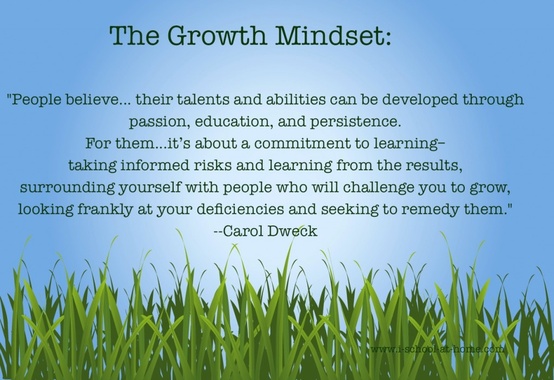
**Embedding Brilliant Learning in 2014/15**

This paper outlines key initiatives the Excellence and Experience Team are leading to support the embedding of Brilliant Learning. They complement and overlap with other Excellence and Experience initiatives, most importantly, with **Performance Management**, **Quality Improvement Planning** and **Impact Assessment**.

Brilliant Learning is at the heart of **Making Learning Work** and the nine strategic goals that underpin it; it sets out how we approach learning, teaching and assessment - both how we go about it (PEPPER) and the qualities that characterise it (SALT).

Brilliant Learning is everyone’s challenge. Ensuring that Brilliant Learning is understood and embraced by everyone is at the core of our work. Without a sense of personal ownership of Brilliant Learning it will be impossible for us to achieve our nine goals, so the Excellence and Experience Team will be working with everyone to ensure that Brilliant Learning remains high on all our agendas.

**In 2014/15 our Brilliant Learning work will focus on:**

* **Cultivating Excellence** – supporting and developing Brilliant Learning in individuals and teams.
* **Learning from Experience** – making accurate operating grade judgements, informing action planning and underpinning impact assessment.

**Cultivating Excellence**

**The Brilliant Learning Forum**

The Excellence and Experience team will convene a **Brilliant Learning Forum**, bringing together our best practitioners to share insights and ideas. The forum will meet for the 1st time w/o 22nd Sept 14 and will:

* Establish a **conduit of communication** focused on Brilliant Learning between the Excellence and Experience Team and the excellent practitioners in clusters and localities; recognising and rewarding their expertise by engaging with them in the embedding and future development of Brilliant Learning.
* Act as a focus for **Communities of Practice** engaged with Learning, Teaching and Assessment. Communities will emerge from within the forum itself and members will coordinate communities within and across their own clusters and localities. To kick-start this work, we propose holding an additional LTA Fair focused on establishing Communities of Practice.
* Produce a **Brilliant Learning Directory**, highlighting Brilliant Learning in every area of TCCG. The Directory will include case studies of Brilliant Learning in and outside of TCCG, details of colleagues who are able to share outstanding practice, and links to support materials, developmental materials and webinars. The Directory will be intranet-based to enable wide accessibility. In the short-term it will be hosted in Moodle. In the medium-term we’ll work with IT Services on the creation of a custom-built Directory linked directly to teacher[[1]](#footnote-1) desktops.
* Provide **a reference point and resource** for teachers on the INSPIRE programme.
* Support the wide embedding of a developmental programme of **Peer Observation**, to be developed and launched by the forum.

The forum will meet every ½ term but members will be continually active across their clusters and localities in pursuit of our Brilliant Learning goals.

To establish the forum, we need support from cluster, locality and other teams in identifying and releasing delegates. **We are looking for a commitment of ½ a day a week** (around 2½ hours of teaching time) per delegate. We would look for each cluster and locality to commit at least 1 delegate for each key curriculum area. Delegates would be appointed for a 1 year period. After that time the role could be renewed or another delegate identified, enabling the role to be used developmentally.

A proposed composition for the Brilliant Learning Forum is attached as Appendix 1.

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| **Key actions:**   * *Identify delegates to the Brilliant Learning Forum* |

**The INSPIRE programme**

The **INSPIRE** programme (**I**dentify **N**eeds, **S**hare **P**ractice, **I**nspire and **R**aise **E**xpectations) will work with teachers who are on the road to Brilliance. Through the programme teachers will work with the Excellence and Experience Team, members of the Brilliant Learning Forum and others to clarify and achieve personal goals; exploring Brilliant Learning through sharing ideas, peer observation, reflection and review. The programme will have a significant impact on each participant’s practice and will be of particular interest to teachers with the Re-engage performance management designation.

The programme will run over 12 weeks, with participants attending two group workshops and working flexibly towards agreed personal goals during the remainder of that time. Each participant will need to commit 18 hours to the programme - 90 minutes a week on average, much of which can be organised around other commitments.

An overview of the INSPIRE programme is attached as Appendix 2.

We’ll run a pilot programme starting w/o 15th Sept 14 with a group of 15 teachers. On roll-out the programme will be a key developmental opportunity available through Performance Management.

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| **Key actions:**   * *Cluster, locality and and other teams with a significant input to Learning, Teaching and Assessment to commit to resource participation* |

**BLING – The Brilliant Learning Innovation Grant**

**BLING** will give backing to individuals and teams with great ideas for Brilliant Learning that can be unlocked by an injection of support, time or other resources. Research shows that excellent performers continually try-out new ideas, adapting their practice and testing themselves against new expectations. BLING will support well thought through action research initiatives with the potential for measurable impact on learner experience and outcomes - trying out new ideas and adapting them until they work. All BLING projects will need to identify a strategy for sustaining their initiative beyond the initial phase.

Proposals for BLING projects will come forward through the Brilliant Learning Forum and the INSPIRE programme as well as direct from clusters, localities, teams and individuals. As part of the approval process applicants will need to commit to the dissemination of their project outcomes, e.g. a Brilliant Learning Directory case study, presentation to the Brilliant Learning Forum, workshop at an LTA Fair.

BLING will launch through a pop-up poster campaign and in the Group-wide newsletter in Sept 14. BLING may be given a specific focus at different times – e.g. Working with Employers.

The writing and submission of proposals will be supported by the Excellence & Experience Team who will forward finalised proposals to SET with a recommendation on approval.

Further guidance on BLING projects and applications is attached as Appendix 3.

**Bespoke Support**

Through a focus on coaching and mentoring, guidance and briefings the Excellence and Experience team will support cluster and locality leaders in embedding Brilliant Learning in their teams. We’ll also continue to undertake specific work with individuals and teams where there are barriers to doing the work from within a cluster or locality. Finally, we’ll continue to run TCCG-wide events like the Learning, Teaching and Assessment Fair, Awarding Body and Self-assessment briefings, Performance Management briefings, etc. in collaboration with the Head of People Development.

**Learning from Experience**

TCCG, cluster and locality leaders will continually review learning, teaching and assessment in their everyday work with teams. This may have a variety of purposes including identifying, sharing and developing good practice; providing evidence for self-assessment, determining a cluster’s operating grade; providing feedback on aspects of learning and teaching under special consideration (ILT, E&D, Behaviour for Learning); providing evidence in capability procedures or reviewing use of resources.

Cluster and locality leaders will make use of **Professional Development Observations**, **Learning Walks** and **Learning, Teaching and Assessment Peer Reviews** for some or all of these purposes.

The Excellence and Experience Team will support this work through guidelines; training; coaching and standardisation activities, through monitoring, and with logistical and other practical support.

**Professional Development Observations**

Professional Development Observations are an integral part of the college’s wider framework for exploring and sharing Brilliant Learning. They are primarily intended as an opportunity for development and are conducted in a spirit of professional dialogue.

Cluster and locality leaders will undertake at least one Professional Development Observation of each teacher in their team every year as part of Performance Management. Professional Development Observations will not be graded but will clearly identify strengths and areas for improvement. If necessary, more than one observation of a teacher may be carried out in a year.

A summary report on the outcomes of Professional Development Observations will be considered at each cluster’s termly QIP Impact Review meeting.

Revised Professional Development Observation guidelines are attached as Appendix 4.

**Learning, Teaching and Assessment Peer Reviews**

Each cluster will undertake an **LTA Peer Review** in 2014/15. Unlike previously, LTA Peer Reviews will be led, organised, written and reported by the Cluster leadership team - with the Excellence and Experience team providing logistical and infrastructure support, critical friendship and standardisation (especially around planning, observations and judgements). Reviews will scrutinise a representative sample of significant courses from across all classroom-based, workplace and work-based FE, HE and 14-16 programmes.

As part of the review a representative sample of lessons will be observed following the Professional Development Observations guidelines. For review purposes these observations will be graded and a cluster observation profile produced.

Each review will follow a 7-week pattern of **planning and preparation** (2 weeks), **enquiry and examination** (2 weeks) and **reflection and reporting**. (3 weeks). Cluster teams will need to commit around **235 hours** of leadership team time to the review process - 30 hours to planning and preparation, 170 hours to enquiry and examination (observations, learner and employer voice and scrutiny of assessed work) and 35 hours into reflection and reporting.

In 2014/15 reviews will start in October and run through to June.

A procedure detailing the LTA Peer Reviews scheme is attached as Appendix 5.

A draft schedule for LTA Peer Reviews in 2014/15 is attached as Appendix 6.

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| **Key actions:**   * *Agree the LTA Peer Review process for 2014/15* * *Agree the review schedule for 2014/15* |

**Learning Walks**

Learning Walks are a key way for cluster and locality leaders and managers to keep a finger on the pulse of the learner experience. Learning walks are useful in identifying, sharing and developing good practice; providing feedback on aspects of learning and teaching (e.g. ILT; workplace learning; E&D; Assessment for Learning); reviewing the use of resources; and in supporting teachers in reinforcing good behaviour. Learning walks can create additional opportunities for discussion between teachers, learners and managers and help familiarise everyone with an approach to review which is now used extensively across the sector.

Cluster Directors and Locality Heads will determine a programme of learning walks to ensure that the experience of their learners is well evidenced and understood.

Each term SET will determine the focus of one group-wide learning walk to explore a shared theme. A copy of the summary report on the group-wide learning walk will be sent to the Director of Learning and Teaching to be shared with other TCCG, cluster and locality leaders.

A summary report on the outcomes of all Learning Walks in a cluster will be considered at each cluster’s termly QIP Impact Review meeting.

Revised Learning Walk guidelines are attached as Appendix 7.

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| **Key actions:**   * *Agree the focus of the group-wide learning walks in autumn term 2014 - e.g. Active promotion of Equality and Diversity* |

*Steve Griffin, Director of Learning and Teaching*

*August 2014*

1. In this document the terms ‘teacher’, ‘lesson’ and ‘classroom’ are used to includes the full range of designations used by those who teach, assess and directly support learning (lecturer, trainer, PLAs, workplace assessor, etc.), the full range of courses TCCG offers and the various places courses are taught (classroom based, workshop based, work-based, etc.). Similarly, ‘learner’ is used to refer to the range of learners, trainees, apprentices, clients, and others studying through TCCG. [↑](#footnote-ref-1)