

TEACH TOO ORGANISATIONAL DEVELOPMENT PROJECT

A case study on the Teach Too organisational development projects at Leeds City College





Project overview

Our project aimed to develop an Initial Teacher Education (ITE) initiative with industry partners and presented a multi-lateral and multi-site model of collaborative activity between The Department of Teacher Education and the School of Engineering and Automotive Technologies at Leeds City College; the Department of Construction at Keighley College; and industry representatives.

Project aims

The project aimed to:

- facilitate the involvement of employers and vocational curriculum areas in the co-design of vocational curricula in the School of Engineering and Automotive Technologies at Leeds City College and the Department of Construction at Keighley College
- support the development of existing curricula in line with current or prevailing trends in vocational pedagogy
- support occupational experts in the design and delivery of teaching, learning and assessment
- provide vocational teaching professionals with situated learning opportunities by providing them with remission to engage in industry updating
- develop our ability to offer challenging industry-specific programmes (including apprenticeships and T-levels).

Positive impact and expected outcomes

The project findings are encouraging, and the results have highlighted that all participants have benefited from the experience that the project has afforded. These results are detailed below:

- a close partnership has been successfully achieved between two Vocational Education and Training (VET) teams (the School of Engineering and Automotive Technologies at Leeds City College and the Department of Construction at Keighley College) and four employers (Phoenix Contact, DePuy Synthes, Metalcraft, and MCJ Fabrications);
- employer representatives acted as equal partners with the VET teams and ITE representative in all project activities and phases;
- project implementation has enhanced the position of dual professionalism and modelled a way of embedding Teach Too principles within two key vocational areas within the Leeds City College Group;

- the project has increased tutor and employer engagement in dual professional activity within the School of Engineering and Automotive Technologies at Leeds City College and the Department of Construction at Keighley College;
- improved links between VET teams and employers have enabled both tutors and learners to access workplace sites previously unavailable to them;
- the project has provided valuable information on the efficacy of a range of Teach Too interventions which can be expanded upon across VET teams in future delivery;
- analysis of the quantitative data obtained in this project shows that learners have benefitted from the Teach Too activity that has been carried out and would like this to be a permanent feature of their curricula;
- masterclasses have contributed to our vocational tutors' and learners' insight into contemporary technical knowledge and "route specific cultures" and have also contributed to our learners' knowledge of professional behaviours for specific technical contexts;
- VET teams and learners have been introduced to new technology used in industry and have been given access to industry-standard facilities and resources that reflect the ways in which technology is transforming the workplace;
- employer involvement has promoted human capital outcomes for vocational learners within the School of Engineering and Automotive Technologies at Leeds City College and the Department of Construction at Keighley College;
- the project has supported the strategic aims of the organisation and its findings will contribute to the organisational Quality Improvement Plan.

Future activity

As a result of project findings, the following Teach Too activity is scheduled to take place across Leeds City College (LCC):

- disseminate project findings (and promote project achievements) across the LCC Group including the benefits derived from the project and best practices observed;
- develop a standardised set of criteria for the incorporation of Teach Too activity across VET teams and sites and build collaboration between these teams;
- enhance communication and strategic Teach Too activity between VET teams and employers through the Employer Board;
- VET teams, in cooperation with the Employer Board, to take active measures to incorporate Teach Too activity into the curriculum, including curriculum co-design;
- ITE to increase awareness and understanding of Teach Too principles across all VET teams and involve VET teams in further Teach Too projects facilitated by the ITE team;
- establish a widely shared understanding of the Teach Too principles; practices vary widely and the extent to which these are embedded within vocational areas is variable;
- investigate if existing employer links can evolve and result in employers having an even greater influence on curriculum design, supported by VET teams;
- enhance the take-up of Teach Too principles across VET teams through the broader involvement of all stakeholders, including members of the Employer Board;
- establish measurable departmental strategic objectives for Teach Too activity and measure their accomplishment;
- further integrate Teach Too principles into the appraisal process and use this process to monitor and support dual professional activity;
- continue to emphasise and amplify training and professional development for VET and industry staff - a recommendation that builds on the existing commitment of the LCC Group to Teach Too and dual professional activity;

- highlight the long-term vision and objectives of the LCC Group to Teach Too by building future dual professional activity into the Quality Improvement Plan.

Recommendations for developing collaborative arrangements

Project findings provide the following recommendations for developing collaborative arrangements within the Leeds City College Group:

- develop appropriate targeted measures to increase employer involvement in Teach Too activity within the LCC Group;
- use the Teach Too 'Business Case Planning Toolkit' to inform business planning for VET Heads of Department and Curriculum Directors and support employers and providers to develop business propositions for collaboration;
- establish a dual professional network, governed by a collaborative agreement between the LCC Group and local employers;
- VET teams, in cooperation with the Employer Board, to take active measures to incorporate Teach Too activity into the curriculum and increase capacity to support T Level industry placements;
- use the Teach Too 'Collaboration Readiness Checklist' with employers to develop mutual goals and areas for development and support the initial conversations between employers and education and training providers;
- determine employer motivations for joint working with education and training providers and the challenges associated with this - the role of the employer in promoting human capital outcomes for learners should be firmly acknowledged in the development of local collaborative arrangements and future Teach Too activity.