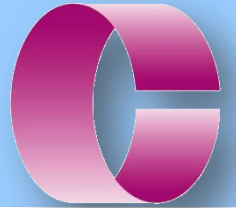


From compliance to coherence: FE as a trusted self-improving system

A Provocation

Paul Crisp

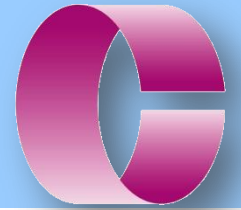


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Re-imagining the Future of Further Education

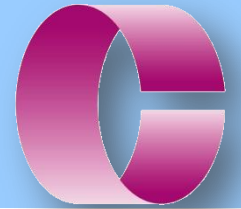


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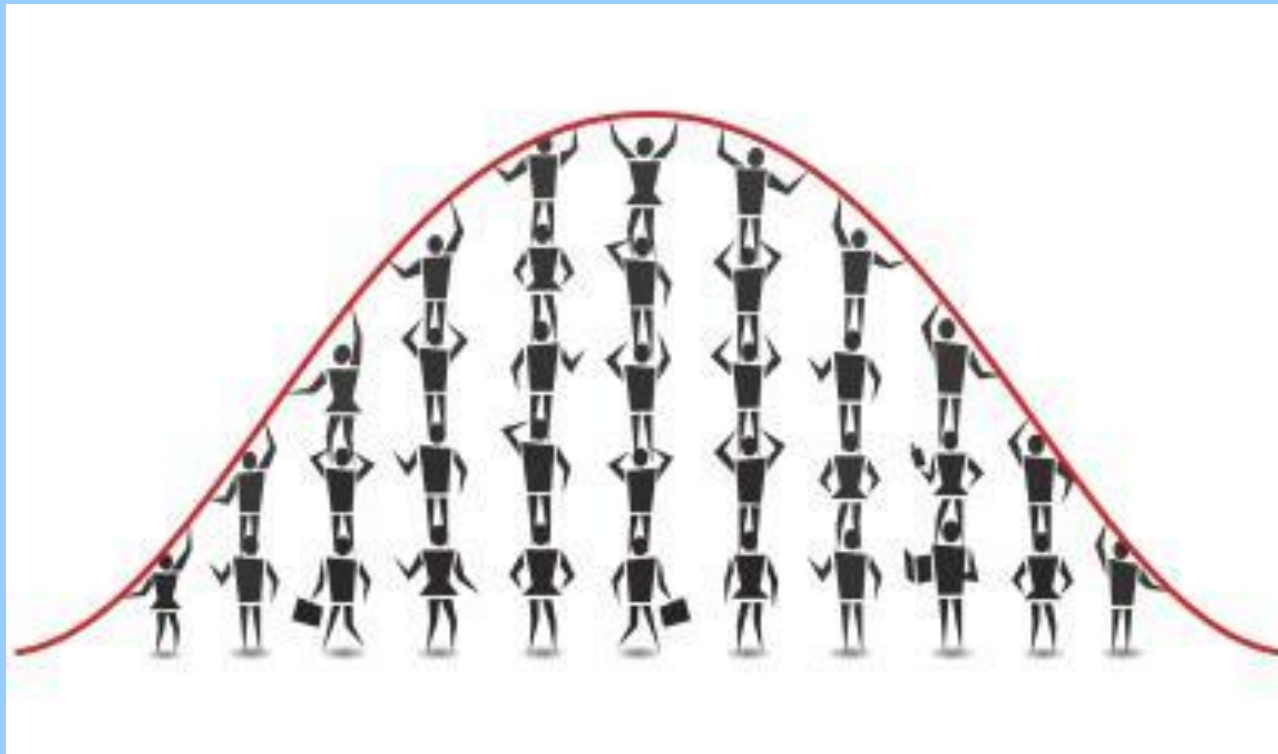


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Warning – sweeping generalisations ahead!

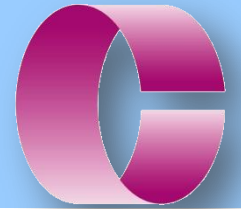


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A Proposition – a self-improving systems has



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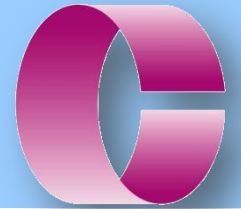
- **Openness - assertive with a commitment to continuous improvement** including learning from failure
- **Leaders as Leaders of Learning –** modelling professional learning, generating and using evidence and mobilising deep content-focussed teaching and learning skills
- **Actors not victims –** building a robust culture and structures for a collaborative but challenging self-improving sector



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Characteristics of a self-improving system

- Practitioners and providers :
 - are responsible for their own improvement.
 - learn from each other and from research so that effective practice spreads.
- The best providers and leaders extend their reach across other providers so that all improve.
- Government support and intervention is minimised



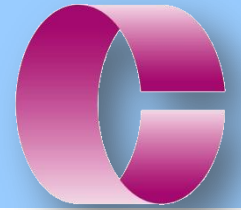
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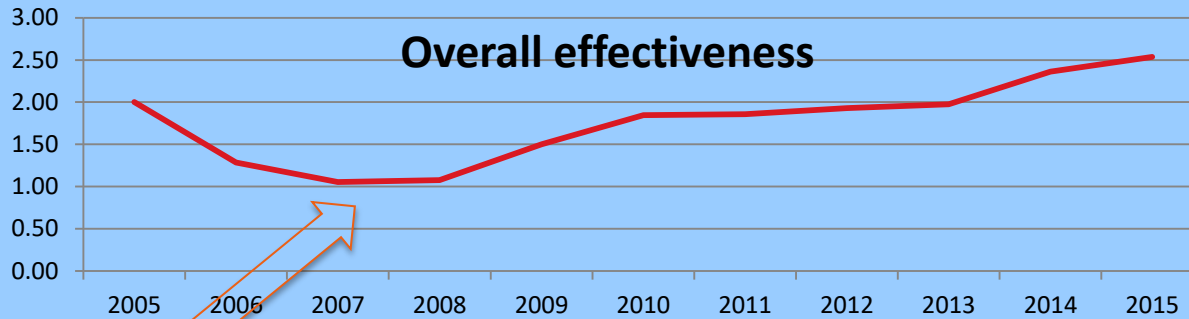
After Toby Greany – UCL/IOE and ASCL

Is the system getting better?



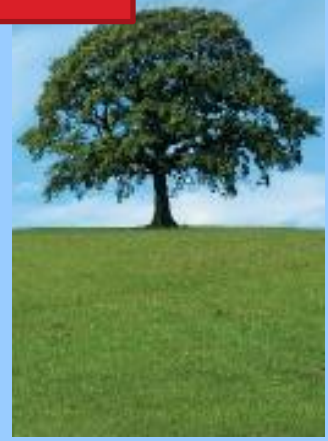
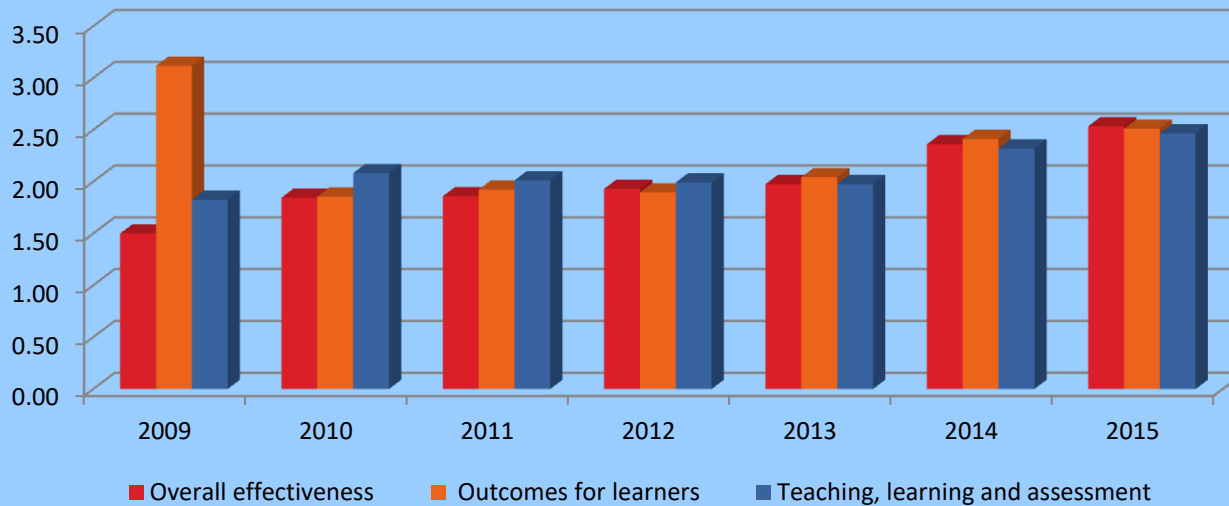
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Ofsted average grades all sub-sectors

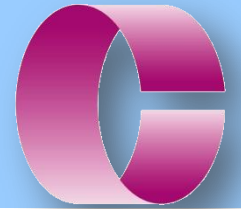


Peak Ofsted in 2007/8

NB – lower the better



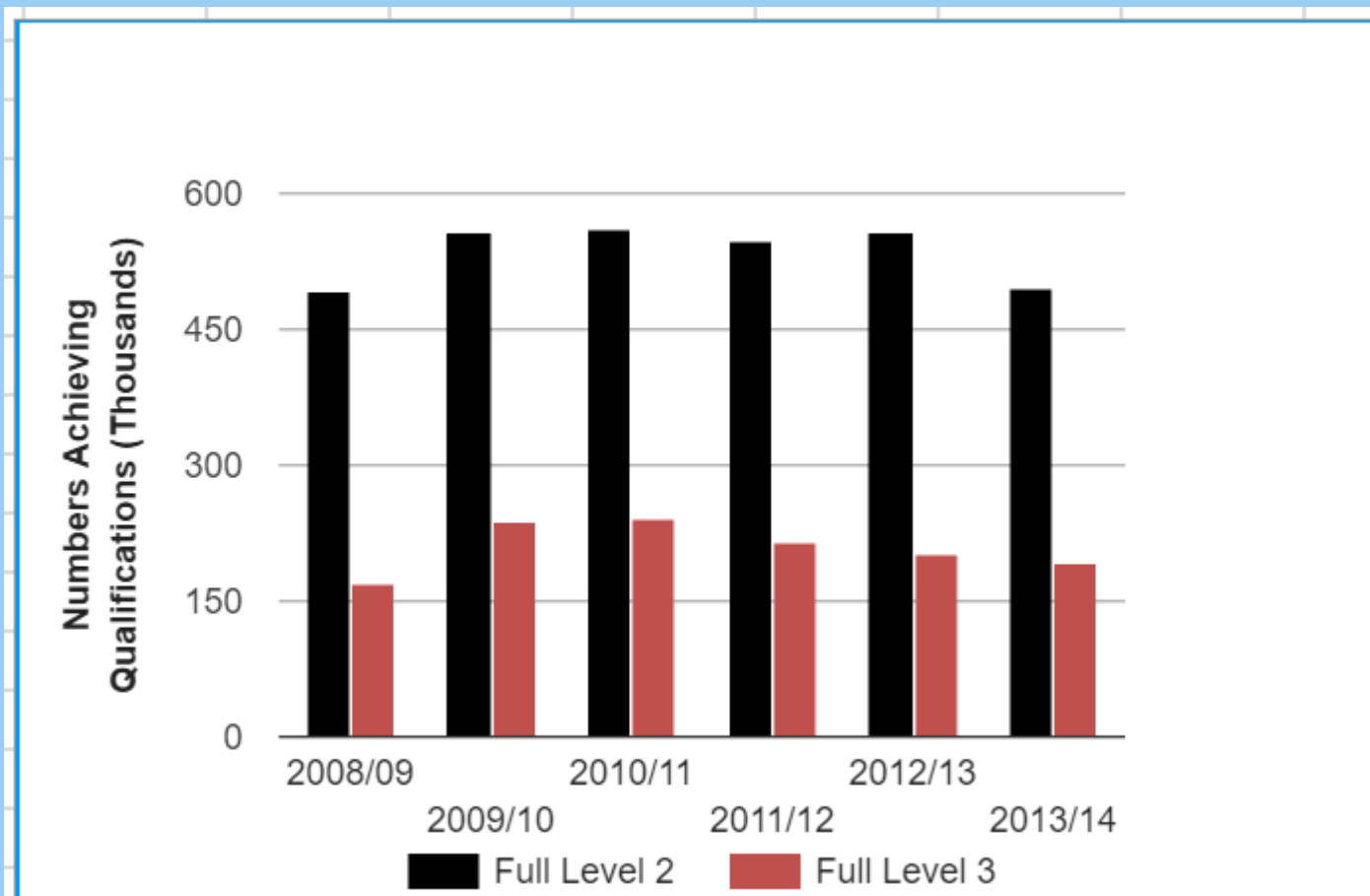
How about qualification levels?



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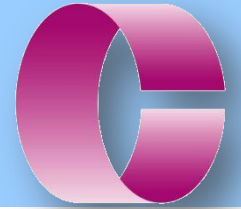
Figure 11: Achievements of Adult Qualifications 2005/6 to 2013/14

Source LSE CASE <http://www.casedata.org.uk/coalition-further-education-higher-education>



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System evaluation: process v 'expert'



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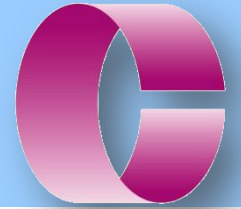
2.1 Quality improvement

The college has a documented quality system. The college operates across Manchester and through outreach: offender learning, work-based learning, and professional training contracts and partnerships in a variety of other locations across the UK. It is essential therefore to have documented policies and procedures, produced with the involvement of staff, to ensure common standards and practice. The Quality Team is responsible for working with staff to produce procedures in common format. It is essential that, in addition to strong and diverse quality procedures, sufficient time and attention is devoted to the development and continual evaluation of a wide range of strategies. As a college which has a strong understanding in every respect, the procedures are critical to the success of the college and helping to target areas for improvement. The work should take into account the following factors including the



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It's a jungle out there

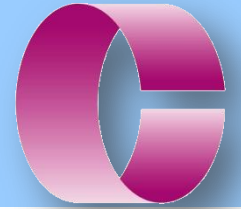


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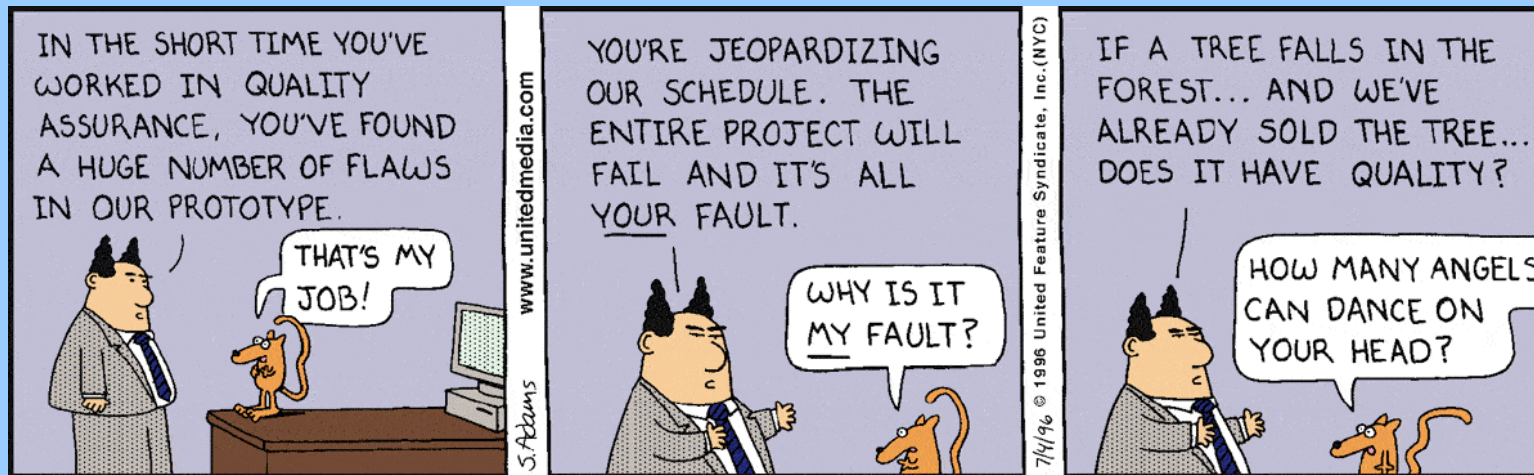


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Turtles all the way down



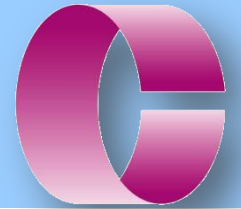
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Improvement means you know it needs fixing

A self improving system recognises that there is something to improve and takes the opportunity to understand it in depth



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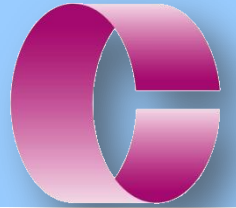


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The Leadership of learning

a self improving system would have leaders knowledgeable about the four pillars of quality in their organisation and engaging with and modelling professional learning as a driver for quality improvement at every level

- Teaching
- Learning
- Curriculum
- Assessment

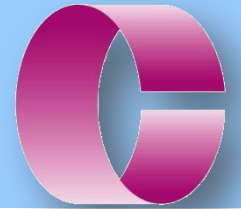


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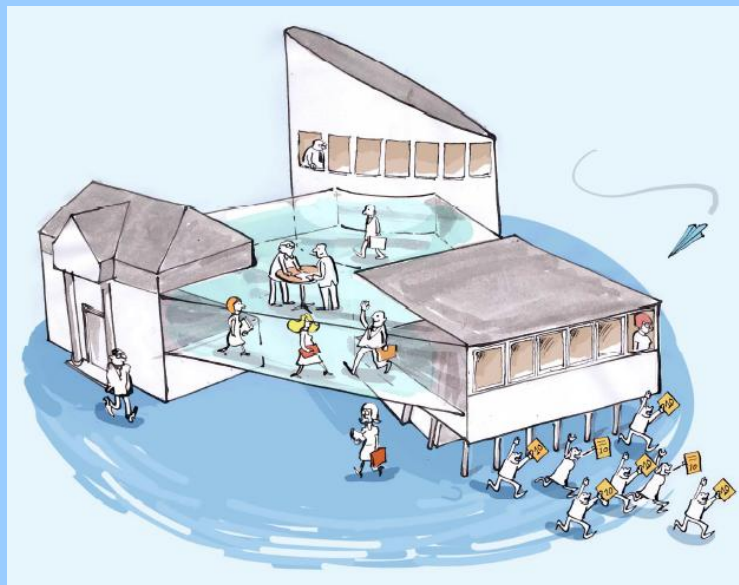
Structures and cultures for sector self-improvement



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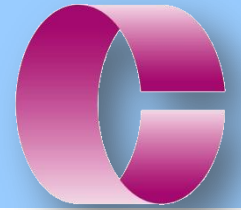
A self improving system is:

- Evidence informed
- Systematic, sustained, timely
- Multi-disciplined 'mixed economy strategic and collaborative

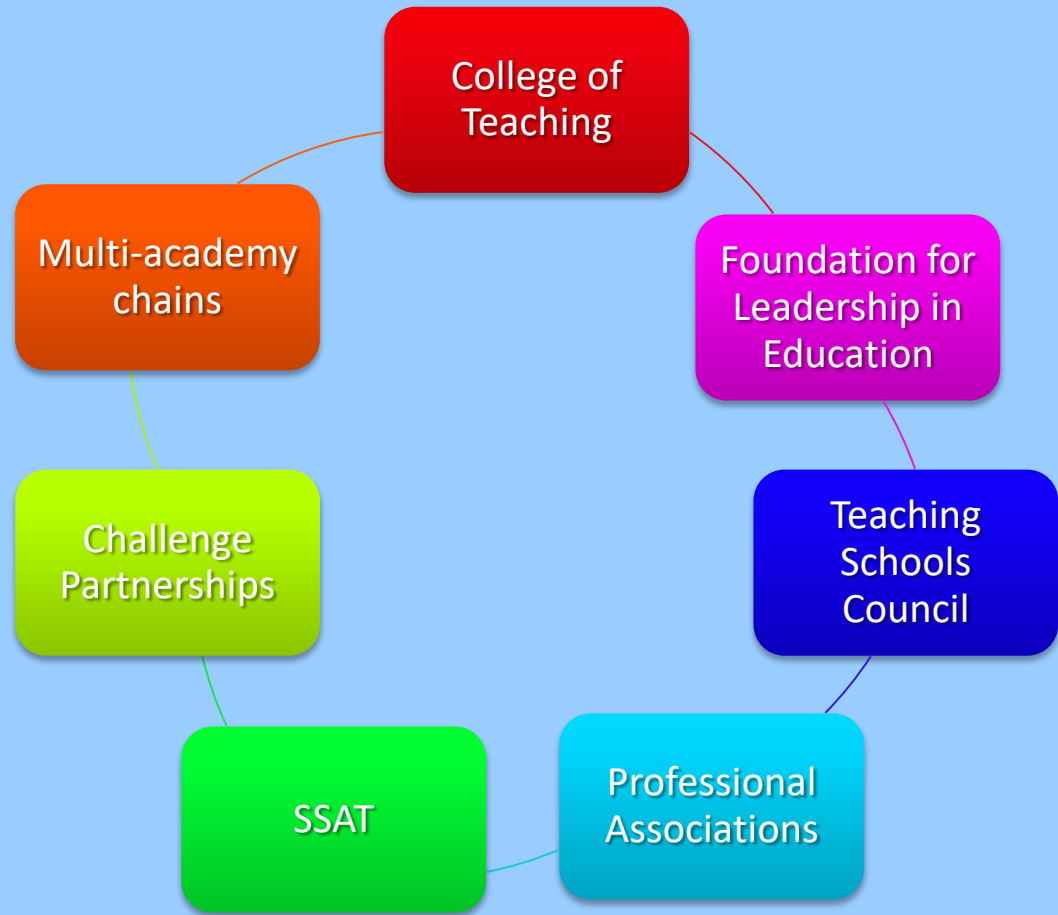


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What have they got we haven't?

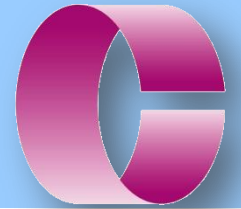
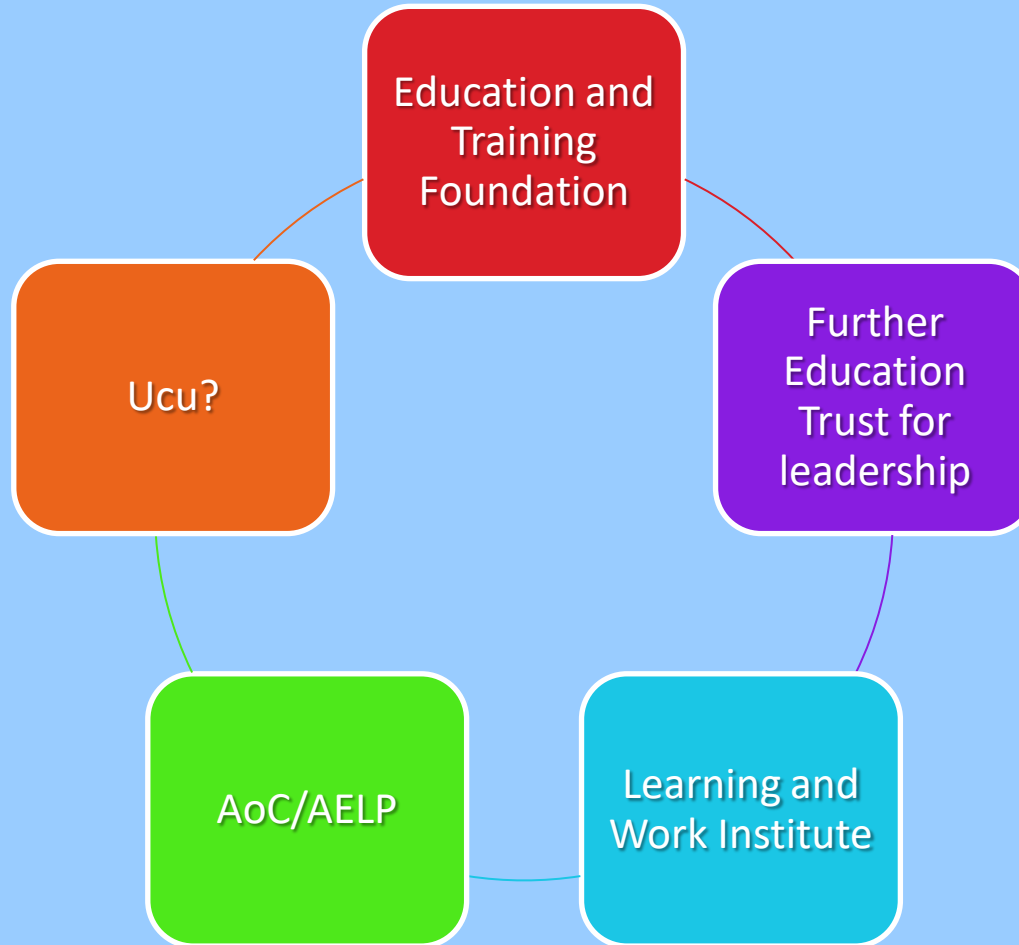


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..and FE has



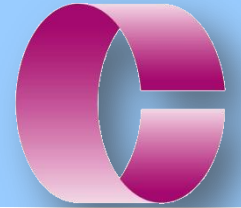
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What needs to be done?

- Replace ‘marketing glossiness’ with public engagement communicating strengths and shortcomings; and demonstrate commitment to understanding/ implementing what works.
- Senior leaders:
 - Support/enable innovation and make safe spaces for experiment and risk taking
 - engage with/commit to enhancing vocational teaching and learning – recognising dual professionalism of tutors in integrated continuous professional development and learning (CPDL) opportunities.
- Collaboration with, and learning from, other providers are essential for establishing a culture of continuous improvement

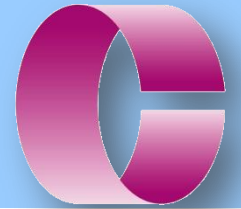


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What needs to be done – the long version



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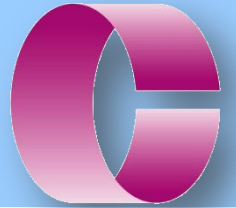
- Sector providers should be helmed by ‘leaders of learning’ (regardless of their individual professional backgrounds) focused principally and relentlessly on improving the quality of teaching, learning and assessment in its vocational context.
- The sector and individual providers within it, should focus on becoming learning organisations; transparent about shortcomings and the steps being taken to improve quality
- Sector organisations should sponsor regional and local mutual improvement collaborations, creating and applying evidence about effective teaching, learning and leadership to their own practices. These should connect to teaching school alliances, to build a solid ecosystem of school and college improvement, improve the visibility of vocational and technical pathways in schools and help to inform students’ choices for post-16 study.



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And finally..

- Very tough right now – money and organisation the dominant themes
- What goes around comes around
- A confident, assertive sector initiates and takes ownership of it's own self-improvement
- Through standards, national and local structures and culture – not procedures
- It doesn't wait to be done to



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Contacts

Paul Crisp

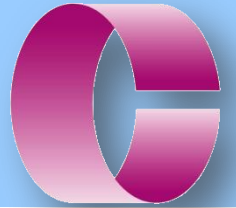
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