TEACH TOO FRAMEWORK

Framework for Professional Development in Technical Education

CONTENTS

INTRODUCTION AND CONTEXT

Teach Too, currently in its fifth phase, is one of a range of initiatives designed to support practitioners in the sector in delivering effective technical education. This framework is intended to outline key principles that underpin the central characteristics of high quality technical delivery. It draws largely on the outcomes of the later phases of Teach Too projects and resources and is also informed by outputs from other stakeholders.

The new framework builds on that developed following phase 1 of the Teach Too Initiative. The framework below was developed to inform employer-provider partnership work as a vehicle for developing occupational expertise and competency.

There is much in this early framework and the supporting information that holds true in the light of the impacts emerging from phases 3 and 4 of Teach Too. Partnership working, and collaboration are still critical. However, Teach Too projects within these later phases are strongly informed by contemporary emphases on local approaches, the apprenticeship reforms and the emergence of a new agenda for technical education. This includes employer-led approaches and the emergence of technical pathways with an emphasis on progression to higher-level skills, underpinned by strengthened career guidance.

The updated framework is presented in section 2. Section 3 includes a commentary on the four themes. Section 4 illustrates how the framework can be used to help meet the expectations of the technical reforms. Section 5 lists relevant sources to support the use of the framework

THE UPDATED FRAMEWORK

The updated framework is centred on the interlinked themes of *Collaboration, Curriculum, Professionalism* and *Leadership*. It aims to support providers as they work to embed Teach Too principles and practice throughout their organisations. We would suggest that colleagues use the framework to reference their position as they work through the phases highlighted to realise the desired impact.

The revised framework is intended to reflect the evolution of Teach Too and related initiatives as the sector prepares for technical education reform. In looking forward it is an evolving model that signposts to the key features of sustainability, through the phases of: *Awareness, Use, Embedding and Impacts.*

These phases represent a loose hierarchy where the framework captures the sense of a direction of travel for the sector and stakeholders and moves from a retrospective to looking to the future.

'*Awareness*' represents gaining an understanding of the main features of the previous rounds of Teach Too and related initiatives, their implications and potential barriers to implementation.

'*Use*' sees these concepts starting to be contextualised for specific settings and the implications for change explored.

'*Embedding*' takes these aspects further, enhancing ownership and looking to the future.

'*Impacts*' relate to developments that reflect elements of technical reforms and policies making a difference 'on the ground' for all partners and stakeholders.
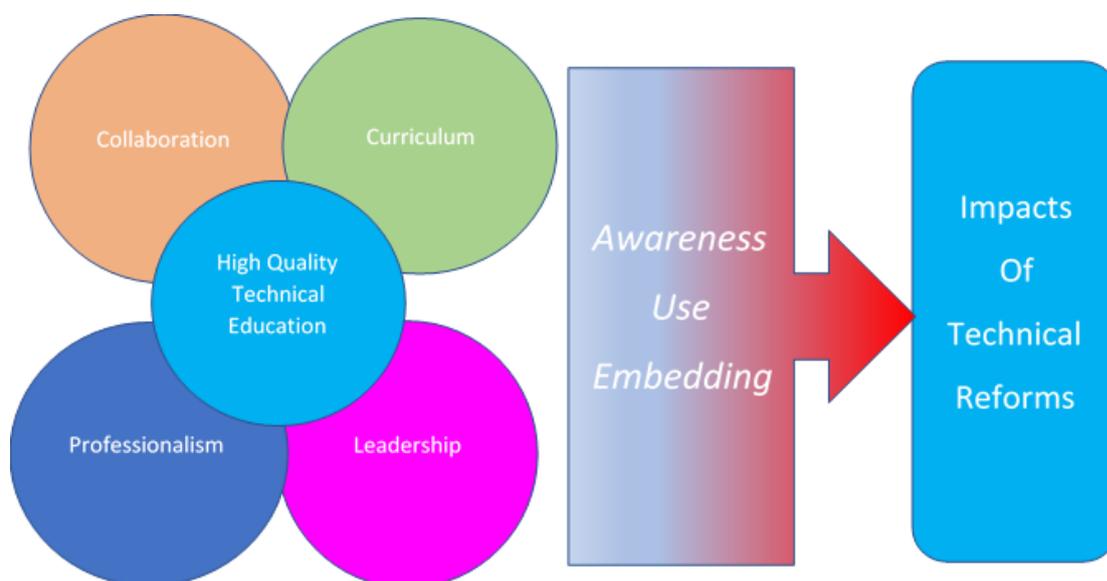
The framework is intended to have a professional development focus for practitioners and employers however the learner context is also highlighted where appropriate and where the implications for learners are clear.

COMMENTARY ON THE FRAMEWORK THEMES

Collaboration

- **Collaboration for a purpose**. Within the Teach Too programme and wider activity this imperative has been in play at multiple levels from; contributing to meeting the skills needs of a locality to a small-scale relationship between a provider department and a local employer. It is clear that effective practice is informed by detailed constructed business cases that outline mutual expectations, benefits and risks.

  At the macro-level the significance of meeting local skills needs and priority sectors including funding drivers, especially the impact of the apprenticeship levy and Local Enterprise Partnerships investment priorities will all be important in collaborative arrangements. The emphasis given by the Gatsby projects preparing for the technical routes is likely to be particularly important here as is the emergence of new cost sharing models.

  Local Planning of Technical Education Supporting Delivery of New Technical Routes Gatsby Report

  Smaller scale partnerships may well focus on developing technical education through a social purpose imperative. This emerged from several of the recent Teach Too projects and included impacts on people further away from the workplace including those with mental health needs. Within this framework we aim to recognise the importance of volunteering for learners.

- **Collaboration with a diverse range of employers**. Collaboration has emerged in many different contexts (in terms of size and type of employer) some of which are route specific. For example, the digital and creative, construction and care sectors contains many small and micro employers who might have limited capacity to engage with the technical routes and provider collaborations. This requires the development of elements in the framework that reflect the need for a provider workforce to be agile and flexible to response quickly to bespoke employer needs.

  The Association of Colleges (AoC) and UCL/IoE are currently concluding a strategic project in London that builds on previous work on skills ecosystems. The authors highlight three conceptual models that have potential to frame collaborative working, including provider/employer relationships. The most relevant of these models for this framework is the 'High Progression and Skills Ecosystem (HPSE)' approach.

  UCL/IoE (2017) ELVET Programme Research Briefing 1. Skills and employment in East London: an ecosystem analysis Skills and Employment Report

- **Collaboration for progression**. Building on the ecosystem model, pathways are at the centre of the technical reforms and attention to the government's published careers guidance and the Gatsby Benchmarks for Good Careers Guidance will be essential when deploying the updated framework.

    T Levels are intended for 16-19-year old's but collaborative local partnerships need to take account of technical and vocational education for adults, retraining opportunities alongside progression pathways. The emergence of the locality-facing Teach Too projects and associated initiatives are explored in the leadership element of the framework (see 3.4). The curriculum implications for Institutes of Technology will also need to be explored. The consideration of the lower levels of such pipelines and the need for curricula that support entry onto progression pathways is another emerging priority.

Curriculum Co-delivery and Design

- **The need for a learner-centred approach.** The content of the strand 1, phase 4 co-curriculum development and delivery toolkit is designed for both employers and providers and helps to implicitly develop an increased understanding of key pedagogical practices with employers. This toolkit was not intended to explore the multiple identities of apprentices under the employer- designed standards. However, several of the Teach Too phase 3 projects and the pilot activity under phase 4, strand 1 did build on the role of employers in providing mentoring and coaching for learners to respond to the grading element of the reformed apprenticeships.

- **The need for a shared lexicon** that is accessible to employers, providers and learners. This need reflects the central importance of curriculum in defining the context for effective technical education where knowledge and skills are demonstrated in the work place. The area of assessment and qualifications appears to be an important priority here. The 'co-curriculum development and delivery toolkit', produced as part of Teach Too phase 4 provides an extensive narrative on the nature of learning and the role that assessment plays in this. The descriptions within this toolkit will be helpful in creating a shared understanding between employers and teachers/trainers.

- **Curriculum and progression.** The technical reforms are built around models that support progression to higher level skills. Curricula will need to recognise progression opportunities in the workplace. The opportunities are linked to higher apprenticeships but also from lower level skills to level three and beyond. The importance of digital and numeracy skills emerged from several of the Teach Too phase 3 projects. Such skills were seen as enabling the development of both personal and professional skills.

- **Specialist curricula.** The framework reflects the importance of subject specific aspects to enable progression. Such aspects can be defined in two ways: through local skills needs and priorities; and the direction set by the technical and apprenticeship reforms. The use of the local data sets designed and used during phase 4 of Teach Too are likely

to also be important. Recent Teach Too activity has identified issues of relevance of contemporary curricula in several sectors, for example where prefabrication has taken over from items being made on construction sites.

Professionalism and Expertise

- **Dual professionalism.** This is usually framed as teachers and trainers needing to develop pedagogical skills combined with an understanding of the contemporary workplace. The richness of the Teach Too activities especially in phases 3 and 4 suggest that 'dual professionalism' may be too narrow a label. Other attributes that the technical reforms may foster include skills for collaborative working, and an understanding of business development priorities.

- **Professional Standards.** The ETF's standards for Teachers and Trainers include many elements that are relevant to the updated framework. These elements include the need to maintain updated vocational knowledge, supporting progression, and collaboration. Teach Too phase 4 included a dual professionalism toolkit. In addressing employers as one audience the toolkit is designed to enhance their capacity to support learning in the workplace.

- **Mastery.** This concept emerged from several Teach Too projects through the use of examples such as 'masterclasses' and 'master technicians'. Such activities centred specifically on both the complexity of technical learning and also how it is applied in work place settings. The coupling of aspiration to excellence is also key to the mastery concept. Several of the Teach Too phase three participants were also advocating skills competitions as methods of developing an up-to-date understanding of excellence in the workplace.

  The notions of licence to practice and professional standards in many of the occupations relevant to the technical routes are important in positioning mastery within the framework. Mastery may be particularly relevant where professional formation is incorporated in apprenticeship standards.

- **Advanced Teacher Status.** The ETF is positioning this as 'the badge of professionalism and mastery' in further education and training. Selected professional standards are explored in depth to attain the status, which increases the potential for a deeper understanding of those relevant to technical teaching.

Leadership

- **Ownership at senior levels of organisations.** This applies to leaders in all partners. The strand 1, phase 4 resources included a business development toolkit. The toolkit had potential to support employer-provider discussions and the enhanced buy in necessary to make a difference at a strategic level. This aspect also proved important in securing sustainability of Teach Too activity beyond the life time of individual projects especially when informing whole organisational strategy.

A clear understanding of how leadership-focussed narratives on the importance of teaching and learning is yet to emerge in relation to how these can be contextualised for specific technical routes.

- **Sense-Making and Mediating.** Several of the Teach Too phase 3 projects developed employer capacity to understand the apprenticeship reforms in particular and therefore engage with this national priority. A need has emerged though for sense-making to take place at the level of groups leading strategic planning for skills supply and demand in localities. This includes increased clarity on medium and long-term objectives and priorities for multiagency collaboration.

  As highlighted in the elements of the framework relating to collaboration, leadership of providers in the context of technical routes will be grounded in collaborative, multiagency approaches rather than competitive contexts. The projects participating in phases 3 and 4 of Teach Too are beginning to include an emphasis on the local context. The local leadership of vocational pedagogy will become an increasingly important consideration.

  The Teach Too phase 4 mapping toolkit highlights the inspectorate's expectations that provision will align to regional and national priorities.

- **Workforce retention and recruitment.** Significant capacity issues over the next two-three years in the supply of teachers for specific technical routes have emerged. Leadership implications include the need to address salary mismatches between teachers and those working in industry and also between higher and further education organisations. The significance of Brexit is likely to emerge as an important leadership issue when considering workforce recruitment and retention. Two of the phase four Teach Too projects are incorporating a European dimension. The Education and Training Foundation is committed to supporting sector development, ensuring that FE and Skills sector providers are best placed to recruit technical experts to the teaching workforce, building capacity to implement technical education reforms to include apprenticeships and T Levels.

APPLICATION OF THE FRAMEWORK: SOME EXAMPLES

Theme	Principles	Maturation →			
		Awareness	Use	Embedding	Impacts
Collaboration	For a purpose	Potential benefits and risks Leadership buy in across the collaborative partnerships Staff capacity and expertise: Technical expertise versus business development	Business cases that work for providers, employers and participants. Linked to specific technical routes For community and social purposes	Multi player partnerships where employers and providers are equal players focussing on technical skills pathways. Wider benefits including for social engagement are evident	For learners, providers, employers, local economies. Aligning with local skills plans and delivery agreements Funding benefits, including the impact of the apprenticeship level and LEP investment priorities. Skills development for those furthest from the workplace
	Exploring diversity of employer types and contexts in technical pathways	Different needs of micro employers and small and medium enterprises compared to national and international concerns.	Continuity in provider staff that appreciate needs and challenges of industry	Role of 'ecosystems' in technical pathways. Role of National Colleges, and Institutes of Technology	A provider workforce that is agile and flexible in responding quickly to employers' needs.
	Experience of the workplace	Gatsby work placements - Embedding the Good Career Guidance benchmarks in schools and colleges Gatsby Report ETF Effective practice in employer engagement for 16/17year olds studying below Level 2	Experience of the workplace for career progression	Opportunities for student and teacher industry placements as 'career investigations'. Enabling exploration of industry sectors and career progression route pathways. Placing technical teaching and learning in context of the whole organisation.	Building capacity in technical sectors benefiting individuals, businesses and the communities, working to develop the
	Careers Advice. Gov. Careers Strategy and Gatsby Benchmarks	Relevance to adults in the workplace as well as flow of young people.	Personalised approaches working to develop the technical knowledge and experience, transferable professional and personal qualities of individuals. Addressing social mobility, equality, diversity and inclusion.	Informed by labour market information	More resilient, versatile and agile technical workforce

Theme	Principles	Maturation →			
		Awareness	**Use**	**Embedding**	**Impacts**
Curriculum Co-delivery and Design	Learner centred approach	Employer awareness of coaching and mentoring approaches	Personalised approach and differentiation	For example, developing a shared understanding of the differences between distinction and merit levels in apprenticeship standards Appreciation of the characteristics of technical routes that go beyond the needs of an individual organisation	Improved learner performance in the workplace. Enhanced employee motivation and retention
	Shared lexicon	Increased appreciation by employers of educational language especially that related to assessment and qualifications. Increased awareness of commonly used business language for providers to support two- way street working.	Increased use of technical terms and concepts by teachers and assessors and employers. Application of the Teach Too glossary of terms Teach Too Glossary	Common language and understanding underpinning co-design and delivery	Reduction in barriers created by language and terminology in the employer/provider shared space. Recognition of different types of knowledge: formal and informal, technical and educational
	Curricula supporting progression	Understanding of the significant of the transition offer in the technical education reforms Teach Too Map to Government's career Strategy	Emerging importance of development of digital skills for social purposes and supporting learning in the workplace.	Developing the role of professional bodies play in curriculum developing including the impact of higher and degree apprenticeships	Curricula and qualifications linked to professional development and career progression Enhanced links to local productivity and social mobility.
	Specialist Technical Curricula	Understanding of local skills needs and priorities	Access to specific industry resources and facilities. Engaging with local specialist networks to provide opportunities for collaborative partnership working.	For example, the emergence of digital strategies in localities to support both 'digital literacy' and high-level specialist digital skills. The development of 'signature pedagogies' for specific technical subjects	Curricula and qualifications that are designed to meet the needs of the technical professions and individual workplaces.

Theme	Principles	Maturation →			
		Awareness	**Use**	**Embedding**	**Impacts**
Professionalism and Expertise	Experience of industry	Knowledge of professional behaviours for specific technical contexts. E.g. health and safety, safeguarding. Insight into contemporary technical knowledge	Contextualised for local settings.	Understanding of the needs of technical sectors that go beyond those of individual organisations. Developing the clear line of sight to work so that, for example, health and safety and safeguarding can be understood in the context of the nuclear sector etc:- Developing employability skills relevant to specific sectors and workplaces.	
	Contemporary knowledge of technical route specific sectors and their contexts	Understanding of Teach Too Case Studies, conditions for success and lessons learnt	Teaching staff placements in industry that give insights into technical skills and also route specific cultures	Enriched curriculum design, delivery and assessment	Clear insights into the multiple dimensions of the work place. Enhanced productivity.
	Mastery	Coaching and mentoring in the workplace	Masterclasses Skills competitions Skills exchange networks Implications of developing maths expertise to support many technical routes	Chartered status and licence to practice professional organisations related to technical routes Development of standards for employers teaching in the workplace	Alignment of pedagogical and technical expertise
	Advanced pedagogical practice		Using employers for student induction	Teachers attracted to FE from industry. Grading possible through the delivery of apprenticeship standards	

13/18

Theme	Principles	Maturation →			
		Awareness	Use	Embedding	Impacts
Leadership	Whole organisational approach to technical teaching and workplace learning	Understanding of teaching and learning in technical contexts	Equipment demonstration and training by employers	Sponsored college facilities to industry standards Employers co-located with providers Centres for vocational excellence Integrated approach to work placement arrangements	Enhanced reputation of both industry and providers.
	Strategic positioning and sense making	Understanding skills priorities and labour market information	Anchor institutions in providing support for multiple technical routes Implications of use of AEB budget and local technical skills pathways	Contribution to multiagency activity Mutual development of clear area-based technical progression pathways	Effective multiagency approaches to meeting skills shortages Local skills context well-articulated to teaching practitioners.
	Significance of Brexit	How technical specialism's are positioned in locality	Workforce implications for certain technical routes		
	Workforce recruitment and retention	Implications of data linking to potential shortfall in some technical routes	Use of bursaries and other incentives Importance of maximising consistency of staffing as technical expertise develops	Teacher recruitment initiatives to source teachers and trainers from industry through funded provider and employer engagement with national initiatives such as Teach Too, Taking Teaching Further, SET for Success and the Further Forces Programme and local level collaborative arrangements.	

SOURCES TO SUPPORT THE IMPLEMENTATION OF THE FRAMEWORK

Education and Training Foundation

Teach Too Case Studies
https://tvet.excellencegateway.org.uk/vocabulary/EGresourcetype/Effective%20practice%20example and
https://tvet.excellencegateway.org.uk/vocabulary/EGresourcetype/Teach%20Too%20case%20studies

Prevocational Case Studies
https://tvet.excellencegateway.org.uk/vocabulary/EGresourcetype/Report

Effective practice in employer engagement for 16/17 year olds studying below Level 2
http://www.et-foundation.co.uk/wp-content/uploads/2018/06/Research-findings-report-final-a_w-V7.pdf

Taking Teaching Further

http://www.et-foundation.co.uk/supporting/support-teacher-recruitment/taking-teaching-further/

Technical Teaching Fellowships

http://www.et-foundation.co.uk/news/etf-royal-commission-exhibition-1851-launch-technical-teaching-fellowship-ttf-programme/

Training Needs Analysis

http://www.et-foundation.co.uk/research/training-needs-analysis/

Further Forces

http://www.et-foundation.co.uk/news/free-webinar-series-launched-share-information-forces-programme/

SET for Teaching Success

http://www.et-foundation.co.uk/news/set-teaching-success-newly-qualified-teachers-boost-sector-teaching-capacity-science-engineering-technology/

Association of Colleges Teach Too Resources

Collaboration readiness toolkit
https://www.aoc.co.uk/sites/default/files/Collaboration%20readiness%20checklist.pdf

Business case planning toolkit
https://www.aoc.co.uk/sites/default/files/Business%20case%20planning%20tool%20.pdf

Co-Curriculum Development toolkit

https://www.aoc.co.uk/sites/default/files/Co-curriculum%20development%20and%20delivery%20toolkit.pdf

Dual Professional Toolkit
https://www.aoc.co.uk/sites/default/files/Dual%20Professional%20toolkit.pdf

Teach Too Glossary
https://www.aoc.co.uk/sites/default/files/Teach%20Too%20glossary.pdf

Teach Too mapping tool
https://www.aoc.co.uk/sites/default/files/Teach%20Too%20mapping%20tool.pdf

AoC OTLA Resources

https://www.aoc.co.uk/teaching-and-learning/outstanding-teaching-learning-and-assessment-project/about-the-programme

Gatsby Foundation

Embedding the Good Career Guidance benchmarks in schools and colleges
http://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice

Local Planning of Technical Education Supporting Delivery of New Technical Routes

http://www.gatsby.org.uk/education/programmes/delivering-technical-education

Others

Collab Group: Future Landscape for Technical and Professional Education
http://www.collabgroup.co.uk/posts/point-of-view-the-future-landscape-for-technical-and-professional-education

157 Group. Lucas et al (2013) Pedagogic leadership Creating cultures and practices for outstanding vocational learning

LSN Effective Teaching and Learning in Vocational Education
http://coopergibson.co.uk/110052RP_effective%20VET_final%20report.pdf

UCL/IoE (2017) ELVET Programme Research Briefing 1. Skills and employment in East London: an ecosystem analysis

EDUCATION & TRAINING
FOUNDATION

OUR PARTNERS

Department
for Education

aoc
ASSOCIATION
OF COLLEGES