

research ED FURTHER EDUCATION 2016

CONFERENCE PROGRAMME

Saturday 3rd December 2016



BSix College
Hackney
London

The
Education
& Training
Foundation



9:45 - Welcome Tom Bennett

Theatre

Session One 10:10 – 10:50

Enhancing learner success: using research and evidence about effective Continuing Professional Development and Learning (CPDL)

A222

to make a difference Philippa Cordingley, *Chief Executive of CUREE*

This interactive session will use case studies of sector practices to explore and contextualise findings from research about what kinds of activities make a difference to both students and teachers. It will also relate these findings to the Qualifications for the Teaching Learning and Skills Sector

How to embed study skills and academic skills into your teaching.Geoff Petty, *Author of 'Teaching Today' & 'Evidence Based Teaching'*

If we teach students skills like planning writing they do much better and it takes little time to do this. Fun teaching too.

Academic skills such as how to get a good comprehension of difficult piece of text, or how to plan an extended piece of writing can improve students achievement considerably. Many believe these are just the products of intelligence, Geoff will show how they can be taught in little time by using them to learn content.

A223

CLAP: a simple framework for running a room (and hanging everything else onto).Roy Halpin, *Education, Training and Learning Development York College*

CLAP is an easy to remember four element framework that helps teachers to manage their environment. It was developed initially for use in potentially high risk outdoor education contexts and transfers readily to non-standard FE environments such as workshops, laboratories, outdoor workspaces and can also be highly effective when applied by classroom practitioners.

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Session Two 11:00 – 11:40

But I've always done it like that... #UKFEchat LIVE panel session - hosted by Sarah SimonsNafisah Graham-Brown - *ELATT Connected Learning*Peter Benyon - *Derby College*

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Patrice Miller - *Specialist English teacher and examiner*Jay McClory - *Redbridge College*

This UKFEchat session explores what evidence informed practice means to FE professionals in their particular roles. Following a panel debate, the audience will be invited to discuss what works and how it can be better shared with colleagues throughout the sector.

FE - where social mobility happensEmran Mian and Steve Grix *the Social Market Foundation*

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Social mobility is the holy grail for politicians and those who seek to influence them. Social mobility is also what the FE sector does, every day of every week. The research presented at this session by the Social Market Foundation (SMF) underlines the fact that the FE sector is helping to open up a route through to success at university for a more diverse group of people. In fact it is a group that better reflects the wider population – way beyond the more privileged cohort historically associated with university study.

Student Success and the FE to HE transition: Is it alright or all-White?

A224

Michael Cole, *Senior Lecturer & Programme Leader*

Is there a problem with student success from FE to HE and beyond? And if so, are there any evidence-based solutions for teachers to implement? This session aims to explore this and in doing so, provide context using a sample of the current strategies at the University of East London.

Session Three 11:45 – 12:25

The digital transformation of education: opportunities, benefits and barriers

A222

Crispin Weston, *Technology Campaigner*

The difficulties facing the "Cinderella service" illustrate a more general dysfunction in the education services of most developed countries. Not only are we unable to deliver educational services consistently, but there is little consensus over what our objectives should be or how our effectiveness should be measured. Previous investments in ICT have had little or no positive impact. Crispin will analyse what went wrong, what we need to do differently, and why the intelligent application of digital technology remains the only plausible answer to the fundamental problem that we face in education today.

A Mountain To Climb? English & Maths Resits

A223

Andy Ratcliffe, *CEO at Impetus*

The requirement that all learners without a C in English & Maths be working towards a Level 2 in English and Maths presents a huge challenge for the FE sector. As part of its Life After School campaign, and in order to understand how disadvantaged young people are faring as they try to gain these qualifications, Impetus-PEF has been examining the data, and interviewing leaders, teachers and commentators across the sector. We'll present our findings, and our draft recommendations to help increase the numbers who succeed in FE colleges.

Three cases of research "with", "in" and "on" FE

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David Powell, *Director, The Education and Training Consortium*

This session introduces research undertaken "on" behaviour management within an FE initial teacher education (ITE) programme; "with" teacher educators and their trainees on how trainees learn how to teach within an FE ITE programme; and the support needs of former trainees once they have completed their ITE award. It considers how the research was undertaken, the challenges of undertaking research within FE, and some of the findings from the research.

Lunch - 12:25 - 13:00

Leading the evidence-based college

Gary Jones, *Former FE manager and educational consultant.*

In this session I will explore what is meant by evidence-based practice. I will then go on to examine some of the common misconceptions associated with evidence-based practice. Finally, I will provide lecturers and college leaders with a check-list to examine the college's readiness for evidence-based practice.

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Facebook Pedagogy and Education in Apprenticeships

Dr Simon Reddy, *Master Plumber and Plumbing Teacher*

Facebook Pedagogy harnesses mobile technologies as networks of apprentices and college staff, including training-provider officers, assessors, plumbing tutors, managers and college directors. It relates apprentices' work experiences to the classroom as compatible with e-portfolios. Apprentices respond to the initiative posting pictures and experiences of practical work, and of poorly installed plumbing systems, which are often impossible to replicate in classroom contexts

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Workforce data for the further education and training sector

Charlynn Pullen

Understanding trends and patterns within the sector workforce is important for providers, for policy makers and for researchers. Common themes, such as where the most hard to fill vacancies are, the most common pattern of work, average salary, and percentage of qualified staff, will inform decision making and strategic activity. The Education and Training Foundation (ETF) is tasked with leading on workforce data collection across the education and training sector. Come hear what we do and how we do it.

A224

Knowing, believing and doing: the "what" affects the "how"

Bodil Isaksen, *Programme Director at Unlocked Graduates*

Preparing people for a vocation must draw on all the research into teaching academic subjects... and more. The session will look at how we can break down our understanding of a job role into its constituent knowledge, beliefs and practices. This changes the way we look at the planning and delivery of vocational training. Drawing on research into memory, automaticity, feedback and more can help us to create vocational courses that set up learners to be successful in their profession from day 1.

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If evidence changed anything they'd probably ban it

David Hughes, *CEO at Association of Colleges*

David uses his experience over the last 20 years to help people understand the policy making process, being realistic about evidence-based policy-making but positive about the need for research for evidence-based decisions at all levels, including in the classroom. He will also set out how he sees the AoC operating in the future and the need for it and the sector to work together to gather evidence of what's happening and how to analyse it.

A223

Supporting a research culture in FE

Professor Maggie Gregson, *Trish Spedding, and Dr Lawrence Nixon*

Do you have a good research idea but need some support and some thinking time to make it happen?

The Education and Training Foundation is committed to seeking opportunities to give practitioners the time and space to reflect, experiment, apply, and generate their own, evidence. We are pleased to demonstrate this by offering opportunities, for another year, to practitioners wishing to undertake a supported action research project during the academic year 2016-17. This session will explain what we do.

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From Compliance to Coherence – FE as a self-improving system

Paul Crisp, *Managing Director, CUREE*

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Enhancing students' understanding through flipped learning techniques to strengthen conceptual thinking.

Chris Sweetman, *FE Lecturer. Specialist in adventure education & health promotion*

How do learners' acquire specific skills? Established methods to coach land navigation techniques focus on teaching to a set of instructions or to a recipe. This session will be delivered as a PowerPoint Presentation and will describe the research process undertaken for developing an alternative mode of teaching using concepts. Throughout the research stage students were utilised to test findings in both theoretical and practical land navigation activities. The findings were published in the Institute of Outdoor Learning 'Horizons' magazine Spring 2016 issue 73.

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Providing for the Future: Providers' views on Apprenticeship Reform

Tami McCrone, *Senior Research Manager, NFER; Harminder Hundal, Business Apprentice, NFER*

In this workshop, Tami McCrone will present the latest findings from recent research carried out in partnership with the Association for Employment and Training Providers. She is supported by NFER Business Apprentice Harminder Hundal, and together they will discuss some of the key findings and will welcome participants views on them.

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Tom Bennett is a UK School teacher, author, and founder of researchED. He is also an independent behaviour advisor to the DfE.

Oliver Caviglioli was a special school headteacher for a decade; wrote a few books on visual teaching strategies; created the HOW2s and visualises knowledge to show it isn't half as complex as verbal descriptions make out.

Philippa Cordingley is Chief Executive of the Centre for the Use of Research and Evidence in Education (CUREE). She is also a member of the ministerial Expert Group on CPD whose work was published by DfE as the new CPD Standard.

Michael Cole is a Senior Lecturer (Programme Leader) and Clinical Healthcare Practitioner in the field of Sports Therapy, with continued post-graduate studies in Critical Pedagogy (PhD research looking at cognitive biases and Whiteness in HE).

Paul Crisp is Managing Director of the Centre for the Use of Research and Evidence in Education (CUREE) and an old lag in FE.

Professor Maggie Gregson

Stephen Grix joined Ofsted as a senior manager in 2000 before being appointed Corporate Director, Education for the London Borough of Tower Hamlets in 2002. He has been Principal of MidKent College since March 2005.

Roy Halpin has been a teacher educator since 2008. He is currently Head of Division for Education and Training at York College where he leads and delivers courses including the Cert Ed/PGCE for Post Compulsory Education.

Choose Science, not myths.

Dan Williams, *FE teacher trainer*; Oliver Caviglioli, *Ex-special school head. Visualiser of teaching concepts and processes*

This session will begin with a series of statements relevant to teaching in Further Education. Audience members will decide which are myths and facts. Dan will then discuss a range of myths that are still prevalent in the sector and provide the current body of research to dispel each in turn. There will be a brief exploration of the different sources one can use to find out about how individuals learn, before Oliver provides a step-by-step approach to a series of strategies that are supported by a secure body of research. The audience will leave with wealth of effective learning strategies informed by the SCIENCE, not MYTHS.

A222

FE teachers under siege? Power, compliance and professionalism

Sandra Leaton Grey, *Senior Lecturer in Education, researcher and writer*

In the session I will map out some of the key Further Education policy milestones that have come about over the last two decades, and explain how the direction of travel in policy terms is contributing to a fragmentation of Further Education teacher professionalism in general. I will give examples of how this particularly relates to the arguments surrounding FE teaching qualifications and their organisation. This is linked to educational theory and disputes about the role of knowledge in education, as well as debates around the idea that high quality teaching can be competency-based in any useful sense. Finally I will make a number of suggestions about future policy and practice that could help FE teachers reclaim their profession for the benefit of all.

A223

Supported Experiments: making them happen

Joanne Miles and Diana Tremayne

Understanding trends and patterns within the sector workforce is important for providers, for policy makers and for researchers. Common themes, such as where the most hard to fill vacancies are, the most common pattern of work, average salary, and percentage of qualified staff, will inform decision making and strategic activity. The Education and Training Foundation (ETF) is tasked with leading on workforce data collection across the education and training sector. Come hear what we do and how we do it.

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Improving Initial Teacher Education in Vocational Science Education and Training (ITE-VocSET)

David Powell, *Director, The Education and Training Consortium*; Hannah Stanwix *The Gatsby Foundation*

ITE-VocSET is about researching and developing subject specific pedagogy associated with the successful teaching of vocational science, engineering and technology. Our study focusses particularly on the development of pedagogy in the initial teacher education of vocational science, engineering and technology teachers in further education colleges.

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Teaching English and maths in further education and vocational training

Dr Philida Schellekens

In this session we will look at practical strategies that teachers and managers can use to promote effective English and maths learning. But perhaps more importantly, we will explore research evidence to work out why so many adult learners struggle with English and maths, for example, how not-so-fluent readers process written text. In the light of this research evidence we will then loop back to the practical strategies and reflect on their merit.

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David Hughes became Chief Executive of the Association of Colleges in September 2016. Before that he was CEO at Learning and Work Institute, a leading think tank, research and policy organisation which was formed in 2016 from a merger he led between NIACE and Inclusion.

Harinder Hundal joined NFER as a Business Apprentice in 2016, and is studying for a Level 3 qualification. She currently works alongside Project Coordinators in the Research department.

Bodil Isaksen is Programme Director at Unlocked Graduates, where she is redesigning prison officer training to create a practice-based, reflective, and research-informed curriculum that prepares graduates to hit the ground running in a highly challenging environment.

Gary Jones currently an associate of Expansive Education Network based at the University of Winchester, where he supports teachers engage in evidence-based practice.

Sandra Leaton Grey is Senior Lecturer in Education at the UCL Institute of Education. She is a former music teacher and Sociology of Education specialist, with a special interest in issues surrounding curriculum, contemporary identity, teacher professionalism and society.

Emran Mian is the Director of Social Market Foundation. He is the author of two books, *Send In The Idiots* (Bloomsbury) and *The Banker's Daughter* (Harvill Secker).

Joanne Miles is a freelance trainer, consultant and coach. She is a leading authority in the UK on the implementation of the Supported Experiments action research model for the improvement of teaching and learning.

Tami McCrone is a research expert on young people's transitions from education to employment in schools and colleges, and has led research on preventing young people from becoming NEET, providing work experience and careers guidance in schools.

Lawrence Nixon

Geoff Petty is author of 'Teaching Today' (5th edition) a best selling teacher training text. His 'Evidence Based Teaching' 2nd Edition, summarises the extensive research on the best teaching methods strategies and techniques, and how to use them to improve your teaching and that of your team.

David Powell is the Director of the Education and Training Consortium, an initial teacher education (ITE) partnership between the University of Huddersfield and 22 FE colleges. The Consortium funds FE-based research that informs FE ITE.

Charlynn Pullen is the Head of Workforce Data at the Education and Training Foundation. She has worked in educational research for over a decade, was recently on secondment at the Institute for Public Policy Research focusing on apprenticeships, and is a governor at Milton Keynes College.

Andy Ratcliffe is CEO of Impetus-PEF, which works to help thousands of disadvantaged young people succeed in education and employment.

Dr Simon Reddy is a Master Plumber, and Enviro-Science Construction Teacher

Dr Philida Schellekens is a consultant, teacher trainer and author with a particular interest in how people learn. She teaches English part-time in a London FE college.

Sarah Simons is a FE Lecturer and TES columnist

Trish Spedding

Hannah Stanwix from the Gatsby Foundation

Chris Sweetman has been teaching adventure activities in the Further Education sector for over 25 years and currently teaches in a FE college in the East Midlands.

Diana Tremayne has worked in Further Education as an ESOL teacher and Advanced Practitioner for 14 years. She has recently started a PhD looking at online professional learning communities and teacher development.

Crispin Weston taught History, Philosophy and Computer Studies between 1991 and 2008, while also developing educational software and working on associated data standards. He is a critic of past and current practice in ICT and blogs on education technology at www.edtechnow.net.

Dan Williams is a FE teacher trainer. He tweets @FurtherEdagogy and blogs about research informed practice furtheredagogy.wordpress.com