



TEACH TOO ORGANISATIONAL DEVELOPMENT PROJECT

A case study on the Teach Too organisational development project at RNN Group



PROJECT OVERVIEW

The RNN Group Teach Too bid focussed on the organisational development of practice related to curriculum design and planning; specifically, how this could be better informed through long term, meaningful relationships with local employers and partners.

The ambition was to establish Curriculum Innovation Hubs in two pilot areas which would be centred on the Teach Too principles of collaboration and co-design. The Curriculum Innovation Hub model encompasses a variety of representatives from staff to learners, employers, awarding bodies and wider stakeholders. Through structured collaboration opportunities, these groups of people would review curricula and share sector-specific expertise, which would result in the development of an employer-led and skills-rich curriculum and technical education offer.

Through long-term partnerships with the stakeholders in each Curriculum Innovation Hub, it is our goal that we enable all delivery staff to consistently access dual professionalism activities which will better inform the design and delivery of curriculum and ultimately, benefit all learners to fulfil their individual potential.

Through the Teach Too project, we have piloted our Curriculum Innovation Hub model within two curriculum areas at our Rotherham campus; Digital and Catering and Hospitality.

Project aims

Positive impact and expected outcomes

- ◁ 8 academic and technical education delivery staff (four in each Hub),

have regarding the skills they are developing on programme and how these will support them to achieve their career aspirations. Evidence from the baseline and completion student surveys demonstrate that the most skills development overall has been in the Catering department (see Fig 1). Level 3 learners in Computing have also consistently improved in all areas of skill development (see Fig 2).

Fig.1

Whilst the above cannot be wholly attributed to Teach Too activities alone, it can be recognised that these have played a significant contributing factor to this improvement given the timeline of the survey feedback. Based upon this information and the positive anecdotal feedback we have received from learners, all curriculum areas will be working with employers over the summer of 2019 to further develop their existing skills matrix in order to reflect

improved delivery staff understanding and awareness of the qualifications being developed by the awarding organisations, the information on which decisions are being made and how these factors connect to our local needs.

Equally, the awarding bodies have fed back a great deal of interest in hearing how staff are interpreting their qualifications, any barriers and challenges and how these may be overcome. These greater levels of collaboration are currently influencing our curriculum purchase and planning.

- ◁ Twenty senior leaders and governors have lent their support to the project and its progress towards the commitments made to ensure all staff benefit from dual professionalism activities (which are formally recorded as CPD) annually and to re-imagine our curriculum purchase and planning process aligned to the principals of Curriculum Innovation Hubs. Whilst the project has been short in terms of practical delivery time, what we have achieved are several tried and tested small changes which are planned to have a big impact across the organisation moving forwards.

- ◁ Forty employers have engaged with Curriculum Innovation Hubs so far. This has been made up of engagement at varying levels, including; holding exploratory discussions and meetings to co-design their commitment and support, regularly attending curriculum review workshops to unpick the purpose, delivery and impact of our provision, delivering masterclasses to develop specialist skills with staff and learners and providing real-time learning projects to learners and giving critical feedback on their work. Positive impacts have been far-reaching, including; the wider skill development of staff and learners, particularly in terms of subject specialist skills which are not covered as part of the standard curriculum; re-invigorated teaching and learning sessions based upon real-time challenges faced by employers, and raised levels of learner confidence and engagement.

“The ultimate aim for a student should not just be to gain a qualification but to develop the right skills to start and progress their career. By working with employers, both students and staff can become better informed and inspired

“In order to meet our aims, we’re providing opportunities for staff to refresh their knowledge of their professional industry, as well as actively inviting employers to meet with our learners to develop skills in specialist areas.”
Jason Austin,
Interim Principal

Impact and Future activity

Given the short time frame of the project, it is too early to measure impact on learner outcomes at this stage, however