

# Further Education Teaching and Learning

27 September 2012

**We Are All In This Together**



# Background Information

## The Difficulty of the Dive

- Based in East Glasgow.
- 33% of local residents have no qualifications compared to 12% in Scotland.
- Only 16.2% of local residents have qualifications at S/NVQ 4 compared to 35% in Scotland.
- 35.6% of local residents economically inactive.

## Background Information

### The Difficulty of the Dive

- 40% of local school pupils get free school meals.
- 26% of local pupils gain one or more Highers compared to 33% in Glasgow and 44% in Scotland.
- 20% of local pupils gain 5 Standard Grades or more at credit compared to 23% on Glasgow and 35% in Scotland.

## Background Information

### The Difficulty of the Dive

- 80% of college learners live in the 20% most deprived Scottish Index of Multiple Deprivation (SIMD) datazones.
- 52% of college learners live in the 5% most deprived SIMD datazones.
- we work in and with the most deprived communities in Scotland.

## Background Information

### The Difficulty of the Dive

- Meanwhile the University of St Andrews enrolls 2.9% of learners from the 20% poorest SIMD datazones.

## John Wheatley College PI data

- 60% of full-time Further Education College Learners attained nationally recognised qualifications compared to 73% across Scotland.
- Learners at John Wheatley College have only 62% of the national norm tariff score for entry to Further Education Programmes.

## John Wheatley College PI data

- However in terms of attainment John Wheatley College ranks third in Glasgow though 30<sup>th</sup> out of 40 colleges in Scotland.
- Learners who complete full-time FE programmes have a 90% chance of being successful but are the least likely to compete both in Glasgow and Scotland.

# Everyone Hates Us But We Don't Care!

- Make a virtue from the reality of the environment in which we work.
- The College is central to the regeneration of the communities in which we work.
- Deliver programmes which meet the needs of the communities in which we work.
- Be ambitious and set challenging targets.
- But first ethos.
- Everyone is responsible for the success of learners.



## Everyone Hates Us But We Don't Care!

- Focus on team accountability rather than individual staff/specific subjects.
- All staff engage in exploring reasons for success/key strengths.
- Self Evaluation is key to identifying means of enhancing the learner experience NOT seeking scapegoats.
- Sharing good practice across teams.

## Everyone Hates Us But We Don't Care!

- Listening to learners share information on their issues/successes.
- Work with partners to provide specialist support.
- Provide staff with the tools to undertake effective professional dialogue.
- Continually review the appropriateness of the Curriculum.

## Everyone Hates Us But We Don't Care!

- External evaluation of learning and teaching by consultant (former HMI).
- Review all HMle College Review Reports and Aspect Task Reports.
- Participation in HMle aspect tasks.

# The External View

HMle Hair and Beauty Aspect Task session  
2011/12

HMle reported:

- Programme teams plan their programmes well and make good use of regular team meetings to plan and adjust programmes to meet learner needs.
- Core skills and vocational staff work well together to team teach....

## The External View

- Teaching staff are enthusiastic about their subject area and highly committed to doing the best they can for learners.
- Programme teams use meetings proactively to discuss and resolve issues and coordinate actions which lead to improvements.

## The External View

- Teams analyse PI data to identify areas of programmes which indicate poor retention and attainment rates and use this well to inform improvements.
- Class representatives work well with staff to influence decisions and approaches to enhance and improve programmes and college services.

# Magic Ballet

**“To speak a true word is to transform the world”**

P. Freire