# THE DUAL PROFESSIONAL TOOLKIT

**A guide for those looking to move towards dual professionalism**

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# FOREWORD

Teach Too supports meaningful collaboration between education and training providers with industry, encouraging employers to spend some time teaching their skills and sharing their knowledge. The programme enables occupational staff to teach learners in the provider or workplace setting while contributing to curriculum development. Teachers and trainers are also supported to update their skills by spending time within the workplace or by supporting employer staff to update their pedagogical practice to develop 'dual professional' identities, where occupational and pedagogy expertise are combined. The various approaches to Teach Too help to build the 'two-way street' of genuine collaborative arrangements.

This toolkit will support all partners involved in Teach Too collaborative arrangements. For education and training providers, the toolkit will support you to reflect on your current practices for developing staff who are specialist in their chosen subject but who also provide expertise and knowledge of the occupation/industry in which they are involved. For employers and employer staff, this toolkit supports those providing learning and development, training, assessing and supervising of employees and new trainees.

Teachers and Trainers referred to in the toolkit include a range of people working to deliver technical and vocational education in a variety of workplace and educational and training settings such as qualified teachers, advisers, coaches, guides, instructors, lecturers, mentors, trainers and tutors.

This toolkit is designed to support the two-way street collaboration between providers and employers. The aim is to raise awareness of how a shared understanding of the requirements for practitioner development both within the classroom and the workplace can enhance learning and development and demonstrate a clear light of sight to work and for those already in the workplace, a clear line of sight for progression in work. The toolkit also provides a context for you to consider the benefits of extending collaborative development to support teachers and trainers to hold a dual identity, as both occupational specialists and pedagogical experts.

# HOW TO USE THE TOOLKIT

This tool is for both employers and providers. It can be used in its entirety, as a comprehensive manual to support new ways of working. However, each section stands alone and can be referred to individually to support an area of interest. Individuals can get involved with each activity, but some do also provide stimulus material for group discussion.

The toolkit contains elements that require different forms of engagement. The sections are supported with case studies from prior Teach Too projects to give an illustration of activity that can be achieved. In addition, there are several activities with resources to support delivery.

# WHAT DOES DUAL PROFESSIONALISM MEAN?



*"The best vocational teaching and learning is a sophisticated process; it demands 'dual professionals' – teachers and trainers with occupational expertise and experience, who can combine this with excellent teaching and learning practice."*

Commission on Adult Vocational Teaching and Learning (CAVTL) report (2013).

The concept of dual professionalism is not new in the technical and vocational education sector. For many years organisations have recruited people with experience in industry/occupations relevant to the courses being delivered. These practitioners may bring new knowledge and understanding to the teaching team, but often their expertise becomes subsumed into all the other pressures faced by staff in the sector. It has also been argued that the transition for such staff into teaching has not always been well supported.

When people leave the occupational setting, their knowledge and skills, or what has been referred to as work-process knowledge, can become outdated. It has been suggested that after five years these may need refreshing. It is therefore necessary for provider staff to work with employers to jointly develop their practice and to adapt and update their work-process knowledge in line with changes in the workplace.

## The effective vocational and technical education teacher or trainer

The following diagram shows three dimensions which are key elements of the Professional Standards for teachers and trainers in education and training.
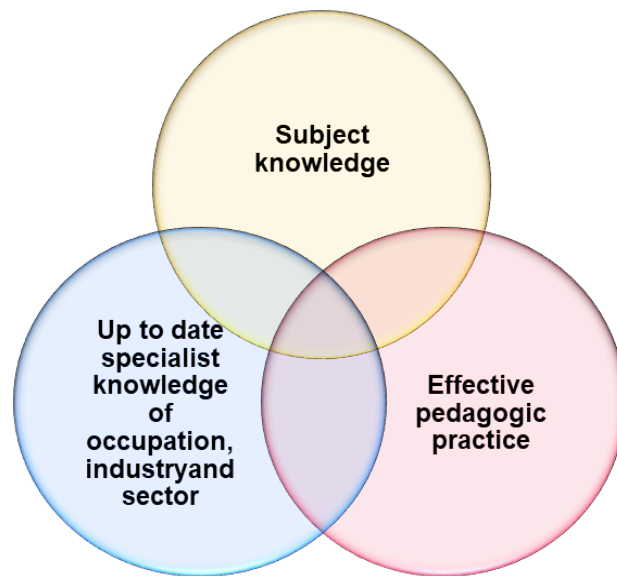
For teachers/trainers: This toolkit is designed to support you to reflect on how you can meet the Professional Standards, with a focus on professional development to enhance your teaching and improve the learning experiences for your learners. The toolkit will support you to develop your own knowledge and understanding of pedagogical practice in the classroom and also help you to keep such practice relevant by improving specialist knowledge of the occupation/sector you are teaching.

For employers: This toolkit is designed to support you to develop your practice in delivering technical and vocational teaching and learning. Elements of this toolkit provide a framework for reflection to help you to move from being a professional with responsibilities for supporting learning in the workplace, to a professional who activity supports workplace learning and off-the job learning in the classroom.

You can self-assess your performance against the Professional Standards by completing an online assessment tool.

## The benefits of dual professionalism

Although logical, it is important that all stakeholders reflect on why they are getting involved in this agenda. Senior managers should consider what the business case is for developing a Teach Too project. A planning tool for developing your Teach Too business case is available to aid this process. The resource can be used by providers and employers.

Any business case should include considerations of the implications for a renewed focus on technical qualifications for 16-19 year old learners. Expertise and long-held knowledge and experience within the sector may become challenged by new providers seeking to deliver these new qualifications. Being able to demonstrate high quality teacher and trainers with excellent and effective relationships with local employers will bring a competitive edge to a provider's position in the market.

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When developing your business case, you may find it helpful to consider your own leadership role in changing the pedagogic practices of your team. The following ideas developed by Bill Lucas and Guy Claxton (2013), for the 157 Group may be helpful:

**Further reading: Pedagogic Leadership: Creating culture and practices for outstanding vocational learning**

# RESPONDING TO LEARNERS AND THEIR REQUIREMENTS



Things are changing in the Further Education (FE) sector following the CAVTL report and the development of Teach Too approaches to vocational education. What is becoming important is the enhanced place for contextualised learning to develop learners with an understanding of why they are learning, what they are learning and how their knowledge gained in the classroom has relevance in their chosen occupational sector.

There has been a significant change in FE in England over the last decade with particular changes to the characteristics of the learners. The sector has seen a drop in the number of 16-19 year olds as well as reductions in adult learners. These changes have been the result of education and funding policy changes. There has been a growing requirement for English and maths support, ESOL, and progression of learners entering at Level 1 and 2 who have been less successful in pre-16 education, as well as unemployed adults and NEETs groups who have low motivation or opportunities to progress. The focus has been on qualification achievements. These changes have had an impact on teaching practice with some restrictions on what can be included in a curriculum and how it can be delivered.

The learner profile within FE may change further as a result of the policy proposals for increasing Apprenticeships and the Post-16 skills plan for reforms in Technical Education following the Sainsbury Review.

The T-level Action Plan outlines the significant features of new technical qualifications and the quality assurance requirements that will be associated with these programmes. Significantly for learners, requirements for more time to develop occupational knowledge and work processes will be a significant feature, whether through work placements or in the classroom. The plans for T-level qualifications include the following for 16-19 year olds:

- Level 3 technical study programmes equivalent in size to a 3 'A' level programme
- Based on employer-designed standards and content corresponding with Apprenticeship standards
- Provide progression to skilled employment in an occupation related to their field of study

- Provide progression pathways to the highest level of skilled employment or technical education and training at levels 4, 5 and 6: higher and degree level apprenticeships or higher technical education, including technical degrees.
- Include numeracy, literacy, digital skills and wider transferable skills, attitudes and behaviours needed to succeed in sector
- More teaching time built in to enable students to acquire knowledge, skills and behaviours
- Include a substantial work placement with an employer, away from the individuals' learning environment, to help students put into practice the knowledge and skills they have learnt in the classroom. The current proposals are for 50 working days in length within an acceptable range of 45 to 60 days covering a minimum of 315 hours.

**Apprenticeships** are structured programmes of training that require sustained and substantial skill and competency development leading to progression into further employment or onto higher level learning, and should be developed over an acceptable time frame. They include learning through work as paid employees, plus learning 'off the job'. Apprenticeships can be offered to:

- Someone in a newly created role or
- Someone in a job role that has changed and requires the post-holder to develop new knowledge and skills following, for example, a restructure or a job evaluation
- Any age, as there is no age restriction
- support a degree as part of the apprenticeship without incurring any fees

An Apprenticeship programme:

- Must be associated with a new job role
- Must include the development of transferable skills
- Must differentiate new training and tasks in the case of an existing member of staff in an organisation
- Is not simply a training programme: it requires sustained and substantial skill and competency development that will lead to progression and should be developed over an acceptable time frame
- Is underpinned by standards developed by employers and quality assured by the new Institute for Apprenticeships including a review of competence by an independent end-point assessment.

An apprenticeship should provide a balance between theory and knowledge of a sector and practical application in a workplace. As an apprentice is an employee and the responsibility of the achievement lies with the employer, it is in the interests of the employer to ensure the workplace element of the training is of high quality and this is a reason why workplace trainers and assessors should be reflecting on their own teaching practice.

However, employers will procure off-the job training from those providers that can deliver quality theoretical/academic elements and therefore during the procurement process they will have a keen interest in the qualities, knowledge and experience of the teachers in the education and

training providers. It is of mutual interest and high importance that both employers and providers seek to improve dual professional roles.

**Traineeships** should also fit within the consideration for focussed teacher/trainer and joint practice development. A traineeship is a short education and training programme with work experience. Traineeships have the potential to provide a pipeline to support recruitment to particular job roles in organisations. Trainees tend to be young or adult learners who often have other social and behavioural characteristics which may make them vulnerable and in need of particular learning support. Employers and teachers working together can bring a greater understanding of the needs of these learners and together can contribute to creating progression opportunities for them into work that can contribute to business productivity and support local communities.

When considering the needs of learners, it is important to understand that in the context of technical and vocational education, the learners can vary, so any developments should be generic but specialised in their focus. For example, employers may be developing their staff through apprenticeships which require off-the-job learning. Such employees may be adults, they may be functioning at various levels in the workplace and have variable basic and specific sector knowledge, skills and competences. Can the providers accommodate those learners and their differing needs? How should they learn? What is the context for their learning? Will they be learning together in a college or training provider site that also has less disciplined younger people around? What will their expectations be of a training provider? Who should be involved in their development that can raise their standard of skill and knowledge and meet the employers' needs? Conversely for Technical-Vocational learners on full-time programmes undertaking work-placements, how will the employers meet their needs? Will they have sufficient support in place to bring discipline and give time for practice? Will they have supervisors who understand them and work-spaces that can accommodate their needs?

## Meeting the learning needs of learners in the classroom and in the workplace

When considering the context for teaching and the physical place of learning it is important to understand different needs and how your workplaces and work practices can be adapted to meet them. As well as implementing legislative responsibilities for making reasonable adjustments to support learning, both providers and employers must reflect on how they can create effective learning spaces to support people with particular requirements, whether related to physical or hidden disabilities, ethnic or cultural requirements or gender/sexuality. This reflection can be done collaboratively. Resources offering guidance on this include JISC SEND resources, for more generic advice on work experience the Health and Safety Executive offer some useful prompts with specific pages on helping people with disabilities.

These points on learner needs are raised here because when reviewing issues such as supervision and mentoring in the workplace or in the classroom it is important to reflect on the associated training needs of supervisors and mentors. There is a legislative requirement to meet learner needs, so how much training do your teachers and trainers need to understand the different types of learner? Could this be a feature of a training plan you could develop jointly

with other providers and employers? This could be a key aspect of joint practice and staff development.

Activity 1 will help you to reflect and plan how you could collaborate to introduce changes into your current practices for supporting a diverse range of learners with differing learning needs.

### Activity 1: Developing your staff to meet the needs of diverse learners

This activity will be more effective if it is undertaken in partnership, it should be done as a part of a team activity with peers involved in delivering technical and vocational education and training programmes. The activity should not only involve the team members delivering the programme but also those in the HR and/or Learning and Development team in the business organisation.

## Providing the structure for supporting learners in the workplace

Successful apprenticeships are built by providing supportive and encouraging structures to allow the time and place for learning to take place. Lucas and Claxon (2013) suggest that approaches to vocational learning should consider the context in which it takes place: there is no one standard approach. In general, the nature of work can be categorised in three ways:

- work with materials (e.g. craftsman activity engineering, joinery, construction);
- work with people (e.g. health or child care, teaching)
- or work with symbols (e.g. Accounting, IT/Computing, design).

It is important that learners have direct contact with people working in the occupation to understand the nature of the activities within the workplace and the values and behaviours that underpin the ways of working within that workplace.

In addition, learners should not have a restrictive experience. Sometimes employers find it hard to fit the apprentice into their work teams and restrict where they can work, who they work with and what they will achieve in terms of competence and capability. This can lead to a limiting experience for the learner, they become less engaged in the work, retention can be poor, and they don't develop the broad skill base employers are looking for.

Those involved in supporting both workplace and off-the job learning, need personal characteristics to provide effective instruction and be motivating and sympathetic to the learners. They should be experts in their craft or skill area, they should be resourceful, have access to resources and materials, have the time and teaching knowledge and skill to understand the needs and different learners with a variety of life and educational experiences.

It is important that both employers and providers explore ways to develop expansive learning environments. The theory of expansive learning has been developing for some years. One influential report was produced by Alison Fuller and Lorna Unwin (2008) on apprenticeships and their learning experiences in the workplace. The report built on the ideas of others and has influenced other researchers in technical and vocational education and training, such as those in the Centre for Real World learning who are working with providers and awarding bodies to

influence vocational learning approaches.

**Further reading:**  [Fuller  A, Unwin L (2008) Towards Expansive Apprenticeships: A Commentary by the Teaching and Learning Research Programme](#)

Providing the opportunity for people undergoing training in the workplace to be recognised as both a worker and a learner is central to an expansive learning environment: they can experience engagement with multiple communities of practice; gain broad experience across the organisation; pursue knowledge-based as well as competence-based qualifications; learn off-the-job as well as on-the-job; and have access to career progression and extended job roles.

This may seem like a big commitment to both businesses and education and training providers. There can be no standard approach. So how can you aim to provide the best support for your learners, whether on a time limited placement or a longer Apprenticeship? The answer may require careful reflection and development of staff in both settings to review teaching practice and the development of a more thoughtful approach to pedagogic practices.

# REFLECTING ON PEDAGOGIC PRACTICE



Effective technical and vocational pedagogic practice requires a whole system approach that ensures those involved in the delivery of different types of programmes are capable of the highest levels of teaching.

*"Vocational pedagogy is the science, art, craft and gumption of teaching for employment and for employability. Pedagogy also fundamentally includes the decisions which are taken in the creation of the broader learning culture in which the teaching takes place and the values which inform all interactions."*

What if the further education and skills sector realised the full potential of vocational pedagogy?

(Lucas, 2016)

Recruitment of teachers and trainers should be carefully considered. Ideally people should be prepared for the context of teaching. Initial teacher training should be contextualised to suit the learners and the context for work-based and work-related learning. This requires attention and where providers are involved in delivering different levels of teacher education, the context should be inbuilt into programmes. Conversely, where people with occupational experience are recruited to deliver on technical and vocational programmes there should be an appropriate induction process and continuous mentoring to ensure these teachers and trainers understand the philosophy of teaching and the professional standards that underpin teacher performance within the sector.

**Discussion:** Consider how new members of staff involved in teaching and training are inducted into the organisation and made familiar with the requirements for supporting learners? Discuss with your colleagues.

## Developing new and existing teachers and trainers

On a practical level, existing staff could develop or update their knowledge and skills through spending time in an occupational setting or by spending meaningful time with current

occupational staff. This requires building excellent relationships with individual or groups of employers who are prepared to provide the opportunity. This is where working on a joint business proposition is helpful. For example, who will take responsibility for any visiting teachers and trainers to the workplace and how could you work together to develop an effective programme of learning in the workplace?

The Teach Too programme has identified several examples where provider staff have developed their occupational skills and knowledge through time spent with employer staff.

Bringing employers into the provider setting to spend time with provider staff, working in the classroom and perhaps delivering part of a lesson, or sharing knowledge with learners is a key approach.

One example of effective practice in this area comes from a development project led by Carshalton College, who worked with Mirobot, a small to medium sized enterprise (SME) in the digital sector. Six college staff were provided with training in contemporary programming techniques, coding and the use of Raspberry Pi, to support and update their skills and review the curriculum to ensure that students had up-to-date knowledge of computing and programming. In addition, a member of staff from the company provided advice to the employer staff going into the classroom and working with the learners.

Some of the learning that can be shared from this project includes the following:

- This project was with one local employer, but it provides an example of some of the practicalities in developing such a project. How could this be extended to more than one partner?
- Finding the right employer(s) to work with and understanding their reasons for engaging with the development is important. How would you know? Working closely with your business development staff is important.
- For an SME like Mirobot, consider how financial resources could support each party
- Understand the motive and the commitment of the employer to engage
- Six members of teaching staff were trained for two days by a specialist in order to introduce the skills needed for the project: this time out for staff development needs to be planned within a whole CPD programme
- An employee provided support: could he have been given an opportunity for developing his own coaching skills? Does the college already have a programme he could engage with, perhaps at a discounted cost?
- The college enhanced the opportunities presented here through curriculum review as well as joint practice development opportunities, especially with regard to gaining knowledge of business practices. Equally the employer gained an understanding of the learners and a potential talent pipeline.

**Case Study: Teach Too: Carshalton College: working with Mirobot on entrepreneurial robotics and physical computing**

A video case qstudy is also available.

Nelson and Colne College has worked with more than one employer in developing a project to support apprentices in advanced manufacturing businesses in East Lancashire; Hycrome Europe, PMP Utilities and JD Engineering. In this case this partnership project was a strong two-way development.  Engineers from each company were invited to train as assessors to support apprentices in the workplace and staff from the colleges were able to update their knowledge and skills of current practices in advanced manufacturing businesses. The mutual exchange included the engineers contributing to updating the curriculum, designing assessments and providing equipment as well as being involved in the design of live projects. Added value was given by the enhanced relationship between the college and a wider network of employers, resulting in re-designing assessments, the Apprenticeship experience, frameworks offered and a full-time work preparation programme.

**Case study: Nelson and Colne College: a partnership with local employers within advanced engineering, manufacturing skills and knowledge transfer**

## What does dual professional mean for your teaching/training practice?

The reforms to technical education and training have implications for the nature of teaching and how teachers and trainers can move beyond traditional approaches to enhance vocational teaching and learning. With an increase in apprenticeships and requirements for longer work experiences/placements for achieving new technical (T-level) qualifications, there is a growing requirement to manage so called 'Alternance' provision that combines training periods in an educational institution or training centre with periods in the workplace. There is a need for a joint understanding of teaching practice within both settings and how these can work in congruence with the other. Lucas and Claxton (2013) have suggested a seven-point plan for developing such learning:

1. Agree the goal
2. Be clear about your desired outcomes
3. Consider the nature of the subject
4. Have a good range of effective vocational learning methods,
5. Know your learners, their prior experiences and needs
6. Be realistic about the vocational setting, and
7. Consider the many dimensions of vocational learning.

It is important to consider the ways learners learn. It is suggested that learners learn in the workplace and the classroom in variable ways and for different purposes. It is important to develop different dimensions of employability such as:

- routine expertise
- resourcefulness
- craftsmanship
- functional literacies
- business-like attitude and approach

- wider skills for personal growth.

When in different learning spaces, workplace or classroom, simulated workplace or online, learners used different ways of learning. Complete Activity 2 to consider who has responsibility for these different types of learning and their context. This activity can be completed by all partners and the outcome used to inform the development of a joint development plan.

**Activity 2: Supporting learning**

## How can the role of the dual professional be developed and improved?

The T-levels Action Plan suggests there should be more time for developing occupational skills and knowledge within the proposed qualifications. The plans have implications for how technical and vocational programmes will be managed but also for what the requirements will be for teachers and trainers in delivering the programmes.

**Activity 3: Developing your teaching practice for Skills Plan implementation**

This is one approach to preparing your teachers and trainers for the delivery of the new technical qualifications. Ideally both providers and employers should undertake this activity together as a feature of a co-curriculum design activity but with a focus specifically on the teaching practices required to deliver the proposed T-level qualifications.

Peers from a number of providers and employers could be involved and the activity should be used as a joint development. Support may be available from local skills groups for specific sectors and any focus on placements could be funded through the government's own initiative to enhance this activity.

Who will take the lead on this work? This can be a specific workshop activity as part of your planning for a teacher development programme to support Skills Plan implementation. It is suggested that a series of 2-3 days will be required over each academic year leading up to delivery in 2018. The outcome should be the development of a jointly agreed action and implementation plan.

## Reviewing your professional development

Teachers and trainers in both the workplace and provider setting need to continually be exposed to new forms of knowledge and updating of practice to perform at their best. There are significant aspects to these requirements:

- Teachers/trainers need expertise in subject and specialist occupational/professional knowledge and need to have an understanding of appropriate and effective pedagogic practice
- Their role can be enhanced by working in partnership with employers and employer networks and in communities of training and educator practices to develop a shared

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approach to delivering quality technical and vocational education

- Developments could be supported by teachers and trainers in specific sectors working together to review teacher development requirements. Programmes such as the Professional Exchanges support this activity.

The development of people with occupational expertise to deliver aspects of the new technical programmes will need time and opportunity to develop. For example, to move from being an instructor to coach or facilitator with increased responsibilities may require project oriented learning, new forms of assessment, more complex coordination of learning across different sites, and greater management functions.

An example of the development of provider and employer staff to share an understanding of skills developments and new techniques is provided by Kirklees College working with British Gypsum who together have created a 'Centre of Excellence' in plaster and rendering. There are a number of effective features in this project that can provide beneficial guidance for any providers looking to become involved in any significant developments featured in the new Industrial Strategy proposals where the focus is on construction and STEM sectors including a new National Retraining Scheme that supports people to re-skill in construction skills:

- the college is a partner in a wider construction employer network, a useful forum for developing relationships, and supports collaboration with a regular newsletter directed to network members
- the activities have involved both employer and provider staff working together to develop demonstrations of teaching techniques
- new approaches included developing an online learning tool for employer staff and college staff to support familiarisation sessions on the new technique
- a member of college staff has visited a site in Italy to experience skills and techniques first hand
- College tutors are in a British Gypsum working group to test new products and technologies before being launched onto the open market

**Case Study: Kirklees College Developing a Centre of Excellence for new markets in plaster and rendering**

Both the college and the employer are supporting their staff to become dual professionals. The college have further developed their relationships with employers in other sectors and have recently launched a Process Manufacturing Centre with equipment and facilities contributed by local businesses to help to develop appropriate occupational skills as well as the pedagogic skills teachers and employers need to support apprentices. A video case study on the Process Manufacturing Centre is available.

How can your existing staff be given the support they need to take on these more complex requirements? They may need time to develop their pedagogical, social and management competences in light of the increased demands they face. This may require them developing new forms of communication and social competences to engage in team working, mentoring and facilitating innovative forms of learning; and developing understanding of how teaching and

learning/pedagogic practice relates to the workplace or is contextualised in the selected area of work or occupation. They may require the support of peers from other providers to make any training and development effective and beneficial to more than one employer.

Start to plan for developing dual professionals by considering the strengths of your existing team and practices and identify the gaps and what should be included in your plan. Holding a workshop to undertake joint planning for a dual professional staff development programme is recommended.

Developing ideas: Could this be done in partnership with other local providers? What other local or regional teacher networks exist for supporting your occupational area? Are there other cross-sector developments, for example in support of new T-levels or joint vocational provision with a focus on core skills in maths and literacy?

When designing and delivering technical and vocational education, the benefits can be greater if they are developed within a network of peers. For example, within a Local Enterprise and Partnership (LEP) region there will be a range of different provider organisations so the activity could be introduced in a network with a focus on specific sector(s) or employer groups therefore bringing efficiencies and economies of scale to the endeavour.

One approach to working jointly on such as development is to undertake an appreciative inquiry approach for all partners to contribute to, using a technique referred to as [SOAR](#). It is a strategic planning framework that focusses on the strengths of the project and identifies aspirations for results that all stakeholders can share in the future, rather than placing weaknesses at the centre. It helps to identify the Strength, Opportunities, Aspirations and Results of the development.

**Activity 4: SOAR analysis**

# DEVELOPING DUAL PROFESSIONALISM AS A JOINT PRACTICE DEVELOPMENT PROGRAMME



As with any other project the plan and its implementation need to be carefully developed. It does not need to be too complex but it is important to consider what you know at the moment, where you want to be in the future and how working with others can support the process.

Building on your SOAR assessment, consider what five elements you want to include in your plan. These could be arranged thematically. For example:

- skills and competency needs analysis
- identification of priority activities/tasks requiring improved pedagogic focus
- planned programme for joint staff development: who, what, where and when
- setting monitoring and review process
- evaluation and impact measures

The case study below involving training provider Fareport Training is an example of a project taking a bottom-up approach. The focus was the retail industry and the requirement for supporting apprentices in the workplace. Here existing employees were developed to become coaches/mentors to support the skills and knowledge development of less experienced colleagues, including apprentices. The employers own staff were gaining pedagogical skills in training and teaching work-based learners.

The employer undertook a skill needs analysis with their existing staff to recap and review the skills their employees required to be able to support peers and apprenticeships in new techniques. The activity identified the need for improved mentoring and coaching and Fareport was involved in the training. They had to respond effectively to the employer's needs in developing an approach using in-house materials and information and communications technology (ICT) based resources. Throughout, the Fareport assessing team continued to meet with employees and document progress (using the skills identification sheet) as skills and knowledge was exchanged. In addition, the apprentices on the programme were fixed up with a buddy from the staff. The buddies themselves picked up skills and knowledge around

supervision and mentoring. This additional layer of support was aimed at supporting achievement and progression of the learners but equally the buddies benefited from this relationship in terms of their own self development. The employer gained through a raised awareness of the talent pipeline throughout the organisation.

An important lesson from this project and similar developments is to ensure that those involved can articulate clearly the teacher development underway. Talking about pedagogic practice with employers can create a raised awareness of the theory underpinning teacher and trainer development and create a platform for further activity.

**Case Study: Fareport Training: retail skills swap - support for trainees and apprentices**

# ACTIVITY 1: DEVELOPING YOUR STAFF TO MEET THE NEEDS OF DIVERSE LEARNERS

It is important to ensure that both providers and employers understand the needs of different types of learners and their different ways people learn. This activity is designed for a networking or workshop activity bringing employers and providers together to focus on learner needs. It aims to act as a prompt for both parties to understand the learners and their needs and how these can be met through further developments of teachers and trainers. The Activity can be completed in conjunction with Activity 2: Supporting learners' learning.

| | |
|---|---|
| What is the programme of study? | |
| Who are the learners: Level of learning? What is their prior learning experiences? | |
| What type of learning best suits these learners? | |
| How could the learning be made more effective in the classroom by involving employers? | |
| How could learning in the workplace take place effectively: are any adaptations required? What sort of supervision and mentoring is required? | |
| What staff will these learners will be in contact with? | |
| What training have they had to deal with these learners? | |
| What staff development is needed for these teachers to become more effective? | |
| How could this development be achieved and when could it occur? | |

# ACTIVITY 2: SUPPORTING LEARNING

It is important to recognise the broad spectrum of learners within any learning programme. This list is designed to help you to consider the context for the learning and who has responsibility for the learning and in what setting. If employers and providers do this together it can help identify what learning takes place where and importantly who is involved in that learning space. Later you can consider if and how the relevant teachers, trainers and employees can be given time to reflect on their own practice in this learning process.

| Learners learn | Who is involved in supporting learners in this activity in the workplace setting? | Who is involved in supporting learners in this activity in the provider setting? | What is the learning? | Which elements are assessed (√) | Who is involved in the assessment? |
|---|---|---|---|---|---|
| By watching and imitating | | | | | |
| By practising | | | | | |
| By teaching and helping others | | | | | |
| By real-world problem-solving | | | | | |
| By listening, transcribing and remembering | | | | | |
| By drafting and sketching | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **By reflecting** | | | | | |
| **By being coached** | | | | | |
| **By competing** | | | | | |
| **Through conversation** | | | | | |
| **Through receiving feedback** | | | | | |
| **Through enquiry and by thinking critically** | | | | | |
| **Through virtual environments** | | | | | |
| **Through simulation and role play** | | | | | |
| **Through games** | | | | | |
| **On the fly** | | | | | |

# ACTIVITY 3: DEVELOPING YOUR TEACHING PRACTICE FOR THE SKILLS PLAN IMPLEMENTATION

This is a suggested approach to preparing your teachers and trainers for T-levels. Ideally both providers and employers should undertake this activity together as a feature of a co-curriculum design activity but with a focus specifically on the teaching practices required to deliver the proposed T-levels. Peers from several providers and employers could be involved. Support may be available from local skills groups for specific sectors and any focus on placements could be funded through the government's own initiative to enhance this activity.

This can be a specific workshop activity as part of your planning for a teacher development programme to support T-levels. It is suggested that a series of 2-3 days will be required over each academic year until delivery time.

Pre- workshop: Ensure participants are up to date with proposed developments and the timeframe for T-level commencement. Look at the proposed key features of T-levels; these can be found summarised in this toolkit but greater detail can be found in the policy documents: Post-16 technical education reforms T level action plan. Also review activity being led by the Gatsby Foundation for developing the underpinning elements that will make the delivery of T-levels viable and effective.

Develop materials to assist workshop preparation:
- Summary of the different elements of T levels:
- Activity sheet for designing significant features of the curriculum;
- Activity sheet for developing pedagogic practice in classroom: what is needed, who will deliver
- Activity sheet for developing pedagogic practice in the workplace
- Action plan with priorities identified

The aim of the workshop is to review how your team/network will deliver the features of T-level qualifications in your selected occupation and sector. Working in groups, develop a plan of action and implementation for developing teachers and trainers to support T-level requirements. Consider some of the following aspects but adapt for your own setting/context.

| Time | Theme |
|---|---|
| 9:00-9:30 | Introduction: T-levels and pedagogical practice |
| 9:30-10:30 | T levels: what is your teaching/trainer role in delivering each element; who will deliver what elements |
| Break | |
| 10:45-11:45 | The learners: what is their prior knowledge and experience and what will be the expectations from them about your teaching?<br>What will be the expectations around the level of learning?<br>How will you embed effective practice and meet the needs of diverse learners working at different paces? |
| 11:45-12:30 | What about the core functional skills elements - English, maths, digital – who has responsibility for those? |
| Lunch | |
| 13:15-14:15 | How and who will deliver work-process knowledge both on and off-the job? |
| 14:15-15:15 | What teacher developments should be prioritised and how, where and when can these developments take place? |
| 15:30-16:30 | Developing your joint Action Plan: Top 10 priorities for developing your team of dual professionals to teach the new qualifications |

# ACTIVITY 4: SOAR ANALYSIS TO UNDERPIN YOUR DEVELOPMENT PLAN

This activity should be undertaken in partnership with peers in a workshop or as a networking activity.

Consider the prompt questions in the boxes. You can add any others relating to your specific context. The intention isn't that all questions have an answer, they are simply to provide a context and stimulus. The aim is to give everyone a chance to reflect on their roles as dual professionals and the ways they meet learner needs including the context, resource required, time for practice and learning and so forth.

| Strengths | Opportunities |
|---|---|
| How many in your team have knowledge and experience of working across different workplace and provider settings? How many staff are professionally qualified in the sector and are teachers/trainers? Do they hold qualifications? What is their experience in supporting your learners/programmes? How long have they been involved? Have you worked together before? What resources have you used? Where/what are the best resources you have? Who are the learners and what has worked well with them? What are the benefits from working on this in partnership: Could others be invited to join? | What is currently happening or will happen soon that could change the way you are developing your technical and vocational programmes? If new programmes are being developed are there any local/regional/national development opportunities you can get involved in? Are there any funds or other support networks available? Could you pool resources in another way? What structures and processes could help with this? What about the learners, is anything new happening for them that could help support? Are there any other action plans in place you could engage with to enhance your approach such as Ofsted action plans or quality initiatives? Where could you get the development you need? How will it be funded? Who will fund? |
| **Aspirations** | **Results** |
| What are you hoping to achieve from this project? How many people would you want involved? What exactly would you like to change? | How will you measure the success of your project? What would a good result look like? What will you expect from the staff involved? |

| | |
|---|---|
| Why do you want something to change?<br>What do you hope to achieve for your students?<br>When do you want this change to happen? Why?<br>Who will benefit the most from developing your staff and their approach?<br>What does employing dual professionals actually mean to you and your learners? | How will they want to measure their performance and that of others involved?<br>How will you agree this with them?<br>What time frame would you want to set for development: should this be done in stages? |

**Template for SOAR**

| Strengths | Opportunities |
|---|---|
| | |
| **Aspirations** | **Results** |
| | |

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