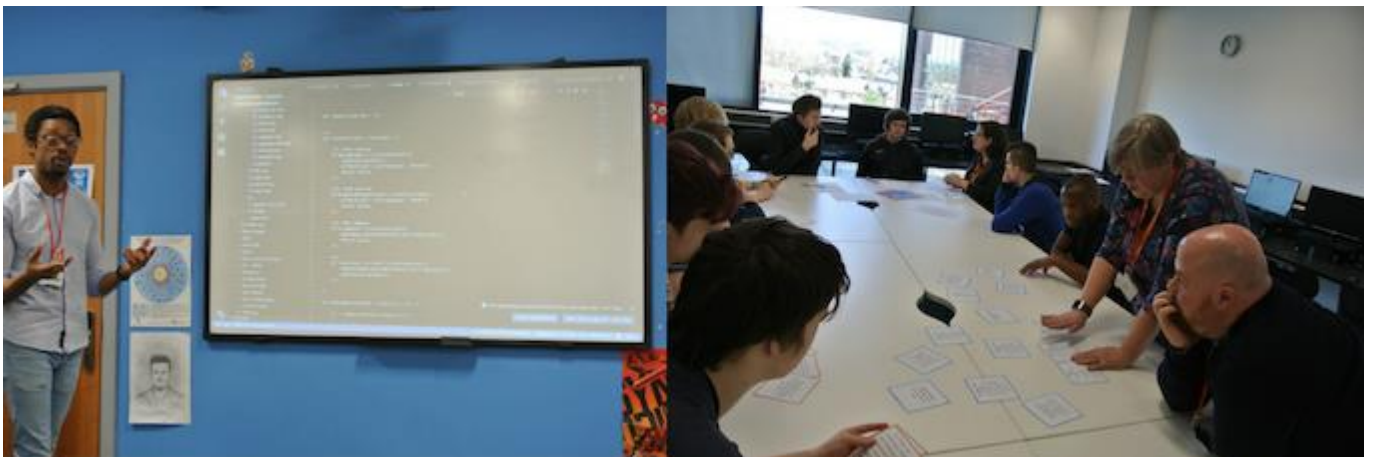


# TEACH TOO LOCAL PROJECT

A case study on the Teach Too local project in Greater Manchester led by Manchester Digital





## Project overview

This Teach Too project 'Digital Futures' is a collaborative project with the digital sector and FE in Greater Manchester through codesign and delivery, providing enhancement and enrichment of technical learning computing focusing on Level 3 Computing BTEC and A Level Computer Science courses that embeds a clear line of sight into work and meaningful encounters with employers. The project can be summarised as:

- Adding value and more industry relevance technical computing education
- Upskilling educators
- Creating more awareness and insight into careers in the sector

## Project aims

Our project aim was to connect education and industry to design and deliver technical effective and relevant learning in computing for a clear line of sight to work in the digital and technology sector.

The project's model was to support both learners and educators. It was based around three key elements:

- Contextualisation - to embed learning and insights, bringing industry experts into the classroom to upskill and enthuse both learners and educators.
- Development and delivery of activities that require a blend of / impress the importance of technical and core employability skills as well as emulating a tech learning environment
- Embedding a clear line of sight to work in the curriculum and support provision.

## Positive impact and expected outcomes

- Relevance and quality – through this Teach Too project industry has been able to add value to the digital technical curriculum.
- Supporting educators for sustainability – through this Teach too Project educators have been upskilled and re-enthused through connecting with and collaborating with industry experts.
- Enhancing learner experience/progression - through this Teach Too project learners have been enriched and exposed to opportunities that better prepare them for industry. The partnership formed through this project will further develop and embed student skills on their way to meaningful employment.
- Increased employer engagement – through this Teach Too project and use of the principles, it has enabled employer engagement for the college to be advanced in a way it may not have otherwise been possible.
- Increase teacher effectiveness & Gatsby Benchmark progress– through this Team Too project teachers have gained a detailed understanding of local digital and technology sector, skills needed, expectations and requirements, technology uses, growth areas and career opportunities. This includes the realisation of essential core professional behaviors and attitudes that are sought after by employers in the sector.
- Local strategic advisory – through this Teach Too project *employers are now playing a key role and supports the work that the Greater Manchester Combined Authority (GMCA) is doing with Greater Manchester Colleges to prepare for T Levels. This approach is whole heartedly supported by GMCA and seen as a model of best practice.*
- Organizational improvements – through this Teach Too project the college has been able to integrate learning and changes to its curriculum development plans and operational processes, including

## Future activity

- Based on this Teach Too project model learning, act in an advisory capacity for the region's FE sector as they prepare for Digital T Levels.

- Developing a standard by which to FE can gauge their curriculum and enrichment opportunities the region
- Industry sponsorship of the college's Level 3 Computing provision longer-term to embed early talent spotting for industry, including provision of industry experience opportunities for learners and teachers.
- Review other curriculum topics within the computing course with the college.
- Industry to act as an advisor to the college to implement and embed departmental organisational change.

### **Recommendations for developing local collaborative arrangements**

- Ensure a committed single point of contact (SPOC) in each partner organisation who can act as the driver, facilitator and champion for the project – this is essential for successful progress and delivery.
- You need to do more pre-planning than you think on the what, how and success measures.
- Don't underestimate the importance of getting college ready for industry and getting industry ready for the world of college, curriculum and learners.
- Be flexible and agile project management can be the key to maintaining positive engagement and effecting change.
- Agree timely communication and responses to requests – time is a premium for everyone and the hours for educators and industry of often different.
- Be realistic although aspirational about achievements within the project timeframe. It goes quicker than you think.
- Be careful of 'scope creep' – especially when all parties are enthusiastic, passionate and what to work collaboratively to make a positive change.

## Quotes from students and teachers

Dan, Computing Teacher, Tameside College

*“My department has greatly benefited from the Teach Too project, with students having a wider exposure to industry professionals, something which has traditionally been difficult to source and arrange.*

*The staff in the department have also up-skilled as a result of the project...[being able to] observe industry practice, as well as receiving specialised training from professionals. This has directly impacted our teacher effectiveness and planning moving forward.”*

Adam, Computing Teacher (NQT), Tameside College

*“My students have been able to experience first-hand what it takes to be successful in the computing industry. They have had early exposure to different roles they could pursue and had the opportunity to ask questions to the developers coming into the classroom. This has had a positive effect on shaping their choice of course for university.”*

Safdar, Computing Teacher, Tameside College

*“Syeda and Mahadi were a particular surprise in terms of them participating. It was great to see them talking and getting involved. So animated, I can't believe what I saw today. You're doing great things here with our students, it's just fantastic.”*

Employer, N Brown

*“Luke really stood out for us today, we saw a lot of potential and talent there. He has demonstrated possible qualities for a UI/Design role, or even a QA or tester, in particular. We are very interested in getting him in for some work experience.”*

Computing student, Tameside College

*“Much easier to learn what each key word definition means when it is being demonstrated live in the classroom”*

Computing student, Tameside College

*“Useful information about company software development not normally given in classes. For example, different types of programming - procedural and OOP that are used.”*

Computing student, Tameside College

*“The session was interesting and finding out information about*

*software development jobs has helped me choosing the right university course as they are in the same industry that I want to go into. It was really helpful in terms of considering new ideas and news ways to tackle my project and how I can make it better.”*