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GCSE
RESIT HUB

LEADERSHIP AND CULTURE FOR GCSE RESIT SUCCESS

WELCOME!

11th June 2024

Introductions and Background

- Who are we? - introductions and roles.
- Recently completed an EEF-funded ‘Practice Review’ about GCSE Resits.
- Led to further work and interest in this area.
- Connecting with other research and interests e.g. evidence-informed practice; education and social policy; collaboration and research *with* practitioners.

Aims of the session

- What are the Spotlights for?
- The wider GCSE Resit Hub work: https://gcseresits.education/
- Connecting research and practice on GCSE resits
- Partnerships and collaboration between Post-16 sector and HE
- Being part of a conversation – learning from other settings/people, contributing your perspectives and experiences.
- A springboard to further work and dialogue in this area

Running order

- Introductions and welcome (8.30-8.40am)
- What do we know about leadership and culture from the research? (8.40-8.50am)
- Guest speakers:
  - **Bryony** – Curiosity: A Tool for Professional Improvement (8.50-9.00am)
  - **Jonny** - Making The Difference in English and Maths: Authenticity and Building Culture (9.05-9.15am)
  - **Bronagh** – Developing a Culture of CPD through Collaborative Planning (9.20-9.30am)
- Q&A, feedback (9.35-9.45am)

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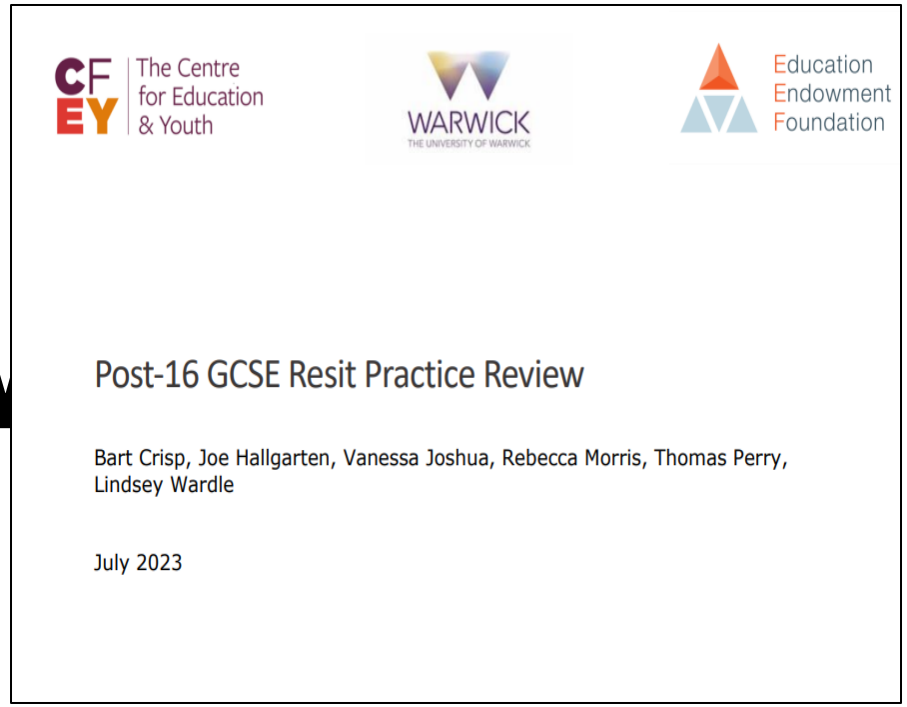
What does the research tell us?

The EEF Practice Review (2023)



Overview of study

- A ‘practice’ review – focused on understanding what is known about post-16 resit practices in colleges/schools.
  - **Desk-based review** of existing literature, to build an understanding of interventions, map common practices and policies (n=59 studies included).
  - **Leader and practitioner interviews**, to understand drivers of successful practices and approaches, and explore barriers to further progress.
  - **Site visits with student focus groups**, to gain a more granular understanding of how successful practices impact on student achievement and engagement.

“Leadership and organization” theme

- Very limited research conducted on this area, to date.
- Our review found 7 research studies in total of mixed quality/scale.
- Including studies of:
  - Maths leadership in FE colleges (Noyes and Dalby, 2020)
  - Perspectives of leaders on effective approaches for resits (Higton et al., 2017)
  - Collaborative planning in colleges (Lancaster, 2021; Smith and Dalby, 2021)
  - Review of tutoring roll-out (Ofsted, 2022)

Interviews with post-16 leaders and teachers

- Whole-college approaches; attempts to create a positive resits culture:
  - Opportunities for team-teaching
  - Connections between vocational and resit curriculum/learning
  - Diagnostic assessments
- Internal reviews and monitoring of quality across departments/teams – evaluation and sharing of good practice
- Logistical challenges – timetabling/grouping of students, class sizes, classroom management
- Significant issues raised around teacher supply, skills and development

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…But very little research examining the impact or effectiveness of approaches suggested her, in post-16 settings.

Where can leaders and teachers look to inform ideas for improvement in this area?

But what *can* we do?

- Draw upon and build on effective principles and practice from successful post-16 contexts.
- Look to promising/existing knowledge and evidence from other sectors (e.g. KS4, Higher Education).
- A focus on aims – what do you want to achieve here? Who will benefit?
- Connect with other leaders and practitioners – share best practice, collaborate, challenge.
- Rigorously evaluate practice – openness to improvement and development

Making The Difference in English and maths: Authenticity and Building Culture

Jonny Kay

Reflection

What does great culture look like?

Culture

A definition

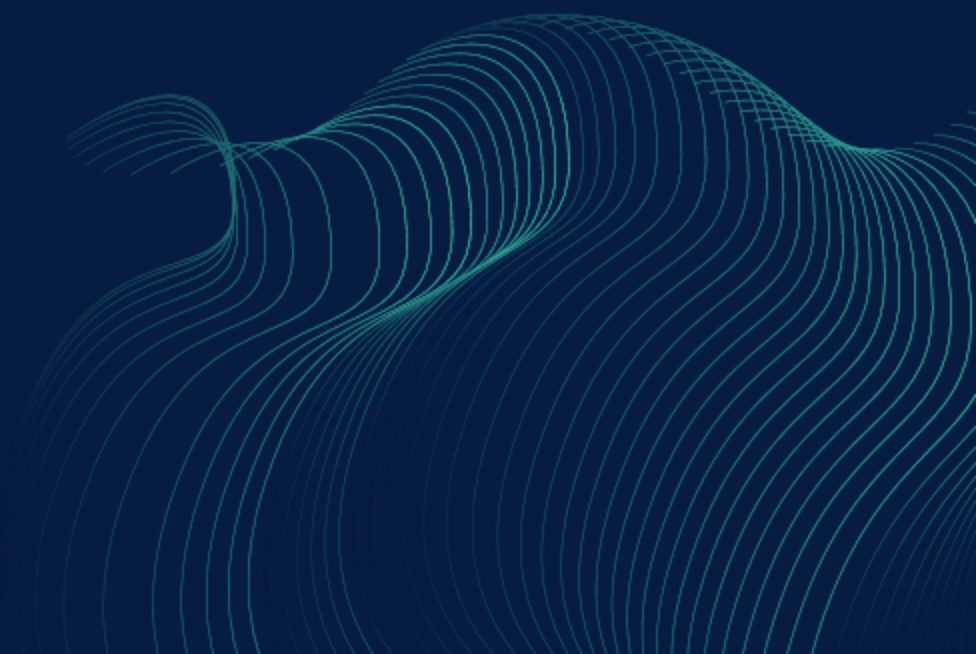
"The **knowledge**, **values**, **attitudes**, and **traditions** that guide the behaviour of a group of people and allow them to solve the problems of their community"

Woolfolk, A. (2016). Educational Psychology: Active Learning, Pearson, Essex.

“Culture is what happens when nobody’s looking”

Herb Kelleher

Former CEO, Southwest Airlines

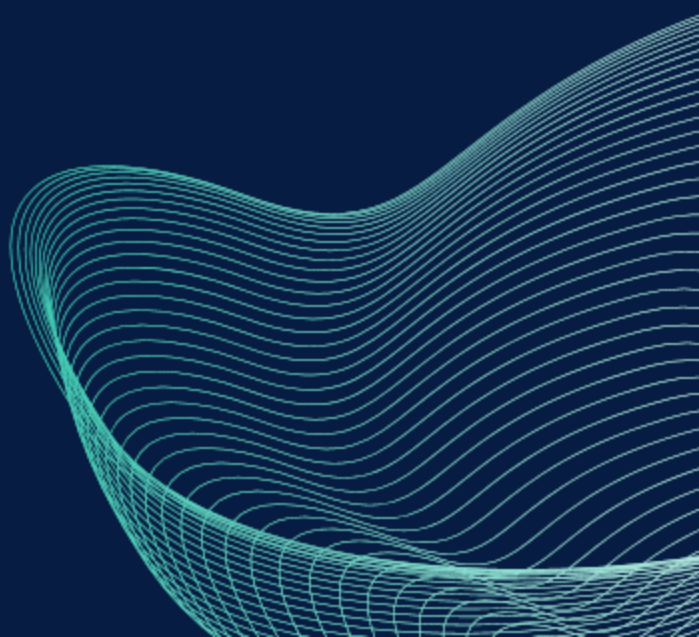


Culture of Improvement

- Catching people ‘in’
- Walk and talk
- Visibility
- Email for broadcast; meetings and 1-2-1s for dialogue
- Regular opportunities to feedback
- Leader appraisal based on team feedback

Teaching and Learning

- Learning Walks
- Work scrutiny
- Moderation and standardisation
- Collaborative planning
- Blinkers off
- 360 evaluation
- Student voice

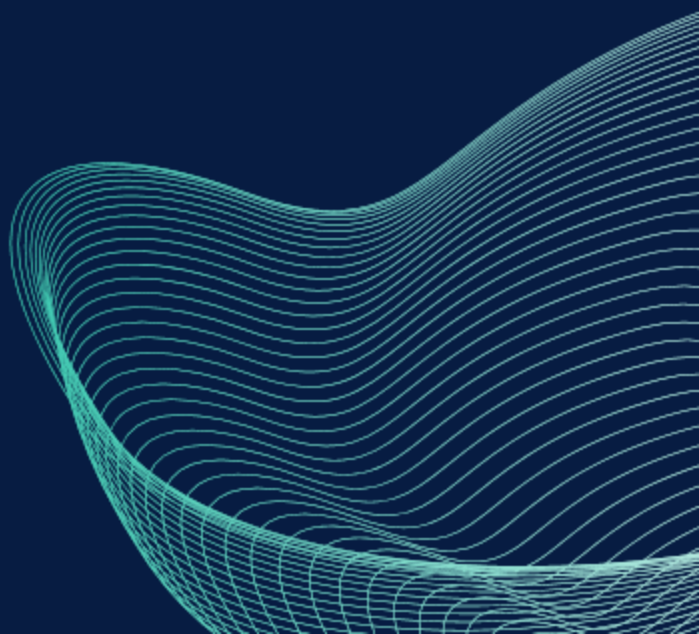


Professional Development

- Coaching: regular, supportive, consistent
- External learning (NPQs, Masters)
- Collaboration with local, regional or national partners
- Local primary, secondary, middle schools, sixth forms, universities

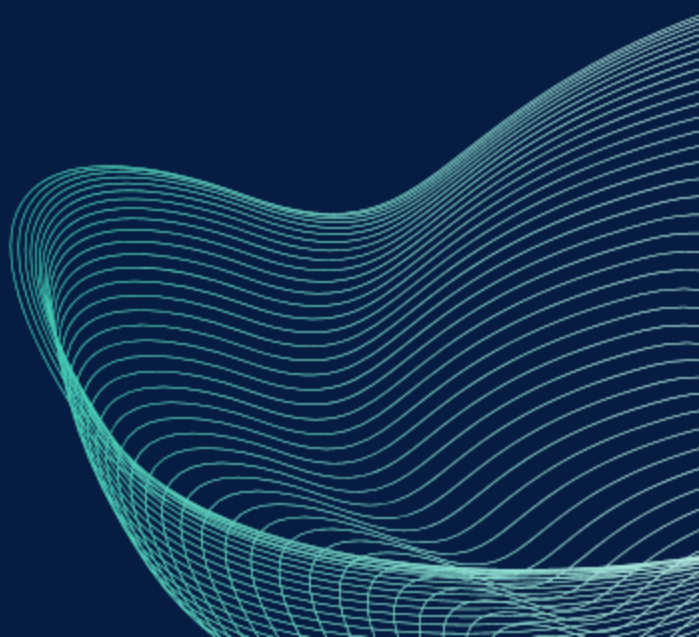
Appreciation

- ‘Thank you’
- Offer flexibility
- Compensation and benefits
- Cultural champions
- Align with those who share your culture



Routines

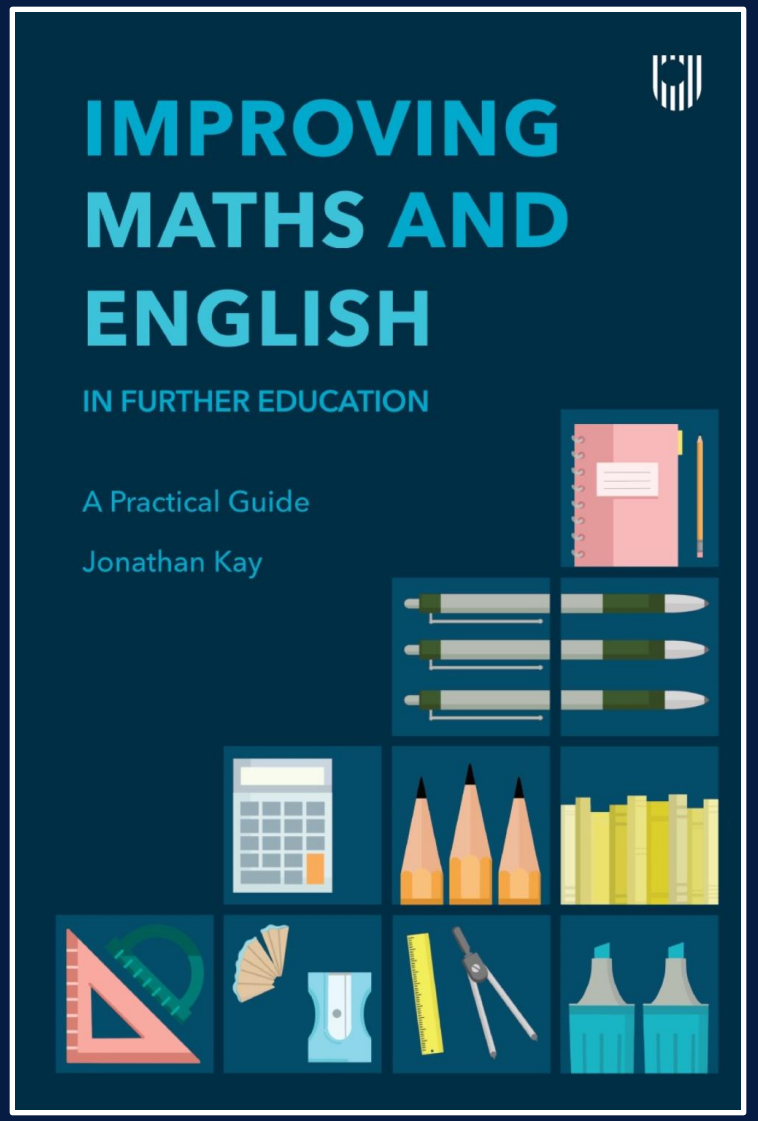
- TLA activity
- Meetings
- Discussions and dialogue
- Support
- Loud praise; quiet sanction
- Collaborate



Cultural Reflection

- Do you give what you expect?
- What are your standards?
- Would you be happy being led by you?

- **Be visible**
- **Be listening**
- **Be learning**
- **Be proactive**
- **Be authentic**
- **Be honest**



Questions…?

For more, contact:

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@jonnykayteacher

Thank You! Please continue to support the GCSE Resit Hub in any way you can

Creating a Culture of Curiosity

Change is a Social Process

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Valuing your Voice and Mastery:

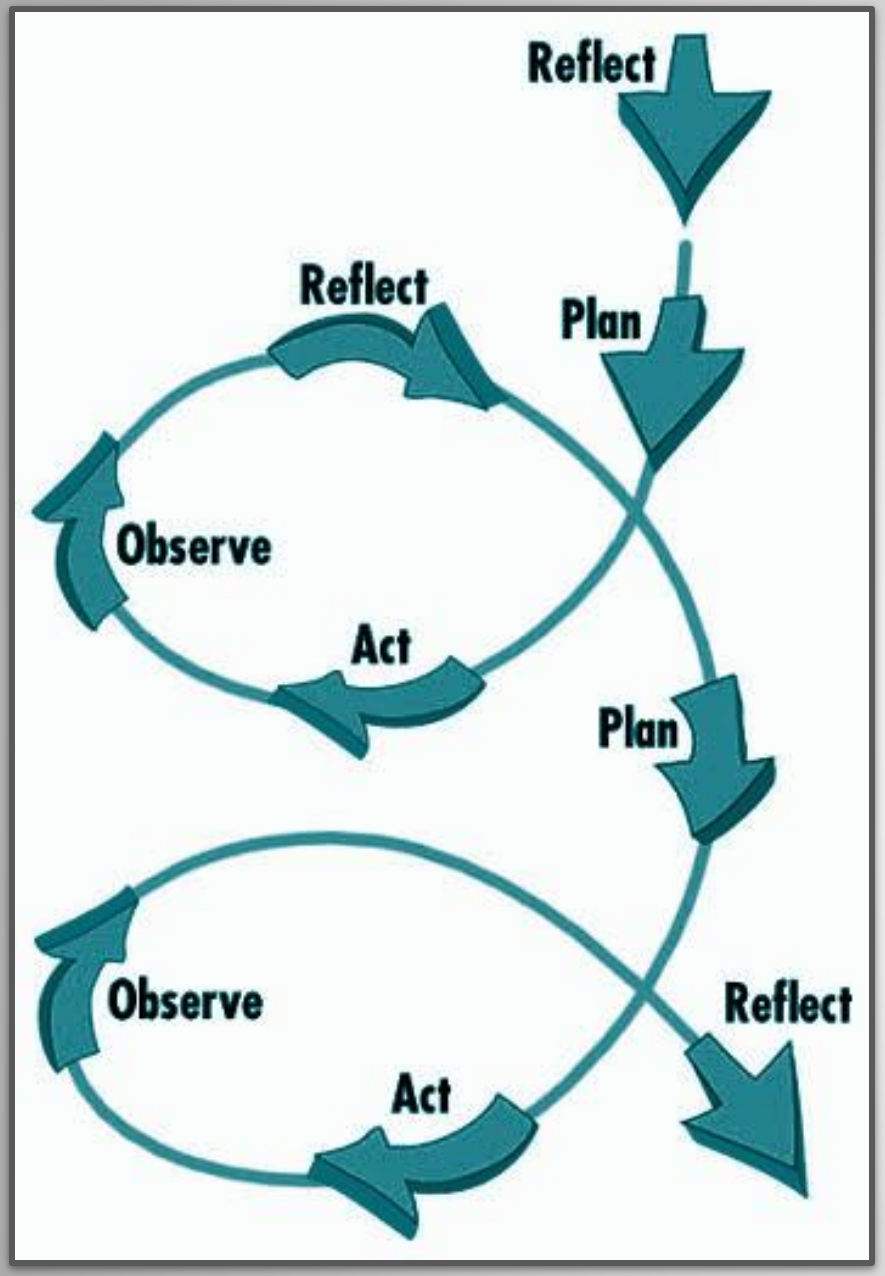
Key Learning to Date (*we are still learning*!)

1) Be built on genuine trust,
2) Enhance the learning of both learners and staff,
3) Encourage internal and external collaboration,
4) Be inclusive and value the voice of all,
5) Be rooted in informed risk taking,
6) Be driven by leadership support,
7) Establish a language that challenges traditional negative assumptions on the nature of research and who can do it,
8) Have space and time and to genuinely 'feed the tree' (Jones. 2020) rather than be rolled out quickly. It won't happen overnight,
9) Champion the thinking of all staff and focussed on the implementation of appropriate and relevant recommendations,
10) Support practitioners to create robust and relevant impact measures to determine the success of the research and its potential to have wider college impact.

Establishing and Action Based Culture:

'You can make a difference.

What do you want to change?'



The Action Research Cycle:

PLANNING

1. Identifying a problem or area for improvement and developing a plan to address it. This involves setting objectives, formulating research questions, and planning strategies or interventions.

ACTING

2

Implementing the planned actions or interventions in the educational setting. This is where the strategies devised in the planning stage are put into practice.

OBSERVING

3

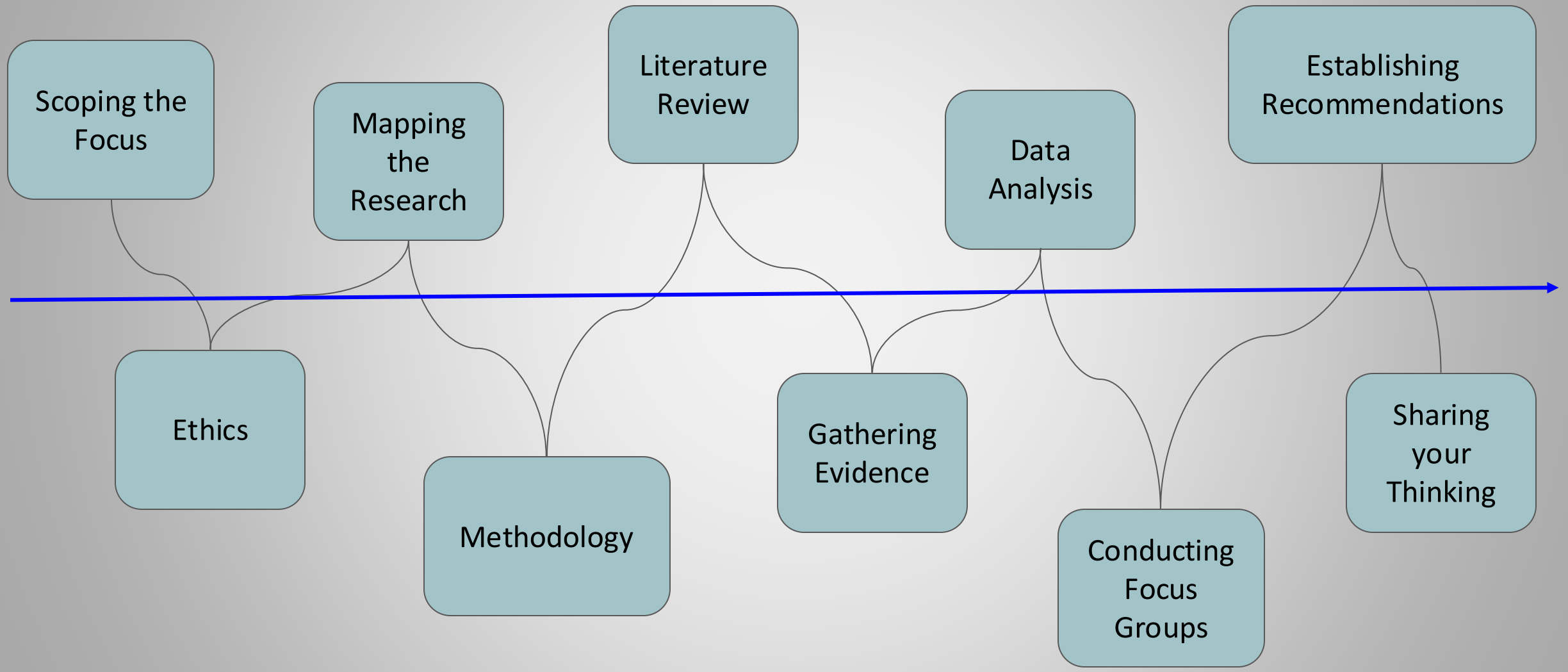
Collecting data and observing the effects of the actions. This involves gathering evidence to understand the impact of the interventions on the educational environment or learning outcomes.

REFLECTING

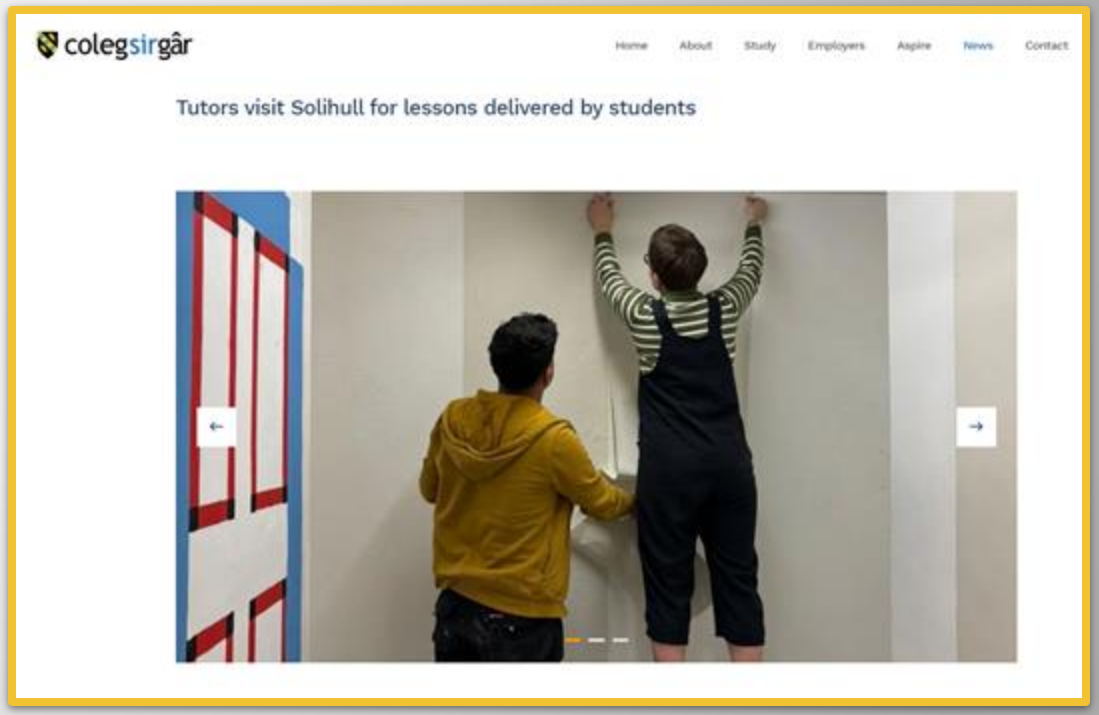
4

Analysing and reflecting on the data collected to evaluate the success of the interventions. Based on this reflection, decisions are made about the next steps, whether it be to refine the original plan, implement new actions, or conclude the research cycle if the objectives have been met.

The Steps:


Scoping the Focus
Mapping the Research
Literature Review
Data Analysis
Establishing Recommendations
Ethics
Methodology
Gathering Evidence
Conducting Focus Groups
Sharing your Thinking

Our Culture in Action



Derby College Group (DCG)

Developing a Culture of CPD through Collaborative Planning

Introductions

I am

Assistant Principal at Derby College Group, a large GFE college, where 53% of our students join needing to retake English, Maths or both (1600 maths and 1350 English)

I have 20+ years of experience in FE, as a maths teacher, a teaching and learning coach, and various management positions for English and Maths.

My professional motivation

- To make a difference for the thousands of students that the education system has failed.
- To challenge the belief that a grade 4 is the 'golden ticket'. **Progress must be recognised.**
- To recognise the challenges and resilience needed for those that work in the post-16 resit/re-take sector and advocate for them internally and externally.

I am not

An expert

Key Sector Challenges

- A '*Policyquake*' in action, Bower Angermann (2024)

Constant policy changes/challenges throughout my career:

- Raising Participation Age (2015).
- Conditions of Funding (2015).
- Many qualification reforms (Key Skills, FS, FSQs, grading systems, removal of modular offer, removal of intermediate level, removal of coursework).
- Recent policy on removal and tolerance and introduction of minimum hours
- Increase in volume of students having to resit/retake.
- Impact of COVID.
- Recruitment and retention of teachers.
- Reducing the pay gap between FE and school.
- Proposed maths and English to 18.

I could go on…

CPD – The DCG Maths & English PDT Cycle

4 sessions:

Development of learning plan, collaborative planning and reflection.

1 session:

Pedagogical input.

1 session:

'TaTT' to discuss at risk students and intervention strategies.

Intent

- To support NQTs, RQTs and ‘non-subject specialists’.
- Build resilience in both teachers and students.
- To provide a ‘consistent’ student experience, ensuring students get the same curriculum diet, independent of who is teaching them.

“Baking the cake, not icing the cake”

Implementation

From This:

LEARNING OBJECTIVES/INTENTIONS
• To become familiar with Pythagoras' Theorem being able to find missing lengths in right angled triangles; being able to prove a triangle contains a right angle. • To use trigonometry to find lengths and angles in right angled triangles.

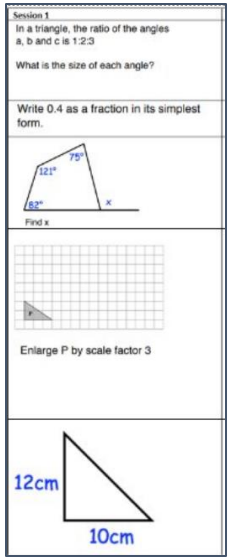
To This:

LEARNING OBJECTIVES/INTENTIONS
Pythagoras To become familiar with Pythagoras' Theorem being able to find missing lengths in right angled triangles; being able to prove a triangle contains a right angle. - Label opposite, adjacent, hypotenuse - State the formula - Substitute into the formula to find hyp - Substitute into the formula to find opp/adj - Apply Pythagoras to problem solving questions **Trigonometry** To use trigonometry to find lengths and angles in right angled triangles. - Label triangle - State the trig ratios - Use the ratios to find missing side - Use the ratios to find missing angle - Apply trig to problem solving

Answer the exam questions provided.

- *Discuss in small groups:*
  - underpinning skills needed?
  - any potential misconceptions?
  - different methods used?
- *Agree*

- any pre-tasks needed? (recall/short exercises)
- which is going to be our key method?
- do we agree that the correct questions have been selected?
- If not, why not?



What extension questions could be asked?

How did your sessions go this week?
WWW?
EBI?

Anything missing?

What will all be able to do, or is there some stretch for more able groups/students?

Impact – Some Feedback from Team

Found discussion of exam style questions useful, which to include and different methods

Discussion on what to cover in each lesson was useful as well as looking at what exam questions are best to use for the sessions. Discussion on different techniques that are used for solving equations showed different ways that are used

consistency, good to discuss with peers

Changing Learning scheme so that the student experience is more consistent. More of a positive look than expected, looking at the way forward and not dwelling on the negatives

was interesting in ways to make small wins to make my lessons more accessible

useful ideas about using the formula sheet as a dump, mistakes on questions and first 10 questions to use to practice.

Ways to think about how to question students so they are thinking positive and know how to deal with failure.

Really good work on the exam ready ideas! I really liked the suggestions; I just worry that the first week might have too many activities.

It was nice to hear that pace isn't just about speed, and that a feeling on speed and accomplishment can be just as good.

I liked looking at the upcoming week and sharing ideas. I would have liked more on the ideas of the questions, and to see how the constructions I didn't know about worked, but I know that can be done at other times.

Improved content description so all teachers are confident on which topics are covered and at which level. Follow up next time with review of impact.

I can generally see where the student has made mistakes or got the question correct a lot quicker, assessing the whole class as they raise their whiteboards. Still needs perfecting and getting all students to take part to be effective.

QUESTIONS AND DISCUSSION

What have you got from this event?
Will it inform your practice going forward?

Please answer our very short survey (2min).

Submissions are anonymous and any identifying details will be removed.

See link provided in the chat, or click link to survey:
https://warwick.co1.qualtrics.com/jfe/form/SV_0P74TCz4c7TkFAq

Stay with us for some final thoughts and information.

THANK YOU!

- Keep in touch – if you'd like to learn more about the GCSE Resits Hub project and/or get involved, you can:
- Visit our website – https://gcseresits.education/
- Follow us on LinkedIn/Twitter - @GCSEResit_Hub
- Email us: rebecca.e.morris@warwick.ac.uk
- Sign-up for our mailing list via the QR Code

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