

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

Case study by: **London South East Colleges**

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CONTENTS

Project Overview	2
Project Partners	3
Project Participants	3
Project Aims	3
Project journey	4
Objective 1. Sustainable and innovative industry-led learning model	4
Objective 2. Powerful learning conversations with teachers	6
Objective 3: Powerful learning conversations with learners	9
Summary of outcomes and impact	11
Moving towards Outstanding Teaching, Learning and Assessment	12
Preparation for the Introduction of the Skills Plan	13
Lessons Learnt	13
What Next?	15
Learning Takeaway	16
Project Outputs	17

DANIEL GALVIN

Alison Price
& COMPANY

CH&Co.



PROFESSIONAL EXCELLENCE IN HOSPITALITY, TRAVEL & TOURISM AND HAIR & BEAUTY THROUGH POWERFUL LEARNING CONVERSATIONS



Project Overview

The aim of our project was to develop a current sustainable and innovative industry-led technical learning model that focuses on the development of world-class technical skills in the hospitality, travel and tourism and hair and beauty industries.

Our work built on and extended the successful elements of our original Outstanding Teaching Learning and Assessment project (Professional Excellence in Hospitality) by further developing and trialling our learning model in other curriculum areas: travel and tourism and hair and beauty. Through deeper and meaningful engagement with employers, our intention was to enhance students' learning experience in the workplace.

'Powerful learning conversations' was a new key element of our learning model. An unanticipated outcome of our original project was the development of self-reflection and metacognitive skills of all involved: teachers, learners and employers. This was a result of the learning conversations instigated by our learning coaches. Where crucial learning was successfully developed, learners' progress in their technical skills development accelerated swiftly.

This was due to the fact that they were able to take more responsibility and ownership of their learning. This led to an increase in the extent and impact of highly effective formative feedback, which was not only given, but actively and independently sought by all involved. This project aimed to identify the key factors that led to this successful development and how it was embedded across all aspects of the original project and extended across two additional curriculum areas.

Our Teaching Skills Academic Coaches played a key role in promoting collaboration, professional learning, pedagogic expertise and technical skills enhancement by undertaking powerful learning conversations with teachers, learners and work place supervisors. This in-turn supported the development of outstanding teaching, learning and assessment practice.

This project is influenced by a range of prominent researchers and theorists:

- The power of effective feedback in improving learning attainment is clear from the work of John Hattie, Helen Timperley, Paul Black and Dylan Wiliam. Guy Claxton's research on 'Building students' learning power' articulates a pragmatic framework for helping teachers to think more precisely and creatively about how they can become more effective as 'learning power coaches'.
- Claxton's elements for learning power include resourcefulness, resilience, reflectiveness (meta-learning) and reciprocity: themes that we drew on in our powerful learning conversations.

The project drew on this sound, yet innovative pedagogical approach to enable learners

to develop high level and appropriate technical and employability skills. Through using coaching conversations, the project enabled industry partners, teachers and learners to collaboratively shape and develop the current learning model for technical teaching, learning and assessment.



Project Partners

London South East Colleges worked in collaboration with Havering College and two training providers: The Springboard Charity and Springboard UK Ltd and People 1st. The project was further supported by our existing and well-established partnerships with Hyatt, Welcome Skills, D&D London, CH&Co and a new partner, Alison Price & Company. In addition, new employer relationships were formed with a number of hair and beauty organisations: Martyn Maxey Hairdressing, James Galvin (Daniel Galvin) and Rowhill Grange Hotel & Utopia Spa. The project was also supported by Canterbury Christ Church University (Teacher Education and Development).



Project Participants

	Direct	Indirect
Managers and Senior Leaders	17	9
Practitioners (Teachers, Trainers, Tutors, Coaches etc.)	19	28
Learners	96	283
Providers	3	0
Employers	8	8



Project Aims

The aim of the project was to continue to work collaboratively with learners, teachers and employers to develop deeper and more meaningful employer engagement and to enhance the professional learning and skills development of all concerned. This would be achieved by developing a range of self-assessment and reflective tools, including powerful learning conversations.

Our intention was that these resources, tools and a way of working would enable the development of crucial learning , resulting in resilient and independent staff, learners and employers who have flexible skills and competencies. They will be able to work well in different settings, problem solve, adapt confidently to change, and continue to learn as the sector changes and grows.



Our core objectives:

- 1) The creation of a sustainable and innovative industry-led learning model for the development of learners' world-class technical skills in the hospitality, travel and tourism and hair and beauty industries.
- 2) The development of *powerful learning conversations* with teachers and work place supervisors to engage them in reflecting on what works best in teaching and learning, to evaluate and challenge their practice and to enhance their own technical skills through collaboration with employers.
- 3) The development of powerful learning conversations between teachers, work place supervisors and learners to rapidly develop their technical skills.



Project journey

Objective 1. Sustainable and innovative industry-led learning model

The initial project created a 360° industry-led learning model that developed a holistic approach to technical skills development across all learning environments. It recognised, valued, integrated and enhanced the different opportunities where learning takes place: from the classroom to the industry kitchen and from the master-class to the work place conservation. The 360° learning model acted as the bridge between education and employment which enabled learners to be better prepared for transitioning from education to employment.

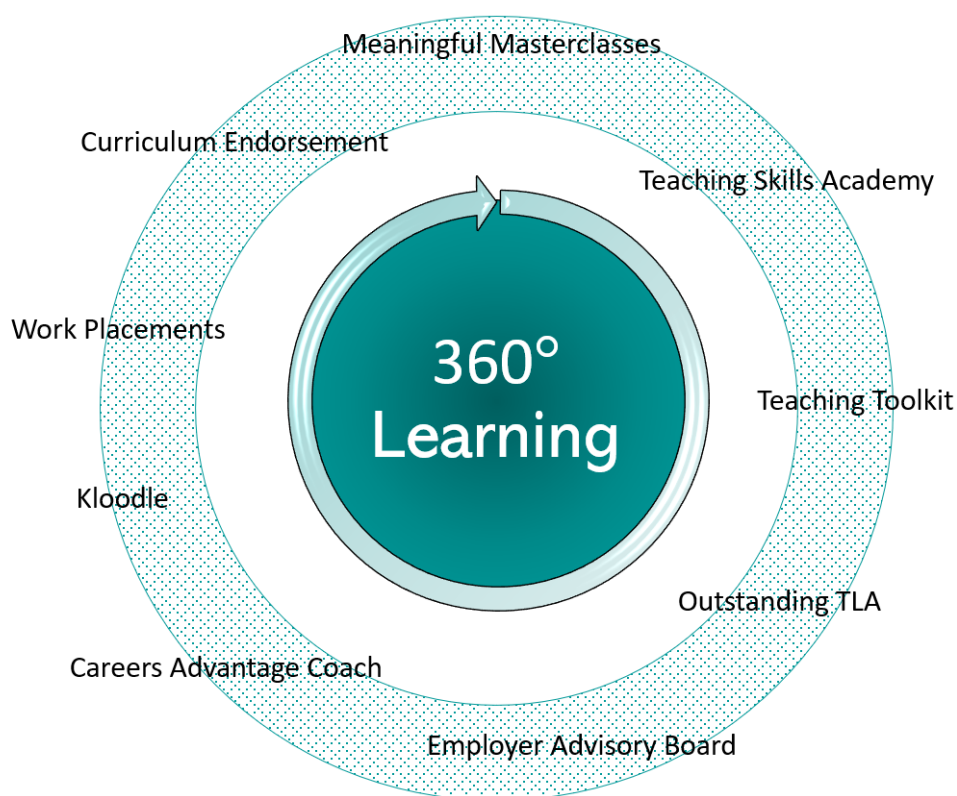


Fig 1: The learning model puts the learners at the very centre of learning, with the tools for enabling learning placed around the surface.

In our extended project, we introduced this learning model to travel & tourism and hair & beauty curriculum areas. This was an ambitious endeavour and typical of the challenges of merged colleges: to extend the original project from one curriculum area to six teams across three campuses. The starting position was strong in travel and tourism and it was relatively easy to network links, enrichment opportunities and work place learning across the well-established hospitality and catering employer advisory board. In contrast, employer engagement in hair and beauty was weak with few high-quality work placement opportunities and low levels of confidence among staff and students to engage with prestigious, world class employers. Many learners expressed a deep lack of confidence to travel into Central London and work in prestigious salons because they felt “too common” and feared terrorist attacks in the city. They preferred to establish themselves as a “kitchen sink” hairdresser or beautician, working self-employed in client’s homes.

Our journey in hair and beauty began by undertaking a quality review with a subject specialist to evaluate the standard of technical skills and employability development. We found that learners were well-presented in full uniform; many were benefiting from work experience locally; learning was enriched with competitions and learners were generally making good progress with their skills and knowledge development. The main areas for development were:

- Learners were not always able to identify their strengths and areas for improvement; their thought process was in terms of units and tasks rather than skills, knowledge and behaviours.
- The precise identification of aspects of practical skills and knowledge that could be further improved was not evident in all lessons and standards were not always set as high .
- Learners were not always working to professional and demanding timescales; there was little sense of the urgency or pressure that would better prepare them for industry.
- Teaching and assessment were only to the requirements of the qualification and not beyond.

The first step that the teams took to implement the learning model was to find out more about the standards expected in prestigious salons by engaging employers in conversations about learning, curriculum design and development. The teams made links with two Central London salons: award-winning employers – Martyn Maxey and James Galvin at Daniel Galvin . Together, they elicited the technical skills and employability qualities that are essential in a prestigious West End salon and collaboratively developed the curriculum beyond the initial requirements of the qualification.

Internally, the subject teams began collaborating across campuses, and based on their new industry insights, produced a technical skills baseline assessment tool to establish

learners knowledge knew and could do at the start of the programme and then again at six-week progress review intervals. This improved capturing of the learners' starting point and progress tracking better informed teachers to differentiate and personalise their planning of teaching strategies and devise more specific skills, knowledge and behaviour targets. It also enabled work placement opportunities to be better matched to learners' skills and experience. Employers advised us that a skills specific learner profile helped them to better understand a learner's confidence and skill level at the start of work placement. It also helped them to plan more ambitious tasks or know when to offer more support.

The self-assessment tool provided learners with a clear visual map of the progress they were making that was beyond completed units of the qualification. In preparation for work placement, teachers encouraged learners to take responsibility for informing the employer about the skills they have learned so far and the areas that they wish to develop and improve. This promoted greater learner ownership and autonomy in managing their learning.

Through our work with employers, we reviewed and continued to evolve our existing LSEC 'Career Advantage Framework' to enhance and evidence learners' employability skills. We reviewed the knowledge, skills and experience that learners would need to develop to secure fulfilling jobs, manage their life long careers and successfully navigate changes and challenges in their work and personal circumstance. This resulted in revisions to our Career Advantage Framework and the accompanying resources. In addition, following feedback from project participants, we reviewed and simplified the soft skills requirements, framework criteria and scoring for bronze, silver and gold awards. We also created a new digital platform on the College's virtual learning environment, instead of a separate system, because learners and teachers found the duplication confusing. We also designed and created digital badges recognising the recent developments in gamification, to reward learners for accomplishing certain tasks.

One of our intentions that we didn't achieve was to train more work placement supervisors in the Teacher Toolkit and to be a "Career Advantage Coach". We learned that our ambitions for training staff in industry were unrealistic in relation to the demands and pressure on their time. However, we were helpfully guided by the Employer Advisory Board to develop a set of 'golden rules' that captured the most important points of consideration for positively engaging learners in a work placement and in-turn, how learners should prepare to work in a high-pressured environment. They advised that chefs and front-line staff in hotels engage better with short, video resources that they can view on their mobile phones, rather than face-to-face training or written content. Our partners from Springboard UK Ltd and People First worked collaboratively with us on developing the content for the 'golden rules' and we simplified this as coaching card and presentation for employers and learners. We are developing this into a digital resource with illustrative video content, for example, giving feedback.

Objective 2. Powerful learning conversations with teachers

Our second objective was to identify the key factors that led to the successful development of self-reflection and metacognition skills through learning conversations in the original project and further embedding and extending it across the new curriculum areas.

We began by reviewing and adapting the coaching cycle created for the original project based on feedback from project participants. We debated and clarified the five stages of the powerful learning conversation cycle. Our experience taught us that the initial self-assessment and contracting stages of the process are crucial for establishing a trusting, empathetic and mutually respectful working relationship with the teacher and for clarifying a focus for development. Where this stage had been skipped, the purpose and benefits of the process were unclear and teachers didn't trust that it was a different process to a graded observation.

The five stages of the powerful learning conversations cycle draw on elements of the GROW model of coaching, designed by Sir John Whitmore. This is a simple, yet effective coaching strategy in structuring and facilitating the 'powerful learning conversations', agreeing goals and testing commitment to undertake actions.

The Five Stages of Powerful Learning Conversations

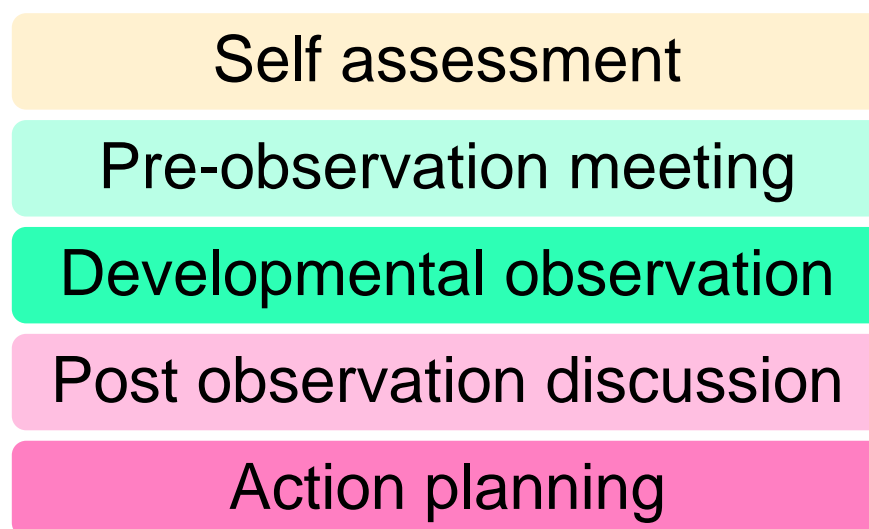


Fig 2: The 'Five Stages of Powerful Learning Conversations sets out the coaching process for engaging teachers in self-reflection, goal setting and action planning to develop their teaching.

Our toolkit also articulates the skills and qualities that coaches need to be effective in

their role. A relationship map, included in the toolkit and in CPD, recognises and depicts the overlapping and conflicting roles that our coaches encountered throughout the process, highlighting the need to stay within the coaching boundaries instead of giving advice and solving practice issues for the teacher.

Coaching Boundaries

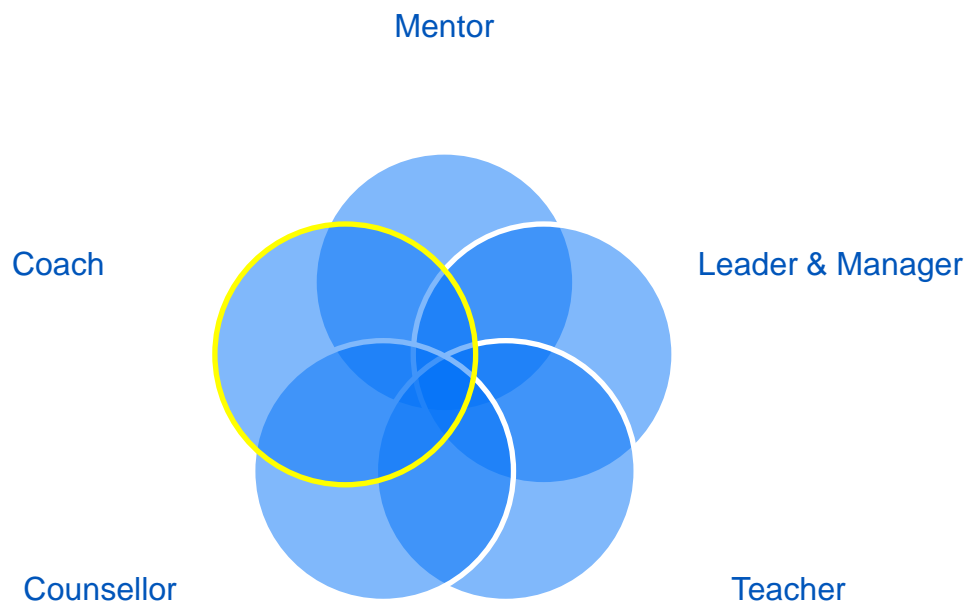


Fig 3: 'Coaching Boundaries', is a relationship map used in the Powerful Learning Conversation Toolkit and CPD to illustrate the overlapping roles that the coach may have in the process.

Our cycle of powerful learning conversations was undertaken with all teaching staff across the three curriculum areas. We recorded coaching conversations and analysed transcripts to distil effective questions and approaches. Coaching questions for the five different stages are captured in the toolkit to provide future coaches with a starting point.

Through the coaching conversations, we found that effective questioning that was based on the evidence collected during the observation instead of making judgements about strengths and weaknesses, helped teachers to challenge their assumptions about the impact of their teaching on learning.



One of the key benefits of this powerful learning conversations tool is enabling the teacher to consider deeply which aspect of their practice they would like to work on. This is powerful as it empowers teachers to be open and honest about where they think they need to develop. The powerful part is that it allows them to be vulnerable without judgment. Through skilful coaching questioning, teachers deepen their thinking and identify areas to work on and possible strategies. This process in my opinion is much more effective and impactful as teachers really deepen their understanding of what to do to improve their teaching which is truly embedded in their practice and therefore sustainable.

Lola Olutimehin

**Teaching Skills Academy
Manager, London South
East Colleges.**

The process helped teachers to reflect on their practice more deeply and critically, and they benefited from having these opportunities to process their new learning when reflecting on it with a coach. We also found that when teachers were genuinely focused on and understood the impact of their teaching on learning, they started to adapt their practice within a supportive and experimental climate, which resulted in obvious differences in what learners achieved in their lessons.

Through powerful learning conversations, teachers were better able to tackle the complexity of teaching and learning within the context of their learners and the learning environment. They found that the individualised nature of the activity provided a more meaningful professional learning exchange that was fine tuned to the specific concerns of the area of practice that they wanted to develop. In addition, teachers became more aware of the relationship between feedback and learning and began modelling this in their own powerful learning conversations with learners which improved their engagement, motivation and learning. Teachers began raising learner aspirations and setting higher expectations within practical training that closer replicates the pressure learners would experience in industry. They developed more precise skills, knowledge and employability-based targets with more clearly, staged action planning that promoting higher levels of learner attainment. The process promoted and celebrated good practice, improved the confidence of teachers involved who in turn felt more self-assured and positive to share their practice within their teams. This led to greater collaboration and development of practice.

Objective 3: Powerful learning conversations with learners

The third phase of our project developed teaching, tutoring and work placement supervision practice that enabled students to develop metacognitive strategies to become more confident, curious, courageous, highly motivated and resilient learners. A key focus was overcoming the low aspirations that learners had about their employment goals – many were happy to settle for self-employment as a mobile hairdresser/beauty therapist within their local area. One learner stated that she would not want to work in a top-class salon, “because I think I’m too common and might not fit in”.

We built on the coaching practice that was developed in the original project to develop a toolkit that utilised self-assessment tools, resilience questionnaires, scenario-based discussions, goal setting and action planning based on the Grow coaching model. We captured coaching questions to support teachers and work place supervisors with their coaching conversations.

We also developed a two-day workshop titled “Be Your Brilliant Self” to help hair and beauty learners to understand and control the way that they present themselves: to speak with confidence, to conduct more engaging and authentic conversations with clients; to bring out their ‘brilliance’ when working with clients and also to empower them to safely explore their potential in their future careers. Learners worked with an actor to improve their listening skills, body posture and the rhythm, volume and tone of their voice.

Following this workshop, teachers noticed a ‘transformational’ difference in learners’ salon practice. Feedback captured from teachers stated that hair and beauty learners were demonstrating higher levels of professionalism, positive body language and enthusiasm when working with clients and greater levels of confidence to ask clients information without hesitation. They also showed increased motivation to complete treatments to a higher standard. Teachers also noticed changes in learners’ self-belief where they were approaching challenges with an ‘I can’ attitude, whereas previously they were over-dependent on teacher guidance to solve problems.

A survey undertaken with hair and beauty students evidenced that through powerful learning conversations; staff had made a positive impact on changing learners’ self-belief. Survey responses evidenced that learners had become more ambitious and certain about their dream job and in 4 cases, more specialist. 64% of learners stated that they now felt better prepared to work in central London; 72% stated that they would like to work for a top-class salon in the City, whereas previously, they didn’t have the confidence to consider these options.

Our observations of teaching and learning sessions and discussions with learners evidenced the good progress that learners had made in developing technical skills and knowledge, as well as the confidence and employability skills they need to work in prestigious work environments. Learners became better prepared for industry and more confident in their work placements. They were able to integrate learning in the workplace with existing knowledge and skills developed in college and increase their learning through interaction with others. Through the powerful learning conversations they had with tutors, they improved their ability to reflect on how well they are doing, set goals, plan and organise their work, try new things out, learn from mistakes and view setbacks in context.

For example, an executive chef at Rowhill Grange Hotel & Utopia Spa provided excellent feedback about the enthusiasm of three learners and their proactive manner

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Seeing our learners explore their potential in the workshop was an emotionally moving experience. Two of the young women, who previously had said very little, came to life. They were vocal and excited about sharing their stories of why they wanted to be hair stylists. Richard engaged all the students and encouraged them to make their individual personalities more accessible within minutes of a client meeting them for the first time.

Lisa Stubbs, Campus Director and Assistant Principal, Greenwich. London South East Colleges.

while on work placement. Their high-level knife skills and knowledge of classic recipes was impressive. This resulted in two out of the three learners being offered paid work.



Summary of outcomes and impact

Outcomes

- The project has enhanced the involvement of employers in shaping curriculum and an industry-led learning model to meet the technical and employability skills required to work within the hospitality, travel and tourism and hair and beauty industries.
- The 'golden rules for excellent work-placement learning' articulates the expectations of all involved to promote outstanding learning.
- Teachers have increased their knowledge of the high standards of employability qualities and technical skills required by the industry and this has reinvigorated teaching and learning and raised expectations.
- Learners have synthesised their technical skills and knowledge into practice whilst undertaking high quality work placements.
- Powerful learning conversations have enabled teachers to identify and make decisions about changes to practice in the interest of their learners.
- Powerful learning conversations have enabled teachers and learners to increase their metacognitive skills of reflecting, planning, being resourceful and resilient.
- Powerful learning conversations have helped motivate learners to overcome their barriers to learning, both at college and in the workplace, to raise aspirations, realise their potential, perform at a higher level and make great progress.

Impact

- Learner motivation and engagement has increased, evidenced by comparatively higher attendance, retention and progress across each curriculum area.
- The standard of learners' technical skills and knowledge has improved.

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Involvement in the project has really stimulated the teams to engage in powerful learning conversations. As a result, there has been a major transition, with the impact of this clearly evident in classrooms where learners are achieving higher professional standards and further developing their confidence. The work has also fed into our Career Advantage framework, supported and co-developed by employers. The Career Advantage is designed to prepare learners for that important transition into employment and ensure that they have the fully rounded skill-set to be successful. The project's focus on ensuring that learners are fully prepared for employment has reinvigorated teams with this aspect of their work with learners.

David Lambert, Group Executive Director, Academic Performance, Standards and Customer Experience. London South East Colleges.

- Staff had made a positive impact on changing learners' self-belief, raising their aspirations and ambitions about their dream job.
- Learners are better prepared and more confident to work in prestigious high-quality work placements.
- Learners are better equipped with the technical skills needed for their chosen industries.
- Learners are better prepared for transitioning from education to employment.



Moving towards Outstanding Teaching, Learning and Assessment

Our project journey explored and defined the characteristics of excellent teaching, learning and assessment from several different perspectives.

Discussions at the Employer Advisory Boards and interviews with employers, specifically in the West End of London, articulated the high standards of employability qualities and technical skills that their businesses require to be successful. Specifically, the outstanding levels of customer service, personable qualities, passion and enthusiasm needed to authentically engage clients. A salon owner described how, having made the West End his home for the last forty years, he hoped that learners would also share the same level of passion and interest in neighbouring fashion houses and be able to confidently converse with clients on topical subjects such as the British fashion designers involved in the royal wedding.

The collaborative development of employability and technical skills maps with employers also enabled us to identify the sector specific skills and qualities required. This informed curriculum planning and teaching that moved beyond the requirements of the qualification to developing modern and wider skills that better prepare learners for the industries. This in turn raised aspirations of all involved: of teachers for their learners, of learners for themselves, and, alongside that the ability of employers to help learners reach potential.

The development of 'golden rules for excellent work-placement learning' articulates the flexibility, adaptability, professionalism and positivity needed by all involved to promote outstanding learning. It tries to see work placement learning through the eyes of learners and employers: keeping in mind the barriers learners must overcome and the realities and pressures of a business. It advises learners on how to approach a work placement, make the best use of the opportunity and take ownership of their learning. It focuses employers on motivating learners and providing effective and formative feedback, drawing on John Hattie's work on 'visible learning'.

Through the deep, meaningful conversations that we had with teachers, we continually explored the impact that teachers had on their learners and what outstanding learning looks like. The evidence captured from lesson observation, learner feedback and work raised teachers' awareness. In addition to this, coaching enabled and empowered them to identify and make decisions about changes to practice in the interest of their learners.

Through powerful learning conversations, teachers helped learners to better understand

the success criteria of challenging learning targets designed to achieve higher standards of technical skills, and to know explicitly what to do and how to do it. These powerful conversations with teachers and employers also enabled learners to overcome their barriers to learning: both at college and in the workplace. Learners were also able to raise aspirations, realise their potential, perform at a higher level and make great progress.



Preparation for the Introduction of the Skills Plan

This project has enhanced the involvement of employers in shaping curriculum provision to meet the technical and employability skills required to work within the hospitality, travel and tourism and hair and beauty industries. This has enabled employers to articulate the high standards of employability and technical skills required for skilled employment within the industries.

In preparation for the introduction of the Post-16 Skills Plan, teachers have worked collaboratively with employers to understand the high standards required and to plan for and enhance holistic learning opportunities. Frequent interaction and exchanges of practice with a wide variety of industry settings has enabled teachers to reinvigorate teaching and learning by linking cutting-edge industry practice back into the classroom.

The project has also enabled teachers and managers to understand how best to support learners in the workplace and the role of the coach is essential as the glue that will hold the technical skills programme together across workplace and college, and with employers, learners and teachers.



Lessons Learnt

1. Staff changes are inevitable within a large newly merged college as well as industry. Therefore, this involved a wide range of staff in the project from the beginning: ensuring that everyone understands the aims and progress to sustain momentum even though roles and involvement may change through the project journey.
2. Undertaking this project, during a time of rapid change and curriculum restructuring as we enter our third year of merger, challenged us more than usual. However, it prompted us to maintain an acute focus on teaching and curriculum and pedagogical development including the pedagogy of industry learning and employability.
3. The role of the peer advisor, as an external witness of our journey, reflected on our achievements and gaps and raised questions for our reflection. This was instrumental in challenging and critiquing our thinking at a higher level as it enhanced our own professional learning.



Sustainable and innovative industry-led learning model

4. The strength of employer relationships is often developed around individual personalities, professional networks, regular communication and a mutual exchange of benefits. Staff changes risk the sustainability of such employer relationships.
5. A formally structured and facilitated employer advisory board helps to anchor organisational relationships with the college and sustain partnerships over time, even though staff membership changes.
6. Employer advisory boards benefit from the involvement of staff in quality improvement, human resources and learning and development roles to collaborate on workforce development and professional learning. The quality and impact of employment advisory boards should form part of a college's quality assurance framework in evaluating and developing technical skills programmes.
7. Achieving outstanding standards of teaching, learning and assessment in technical skills programmes is dependent on teachers working holistically and collaboratively with work placement supervisors to plan for and enhance learning opportunities. Colleges need to formalise arrangements for teachers to work in partnership with the industries..
8. Teachers benefit from frequent interaction and exchanges of practice with a wide variety of industry work placements. Their dual professionalism role is maintained and enhanced by working collaboratively with employers .This reinvigorates teaching and learning by linking cutting-edge industry practice back into the classroom.



Powerful learning conversations with teachers

9. Powerful learning conversations are valued by teachers as a professional learning exchange that supports their development of practice. They enable teachers to reflect skilfully, deeply and critically about their practice. Skilfully crafted coaching questions that are formed based on the evidence of what was observed in lessons, help teachers to challenge their assumptions about the impact of their teaching on learning.
10. Undertaking powerful learning conversations with teachers requires high levels of skill and experience and the ability to establish a trusting, empathetic and mutually respectful working relationship with the teacher. The coach needs to believe in the teacher's innate potential and ability to determine and achieve the things that they want to change in their practice.
11. Powerful learning conversations need to form part of a continuous and sustained process of development to bring about improvement. Where it is undertaken with a whole team, teachers can support each other by sharing subject specific and context related challenges and collaboration-based solutions.



Industry-led learning model

12. Technical and employability skills audits that are endorsed by employers (baseline

assessment) are a useful tool for tracking a learner's progress about what they know and can do when they start their learning programme and how they are improving over time.

13. Sharing technical and employability skills audits (baseline assessments) with employers enables them to understand what the learner already knows and can do before they start their work placement. This helps front line staff know what tasks they can comfortably ask a learner to do and where they need training and guidance for more stretching jobs. It's even better if learners take responsibility for sharing this information with employers.



Powerful learning conversations with learners

14. The powerful learning conversations process with teachers is easily transferrable to the teaching and tutoring model with learners. It provides the same benefits of enhanced learning, increased confidence, self-belief, responsibility and ownership of their learning. It also helps learners to overcome negative thinking that can get in the way of taking up opportunities and keeping going when faced with challenges. We have been shocked by the challenges that some of our learner's face on a daily basis and equally surprised by their tremendous resilience.

15. Self-assessment tools that focus on employability skills and resilience help learners to understand where they are under-confident or where their negative thinking is getting in the way of their progress. The powerful learning conversations that follow with tutors help learners to focus on a goal, unpack actions and deeply understand what they are motivated to do to change behaviour or thinking.

16. Target setting that is focused on specific skills, knowledge and behaviour, derived from learning activities that include self-assessment and peer and teacher feedback help learners to better understand what they need to improve. Learners also need to consider and understand what actions they need to take to achieve targets. Targets alone often don't result in improved performance.

17. Whilst our project has provided great opportunities to work with prestigious employers with higher expectations: we must respect the choices that learners make around their employment goals. Some learners were content to work in part-time, local jobs or mobile self-employed hairdressing because it suited their parenting responsibilities. The key learning point is that learners' choices have been broadened for them to make.

18. The socio-economic barriers that contribute to learners' reluctance and lack of confidence to take up great opportunities can be overcome by practical solutions (e.g. travel, getting to know the employer beforehand), teachers and employers believing in their potential and collaborating to meet the needs of all involved.



What Next?

The project has galvanised teams across our merged college to collaborate with each

other, employers and other providers in shaping curriculum and developing outstanding teaching, learning and assessment. It has also been a catalyst for change in our approach to teacher development and professional learning. We believe that the industry-led learning model and powerful learning conversation toolkits that we have created should be extended across the whole college and we wish to continue the momentum with all partners involved.

Specifically, we will:

1. Strengthen and grow the Employer Advisory Boards in other curriculum areas, bringing on board more prestigious employers for curriculum development and endorsement of the Career Advantage Framework.
2. Enable teachers to continue to work collaboratively with a wide variety of employers and exchange of practice by developing roles and organisational arrangements.
3. Develop the digital element of Career Advantage considering the industry specific skills requirements e.g. social media skills for hair stylists and beauty therapists.
4. Develop the Golden Rules content into digital resources using illustrative video content that can be viewed on mobile phones by staff in industry. e.g. highlighting effective aspects of demonstrations that enhance learning.
5. Continue to develop the powerful learning conversations toolkits by exploring the quality and dimensions of coaching conversations. We will also use more video evidence as stimulus within the coaching conversation to enhance awareness of critical moments.
6. Agree a training and development strategy for coaches and extend the model across the college. We have already trained staff in four large departments to undertake powerful learning conversations and we will support this further through CPD activities, review and evaluation.
7. Continue to develop and embed the powerful learning conversations toolkit for learners into the tutorial curriculum by training all our tutors and collaboratively developing more resources.
8. Further develop the 'Be your brilliant self' workshop and explore how it can be embedded in the tutorial curriculum using drama teachers.



Learning Takeaway

To get the best out of someone, the teacher, employer, coach and leader must have a genuinely optimistic view about the person's unlocked potential and capability. Powerful learning conversations can help draw this out through a coaching process that:

- raises awareness and responsibility
- challenges assumptions
- enhances self-directed learning
- increases confidence

- raises aspirations
- promotes personal growth and changes in behaviour.

This is transferable between teachers, learners and work place staff, and acting as a coach is in itself a powerful learning process. Effective powerful learning conversations encourage learners and teachers to increase their metacognitive skills of reflecting, planning, being resourceful and resilient. This can lead to enhanced teaching practice and higher levels of learner attainment, both at college and in the workplace, and progression to more aspirational careers.



Project Outputs

The following outputs accompany this case study and are intended to support other organisations build on our approach.

1. Career Advantage & Technical Skills Self-Assessment Tools (for Hospitality & Catering, Travel & Tourism and Hair & Beauty)
2. Career Advantage Curriculum Mapping Tool
3. Golden Rules for Excellent Work-placement Learning
4. Presentation - Golden Rules for Excellent Work-placement Learning for Employers
5. Presentation - Golden Rules for Excellent Work-placement Learning for Learners
6. Powerful Learning Conversations Toolkit for Teachers
7. Powerful Learning Conversations Toolkit for Learners



Video: Tania Sumner, Head of Faculty, Hospitality; Head of The Career College Hospitality, Food and Enterprise; London South East Colleges



Video: Suzy Bolwell, Deputy Head of Faculty, Hair & Beauty, London South East Colleges



Video: Lisa Stubbs, Campus Director and Assistant Principal, Greenwich.