

Further Education Professional Development (FEPDG) Case Study Template

Note: Please feel free to use information from End Point Review form, this is a with a view to being published

	Name of Provider	Contact name & email
Lead Provider	Northampton College	Jenny Thorpe Jenny.thorpe@northamptoncollege.ac.uk
Priority Theme 1. Workforce capability and confidence to use technology effectively in education 2. Subject specific professional development 3. Supporting new and inexperience teachers	3. Supporting new and inexperienced teachers	

Preparation

The Challenge: What was the problem/improvement needs you were trying to address?	<p>Colleges are increasingly recruiting skilled staff direct from industry, particularly hard to fill vacancies such as in Engineering, Construction and IT/Digital. These staff have no teaching experience, so need a supported programme to get them ready for effective classroom delivery thereby improving the student experience and staff confidence and job satisfaction, helping them to be retained and to flourish as teachers. Current students have experienced 2 years of interrupted learning and need support to identify gaps and to aid recovery of this missed learning.</p>
Who was involved? Please tell us how you identified and approached your partners i.e. independently or through the support of NLFE, AoC etc. Did this build on pre-existing collaborations or is the first time you've worked together?	<p>Northampton College already had some collaboration activity with Moulton College and West Herts College (Barnfield) through SEMLEP. Northampton had also had some partnership work with Stoke on Trent College, for example sharing good practice for management information systems and data analysis.</p> <p>The Colleges have an ongoing shared goal to ensure that they have skilled teachers to meet each regions skills recovery plan by teaching the employees of the future the skills they need to secure jobs within each region.</p> <p>Northampton College led the project with the support of a Strategy Group formed with a senior representative from each partner provider; this group was responsible for driving the direction of the project and identifying colleagues to support with module development.</p>

<p>Did any other organisations take part in developing and delivering the work?</p>	
<p>The proposal:</p> <p>Please tell us what you set out to achieve, why this was important and how you planned to measure success.</p>	<p>The partnership set out to develop a CPD programme and accompanying resource materials to be used initially for fast track development of new and inexperienced teachers and then shared and used by other staff across the partner providers, including future new teachers. The CPD programme was developed using the DfE Teachers' Standards as a guide, taking into account challenges that partner providers had encountered in the last two years such as students with learning gaps as a result of the Covid pandemic.</p> <p>Alongside the delivered programme, each teacher was partnered with an experienced teacher coach mentor to provide additional support and to help embed learning. Communities of Practice were also set up to enable sharing of practice across similar subject areas and across the partner providers.</p> <p>Initial success impact measures were based on</p> <ul style="list-style-type: none"> - CPD programme for new and inexperienced teachers in place that references the DfE Teachers' Standards - Teachers in scope showing improvement in their practice - Each teacher in scope worked with a coach mentor - Communities of Practice set up - Improved student satisfaction - Improved student retention - Improved student achievement - Partnership working continuing beyond the end of the project
<p>Intended Outputs:</p> <p>What were the products, learning and other outputs you expected to generate?</p>	<p>The following were the expected products, learning and other outputs:</p> <ul style="list-style-type: none"> - All teachers identified in scope to: <ul style="list-style-type: none"> o complete a skills audit at the start and end of the project o individual skills audit formed the basis of an individual learning plan o complete a 9 module fast track teacher improvement programme o participate in coach mentor meetings - Communities of practice to be set up

Implementation

<p>Implementation innovation, evidence, risks & issues</p> <p>How did you implement the project: please tell us about what you did, the evidence you used to understand your progress, what you did that was different/innovative?</p>	<p>Implementation of the project is summarised below:</p>	
	<p>Project management and evaluation</p>	<ul style="list-style-type: none"> - Microsoft Team set up for the project to support virtual meetings, sharing of information and collaboration - Strategy Group set up with a senior leader from each partner provider participating. Meetings held at least monthly, more regularly at the start of the project. Meetings were minuted and actions reviewed at each subsequent meeting. The Microsoft Team enabled collaboration e.g. completion of documents identifying teachers in scope. - The Microsoft Team was further developed to include channels for the below: <ul style="list-style-type: none"> o Coach mentors o Each Teacher Improvement CPD module o Each Community of Practice
	<p>Project briefing and skills audit (via Microsoft Form) of all teachers identified in scope for the project</p>	<ul style="list-style-type: none"> - 100 new and inexperienced teachers were identified as in scope from across the 4 providers; these teachers attended an initial briefing and completed the skills audit against the DfE Teachers' Standards, self-assessing whether they felt they were 'not at standard', 'at standard', 'secure' or 'expert'. These teachers were new to teaching or undertaking teacher training programmes. - The teacher level skills audit formed the basis of their individual learning plan. - Overall teacher level audit directed the topics built into the design of the Teacher Improvement Modules
	<p>Mentoring and Coaching</p>	<ul style="list-style-type: none"> - All teachers in scope were allocated a coach mentor, the coach mentors attended a briefing and training session. - An overall lead coach was appointed by the lead provider; each partner provider allocated a lead coach to liaise and support coach mentors in their provider - All coach mentor liaisons were recorded in a Microsoft Form detailing activity undertaken and next steps to be taken; activity was generally based on the individual learning plan formed as a result of completion of the skills audit.
<p>CPD</p>	<ul style="list-style-type: none"> - 9 Teacher Improvement modules (met KPI) agreed by the Project Strategy Group based on the teacher skills audit and other information such as Ofsted experiences. Development and delivery of the modules were shared across the partner providers. 	

		<ul style="list-style-type: none"> - Teacher Improvement Modules designed and delivered: <ul style="list-style-type: none"> o Assessment o Accessibility o Classroom management and expectations o Sequencing learning o Missed learning o Neurodiversity o Employability o Planning outstanding lessons o Retrieval practice - Each module consisted of a delivered session and was accompanied by evaluation and reflection activity, recorded in a Microsoft Form. Modules were shortened due to limitations of time due to the late start of the project (see project risks); this impacted on the KPI relating to hours of training accessed by staff. Modules were delivered through Microsoft Teams as it was not possible to meet face to face due to the impacts of coronavirus and time constraints. - If teachers were unable to attend the delivered session, they accessed a recording of the session and completed the evaluation and reflection activity.
	Skills audit review	<ul style="list-style-type: none"> - The teacher Skills audit was repeated at the end of the project to look at progress made in teacher confidence and skills.
	Communities of Practice	<ul style="list-style-type: none"> - Three Communities of Practice set up in subject groups areas based on the subject specialism of teachers in scope (Met KPI): <ul style="list-style-type: none"> o Business, Maths, Care and Associated Subjects o Construction, Engineering and Science o Creative with Languages and Support. - A briefing was held for each Community of Practice, Microsoft Team channel set up for each group.

What challenges did you encounter and how did you deal with them?

Challenges encountered throughout the project were:

- The late start of the project – the inception meeting was held in mid-October meaning that the first strategy meeting took place in November; 3 months later than planned in the original brief.
- Impact of Covid on time available for teachers to attend CPD due to:
 - o Staff absence due to illness and requirement to isolate
 - o The need for teachers to cover colleagues who were absent due to sickness or requirement to isolate
 - o The need to provide additional support for students with missed learning

Amendments were made to the project design to overcome these challenges, including:

- Delivering training online rather than face to face and repeating sessions to maximise attendance.
- Recording all training so that teachers unable to attend the delivered sessions could access the training at a different time.
- Evaluation and reflection activities were included with each module to identify how teachers would use their learning in their teaching.
- Not undertaking a mid-point review as the programme was condensed due to the late start.
- Using a higher number of coaches than originally planned to spread workload and ensure that participants were able to receive the support they needed.

Review

Impact of work

Please tell us about the impact of your work and how you see it being sustained.

What is the evidence you have gained that has helped you measure and explain your success?

Impacts seen include:

- A very positive relationship built between partner providers with plans for activity to be ongoing. Examples include:
 - o Staff from partners supporting all-college CPD activity in other partner colleges summer 2022
 - o Further development of CPD activity and resources for new and inexperienced staff being planned
 - o Further project applications made with some partner providers (limited to SEMLEP area).
- 92 new and inexperienced teachers undertook a skills audit based on the DfE Teachers' Standards at the start of the project. This was repeated after the teachers had attended a fast track CPD programme and participated in coach mentoring activity. There was an average shift of 16 percentage points from 'not at standard' and 'at standard' to 'secure' and 'expert' from beginning to end of programme when the skills audit was reviewed.
- Module recordings and resources will continue to be available to partner providers and participants in the project for future reference.
- After attending each module, teachers completed an evaluation and reflection activity based on the content of the module. Feedback for all modules was an average of 4.27 out of 5 stars.
- From the teacher skills audit 'Make a positive contribution' increased by 23 percentage points from 'not at standard' and 'at standard' to 'secure' and 'expert' from beginning to end of programme reflecting an improvement in teacher confidence and an indicator of positive change to teacher job satisfaction.
- Three Communities of Practice set up in subject groups areas based on the subject specialism of teachers in scope (listed below). These have been set up in Microsoft Teams and will continue to be available to teachers who participated in the project:
 - o Business, Maths, Care and Associated Subjects
 - o Construction, Engineering and Science
 - o Creative with Languages and Support.

Reflections and next steps

Learning and sharing

Please tell us about your reflections on what did - and did not - work, and the steps you are taking to spread the learning and impact of your work wider

What key points would you pass on to others who might be considering adopting a similar approach

What went well:

- The FEPDG project has provided the opportunity to develop a programme for new and inexperienced teachers based on their specific needs and mapped to the DfE Teachers' Standards. Feedback from in-scope teachers has been very positive with an average rating of 4.27 out of 5 stars. Teachers have also identified actions that they are going to take following each Teacher Improvement Module. Areas of focus have been around key aspects of the DfE Teachers' Standards and also linking to key pedagogical concepts identified through research.
- Coach mentor support provided teachers with personalised support around their individual learning plan developed from their skills audit against the DfE Teachers' Standards; this has enabled them to develop their practice.
- Communities of Practice have been set up across three subject groups, including teachers from across the four provider partners. Limited use of these has been made to date but these will be continuing beyond the end of the project.
- The use of digital tools to support working during a pandemic and where providers and participants have a wide geographical spread. Examples include: Collaborative working (e.g. meetings, delivery of CPD collection of information, development of Communities of Practice) through the use of Microsoft Teams, use of Microsoft Teams as a central repository for resources that can be accessed by project participants during and after the project and the use of Microsoft forms for collecting information and easy analysis of data e.g. evaluation of CPD modules, completion of skills audit
- Excellent relationships have built up between the partner providers with the intention of continuing with the activity started through the FEPDG project, planning meetings for follow up activity are to be held in May / June.

The biggest challenge related to the project has been around time to enable teachers to make the most of the CPD and coach mentor support activity, and this has been for a number of reasons:

- The timeframe of the project. The project inception meeting was not held until mid-October which meant that planning and activity did not commence really until the beginning of November; the original project bid indicated an August start so 3 months were lost. This left 5 months until the end of the project for planning and delivery, around a month of which was non-term time limiting the availability of staff. This led to the project being

	<p>significantly condensed and shorter modules and the planned external training was developed and delivered utilising internal expertise. The late start of the project meant that many new teachers could not access training as soon as they started their roles at the start of the year when it would have been most beneficial. The late start also meant that timetabling had already been completed in all providers limiting opportunities to find common time slots for collaboration.</p> <ul style="list-style-type: none"> - The impact of Covid-19. All partner colleges were impacted by Covid meaning that teachers were absent due to being positive / isolating or having to cover for colleagues who were positive / isolating. Teachers also had to provide significant support to students who had missed learning due to illness or isolation. This impacted ability to attend delivered modules, this was mitigated by recording activity so that teachers could access training at a separate time. This has also impacted on reflection time available for teachers. - Two out of the four providers had Ofsted inspections during the project period, this understandably impacted on the time that could be spent on the project by managers, teachers and coach mentors in those providers. 										
<p>Future collaboration</p> <p>How are you planning on sustaining your work and the collaborative relationships after the FEPDG pilot is completed on 31 March 2022</p> <p>How are you planning to share the products, learning and other outputs you generated?</p>	<p>The below summarises how the partnership is planning to share the products, learning and outputs resulting from completion of the project.</p> <table border="1" data-bbox="577 778 2116 1394"> <thead> <tr> <th data-bbox="577 778 949 815">Activity</th> <th data-bbox="949 778 2116 815">Methodology</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 815 949 986">Disseminating project results and outcomes</td> <td data-bbox="949 815 2116 986"> <ul style="list-style-type: none"> - Via the end point review report - Initially through the FEPDG Strategy Group who will share appropriately within their college - Identify any wider mechanisms for sharing e.g. regional LEPs, AoC </td> </tr> <tr> <td data-bbox="577 986 949 1090">Maintaining access to resources for all providers</td> <td data-bbox="949 986 2116 1090"> <ul style="list-style-type: none"> - Set up a site to enable all providers to access all resources developed during the project period including Teacher Improvement modules and Communities of Practice </td> </tr> <tr> <td data-bbox="577 1090 949 1260">Further development of the Teacher Improvement Programme</td> <td data-bbox="949 1090 2116 1260"> <ul style="list-style-type: none"> - Agree any ongoing activity with the partner providers via the FEPDG Strategy Group – agree a mechanism for doing this e.g. through teacher training teams - Revisit modules to ensure they continue to be fit for purpose and identify any new topics for development. </td> </tr> <tr> <td data-bbox="577 1260 949 1394">Further develop Communities of Practice</td> <td data-bbox="949 1260 2116 1394"> <ul style="list-style-type: none"> - Across the four providers - Identify a lead for each Community - Widen to include all teachers within the providers other than those in scope for the FEPDG project </td> </tr> </tbody> </table>	Activity	Methodology	Disseminating project results and outcomes	<ul style="list-style-type: none"> - Via the end point review report - Initially through the FEPDG Strategy Group who will share appropriately within their college - Identify any wider mechanisms for sharing e.g. regional LEPs, AoC 	Maintaining access to resources for all providers	<ul style="list-style-type: none"> - Set up a site to enable all providers to access all resources developed during the project period including Teacher Improvement modules and Communities of Practice 	Further development of the Teacher Improvement Programme	<ul style="list-style-type: none"> - Agree any ongoing activity with the partner providers via the FEPDG Strategy Group – agree a mechanism for doing this e.g. through teacher training teams - Revisit modules to ensure they continue to be fit for purpose and identify any new topics for development. 	Further develop Communities of Practice	<ul style="list-style-type: none"> - Across the four providers - Identify a lead for each Community - Widen to include all teachers within the providers other than those in scope for the FEPDG project
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