



The 'key recommendations' analysed against target group and themes

Consultation questions

1. **To what extent do you agree with our analysis?**
 - Barriers
 - Enablers
 - Principles
2. **What, if anything, is missing?**
 - To barriers, enablers, principles
 - Any other categories
3. **What needs to be done, and by whom, in relation to:**
 - a. Initial teacher training?
 - b. Continuing professional development?
 - c. Leadership and management?

Bearing in mind they are in relationship with each other [triangle diagram]

Other themes;

- **More flexible delivery** is needed. This includes the provision of increased opportunities to undertake part time training and making greater use of digital delivery to create online as well as off-line spaces for collaboration.
- **Collaboration, inclusion and diversity** could be actively promoted through more open practices with regard to workforce participation. There is a need for a more flexible and 'common sense' approach, to enable those from other professions to enter the adult learning workforce, via fast track qualifications, accreditation of prior experience, team teaching, and other modes.
- **Progression routes should be developed** with appropriate linkages between different stages and levels, and opportunities for upskilling for those who want to progress. This includes support for the historically well-trodden path from adult learner to adult educator, particularly for those in community learning settings.
- **Coaching, mentoring, action learning sets** and other peer learning approaches use fellow managers and practitioners to support each other to take control of their own learning and are a powerful way to share knowledge and experience.
- **Learning by doing together** is a powerful way of achieving change. Cross-curriculum and multi-agency teams help to break down professional barriers and forge new relationships. Helen Chicot points to what have been termed 'polyvocal conversations' as a way of enabling managers, practitioners, volunteers and partners to communicate effectively, share and learn, to build understanding of each other's perspectives and move together towards finding solutions.
- **Joint Practice Development (JPD)** approaches stand in contrast to top-down, prescriptive Continuing Professional Development. JPD is a more egalitarian model, 'an anarchic response to CPD' and 'an antidote to the notion of mastery.'



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Analysis of key recommendations

Recommendation	ITE	CPD	L&M	More flexible delivery	Collaboration, inclusion and diversity	Progression routes developed	Coaching, mentoring, and action learning	Learning by doing together	Joint Practice Development
1. Managers of SEND need more than knowledge-based professional development. We need to acknowledge the higher-level collaborative skills required for them to work effectively.			X	X	X		X	X	X
2. Collaborative working and 'leading when you are not in charge' is evident elsewhere in the post-16 sector. There is an opportunity to test out this kind of workforce development.		X	X	X					X
3. Comparative evaluation of			X				X	X	



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systems leadership approaches and different models of delivery.									
4. Identify and celebrate the key attributes of high-quality adult educators in evolving contexts	x	x			x				
5. Consider the development implications of cross-disciplinary working and multi-agency engagement			x		x	x		x	x
6. Provide protected time and space for adult educators to co-construct professional development opportunities.		x		x		x			x



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7. Build management and leadership capacity to foster high quality professional development			x				x		x
8. Explore the professional development needs of leaders of the locality			x	x			x	x	
9. Adults have the opportunity to participate in a non-linear form of post-school education	?	?	?			x			
10. Government policy must rethink its emphasis on 16-24-year-old linear, hierarchical learning journeys ...	?	?	?						
11. Promote meta-cognitive skills which span diverse	x	x	x	x			x		x



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subject areas, as well as vocational and citizenship skills									
12. Senior managers commit to effective partnership working and ensure that staff have appropriate engagement skills			x		x				
13. Learning delivery and accreditation based on the needs of individuals not institutional efficiencies		?		?					
14. Coproduction must be continuous, otherwise it becomes stifled and outdated		x	x		x		x	x	x
15. Citizens must be prepared to take on power-	x	x				x			



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sharing roles, while educators must give up sole-subject delivery roles									
16. Outcome measures for co-designed curricula requires a system-wide rethink cross-organisationally			X		X				
17. Learn from and complement current formal and informal learning ecosystem with co-designed processes		X	X	X	X			X	X
18. Adult educators and leaders need specific training to manage the co-design process		X	X	X			X		
19. A new model of evidence-based transformational			X	X			X		X



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leadership and practitioner collaboration which enables instead of stifles integrated delivery									
20. New leadership models challenge the political status quo and existing power dynamics			x						
21. Key leadership skills include a focus on outcomes rather than just activity, expertise in engagement and ability to deliver continual improvement			x		x			x	
22. A coherent and joined-up approach must be			x	x			x		



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based on the assets of place, people and partnership									
23. The 'Bingo mentality' (eyes down, look in) must give way to a broader cross-cutting perspective (eyes up, look out)			X	?					
24. Front-line practitioners need permission and incentives to work together		X			X			X	
25. Adult learning needs to be perceived as crucial for positive change, not merely optional or 'nice to have'	?	?	?						
26. Individual workers identify as 'educators' regardless of	X	X	X		X	X			X



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professional background									
27. Professional practice and development needs to mirror the approaches that work with learners		X		X					X
28. Decision-making needs to devolve into smaller neighbourhoods to include citizens	?	?	?						
29. A worker-led approach to learning and development address identity and values as much as hard skills	?	?	?						
30. Work towards creating a more joined-up approach to careers support services at a		X	X		X				



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national, regional and local level.									
31. The careers advancement concept merits greater attention by stakeholders			X	X					X
32. Embrace tried and tested ideas for lifelong guidance and career development from both within and outside of the UK			X			X			
33. Create more local opportunities for practitioners to co-construct and give meaning to their work		X		X	X	X	X	X	X
34. Harness technology and online collaborative learning to bring practitioners	X	X	X	X					X



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together in exploring their professional identities and areas of complementarity.									
35. A new 'Democratic Engagement Curriculum' and a strategy developed for its delivery	?	?	?						
36. Democratic engagement should feature as a cross-cutting theme for all provision	?	?	?						
37. A forward-looking post-colonial framework for education strategists.			x						
38. Accreditation of prior experiences, fast tracking teaching qualifications, team	x			x		x			



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teaching and allowing unqualified tutors to teach up to a threshold of hours.									
39. Practitioners and policy-makers should learn from post-colonial, co-operative and international models	x	x	x	x					
40. Uncouple economy from education and re-think the relationship.	?	?	?						
41. Joint training between health professionals, social workers and teachers to share expertise. Foster holistic approaches to education, care and well-being in		x				x			x



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collaborative cross-disciplinary settings.									
42. Teacher Education curricula to offer ways for new and experienced teachers to address sustainable development in what and how they teach.	x	x							
43. Professional bodies to take the lead in incorporating the issue of sustainability into professional standards – to feed through into teacher education.			x						
44. Adult education providers to nurture cross-disciplinary working across and within		x	x	x	x	x		x	



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institutional boundaries									
45. Address the numerous new contexts that result from historical and societal transformation.	x	x	x	x	x				x

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