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Welcome to the Spring 2015 newsletter

We develop teachers who are:

- Ambitious;
- Student focussed;
- Professional;
- Inspiring and Innovative;
- Reflective; and
- Excellent Practitioners.

Director’s view

The Consortium and HUDCETT have had a very busy four months since our last newsletter. We have been producing for the Education and Training Foundation a ‘How to’ Guide on embedding the 2014 Professional Standards into initial teacher education programmes; running the Maths Enhancement Programme in Warrington, Manchester, Huddersfield and Selby; organising an event for principals on being an outstanding college during a period of austerity; hosting our Spring Conference which focused on ‘unpacking’ the FELTAG report, and providing advice and support on professional development to maths, English and LDD teachers as part of the Education and Training Foundation’s Workforce Development Programme. However, this work has been brought sharply into focus by the announcement at the end of February of the impending adult education cuts for 2015-16.

The TES reported on Friday 27th March that the Skills Funding Agency has given assurances to colleges and training organisations that the planned cuts to their non-apprenticeship adult skills budget will not exceed 25% when compared with last year’s funding; however, this will be of little consolation, I expect, to those in colleges and training organisations who have to make these savings. The Consortium (through its predecessor network) has served the further education sector since 1966 and many of the people we have trained have been affected by the cuts since 2009.

These are indeed hard times and, in another article in the TES on Friday 27th March, the AoC claims that the adult education system could disappear by 2020. It would be a tragedy if this were to occur and we must do everything we can to prevent this scenario happening. That is why I accepted an invitation to join others in signing a letter to protest against the cuts and demand that they are reversed. The letter has been signed by Frank Coffield, Stephen Ball, Bill Lucas, Joel Petrie, Lynne Sedgemore amongst many and has been sent to the Guardian for publication. I sincerely hope the next government shows its appreciation of the role adult education system plays and immediately reverses these cuts.

David Powell
1. Please introduce the teacher education team at Leeds City College

The generic Teacher Education team at Leeds City College consists of three lecturers, one Curriculum Leader and one Curriculum Area Manager. We became one team after the merger of our campuses, Joseph Priestley and Thomas Danby in academic session 2011/12.

Dominic (Brockway) (pictured) has worked in Teacher Education since 2009 and currently teaches on the Certificate in Education, Professional Graduate Certificate in Education (PGCE) and the Postgraduate Diploma in Education (PGDipE). Dominic’s research interests include classroom observation and behaviour management, an area in which he has published.

Balwant (Kaur) is Curriculum Leader for the area. Balwant has a BA Honours degree in English and a Masters degree in Professional Development. She has been teaching in the education and training sector since 1999 in various contexts, including FE colleges, sixth form colleges and schools. Balwant began delivering teacher education programmes at HE and FE levels in 2013. She is responsible for delivering the mentor training for the mentors of our pre- and in-service trainee teachers. Her research interests include the holistic development of trainee teachers and teachers through collaborative practice and mentoring.

Mervyn (Lebor) (pictured) has been a lecturer since 1975, teaching Language, Literature, Media, Art and Education. He has taught at all levels from basic literacy up to Masters including GCSE, A level and lead 5 degree programmes in different contexts. Mervyn has published over 35 articles at national level, including ten in the Times Education Supplement. He currently teaches on all modules for the BA in Education and Professional Development and on the PGCE and Certificate in Education. Mervyn has been an external moderator for over 50 schools and colleges in Yorkshire and is currently a national, external moderator for the Level 3 Award in Education and Training. Mervyn’s research interests include behaviour management, an area in which he has published extensively.

Susan (McGarroch) (pictured) has been working in further education since 2003, firstly as a literacy and numeracy tutor within the workplace as well as the college environment. In 2005, she had the opportunity to become involved in delivering both generic and subject-specialist Teacher Education programmes. Her interests include dyslexia support and the promotion of equality and diversity issues.

Dr Nena (Skrbic) (pictured) is Curriculum Area Manager for Teacher Education, both generic and subject-specialist programmes. Nena has been a teacher in the Education and Training Sector for thirteen years. Her doctorate is in English Language and Literature and she has taught English to ESOL learners and native speakers in an FE environment from 2002 to 2004. Her journey into training other teachers began in 2005.

2. What Consortium provision are you currently running?

Currently, we run the Certificate in Education, Professional Graduate Certificate in Education and the Advanced PGCE (In-service); we are also delivering the second year of the BA (Hons) Education and Professional Development.

3. What’s the value of Consortium membership to you as a team of teacher educators?

Being part of the Consortium means that the challenges we face on a micro-level do not have to be faced alone. Having the opportunity to share good practice with practitioners across the consortium discourages...
restrictive and individualist working also. As CBHE (College Based Higher Education) practitioners we face particular challenges with regard to professional identity and membership of the Consortium offers a credible source of professional support and development for those who teach Initial Teacher Education and Training (ITET) at HE level in FE. These include inter-collegiate research opportunities, professional dialogue between consortium members and access to peer support networks that span the FE/HE interface.

4. What are the benefits to Leeds City College of being a member of the Consortium?

In “Curriculum Decision Making for Teacher Education” (2001) Griffin noted that: “Teacher education curriculum issues obviously can be complex, particularly when these issues are expected to be attended to across a consortium of interest” (p.41). Whilst it has to be accepted that some variability in the way in which we operate is a given across the Consortium, due to different demographics and geographies, we are ultimately part of a meaningful intellectual and social community. This is clear to see at events such as the Annual Consortium Conference and at network meetings.

5. Nena, you recently provided a keynote with Denise Robinson, the former Director, at Hull College’s HE Learning and Teaching Conference. The event was called ‘Learning Futures’ and your keynote was entitled ‘Positioning College-based HE in the future landscape of learning’. Please tell us the main messages of your keynote.

Yes. It was great to work with Denise on this! The purpose of the keynote was to distil some of the relevant areas of debate on what constitutes higher education in FECs and to pose some hopefully pertinent questions about its future. We highlighted the challenges and opportunities presented by developments in Higher Education over the last 15 years, with particular reference to College Based Higher Education (CBHE). One of the central questions addressed was how the growth of CBHE has impacted upon the nature and identity of HE provision.

6. Which authors/books have most shaped your views on teaching and education?

Well, after Teaching in Lifelong Learning: A Guide to Theory and Practice by J. Avis and R. Fisher, of course (!), the work of Dusan Savičević on andragogy has influenced my views on adult learning greatly. I also love the work of Frank Furedi. So many of the books out there on teaching and education tend to give you only the textbook analysis of things, but Furedi gives you the truth! Teaching to Transgress: Education as the Practice of Freedom by bell hooks is a much-loved classic also.

7. Nena, you also find time to write and have contributed to a number of texts. Tell us about them and any new material you are working on.

Recently, I co-authored a chapter titled “Specifying Learning Objectives” with Jane Burrows. This appeared in the text Learning and Development in Practice: Strategies for Action (2014), a best practice guide to teaching in the further education and skills sector.

I am co-authoring two chapters in a book titled Facing a New FE Landscape: Implications of Higher Education in Further Education, which will hopefully be published by London: Bloomsbury in the near future. These are as follows: “CPD Needs of Higher Education Staff in an FE Context”, with John Lea; and “The Future of Learning Institutions: Landscapes of Harmony or Battlegrounds?”, with Dr Denise Robinson. I am very happy to be working with Denise again!

In academic session 2013/14, I was on the organising committee for the University of Huddersfield’s ASPIRE Student Research Festival, which took place on 22 03 14 and am currently co-authoring a paper on the event with Jane Wormald, Rachel Terry and Dave Brown.

On March 12th 2015, I co-authored and co-presented a paper on this project at the Universities Association for Lifelong Learning (UALL) Annual Conference titled “Making the Lifelong learning University A Reality” with Jane Wormald and one of our BA students, Becca Kelly. A thoroughly enjoyable event!

8. Members of your team are research active, please tell us about the research they have been doing.

As Loughran states, it is important for teacher educators to have “agency in the active development of scholarship” (Loughran, 2014, p.280) and the Teacher Education team at Leeds City College is committed to scholarship and research informed practice in all of its forms. Two members of the team, Mervyn Lebor and Balwant Kaur, have recently secured research scholarships with the Education and Training Foundation (ETF). Balwant is undertaking research into the emotional resilience of ITET trainees, a subject that, I’m sure we’d all
agree, is highly pertinent. The ETF scholarship has enabled Mervyn to engage further with his research into behaviour management. Recently, in March 2015, Mervyn’s article titled “So what do managers say about classroom management?” was published in the *Journal of Further and Higher Education* and complements a number of articles that he has published over the years, including the article titled “War Stories: How Experienced Teachers Said They Responded To Disruptive Students In The Lifelong Learning Sector” which appeared in *Teaching in Lifelong Learning: a Journal to Inform and Improve Practice* in 2014. In 2014, Dominic’s article titled “Is it the end for ‘outstanding’?” appeared in the September edition of *School Leadership Today*.

### References:


### Profile of Andy Armitage

You have been teaching since the early 1970s. Have you taught anyone famous or well connected?

I taught in FE in Bromley, South London in the 1970s and 80s. It was an area which for some reason produced a lot of talented arts folk – David Bowie, Hanif Kureishi. One of my A Level English students, Bill, quietly spoken and shy, confided in me that his dad had imposed an 11 o’clock curfew on weekdays – which was problematic because he and his band had a gig at the Greyhound (locally famous rock venue) that week. The band was Generation X. Bill became Billy Idol. At the same time, one student I taught Communications to on the Private Secretary Certificate was getting into bother with the Office Practice staff – they didn’t think she would ever get an office job if she went round dressed in a bin liner as she did. She didn’t become a private secretary; she became Siouxsie Sioux of the Banshees.

**How did you get into teacher education?**

Back in the day, if your college thought you had the makings of a manager, they could sponsor you to do the Head of Department programme at the Further Education Staff College in Bristol. The first test I did showed that I was far too people oriented and not sufficiently task oriented to be an FE manager. Good, I thought, developing people is what I want to do anyway not manage them and I applied for my first teacher education job straight away. (Ironically, I would later become the head of a teacher education department in HE for 10 years!)

**You left Canterbury Christ Church in 1989. Why did you do this?**

I left in 1989 essentially to concentrate on writing. By then, I’d had 3 theatre plays and 4 TV dramas produced and felt I’d like to give it a shot full-time. My specialism was the single drama and this had virtually died by the end of the 90s.

**They say you should never go back to a former employer, what made you go back to Canterbury in 2000?**

I’m a very sociable person and missed interacting with people, so I went back full-time, scaling the heights of Principal Lecturer and Head of Department in 4 years. (Details of my work at [www.armitage-et-al.co.uk](http://www.armitage-et-al.co.uk))

**You are a big fan of Harriet Harper’s book on Outstanding Teaching. Tell us what you like about it?**

I think every trainee and FE teacher should have a copy. As I wrote in my endorsement on the cover: “The gap between inspection, practice and teacher education in the lifelong learning sector has been superbly bridged and Harriet Harper, as an experienced teacher educator and HMI, brings together commonalities of outstanding lessons and compellingly debunks ten myths surrounding, practice, observation and inspection.” Harriet and I have similar backgrounds and we will be working together on joint projects in the near future.

**You were seconded to work as an Ofsted inspector in 2011-12. What did you learn from doing this work? How did it help you prepare for your most recent inspection in March 2014?**

The most useful thing was looking at teacher training provision through an inspection lens, not as a provider.
Plus, since I was eventually FE phase lead for a number of inspections, I understood how an inspection could best be organised. When I returned from secondment, my team carried out mini-inspections of our partners, so that they could have a similar kind of insight. Judge an action by its outcomes? We were awarded Outstanding last March, only the 3rd FE ITT provider in this cycle to do so, with provision almost as large and complex as Huddersfield’s.

Have you got any memorable observation/teaching stories you can share with us?

I went to observe a sub-aqua instructor: I wondered whether to take my trunks but the bit I observed turned out to be on shore. But my favourite has to be the police training centre where my trainee was teaching 20 recruits how to get the violent man out of the room using riot shields creatively. Only, my trainee played the violent man. He was inviting the recruits two by two to get him out of the room. But, because of his experience, he knew every way of thwarting them and none of them managed it. It was all a bit Monty Pythonish – “Come on, come at me with the fruit!”

What would be your top teaching tip for a trainee teacher?

Think of yourself as someone who is consistently rising to the challenge of creatively solving problems. That’s what made me relish the job initially and still does.

What would be your top teaching tip for a new/experienced teacher educator?

Modelling good practice is the best thing you can do for trainees. If you can’t do that, give up.

You are currently updating Teaching and Training in Lifelong Learning. What can we look forward to in the new edition?

- Updating of legislation and policy context: clearly quite a lot has changed here which means that some of the content is dated and so naturally this will be updated throughout.
- New professional standards: the new ETF standards will be introduced in Ch2. Further, we will replace the LLUK standards at the end of chapters with the ETF standards.
- Topics for new or extended coverage
  - Vocational pedagogy (Ch3, under ‘subject pedagogy’)
  - Differentiation (Ch3)
  - Communication theory and practice (Ch4)
  - Inclusion and new Code of Practice (Ch4)
  - Behaviour for learning in more depth (Ch4)
  - Technology Enhanced Learning and links to course design (Ch5)
  - Technological resources e.g. Pinterest, online voting platforms perhaps a specific chapter (Ch5)
  - Action research (Ch2)

You retired from Canterbury in December. Apart from the consultancy work you are doing, what else will you be doing with your spare time?

I need to go back to the gym and I need to lose at least 4 stones. I might try TV writing again but you lose contacts quickly in that business. Plus, TV’s run by 11 year olds now (Somebody replied when I said that recently – ‘Well – talk to their mums and dads then’)!

Profile of Andy Armitage continued...

School of Education Annual Research Conference

This year the School of Education Annual Research Conference is on Tuesday, 14 April 2015. It is a great opportunity to hear about current educational research and develop your professional knowledge and understanding of how research is carried out and, at the same time, engage with two of the ETF’s Professional Standards: Standard 8 “Maintain and update your knowledge of educational research to develop evidence-based practice” and Standard 9 “Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence”. Use the link below to book your place.

Inaugural Lecture and drinks reception

There are a small number of spaces still available for Professor Janet Fink’s Inaugural Lecture on Tuesday, 14th April 2015. The title of her lecture is "Children in the frame: using photographs and personal stories for childhood research in a digital age". The event commences with a drinks reception and light refreshments at 17.15 and the lecture will begin at 18.15. Please use the link below to book a place.
English Enhancement Programme and Professional Development Opportunities for Teachers and Trainers in the FE and Skills Sector

Article by Sue Lownsbrough, Regional English Lead (Yorkshire and Humberside and the North West)

Hello to everyone at the Consortium and its partners! My name is Sue Lownsbrough and since early January I have been the Regional English Lead for Yorkshire, Humberside and the North West of England.

Over the last few months I have been busy engaging everyone with the English Enhancement Project. This has now finished and it is anticipated that approximately 1410 tutors will have had CPD to prepare them to teach GCSE from September 2015. All learners in the post 16 sector who have not achieved grade A-C in their English or mathematics will have to continue to study as a condition of funding.

Looking forward, I am planning an English Learning Fair at University of Huddersfield on 24th June. This will be an exciting opportunity for all English tutors from across the north of England to gather to share best practice, hear about future training opportunities and to learn how to plan for the challenges of September over the summer. Hopefully we will have good weather as well to take time to appreciate the beautiful surroundings of the Huddersfield campus!

Further down the line I am keen to hear from anyone who is interested in taking part in establishing a Centre for Excellence for Teaching English. The maths tutors have one and we need one, so please email me at s.lownsbrough@hud.ac.uk if you are interested in being involved.

Maths Enhancement Programme and Professional Development Opportunities for Teachers and Trainers in the FE and Skills Sector

Article by John Barton, Regional Maths Lead (Yorkshire & the Humberside and the North-West)

The second phase of the Mathematics Enhancement Programme has now been rolled out across the country to help prepare the FE workforce for the widening of participation in retaking GCSE maths, for those who have not obtained A*-C during their time in school.

The programme in this academic year has been much smaller than last year, with only two cohorts being funded in each region. However, discussions are currently taking place about a further cohort after Easter.

A follow-on programme of training is being delivered with three one-day post-MEP courses to further develop skills in Algebra, Geometry and Trigonometry. These have started and will continue to be delivered between March and June. In addition, there are other one-day courses for different cohorts of teachers.

Vocational Vitalisers are for vocational tutors in Health & Social Care, Hair & Beauty Therapy, Hospitality & Catering and Construction; Taking GCSE Deeper is for those currently delivering GCSE Maths who wish to deepen their understanding in Number & Probability, Algebra & Statistics and Geometry & Trigonometry.

These courses (Post-MEP, Vocational Vitalisers, Taking GCSE Deeper) are all free one-day courses, but bookings are made on-line through the NCETM website. www.ncetm.org.uk/resources/46236

Some of this training has already taken place, but each day is free-standing, so it is not too late to enrol on those yet to happen.
‘How to’ Guide project on embedding the 2014 Professional Standards into the initial teacher education curriculum

We have almost completed this Education and Training Foundation (ETF) funded project on the embedding of the 2014 Professional Standards into ITE programmes. The Guide is aimed primarily at ITE programme managers, teacher educators, trainee teachers and subject-specialist mentors involved in Level 5 Diploma and in-service and pre-service Cert Ed/PGCE courses, as well as the Level 3 Award and Level 4 Certificate. It addresses embedding the 2014 Professional Standards within four core areas of ITE programmes:

- How teacher educators are drawing on the Professional Standards in their teaching;
- Observation and assessment of trainees’ practical teaching;
- Planning and evaluating the progress of individual trainees;
- Evaluating the overall achievement of trainees in relation to the Ofsted inspection framework for ITE programmes.

The Consortium has supported the project in two ways:

1. By providing funding for a series of ‘talking head’ films to be produced for the guide. The films include teacher educators, subject-specialist mentors and trainees from Northern, York, Accrington and Rossendale colleges, and the University of Huddersfield talking about and explaining how they are using the 2014 Professional Standards within the Huddersfield course. Panda Media, a local media production company based in Brighouse, have produced the films;

2. Paying for the production of A0 size posters of the 2014 Professional Standards for each centre to display in their teaching rooms, thus making them ‘visible’ to the trainees. The Education and Training Foundation have also provided every trainee and tutor with a copy of the Professional Standards leaflet so they can be referred to in classes.

The ETF have produced a hand out about the work we have been doing and this is being disseminated by them at Ofsted briefing events for those preparing for forthcoming ITE inspections.

This is the poster produced by the Consortium for the ‘How to’ Guide project.
Professional Development for Teachers and Trainers of Special Educational Needs and Disability working in the FE and Skills Sector

Article by Dr Julie Dalton, Regional SEND Lead (Yorkshire and Humberside)

The Centres of Excellence for Teacher Training SEND leads for the North West, North East and Yorkshire and Humberside organised and delivered a half day training session at Pennine College Wakefield in March. The session was to prepare SEND regional leads to prepare for and carry out external checks of RARPA.

Delegates carried out ‘speed dating’ to discover organisations to partner with for the external check process. Triangles were set up (although on occasion these turned into squares!) to allow for a meeting with one reviewer, one reviewee and one observer in every peer review. The reviews are beginning in the Easter break and the SEND lead role will now involve reading and analysing the external check reports and checking that the process is running smoothly.

There were 40 participants including those from mainstream colleges, specialist provision and work-based training providers. Regional SEND Coordinators had arranged a market place activity where providers shared and evaluated resources. This was a huge success and everyone went back to base with at least 3 new resources. The hospitality at Pennine College and getting the chance to meet students there and support their enterprise programme was a real highlight of the day.

Researching further education

Article by Professor Robin Simmons, University of Huddersfield

The Education and Training Foundation’s Professional Standards require teachers and trainers to “maintain and update their knowledge of educational research to develop evidence-based practice”. This sounds a sensible and reasonable aim, but it is worth unpacking what it might actually mean for those working in the sector – for educational research takes many forms and can have a range of different purposes. Whilst research has an important role to play in informing what happens in classroom, concentrating only on what works or what offers best value leaves little space for broader questions about the aims and purposes of education and training. It is also likely to overlook a range of other factors which affect educational outcomes, both for individual students and across society more widely.

I would therefore encourage teachers to engage with research on the history and sociology of education, with critical policy analysis, and with work which questions inequality and injustice in education and society more broadly. But where do teachers access such research? Those involved with The Education and Training Consortium’s provision - as teachers or learners – can access the comprehensive range of academic journals to which the University of Huddersfield subscribes. But there are other ways too: publications such as Post-16 Educator or the HUDCETT journal, Teaching in Lifelong Learning, for example, offer engaging, accessible articles, which not only deal with classroom practice but involve readers in broader educational debates.

This is important because, as Paulo Freire argues, teachers need to be both subject specialists and critically-informed intellectuals able to challenge unfairness and inequity in their workplaces, and elsewhere.
This is a book I would describe as a series of “protest songs, history lessons and love letters to the sector”. In 2010 Frank Coffield stood in front of 250 trainee teachers at the University of Huddersfield and asked them what one book they might read over the summer holiday to improve their knowledge of teaching. New and experienced teachers, teacher educators, managers and principals who are committed to an active and democratised profession should put this book on at the top of their summer reading list.

Frank Coffield’s preface introduced me to the story of the Göttingen Siebhen. These seven professors from Göttingen University used a petition to resist the King of Hanover’s decision to annul the constitution in 1837. In the telling of the story we learn that two of the professors were Jacob and Wilhelm Grimm, the authors of the Twelve Dancing Princesses, and a significant connection is then made to the modern day Twelve Dancing Princesses who have contributed to this book. To conclude his preface Coffield identifies six important lessons from this act of defiance by the Göttingen Siebhen, perhaps the two most important of which are the need for ‘public protest’ (p.13) and ‘solidarity’. This preface was the first of many history lessons for me.

Joel Petrie’s introduction confidently argues that we need to replace the ‘Cinderella’ sector metaphor that further education has been labelled with since 1935 (history lesson No.2) with an alternative one of the Twelve Dancing Princesses from Grimm’s fairy tale, whilst acknowledging that even this metaphor is problematic. Joel’s chapter is a ‘love song’ to the sector; a heart breaking ‘love song’ about what has happened and is happening to the sector, a sector that my father worked in from 1964 and I joined in 1986 and have worked in and worked with ever since. Joel concludes his chapter by introducing the modern day Twelve Dancing Princesses and advising us that ‘Zipes suggests that power and oppression are the key concerns of folktales’ (p22).

These 12 Dancing Princesses have, it seems to me, authored a series of modern protest ‘songs’ about the state of the sector, how it has become like this and what we can do about it. It is a rallying cry for collective action and ‘public protest’ (Coffield, 2015, p.13) and, in an era when trainee teachers often seem no longer to be taught about the philosophical, sociological and political dimensions of education, it provides an excellent text for students and teachers interested in critical education, the politics of education and the power and potential of resistance and collectivism.

The book provides stories of courage and resistance from Maire Daley, someone I have worked with and admire for the way she models the values of democratic professionalism to her colleagues and trainees; Becca Maxted, another former colleague; Julie Hughes; Doug Rouxel, Rob Peutrell and Damien Page. The two most memorable points from these chapters were Maire’s claim that ‘resistance is fertile’(p30) and Damien’s...
hilarious account of the transgressive leadership of Keith, an FE manager, and his meeting with his carpentry team.

I found Bea Groves’ autobiographical account of her 30 years’ service to the sector both a moving love letter and history lesson. I particularly liked the way she draws on Milgram, Freire and Habermas to critically discuss her experience of working in the sector. For instance, she draws on Freire to argue for structural change if ‘the structure does not permit dialogue’ (p.38). Equally, I was inspired by Lou Mycroft’s and Jane Wetherby’s professional conversation about their own professional learning as teachers and teacher educators and their commitment to a teaching for a social purpose agenda. This has been translated into a quite unique community of praxis which harnesses technology to connect people and support them as they co-construct ideas about teaching and extend their professional knowledge. The book also exposes deeply problematic aspects of college practices in Matt O’Leary’s chapter on lesson observations and Rob Smith’s chapter on the impact of "new builds" on teaching and learning. These last two chapters provide an invaluable lens for Education Studies students and trainee teachers to investigate the impact of education policy on the sector.

Taubman’s chapter on professionalism introduced me to democratic professionalism, an alternative view of professionalism that excited me and will be of interest to new teachers coming into the profession, as well as those who have been working in the sector for longer. Raina Hafez’s history lesson on how the professionalism of teachers in the sector has been eroded since 1947 and the role those who have worked in the sector, and I’d include myself in this, have played in this is a salutary lesson in what happens if as teachers we are apolitical. Thankfully, all is not lost, according to Hafez, and she sets out how we, that is, teacher educators and teachers alike, might ‘reconstruct’ (Hafez, 2015, p.137) professionalism. It was whilst reading these two chapters that I began to reflect on the content of our initial teacher education programmes (ITE) and what we teach our trainees. What sort of teacher should graduate from our ITE programmes, I asked myself.

Yvonne Hiller’s conclusion invites the reader to identify ‘deliberative spaces’ where those committed to a democratic professionalism can meet and ‘confront… issues of status and power’ (p.146), and Kevin Orr’s coda makes two significant points: firstly, that writing is itself a ‘form of resistance’ and that ‘the successful campaigns’ against neo-liberalism and its policy hyperactivity have been a led by ‘individuals who dared to defy and then to organize’ (p.148).

I know a number of the authors and this has made it difficult to remain critically distanced at times, particularly when I have such a deep respect for what they have done in writing this book. There are some shortcomings, though. The most significant of which is the decision to omit any reference to the Education and Training Foundations’ Professional Standards, which were launched in May 2014. A book being published twelve months later should have at least acknowledged this development, it seems me, when considering the professionalism debate.

On the other hand, its chapters are short and punchy, just like a great seven inch single used to be, and the editors have done an excellent job of compiling them into an ‘album’ of “protest songs, history lessons and love letters to the sector” by these modern day Twelve Dancing Princesses. Music magazines sometimes describe a new release (or re-release) as a ‘must have’. This book deserves to be read by a wide audience in the hope that, as Kevin Orr suggests, it emboldens ‘others to defy and then to organize and to dance’ (p.148). The book will be published by Trentham Books on Friday, 1st May, International Workers’ Day, and is priced at £24.99. IOE Press are offering a 10% discount to anyone buying a copy before midnight on 1st June 2015. To take advantage of this offer, go to www.ioepress.co.uk and search for ‘Twelve Dancing Princesses’. Go to the checkout and use the code Dancing10. This is a “must have”. Buy it!
We were extremely pleased to have been able to book Dr Lynne Sedgmore CBE as our keynote for this event, as three weeks before the event Debrett’s announced Lynne as one of the 500 most influential people in Britain today. Our other speakers were Professor Christine Jarvis, Dean of the School of Education; Jayne Hawley, Vice-Principal of Northern College, one of our partners who were judged outstanding by Ofsted last year; and Peter McCann, Chief Executive and Principal of Kirklees College, and his colleague, Corrine Scandling, who is the current Pearson FE Teacher of the Year.

Over 15 principals from across the North West and Yorkshire and Humberside came to this event, which was held at the Cedar Court Hotel in Huddersfield. They heard from Christine that teachers are professionals and we need to invest in their professional development if they are to become outstanding. Lynne emphasised that leaders are dealers in hope and, as such, need to do things differently and in an expansive way. She added that a college’s ability to build regional partnerships will be central to its success in the future. Jayne spoke about the importance of how their values-based approach to education made a significant contribution to Northern’s Ofsted success and how leaders need to give staff autonomy if they are to become outstanding teachers. Peter and Corrine discussed how they were using the 2014 Professional Standards to inspire their staff to become outstanding and the significance of self-assessment in this process.
Over 60 teachers, teacher educators, senior managers and E-learning managers joined us for this event on Friday 27th February. Our keynote speakers were Bob Harrison, a member of FELTAG, and Dawn Buzzard, the Education and Training Foundation’s Learning Technologist, and attendees then had a choice of workshops to choose from. The sessions included:

- Jane Brooke, Heather Lister and Sarah Ellis, all from Selby College, who spoke about a Consortium funded flipped learning project undertaken by the teacher education team;
- Richard Brook, of Vision West Nottinghamshire College, who looked at his college’s response to FELTAG;
- Lynne Taylorson, of Heart of Worcestershire College, who talked about an ETF project that helped them explore FELTAG in relation to their ITE programme;
- Emily Armstrong, of Hull College, explaining the work they have done as part of a flipped learning project supported by the ETF;
- Ross Anderson, of Grimsby Institute, who explored the common misconceptions about the FELTAG generation and investigate the expectations of digitally and socially connected learners in a session entitled “Digital Zombies, Natives and the Z Generation”.

The Consortium Spring Conference: ‘Unpacking’ the FELTAG report
Forthcoming events and conferences

The Annual Conference on Friday, 26th June 2015: What is going on? Research “in”, “on” and “with” the further education sector.

The focus for this year’s Annual Conference is the Education and Training Foundation’s 2014 Professional Standard that expects teachers and trainers to maintain and update their “knowledge of educational research to develop evidence-based practice. Professor Diana Laurillard and Dr Kevin Orr are our keynote speakers; Diana will speak about her work with Tolmie and Frederickson on neuroscience and Kevin will explore using "secondary data in educational research". There will also be papers from Consortium colleagues disseminating the findings from their research ‘in’, ‘on’ and ‘with’ the FE and skills sector.

If you are interested in presenting your research, please email David Powell at d.powell@hud.ac.uk with an abstract of your paper by Friday, 15th May.

Full details of how to book for the Conference will be published on the Consortium’s website when they are ready.

Reconstructing democratic professionalism: a joint Teacher Educators in Lifelong Learning (TELL)/Learning Skills Research Network (LSRN) event on Friday 1st May, 2015

To tie in with the publication of Further Education and the Twelve Dancing Princesses, a new book documenting the state of the further education sector, this event seeks to create a “deliberative space” (Hillier, 2015, p.144) for teacher educators and practitioners to meet and respond to the question Rania Hafez (2015) has posed in the book: Can teachers working in further education reconstruct a model of democratic professionalism?

In pursuit of this, the morning has been set aside for a meeting of the Teacher Educators in Lifelong Learning network and will give an opportunity to members to talk about their research and hear about updates from the sector. There will be a launch of the book over lunch and then in the afternoon a LSRN event will offer you a chance to participate in two ‘dancing’ workshops and hear some of the stories from the Dancing Princesses. The programme for the event and details of how to book are available from the link below.

http://consortium.hud.ac.uk/news/events/telllsrnconference2015/

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Important dates for your diary

Fri, 1st May, 10.30 - 3.15pm
Reconstructing democratic professionalism: a joint Teacher Educators in Lifelong Learning (TELL)/Learning Skills Research Network (LSRN)

Wed, 24th June, 9.30 - 4pm
English Learning Fair

Fri, 26th June, 10.30 - 3.15pm
Annual Conference