supporting 16 – 18 Care Leavers



What do we want and need?



See behaviours as communication

Supporting 16 - 18 Care Leavers



What is important to me?



Supporting 16 – 18 Care Leavers



What do we want and need?



Have high, clear and fair expectations

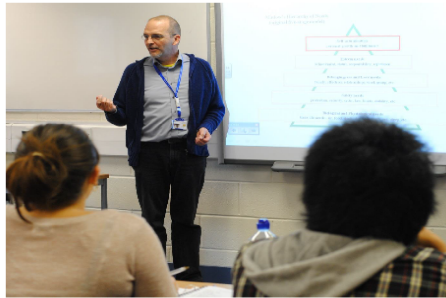
Supporting 16 – 18 Care Leavers



As a Teacher...

Remember to:

- Understand learner's profile
- Recognise learner's anxieties and fears
- Challenge and acknowledge appropriately



further posters as resources

Supporting 16 - 18 Care Leavers



As a Teacher...

- Don't take things personally
- Be consistent, fair and honest
- Always have high expectations
- Role model good behaviour



Fair and True

Supporting 16 - 18 Care Leavers



At induction...

- Link with designated member of staff
- Attend transition PEP (personal education plan) meeting
- Be clear, upfront and honest with learner
- Agree on actions from meeting



Talk and agree

Supporting 16 - 18 Care Leavers



Best Practice...

- Identify at Interview
- Ask the right questions
- Be discrete but clear
- Be positive and inclusive
- Get contact details of carer and social worker



Supporting 16 - 18 Care Leavers



After interview...

- Contact designated member of staff for care leavers
- Send student details by email asap
- Link with all to ensure good transition to college



Communicate

Supporting 16 - 18 Care Leavers



Keep good records...

- Keep effective eILP
- Ensure Pro Suite information is relevant and up to date
- Identify any positives regularly
- Identify and action concerns with designated member of staff asap



Celebrate Success

Supporting 16 - 18 Care Leavers



Progression...

- Use eILP effectively
- Attend progression PEP (personal education plan) meeting



Effectively support learners in care

ten posters in total

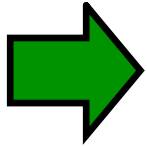
next steps....

We are seeking two part time (8 hours per week each) engagement workers, working term time, across centres, working under the direction of a Centre Coordinator.

As an Engagement Worker you will be working with post 16 learners who are in care or care leavers. Your role will be to engage, empower and support learners to have excellent retention, achievement and attendance, facilitating learning and participation in college. A coaching and mentoring approach is vital and you will work within an inclusive education framework. You will raise aspirations and challenge stereotypes of this group of learners with all staff and students. You will be professional, confident and able to work under your own initiative, within a team based developmental ethos.

For informal discussion or enquiries please contact Denise Dickens on x 5258

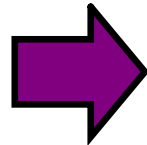
next steps - development



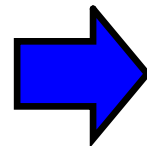
consider impact of resources developed by monitoring use of prezi and measuring impact of posters and prezi



evaluation of CPD sessions



questionnaire for teaching staff after autumn term



data analysis of retention and achievement for cohort AY 14-15, comparison to AY 13-14

Supporting documentation

Research Plan March 2014 .docx

Practitioner Action Research emCETT info and application form Denise Dickens.doc

Students plain english consent form.docx

Ethical protocol for participants.docx

Blank interview questions participants.docx

research diary.pdf

research diary continued.pdf

literature search 2.pdf

literature search.pdf