

WHY TEACH TOO?

Teach Too supports meaningful collaboration between education and training providers with industry, encouraging industry experts to spend some time teaching their skills and sharing their knowledge. The programme enables occupational staff to teach learners in the provider or workplace setting, whilst contributing to curriculum development. Teachers and trainers are also supported to update their skills by spending time within industry or by supporting industry staff to update their pedagogical practice development. Occupational and pedagogy expertise are combined. The various collaborative arrangements.

Teach Too was created by the Education and Training Foundation (ETF) as a development programme and was a key proposal from the Commission on Adult Vocational Teaching and Learning (CAVTL, 2013)¹ report, aiming to drive excellence in vocational education and training through collaborative arrangements.

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TEACH TOO PHASE 3

The ETF commissioned the Association of Colleges (AoC), working in partnership with the Association of Employment and Learning Providers (AELP) and HOLEX to deliver the Phase 3 programme. Building on a set of principles identified in earlier phases, Phase 3 aimed to embed sustainable Teach Too practice across 12 small scale development projects, testing which models were effective at stimulating Teach Too activity.

An overview of the development projects is available on the AoC website³.

³ <https://www.aoc.co.uk/teach-too-programme>

By creating accessible and relevant courses, this collaborative project supported learners who are often furthest from the workplace to progress in their careers and move into paid employment. In the process, the project also supported the voluntary sector in Camden to become more resilient through the improved workforce capabilities of their volunteers.

Examples of teachers and trainers updating their skills based on time spent in industry and with industry professionals

KM Training Ltd worked in partnership with four local employers to deliver a series of employer-led masterclasses to upskill teaching staff on current hair and beauty practice. Masterclasses were delivered by **Stag Barbershop, Gerri's Barbershop, The Gallery Salon, Eatons Barbers, LH Pro Hair** and **Kieran Mullin Ltd**. Each showcased their different skills and expertise in a range of trends, including barbering and colouring techniques.

The project encouraged people to move towards becoming dual professionals, whereby employer staff were supported to develop their teaching practice and provider staff gained up-to-date experience of industry. Skills taught to employers were mapped to Apprenticeship Standards and the ETF s 2014 Professional Standards to support them to understand the pedagogy required when sharing their expertise. As a result, provider staff were able to observe the latest sector trends and develop their skills and knowledge into their curriculum delivery.

Masterclasses were not only delivered for provider staff - one employer also benefited from attending a masterclass to gain skills in a trend he was not yet offering at his salon. After attending the masterclass he was able to upskill his staff and apprentices in the technique and offer the style to clients in his salon, therefore contributing to business productivity in the area.

The KM Training led project filmed each masterclass and produced a set of video resources which will provide additional learners and staff access to industry led-teaching.

Solihull College and University Centre worked with local engineering companies, **Buckingham Group, Capita, JS Wright** and **Cundall** to secure job shadowing opportunities for their teaching staff. These placements in industry gave the lecturers fresh insight into current practice and new technologies, which enabled them to update the design and delivery of their apprenticeship courses. Apprenticeship delivery at the college is now more aligned to the learning in the workplace, which supports apprenticeship learners to recognise the benefits of both practical and theoretical learning.

Industry staff working on the project were supported by lecturers to co-design the assessment for apprenticeship courses. As a result, many

took the opportunity to train to become assessors themselves. Employees at Capita commented that the collaboration had given them a better understanding of the structure of training courses and reflected that contributing to curriculum development was valuable to its business and encouraged the organisation to renew its work experience offer.

Examples of industry professionals teaching their work to(f)-110 1308D1oDC 4002 (t)-1995(e)400n

SUCCESSFUL TEACH TOO MODELS OF COLLABORATION

The Teach Too Phase 3 programme identified a number of themes which support effective models of practice. These themes build on the principles identified in earlier phases of Teach Too. Key points to consider have been provided, which reflect some of the lessons learnt.

Theme

Achieve meaningful outcomes for learners

Measure the progress of learners through contact with employers and by delivering employer responsive programmes

Measure the impact on attendance, attainment, retention and results

Incorporate learner feedback in delivery

Ensure all activity meets the needs of all learners and provide sufficient support

Recognise that Teach Too arrangements can support

Create sustainable results

and the development of local economies, and plan delivery as a long-term improvement process

Be flexible and responsive to change so that long term goals are achievable for all partners

Managed by

In partnership with

