



STAFF ENGAGEMENT

HOW TO USE THIS RESOURCE

Increasing levels of staff engagement to improve the management of learner progress in study programmes.

Rationale/outline

A recurring theme from Ofsted inspections is the link between effective management and teaching performance and, ultimately, impact for learners. This resource is for managers to work collaboratively with their team(s) to identify what barriers they may have when engaging with study programmes.

Suggestions on how to use this resource

Use the infographic, 'Levels of staff engagement'.

It is most effective if the initial part of this activity is carried out in staff teams.

- With your team consider the characters on the infographic, 'Which one best reflects the staff in your team?'
- As a group discuss, 'What is blocking staff, the organisation and you as managers from ensuring all staff are at least engaged?'
- Identify barriers to engagement.
- Prepare a flipchart with key aspects you and the organisation need to address which will reflect improving staff engagement.
- Specifically encourage your team to think about what you as a manager can do to support full staff engagement.

This resource and activity is about changing management approaches.

Intended impact

The planned outcome is an open and frank discussion about increasing levels of staff engagement in study programmes. This will then improve the management of learner progress. It will:

- Enable providers to reflect, review and improve staff engagement with study programmes.
- Provide managers with a clearer understanding of their own team's level of engagement.
- Create an increasing positive mental attitude to support learners make better progress.
- Determine changes and improvements to help learners meet their individual potential and progress.

Levels of staff engagement to improve the management of learner progress in study programmes

If learners can't be bothered to achieve, why should I?	I am not clear what learners need to do to achieve.	I expect learners to achieve.	I have high expectations of what learners can achieve.	All learners are different and its vital each one achieves their maximum potential.
I am not confident monitoring learner progress.	The systems in place to to monitor and review learner progress are time consuming.	I monitor and review learner progress as directed.	I regularly monitor and review individual learner progress.	I robustly monitor and review individual learner progress to ensure they are on track to achieve.
It's up to learners to devise and set their own targets.	Learners' lack of understanding in setting targets is a problem.	Targets are set for learners.	Learner targets are set some are personalised.	Challenging and personalised targets are set and monitored to ensure good progress.
I don't really see the point of Initial Assessment (IA).	I have a limited understanding of learner starting points and IA.	I follow procedure on IA and use this to record starting points.	I use the outcomes from IA to plan the learners programme.	IA is very important to establish learners starting points and plan an individualised programme.



Disengaged



Part disengaged



Part engaged



Engaged



Very engaged