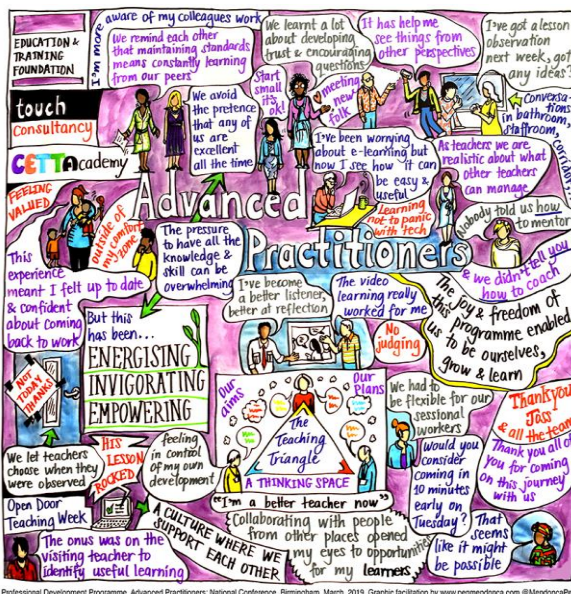


CASE STUDY: EVALUATING THE AP ROLE IN UNDERTAKING NON- JUDGEMENTAL LESSON OBSERVATIONS

SHIPLEY COLLEGE WORKING IN PARTNERSHIP WITH
BARNSELY COLLEGE AND MYERSCOUGH COLLEGE

'THE INTENTION IS TO CHANGE THE APPROACH TO PROFESSIONAL DEVELOPMENT AND CULTURE AROUND TEACHING AND LEARNING DEVELOPMENT SO THAT ALL STAFF ARE SUPPORTED TO CONTINUOUSLY REFLECT, TRIAL AND DEVELOP THEIR PRACTICE, INNOVATE AND OPENLY EVALUATE THEIR OWN AND OTHERS'

April 2019



Graphic facilitation by www.penmendonca.com @MendoncaPen at Advanced Practitioner's National Conference - March 2019

OTLA 4 OUTSTANDING TEACHING LEARNING AND ASSESSMENT,
SUPPORTED AND DELIVERED BY
touchconsulting AND CETTAcademy

INTRODUCTION

This case study is from one of 15 collaborative projects, across a range of cross-sector partnerships, that were commissioned by the Education and Training Foundation to support Phase 4 of the Outstanding Teaching, Learning and Assessment (OTLA) programme.

This phase was delivered by touchconsulting and CETTAcademy to evaluate the role of Advanced Practitioners (AP), as defined by [Tyler et al \(2017\)](#)¹. The projects were intended to explore the [functions](#) and [values](#) of the AP role within the partnership's quality improvement priorities.

WHAT WAS THE PURPOSE OF THE PROJECT?

The main focus across the partnership was to evaluate the most impactful processes and support that APs provide. This involved exploring how APs can be better supported by identifying the key challenges they face and establishing solutions to make the role as effective as possible.

At Shipley College the purpose was to create a revised system which raised the profile of APs, provided high level support across the college and attracted new, quality team members. The revised role supported and developed teaching staff through a process of peer-to-peer coaching, developmental observations and professional discussions, digital badges, the use of Supported Experiments (SEs) interfaced with peer reviews and focuses on promoting the use of technology, supporting tutors in its use.

At Myerscough and Barnsley Colleges: the project provided opportunities to evaluate the AP role to further develop the culture of excellence in teaching, learning and assessment.

WHAT DID THE PROJECT DO?

At Barnsley College there was a need to evaluate the model that had been in place for 6 years following discussion raised about the effectiveness and value for money of the model. The project provided opportunities to compare, contrast and evaluate the models from the perspectives of other colleges. As part of this scrutiny a key focus was working with middle managers to see how APs were utilised and managed, and the relationships between APs, managers and the strategic development of teaching, learning and assessment (TLA) across the colleges.

Myerscough focused on the APs mentoring and coaching staff who carried out SEs in teaching and learning. They also focused on APs leading a culture of making TLA a focus at team meetings, rather than using such meetings just for business items.

"The project created a Thinking Environment, based on Thinking, Learning and Collaboration as a focus for reflective practice and CPD."

Project Lead, Shipley College

"The implementation of clear research informed AP functionality used in a college wide approach is important to give parity and equality in TLA support, development and opportunity to all teaching staff."

Director of Teaching and Learning, Barnsley College

"Often the pace and challenge of college life results in talking about T&L being low in priority."

Head of Teaching and Learning, Myerscough College

¹ Tyler, E., Marvell, R., Green, M., Martin, A., Williams, J. and Huxley, C. (2017) Institute for Employment Studies (2017). Understanding the role of Advanced Practitioners, (Education and Training Foundation)

WHAT DIFFERENCE DID THE PROJECT MAKE?

At Shipley College staff felt better equipped to take part in professional discussions through identifying their own training needs and/or continued professional development. Closer collaboration has resulted in the development of mentoring skills to support all staff and the growing. Lesson observations show that activity related to Thinking Environment is beginning to impact on learners, examples include: increased confidence in developing maths in vocational curriculum, enhanced motivation and engagement, and more frequent checks on learning. Further evidence of this impact will be collated and shared cross college following the finalisation of the end of year learner results.

It has been identified through learning walks that the use of the SE model at Myerscough gave staff more confidence in trying something different in their teaching that they think will benefit their learners. This freedom has empowered staff to take ownership of developments in TLA that meet the needs of their learners in their subjects. Staff have used video and voice recorders to give feedback to apprentices and included the apprentice in this process. This has saved time in writing feedback and ensures that the feedback is received and understood by the learner. Staff have made changes to teaching to prepare students to undertake synoptic assessments.

Midyear feedback from students at Barnsley College indicated that TLA is being discussed and recognised by students positively. Staff involved in these forums have noted that there is specific focus and understanding of learners about good quality TLA, which seems to relate to a higher profile of TLA across the college.

WHERE CAN I FIND MORE INFORMATION?

For further information please visit the Advanced Practitioner OTLA Projects Padlet page here: <https://en-gb.padlet.com/joss1/collabprojects>

Or contact:

Kim Wray, Head of Teaching and Learning Quality, Shipley College.:
kwray@shingley.ac.uk

Stefanie Wilkinson, Director of Teaching and Learning, Barnsley College: s.wilkinson@barnsley.ac.uk

Sue Keenan, Head of Teaching and Learning, Myerscough College
skeen@myerscough.ac.uk

“Observations of lessons have shown higher levels of learner progress.”

Vice Principal, Shipley College



APs collaborating with colleagues at the national AP training events.

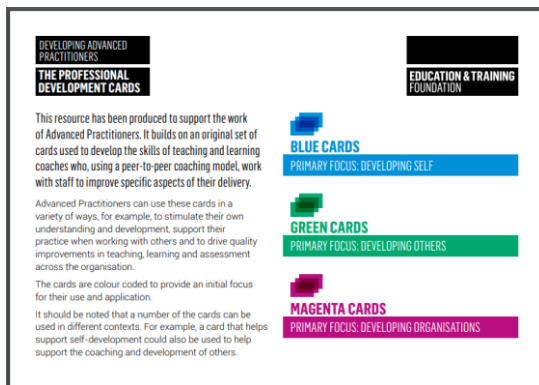
“Leaders have trusted APs to work with their Head of Area to deliver the appropriate TLA support for each area.”

Head of Teaching and Learning, Shipley College

RESOURCES SUPPORTING THE PROFESSIONAL DEVELOPMENT PROGRAMME FOR ADVANCED PRACTITIONERS (OTLA 4) – 2018/2019

CLICK ON THE IMAGE TO ACCESS THE RESOURCE

- Advanced Practitioner Toolkit – Professional Development Cards



- Advanced Practitioner Toolkit – Practical AP Guides



- Advanced Practitioner Monthly Communications



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