Festive greetings and best wishes for a happy 2015 to all colleagues

FE “Oscars” double!

We are tremendously proud to report that Corinne Scandling, the Centre Manager for Kirklees College and a former CertEd trainee, BA Education and Training and MA Professional Development (Post-Compulsory Education and Training) student, won the FE Teacher of the Year at the Pearson Teaching Awards 2014. Adrian Dawes, Liz Brighton, Samantha Grimmer (three former Cert Ed trainees) and Faye Price (a current Cert Ed trainee at Selby) are part of Selby’s Hospitality and Catering team who have won the Pearson FE Team of the Year at the Pearson Teaching Awards 2014. These awards are also known as the FE ‘Oscars’ and we wish to congratulate them on this marvellous achievement and thank them for their outstanding contribution to teaching, learning and assessment. Profiles of Corinne and the Selby Hospitality and Catering Team are inside this issue. This newsletter also celebrates the achievements of Nigel Hooson, a former CertEd trainee and recent graduate from the BA Education and Professional Development. Nigel has just received the East Riding College Student of the Year 2014 award and his profile describes his journey from lorry driver to his new job working for North Yorkshire Adult Learning Service on the Personalised Learning Programme. Nigel’s story is a moving account of the transformative power of lifelong learning. Finally, you will have noticed the Consortium’s name change and new logo. Discussions about a possible name change began at a Steering Committee meeting in March 2014. The principal reason for the change was that the ‘Post-Compulsory’ element of the title seemed dated and the Board took the decision in June to rename the Consortium. We are now called the Education and Training Consortium, mirroring the name of the sector we serve.
To introduce Corrine, here are what four of her students said about her:

“...Corrine was informative and inspirational. Corrine’s approach to teaching and her enthusiasm and dedication modelled the best of teaching and learning for new teachers and trainers. The sessions offered an excellent opportunity to explore the impact of new technologies in this area... For example, during the PCGE I was struggling to convince a student to use the Inspiration software due to my student’s perception of its complexity. As a result of Corrine’s lectures I was able to offer my student an alternative application called Text2Mindmap which was both simple and effective for the student; revision time available to the student was doubled due to the speed at which she was able to create effective mind-maps. ”

“When we started essay writing Corrine saw dyslexia traits in my writing and referred me to the specialist within college, this helped me a lot as I saw myself as just being ‘thick’. ”

“She believed in me over the duration of the two year course, even when I did not believe in myself... it was Corrine who suggested that I take my studies further and I am now nearing the completion of my degree, a BA (Hons) in Education and Professional Development, at the University of Huddersfield. She has supported me throughout the process and given me words of support during times when I felt overwhelmed by the whole process... ”

“When I completed the course I was observed by my Head of Department and achieved a Grade 1...without Corrine’s support, patience and understanding I would not be a Grade 1 Foundation Learning Tutor... ”

Congratulations on being judged Pearson FE Teacher of the Year, Corrine.

Why did you come into teaching?
I worked for Kirklees Council and saw an advertisement in their internal bulletin for a trainer of office skills at youth training scheme.

When did you start teaching?
1985 (coming up to 30 years!)

Is there a particular teacher who inspired you and acted as a ‘role model’ for your own teaching? If so, who was it and what was it that inspired you about them?
I wouldn’t say there was a particular teacher who inspired me as a role model although at secondary school there were two teachers I could really relate to; one was the English teacher and the other the biology teacher. I think it was their teaching methods and getting everyone involved that did it for me. They made the lessons interesting and engaging.

What are your memories of your own teacher training?
My initial teacher training was very theory based – it even involved exams all day Saturday! It put me off doing
my CertEd for years, as I thought it would be the same but it wasn’t. It allowed lots of discussion and also an opportunity to put theory into practice as by this time I was teaching within a prison environment.

How did you become a teacher educator?

This was by chance. The department needed a part-time tutor as Huddersfield Technical College were running a City & Guilds 7307 Stage 1 year course for those involved in the early years provision sponsored by Kirklees Council, as they knew that there was going to be the need to train up a lot of teachers to cope with the expansion in childcare courses that were being introduced. I knew Fran Valentine, who was part of the teacher education team at Huddersfield Technical College (as it was known then); as I had a role at both the prison and the college with key skills and so did Fran. She also knew my background in youth training, prison education and further education as well as my involvement with preschool and after school clubs. It was Fran who asked me to take the City and Guilds class and that it is how I became a teacher educator.

What do you like most about your role as a teacher educator?

Seeing my learners develop through their time on the course and develop so many skills, attributes, and qualities as they become fantastic teachers in their own fields.

How is technology transforming teaching?

Massively. We are really embracing technology with our learners and ensuring that we keep up to date with what is going on in the sector in response to the FELTAG report, as well as using new technologies in our own teaching as role models. We fully utilise the VLE and also forums, wikis, Yammer®, Twitter, Padlet, Socrative, apps for subject specialisms, and diigo within classes.

What advice do you offer the new teachers you work with?

To find their own teaching style, to not be too hard on themselves and that at some time they will hit the brick wall and only they can decide whether or not to go over it, through it, round it, under it or say it is not for me.

What does the FE Teacher of the Year enjoy doing in her free time?

What free time? Spending time with family, reading, occasionally going to the cinema (not as frequently as I would like to) and also seeing friends and dining out.

ETF ‘How to Guide’ project on the embedding of the 2014 Professional Standards in ITE

The University of Huddersfield has made a successful bid to the ETF to produce a ‘How to Guide’ 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 will address embedding the 2014 Professional Standards within three core areas of ITE programmes:

- 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 is supporting the project by providing funding for a series of ‘talking head’ films to be produced for the guide. The films will 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 who were involved making ‘talking head’ films for the BA Education and Professional Development, will produce the films.
Nigel recently received the HE Student of the Year award at the graduation ceremony at East Riding College. Jane Chadwick, one of the teacher educator team at East Riding College, nominated Nigel for the award and in her nomination statement described him as “a great ambassador for learning”. She added, “A few years ago Nigel was a lorry driver with no academic qualifications but through his studies on the Certificate in Education and the BA in Education and Professional Development he has developed an enthusiasm for, and love of, learning which he is now dedicated to passing on to others. Nigel’s achievements exemplify the transformational power of learning.” This is his story.

Congratulations on your HE Student of the Year award, Nigel. What was your first teaching role?

I first became interested in teaching through my hobby scuba diving. I then decided to merge my driving skills with my interest in teaching and trained to become a driving instructor.

What made you enrol on the PTLLS course at East Riding College?

I realised that the training I received to become a driving instructor did not prepare me for my role of teaching people to drive. I then looked for a course that would improve my knowledge and skills. Following a conversation with John Aston, who had been my tutor when I studied motor vehicle repair, he advised me to enrol on the PTLLS course.

What impact did this course have on you as a driving instructor?

The course developed my understanding of the many aspects that are involved with teaching. I learnt how to prepare meaningful lesson plans, differentiate between the different needs of the learners. Following a Driving Standards Agency check Test I received a grade 6, this is the highest grade you can be awarded.

You then decided to do the Cert Ed. Tell us about the course and its contribution to your personal and professional development.

The Cert Ed continued to build my understanding of the individuality of each learner, and developed my understanding of the different approaches to both teaching and learning. I also developed personal confidence in my own academic ability.

What made you choose to do the BA (Hons) Education and Professional Development?

I enjoyed my studies and I began to realise that I could achieve more. While attending the Specialist Conference at the University of Huddersfield I was invited to a meeting that introduced me to the BA in Education and Professional Development. My tutors John Aston and Jane Chadwick encouraged me to apply to study for the degree.

You have changed careers whilst you have completed your teaching training. What are you doing now and what does the job involve?

I developed an interest in teaching people with learning disabilities and this led me to develop my skills and knowledge in this specialist area. I then gave up driving tuition to work in a SEN school and this supported my studies; however, I wanted to work with adult learners and recently I moved to a new post with North Yorkshire Adult Learning Service on the Personalised Learning Programme. In this role I support young people between the ages of 19 and 25. The work is varied as you support the students on a one-one basis while they develop life and work skills such as shopping, cooking, travelling, work placements and functional skills.

What are you planning to do next?

I really want to progress onto the MA Education with the University of Huddersfield, though unfortunately I don’t have the means of funding the course. I have just started on the Level 5 Diploma in Teaching Mathematics: Numeracy at Selby, though.
Congratulations on being judged Pearson FE Team of the Year. Tell us about what you did before you became teachers of hospitality and catering at Selby College.

Adrian: I went to Scarborough College to learn bakery/patisserie, worked as a Pastry Chef at the Pavilion Hotel in York and a French restaurant - Paris Brioche. I then studied further qualifications at York and Leeds Thomas Danby Colleges. I worked for the NHS for ten years and was a catering manager at the world famous York Racecourse. I have been in Hospitality and Catering all my life; it’s a brilliant, challenging and varied career.

Liz: I worked as a chef and manager in many different types of establishments, both in England and abroad.

Is there a particular teacher who inspired you and acted as a ‘role model’ for your own teaching? If so, who was it and what was it that inspired you about them?

Adrian: Yes, Keith Potts was my chef lecturer (back in the old days of the 7061,2,& 3 qualifications). I can recall having really enjoyed one particular lesson and thinking, I would like to be a chef lecturer one day. He told me that he used to be a chef at The Dorchester in London, I thought WOW! If only I could do something like that one day. Little did I know it would come true! The irony is that I actually interviewed Keith a few years ago to come and teach for us at Selby College. And yes, he got the job, but sadly he wasn’t able to take it up. It would have been an absolute pleasure to work alongside him. My parents are great role models too, my wife and children inspire me every day as well.

Liz: Not a specific teacher but my time as a student and the experiences I had influence my teaching now.

What are your memories of your Huddersfield teacher training?

Adrian: Holly, our first child, was of an age where she wanted to spend time with Daddy. Sometimes I was studying till 2-3am, or my wife would take Holly out for that day so I could study. It was very difficult as I wanted to be with them. No doubt this family situation will echo amongst many, so the support of my family was vital to me successfully completing the course.

But I do remember our teacher training lessons being fun. I was in a fantastic group who worked hard and also enjoyed it, and summer school at the University of Huddersfield was just brilliant! I completed the 7307 & 7407 courses before doing my CertEd which gave me a good grounding before I started. My Cert Ed tutors Barbara Holliday and Heather Lister were very good tutors (and still are)

Liz: Work load! Being tired!

What types of continuous professional development activities do you undertake to ensure the currency of your practice?

Adrian: I feel very fortunate to have been given opportunities backed by the college’s senior management team, Allan Stewart, Selby College’s Principal, and Janet Meenaghan, the Vice Principal; they fully support and positively encourage CPD. Through their support I have worked at The Star Inn and the Devonshire Arms (both Michelin Star); The Waterside with Alain Roux and The Fat Duck with Heston Blumenthal (both three Michelin Stars), and most recently the world renowned Claridge’s Hotel with my colleague Liz Brighton. In every establishment we have been made to feel a very welcome part of the team. College also has regular CPD sessions such as classroom management, safeguarding, swap shop of ideas, for example. I find many of my college colleagues to be inspirational as well. Selby College is just an outstanding place to learn and work! Not only that, the Hospitality and Catering team are always trying new techniques/dishes and constantly ‘pushing the boat out’!
Liz: Last year Adrian and I travelled to Claridge’s hotel in London and worked in the kitchens alongside the Claridge’s chefs. This was valuable experience. Alongside this training I have also undertaken such as embedding E&D, embedding functional skills, safeguarding, and “from good to outstanding” sessions.

What does outstanding teaching look like in a Hospitality and Catering class?

Adrian: The best answer would be to ask our students! The Selby College Restaurant is open every Wednesday, Thursday and Friday lunch times, alongside this we put on themed evening functions. During a restaurant production we can have students with degrees and A levels working alongside our introductory certificate level and Level 1 and 2 Diploma students, all working as one team to ensure the restaurant runs smoothly. You can’t get much more differentiated than that. It certainly keeps you on your toes! Our Level 2 students have the opportunity to design and run the themed evening functions. The staff work tirelessly to develop an exciting, fun and yet challenging curriculum, in which students are stretched to realise their full potential… and they do!

Liz: Fun!

What qualities do you look to develop in your students? How do you develop them?

Adrian: The answer to that is simple. I look at my teaching team and wider team and see every day that they have the qualities I would like my students to develop. These include a strong work ethic, dedication, patience, understanding, supportive of others and a sense of humour. It is the whole staff team that lead by example, and what an example they set! If I was a student again, I would want to be taught by them! We try to develop an attitude in our students where by, if you work hard for it… anything is possible. And hopefully they will enjoy coming to college as much as we enjoy teaching them.

Liz: Confidence, practical abilities, self-belief, teamwork, pride. These are achieved by getting to know your students, encouraging them through constant feedback, making learning relevant to employment and industry, involving them within planning menus for the restaurant.

How is technology transforming the teaching of the Hospitality and Catering curriculum?

Adrian: We recently invested in an online teaching resource package which is fun to use and has contributed to the development of the curriculum. The most significant impact of technology can be seen in the college’s investment in the kitchens and restaurant. For example, we use Sous Vide cookery (water bath), thermo-mixes, dehydrator, and teach barista skills. This ensures our students are not just using the latest equipment and techniques; at times they are ahead of it. A lot of top hotels and restaurants would love to have that level of ‘kit’. It makes me smile when our students come back to see us (as they very often do) and tell us that they have been showing their employers how to use new equipment and what dishes they can produce using it.

Liz: Massively! Most learners in hospitality and catering education are practical/visual learners, so being able to watch short videos and set online activities makes the learners keen to complete the task and enjoy learning.

What one change to the education system would you make tomorrow if you could?

Adrian: Stop the government making cuts to education funding and delivery time - an engine cannot run if you keep draining the fuel!

Liz: More money and preparation time for teaching staff!

What does the FE Team of the Year enjoy doing in their free time?

Adrian: I thoroughly enjoy, being a chauffeur for my children’s sporting activities and being a coach for Rawcliffe FC (my son’s team); I have started to have a go at triathlon and enjoy training with my brother and friends. It is very important to try and strike a balance so we get decent family time.

Liz: Shooting, dinning out, cooking, watching films, gardening.

Profile of Selby College Continued...

(L-R) Liz Brighton (Lecturer), Margaret Morefoot, Sam Grimmer (Lecturer and Restaurant Manager), Ainsley Harriott, Amy Williams (Technician), Adrian Dawes (Lead Lecturer), Barbara Cressey and Angie Hobden (Guidance and Support Tutor)
Introducing a community of active inquiry

Jane Wormald, Course Leader for the BA Education and Professional Development, writes:

As tutors from the course saw the first cohort of students following the new two-year model of delivery graduate this month, we were also appreciating their advice. The students told us they wanted to ‘get to know’ each other much sooner, in order to develop face-to-face connections with their peers before forming critical friendship groups and having the confidence to contribute to Yammer©, the course’s on-line discussion platform. Therefore, new students from all the centres gathered at the University on Saturday 4th October to participate in a variety of learning and social activities, including ‘academic speed-dating’, and practical activities organised by a team from Kirklees Council. Based in the University’s sports hall and an outdoor area for these practical activities, the students completed a series of lively task-based group activities including group plank-walking (not easy!) and using sheets of paper and paperclips to extinguish a light 3 metres away. The inclusive nature of the activities allowed roles for all and built initial connections and friendships effectively, creating a strong community of inquiry for the course; to date, feedback has been very positive. A strong sense of belonging to the University, their centre of study and their peer groups was evident in the subsequent responses. Well done to all for engaging so positively! Welcome to the School of Education and Professional Development and the University of Huddersfield.
New books

Teaching in Lifelong Learning: A Guide to Theory and Practice

Professor Roy Fisher writes:

The second edition of Teaching in Lifelong Learning: A Guide to Theory and Practice edited by Avis, Fisher and Thompson has recently been published featuring the work of numerous colleagues from within the School of Education and Professional Development.

Learning, Teaching and Development: Strategies for Action

I am pleased to let you know that, ‘hot on its heels’, Learning, Teaching and Development: Strategies for Action, edited by Lyn Ashmore and Denise Robinson, was published by Sage on 29 November 2014. Like Teaching in Lifelong Learning, this new book features collaborative work from across the School of Education and Professional Development at Huddersfield as well as that of colleagues from our partnership. Denise advises that if you order the book by 31st Dec and quote the following code UK14AF46, you will receive a 20% discount.

Contributors to this text are Shailesh Appukuttan, Lyn Ashmore, Wayne Bailey, Jane Burrows, Alison Iredale (University Campus Oldham), Mohammed Karolia, Kate Lavender (Calderdale College), Louise Mycroft (Northern College), Kevin Orr, Cheryl Reynolds, Glensys Richardson (North Lindsey College), Denise Robinson, Ian Rushton, Nena Skrbic (Leeds City College), Ann Temple Clothier, Martyn Walker, Jane Weatherby (Northern College) and Jane Wormald.


Dr Ron Thompson has produced a Gatsby Foundation funded report on Initial Teacher Education for the Education and Training Sector in England in which he reviews the current system and develops a model for understanding approaches to subject specialist pedagogy.

The pdf can be accessed from the Gatsby Foundation reports page or directly (pdf) here: http://bit.ly/1szbG8G.

Teaching in Lifelong Learning journal

The current edition of the journal was published in August. Articles include Sarah Thirtle’s Self-assessment in Learning: The Relationship Between Active Feedback Strategies And Metacognitive Development; Penny Noel’s and Gill Waugh’s Confronting The Difference: Ethnicity And Patterns Of Achievement In Initial Teacher Education For The Further Education And Skills Sector; Robin Simmons’ and colleagues’ Liberal And General Studies In Further Education: Voices From The ‘Chalk Face’; and Jiajin Zeng’s and Jane Burrows’ Lost In Translation? A Report Into Action Research On The Effects Of Interpretation On Learning And Teaching.

The journal can be accessed through the following link http://eprints.hud.ac.uk/journal/till/.
English Enhancement Programme

This national programme of training for teachers of GCSE English, or for those currently teaching Functional Skills and expecting to be teaching GCSE English from September 2015, was launched on 22nd September. Unlike the Maths Enhancement Programme which had one 6-day course, this programme offers 6 different pathways (Pathway 6 has just been launched). These pathways can be broadly categorised into either Train the Trainer pathways (Pathways 1, 2 and 3) or Training programmes for teachers (Pathways 4, 5 and 6) and there is an online element to each of the pathways. The subsidised fee is £100 per delegate, and to be eligible you must be currently employed by an SFA or EFA funded organisation and intending to teach GCSE English Language. Those not eligible may take part in the programme, but will receive no subsidy. Demand has been very high for Pathway 5, according to Kevin Piper of Creative Education, who is leading the national programme, and all the subsidised places have been taken, i.e. organisations wishing to book staff onto Pathway 5 from now on will have to pay the full price of £479 for the course or £305 per person for an in-house course. Full details of the Pathways are available from [http://enhanceenglishprogramme.co.uk/training-pathways/](http://enhanceenglishprogramme.co.uk/training-pathways/).

Maths Enhancement Programme

HUDCETT are planning to run two Maths Enhancement Programmes in Yorkshire and Humberside and two in the North West of England in 2015, though details are still be finalised. Like last year, the fee will be £100 for all delegates employed in SFA funded organisations (this covers all six one day sessions and is subsidised by the Education and Training Foundation). We have started a waitlist for these courses and you should email John Barton (J.Barton@hud.ac.uk) if you are interested in doing the Maths Enhancement Programme.

Over 70 people attend a ‘Maths Fest’ at Selby College

John Barton organised a ‘Maths Fest’ at Selby College on Tuesday, 15th July. Over 70 people attended and heard York University’s Dr Niall MacKay’s key note on the forthcoming changes in mathematics education. Sue Hough, from Manchester Metropolitan University, then ran an excellent session called ‘Trialling a different approach to GCSE re-sits’. This focused on her work trialling materials with teachers involved in GCSE re-sits based on the Dutch approach for teaching mathematics, Realistic Maths Education (RME). RME makes use of contexts and their associated models to enable students to develop their mathematical thinking from situations which make sense to them.

Participants could then attend workshops on ‘Adaptable activities to engage all types of learners from entry to level 3’ (led by Anne Fieldhouse); ‘Engaging the reluctant GCSE re-sit student’ (led by Joan Ashley) and ‘Level 2 to Level 3 Transition’ (led by Andy Tharratt, NCETM as Assistant Director for Level 3 Mathematics (Further Maths Support Programme)), and a teaching resources ‘Marketplace’ led by John Barton. Feedback from the event was unequivocally positive.
The Education and Training Foundation launches its professional membership service and announces new window for QTLS and ATLS

The Education and Training Foundation (ETF) have created a professional membership service as a result of the demise of the Institute for Learning (IfL). Those who had renewed their membership with the IfL earlier this year will have their membership and membership benefits and services transferred to the ETF. Anyone interested in joining the ETF’s professional membership service should email: membership.enquiries@etfoundation.co.uk or use their Freephone number: 0800 093 9111

ETF have also announced their intention to maintain “the integrity of the professional status of QTLS” by offering teachers and trainers the opportunity to undertake professional formation. The next window for members to apply for professional formation leading to Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) opened on Monday 1 December 2014.

Farewell to Ron Thompson

Professor Roy Fisher writes:

At the end of December, and after nearly 28 years at the University, Ron Thompson will retire from his post as Head of Division (Lifelong Learning), and as Reader in Education, in the School of Education and Professional Development. Ron attended Bede School in his native Sunderland before graduating from Queen Mary College, University of London with a first class honours degree in mathematics and physics. He then took up a post at the (as it then was) Oldham College of Technology where he taught mathematics for nine years, gaining an in-service Certificate in Education from Bolton en route, before joining Huddersfield in 1987.

Ron’s doctorate was in the sociology of education, the outcome of a long-standing interest in educational inequalities, particularly those relating to social class. His writing has been particularly influenced by Pierre Bourdieu, Basil Bernstein and Raymond Boudon. Ron’s work has appeared in journals such as the British Journal of Sociology of Education, Journal of Education and Work and the Oxford Review of Education. With Huddersfield colleagues Robin Simmons and Lisa Russell Ron has undertaken two funded ethnographic studies of marginalised young people, He has co-authored and co-edited books focusing on NEETs, on young people and marginalisation, and on teaching in Lifelong Learning.

Ron has made an outstanding contribution to the evolution of the University’s Lifelong Learning teacher education curriculum. He has played a central role in the management and development of Lifelong Learning provision both within the University and throughout the ETC and HUDCETT. His recent funded overview of Lifelong Learning ITE on behalf of the Gatsby Foundation is testament not only to his grasp of what is an unusually complex field, but also to the reach of his reputation and influence with it.

Ron leaves with very best wishes from all within ETC and HUDCETT.

Thank you and farewell to four colleagues leaving our Consortium partners

Louise Lumsden, who has been the Centre Manager at Askham Bryan since September 2013 and before that part of the teaching team there, is moving to the HEA in York. Alison Iredale, who is currently Director of Learning at University Campus Oldham and before that was the Centre Manager, starts a new job at Leeds Beckett University in January. Charlotte Bishop, the Centre Manager at Nelson and Colne College, has accepted a position of Early Years Lecturer at University Campus Oldham, which she will begin at the beginning of January. Finally, Judith Schoch, the Centre Manager at University Campus Barnsley, has just started a new job at the University of Derby. We’d like to thank them for the support they have provided to the students, their contribution to the Network meetings and collegiality. We wish them all the best in their new roles.

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Forthcoming event and conferences

Being an “outstanding” college during a period of austerity: a leadership conversation: Tuesday, 10th February 2015 at the Cedar Court Hotel, Huddersfield

This Principals’ event looks at the policy landscape and considers its implication on future practice in colleges. Dr Lynne Sedgmore CBE, Executive Director of the 157 Group, has agreed to deliver a key note at the event on being an “outstanding” leader during a period of austerity. Lynne will draw upon her recent research into leadership in FE to answer this question. We also have two other excellent speakers to contribute towards this “leadership conversation”. Earlier this year, Northern College was judged as “outstanding” by Ofsted and Jayne Hawley, the Vice-Principal, will be reflecting on how the college have managed to ‘end up’ with so many inspirational tutors. Peter McCann, Principal and Chief Executive of Kirklees College, is a member of the Education and Training Foundation’s Board and he will explore how college leaders can use the new Professional Standards to foster a climate that empowers and transforms teachers and trainers and creates outstanding teaching, learning and assessment. For further details of the event, please contact Elaine Eastwood on 01484 478204.

“Unpacking” the FELTAG report.
Friday, 27th February 2015 at the University of Huddersfield

The Spring Conference focuses on last year’s report from the Further Education Learning Technologies Action Group (FELTAG) and the Department of Business, Innovation and Skills’ response to it. The keynote is Bob Harrison, a member of FELTAG and Vice-Chair of Governors at Northern College. Workshops are planned on flipped learning, the digital classroom and a college’s response to the FELTAG report. Full details of the event and how to book will be circulated in early 2015.

Some Key Dates for your diary

Development Days

- **New Centre Manager Development Day**
  - Mon, 23rd Feb, 2015
- **New Tutor Development Day**
  - Tuesday, 24th, Feb, 2015

Forthcoming Cert Ed/PGCE Network meetings

- Fri, 16th Jan, 2015
- Fri, 27th Feb, 2015 (45 mins prior to Spring Conf.)
- March/April e-newsletter (no meeting)
- Friday, 15th May 2015
- Friday, 26th June (45 mins prior to Summer Conf.)

Forthcoming BA Network meetings and moderation

- Fri, 6th Feb, 2015 (10-3pm)
- Fri, 22nd May, 2015 (10-3pm)
- Wed, 8th Jul, 2015