Achieving outstanding teaching and learning

Chris Cherry – Executive Director, LSIS

Learning and Skills Improvement Service

Setting the scene

LSIS aims to be:

- High performing with a passion for excellent achievement, teaching and learning
- Dedicated to being led by the needs of the sector
- Delivering excellence
- Adding value
- Learning, listening and responding
- Taking responsibility
- Championing inclusivity

Learning and Skills Improvement Service

Our strategic priorities 2012 – 2015

- To lead the sector to achieve outstanding teaching and learning
- To ensure the sector has excellent leadership, management and governance
- To mobilise effective and timely intervention both to avoid and resolve cases of failure

Improving the quality of the further education and skills sector

LSIS benefits 74% of FE & Skills providers in England

LSIS reached 92% of colleges and 79% of WBL providers in just eight months

Colleges and providers helped by LSIS improved by better than one inspection grade at their next inspection

684 SFA funded providers received support to avoid or resolve failure

Improving skills and capability of professionals in the further education and skills

90%+ of sector professionals supported by LSIS have improved the quality of teaching in STEM

92% of student governors are applying learning gained from LSIS support

71% say the Excellence Gateway has had a positive impact on their teaching practice

Teaching, training and assessment

LSIS launches new support programme

- We aim to address the renewed focus on teaching and learning in the new inspection regime
- Adding to our well established coaching programmes – ‘train the trainer’ for Advanced Teaching and Learning Coaches
- Online access to training resources and online certification

Contributing to teaching and learning excellence

Responding to demand: the launch of the new Teaching and Learning Coach (Advanced) programme – for providers to develop their own expert practitioners

Cascader: the launch of an on line toolkit designed to support and record CPD

Supporting practitioners: access to funding to explore innovation within the sector

Achieving teaching and learning excellence

What has our support for the sector revealed?

•Work with peers. Subject learning coaches work – current practitioners seen as most credible advisors

•Lesson objectives and support all learners achieve their own goals

•Look for innovations and recognise the learner perspective

•Range of resources, including personal tuition and follow up sessions

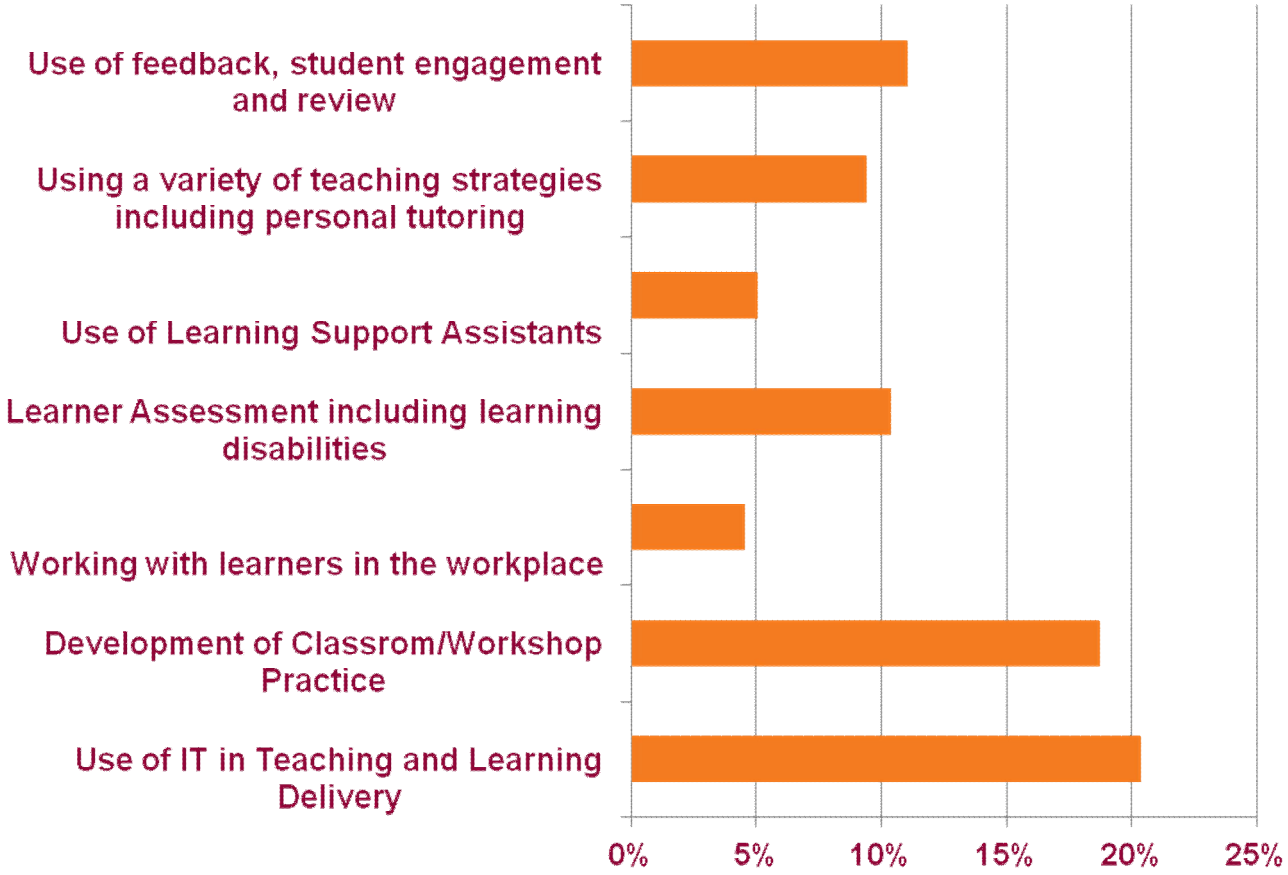
•Support v challenge for learners

•Effective governance leads to effective leadership encourages excellence to flourish

Teaching, learning and assessment

LSIS-AoC research

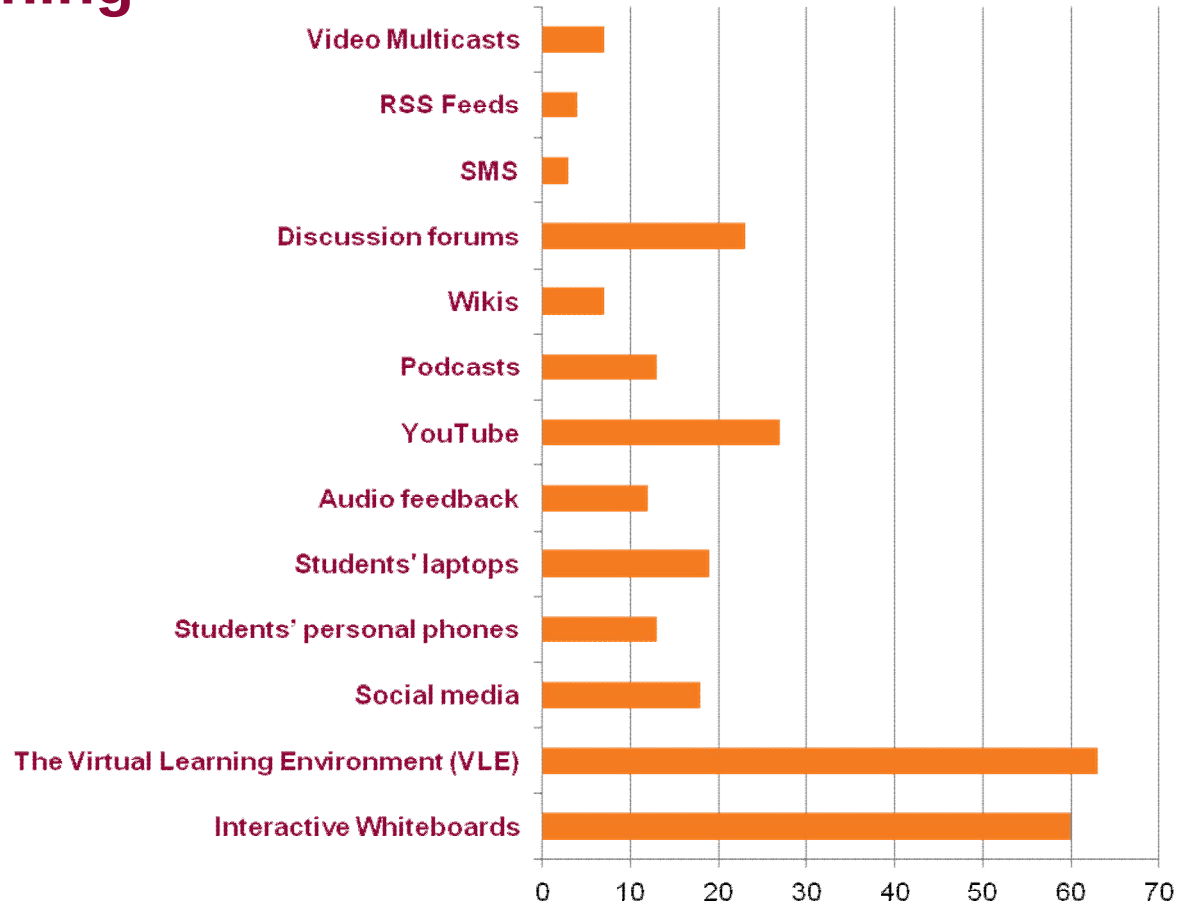
Areas of support welcomed from LSIS supporting excellence



Teaching, learning and assessment

LSIS-AoC research

Use of Technology for excellence in teaching and learning



Teaching, learning and assessment

LSIS-AoC research

Headline findings

- The majority of colleges had assessment strategies in place that were communicated to learners (80%) and teachers/lecturers (86%)
- Majority of respondents had worked with LSIS on a six monthly or termly basis – indicates that a regular focus is effective
- Those providers that engaged with LSIS on a range of fronts reported significant improvements
- The most effective forms of support include working with others (working with outstanding providers or peer to peer support and formal partnerships)
- 65% of those providers with teaching and learning coaches exceeded the average of improvement in inspection since 2008

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