

Sharing transformational approaches to teaching and learning



Further education
Transforming lives and communities



BIRMINGHAM CITY
University



Edge Hill University



At a personal level education lies in the development of self-identity; in our social, cultural and emotional life, happiness and wellbeing.

For the students in *Transforming lives and communities* returning to education was a means for them to flourish.

Their educational achievements were very much linked to their subjective experiences and how they viewed their self-worth in the public and private domains of their lives.

CONTENTS

1. Introduction	3
2. Values in practice	5
3. Student voices	16
4. What I wish I'd known	18
5. Taking part in the project	21
6. Appendix	22



1. INTRODUCTION

Welcome to the UCU *Further education: Transforming lives and communities* booklet. This booklet is an accessible and user-friendly guide for new teachers and more experienced colleagues across the diverse breadth of the lifelong learning sector, including further education and sixth form colleges, adult and community learning, work-based learning, private training providers and those working in prison education.

This booklet shares transformational approaches to teaching and learning. The booklet stems from the UCU *Transforming lives and communities* research project (<http://transforminglives.web.ucu.org.uk/about-this-project/>). The project aims to understand and provide evidence of how the further education (FE) sector is vital in transforming lives and communities in 21st century Britain. The study provided students, teachers, parents and employers with the opportunity to tell their stories, linking the distinctness of FE to the impact it has on individuals, society and the economy, and strongly drawing out the role of the teacher in making a difference to quality teaching and learning.

AIMS

- to familiarise and keep you updated with the changing landscape of adult and vocational education in the UK
- to provide you with practical ideas, tips, activities and plans to support and enhance your teaching and training
- to help you learn from other practitioners by exploring what they are doing in their own practice, in their own diverse learning settings
- to hear from adult learners about how they view their education and what they want from their tutor
- to explore the useful top tips shared by teachers across a range of settings
- to signpost opportunities to get involved in the *Transforming lives and communities* project and take part in UCU continuing professional development (CPD).

BOOKLET APPROACH

We hope that this booklet provides a meaningful and accessible text to support all practitioners to navigate their way around and deliver excellent college and workplace learning. It has been designed to offer practical advice and guidance to help shape your approach to teaching and learning. We use the terms 'practitioner' and 'teacher' interchangeably to indicate anyone working across this diverse sector – for example, teachers, tutors, trainers, lecturers, support workers, facilitators, mentors and coaches.

This could include supporting your practice in the classroom, the workshop, salon, the kitchen, on the pitch, in the garden, the studio or the lecture theatre.

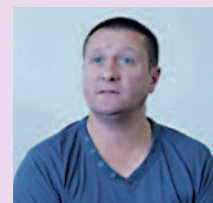
THE CORE VALUES OF TRANSFORMATIONAL TEACHING

- Transformative learning has a focus on supporting students to think autonomously, that is, to think as individuals.
- It allows students to develop their own sense of meaning in an educational space and beyond, free from the accepted purposes, beliefs, judgments, values and feelings that we received from our cultures, religions, family beliefs, personalities and life experiences.
- This process involves building dynamic relationships between teachers and students and, importantly, a shared body of knowledge that supports student learning and personal growth.
- Teachers are positioned as facilitators whose pedagogy promotes students' acquisition of key course concepts; they do this while also promoting students' personal development and enhancing their disposition towards learning.



2. VALUES IN PRACTICE

You get to know your students. The conversation changes from year one to three as they become more comfortable with you. If you are seen as approachable and open the learning changes. They're stand-offish but three months down the line, they are more relaxed in the workshop. They become comfortable with calling you over. And that's a fantastic thing because it makes teaching and learning better.



ALAN

Alan is a bricklayer and builder with decades of industry experience. He sees his work in college as providing more than just skills and knowledge about the construction industry.

Active learning

Part of the conversation Alan has includes finding out how the students learn best. He has found that in the workshop they enjoy and progress when he draws on active learning.

His students do not want to be passive learners. They want experiences that are more inquiry based, engaged and experiential.

How then does Alan shift from an instructor-centred to a learner-centred classroom? Alan draws on collaborative or team-based learning as described below.

Collaborate and team-based learning

Make sure that the groups are equally diverse. Around five in a group works well.

- Give the groups activities that are relevant to the class.
- Allow students time to evaluate each other's contribution to the group and to learn from each other.

- Blend in individual activities, for example, have students take a quiz individually and then collectively as members of a group. Below is an approach that can be used to do this in an effective way.

Individual and group quizzes

Give students a quiz that they complete individually and turn in to be graded. Following the individual quiz, place students in small groups and ask them to take the quiz again, but this time to discuss the answers in their group and turn it in for a group score. This can really enhance the dynamics of the lesson. Both quizzes are then graded and if the group score is higher, the two grades are averaged. This promotes individual accountability and importantly supports students to better understand the material as they discuss it with peers. In this way, they keep up with the material, rather than just accepting they do not totally understand it. It promotes a collaborative way of learning that they can utilise in and out of the classroom.

Whole group discussion

Whole group discussion is also used to actively engage all learners. Some tips for success include:

Listen to students' responses carefully



Scaffold your discussion For example, ask students to describe and analyse the points raised by elaborating and by providing explanations, evidence and clarification. Prompts may include:

- What makes you think that?
- Can you offer an example from your experience?
- Explain what you mean.

Ask other members of the group to respond to ideas by providing alternative viewpoints, agreements or disagreements.

Include probing questions Examples can include:

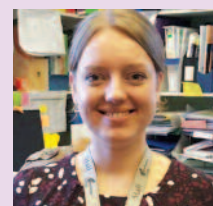
- Can anyone add something to that comment?
- Who would like to share an alternative opinion?



REMEMBER

When you invite students to actively participate in the learning environment, they take more responsibility for their performance in the course. And when they have an opportunity to make decisions about what they learn and how they use that knowledge, students see a course as more valuable and more directly related to their personal goals.

‘As a result of my own experiences in adult education, both as a student and then later returning as a tutor, I became interested in the powerful and emancipatory nature of adult education and transformative learning. I find that students in adult education often comment on how studying has ‘changed their lives’ and ‘opened their minds’. This change described by students is a drive in my transformative approaches to teaching.’



CLAIRE

Claire is a psychology teacher in a further education college. Claire sees transformative learning as an integral aspect of her pedagogical approach.

Claire works with a range of students of varying degrees of ability, by using teaching and learning strategies that facilitate them to overcome barriers to learning.

Often, the adult students have been out of education for some time and may need support in engaging with academic practices. Claire has gained experience in adapting courses to meet adult students' needs, for example, offering blended learning which includes adapting and offering a number of courses online, as well as the more traditional evening classes, to support adult students who work full time or are unable to attend college.

Claire incorporates a student-led approach which allows students to explore topics through collaborative strategies, including groupwork, class discussions and asking questions.

She often teaches students for whom English is an additional language (EAL) and has developed a range of strategies, such as promoting the use of glossaries and dictionaries, which support these students with acquiring the meta-language of the subject, as well as the language associated with their chosen career

pathway whether that be nursing, midwifery, physiotherapy or other health care routes.

As teachers, we need to ensure that our practice is inclusive and respectful, to ensure learners have equality of opportunity and that they feel safe to learn. Claire creates an inclusive classroom by:

- **Establishing a 'respect your all'**
Create a list of ground rules, written in conjunction with the learners, at the beginning of term. These may be placed on the classroom wall or/and each student has a copy.
- **Establishing meaningful relationships**
Get to know your students, for example, build 1:1 and group tutorials into your lessons where possible.
- **Reflecting on diversity and the language that we use**
Be aware of and sensitive to language, terminology, and diversity issues. Students do not all share the same experiences of culture and cultural reference points (eg not everyone knows about TV soaps Coronation Street and East Enders) or a common set of values and orientations.

There is also a need to ensure our language is inclusive and respectful to all learners. It is not right to support discriminatory language or terminology which is 'commonplace' on, for example,

the shop floor, construction site, or catering venue. Remember that further education settings are often highly diverse and bring together people of different backgrounds and ages often from across a wide geographical area. As teachers, you are role models who need to reinforce and demonstrate appropriate inclusive language and terminology.

- **Recognising diversity**

Avoid asking a student to speak for an entire group of people or culture. Treat students as individuals, not as representatives of a gender, class, race, or ethnic group.



- **Equity**

Be conscious of the need to offer all members of the class equal attention.

- **Carrying out an equality analysis**

This considers the impact that our practice, and the policies and procedures that we follow, have on different individuals and their characteristics.

- **Evaluating learning materials**

Do your learning materials support or challenge key stereotypes in your vocational subject? For example, many learners attracted to hairdressing programmes will be female and

construction, male. Do your resources and promotional materials challenge these stereotypes and highlight positive role models who do not confirm to the majority?

- **Listening to the learner voice and to feedback**

Encourage questions and encourage critiques of the class content and pedagogical strategies being used.



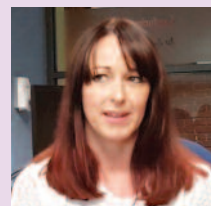
REMEMBER

If learners do not feel emotionally safe, then their attention is unlikely to be focused on making progress, and achieving their potential. Creating a learning environment where both staff and learners are mutually respectful, where any form of bullying or harassment is not tolerated and where all learners feel they are welcome is essential for engagement and maintaining motivation.

Equality and diversity is not about treating every learner the same. We need to know our learners well, identify and meet their specific needs and ensure that the rich diversity of our learners is celebrated and used to enhance learning.



My learning journey has been a turbulent one, from leaving school at 16 with few academic qualifications and feeling lost, to finding further education later on in life and discovering a new love of learning. My own experiences have influenced my approach to teaching and have helped me to identify with the students. I strive to make learning a two-way process, valuing the students for who they are and learning from them as much as they learn from me.



KATE

Kate a dance and literacy teacher shares her approaches to teaching.

Kate described how many of the students whom she teaches have come from chaotic backgrounds, have encountered significant barriers to learning and have had a negative experience of education prior to coming to college. This has affected the way they view education and has resulted in them experiencing anger, frustration and withdrawal which has had a negative impact on their learning.

Sharing stories

Students' histories and biographies can impact on how they experience learning environments. As such, teachers' awareness and sensitivity to the issues that learners bring into the classroom and the development of strategies for dealing with them effectively is important if the barriers are to be addressed. Offering a space in the classroom for students to share their narratives can facilitate the sharing of obstacles and solutions to overcome them. In this capacity the narratives are themselves a support structure which can be drawn on by the class to inspire and offer strategies to move forward.¹

Case studies can also be an inspiring way of engaging and motivating students in their learning journey. Students can

benefit from hearing stories of people like them who have experienced challenge and success in their learning journeys. As well as real case studies, the use of real people in learning can be a powerful tool.²

Learning from others' life journeys, whether it be peers in the class or case studies, can offer what Freire (2004:102) describes as hope³ to improve their life, for example their dreams, family life, job prospects etc.

A driver for Kate's practice is drawing on case studies which are based on real situations. She describes how when students know it is real, it somehow seems to engage them more.

She describes how as their new teacher, she shared the FE transforms video of Adam's story.

<http://transforminglives.web.ucu.org.uk/2016/07/14/adam/>



16-year-old Adam found it hard to control his anger in school and felt he was making no progress. He likes the calm environment in college. Now, he is gaining qualifications, becoming more confident and has a clearer view of what he wants to do in future. Now, he has hope and self-belief.

¹Duckworth V (2013) Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners. London: Routledge

²Duckworth V & Smith R (2017) Further Education in England - Transforming lives and communities: Interim Report. UCU

³Freire P (2004) Pedagogy of Indignation. London: Paradigm Publishers

I like teachers who will speak to you properly. Then you listen a lot more... If they speak to you properly and in a good manner, you listen more. Adam

As the class watched Adam's video and listened to his story it opened up an opportunity for Kate to encourage students to engage in dialogue which would uncover their own stories, interests and needs. After watching the video many of the students felt they could identify with Adam because they had shared similar experiences and therefore felt safe enough to discuss, question and begin to make sense of their own journeys. This was empowering for them as they were inspired by how Adam had 'turned his life around' which gave them hope and the realisation that they could do it too.

For Kate, drawing on Adam's learning journey and sharing stories of transformation has proved vital in opening up the lines of communication, engaging students and supporting a safe and meaningful learning environment. By listening to the students and their stories she was able to develop a two-way process that lets their needs, interests and aspirations shape the lessons. This more personalised approach allowed her to show the students that she recognised and valued them for who they are and what they can bring to the learning environment, which in turn has supported them in taking ownership over their own journeys.

Role models like Adam, who are not outside of the students' world picture, have the potential to break down barriers, inspire and give hope. Sharing Adam's story played a key part in making the

students' learning experience more personal and transformational.

To encourage students to reflect and find solutions to move forward, you may want to develop a worksheet and an activity whereby the class can individually note their response to the case study and share with peers and/or wider group. *See appendix one for the worksheet and post-it activity developed by Kate to accompany Adam's video.*

You may also want to draw on case studies with global themes, set in other countries and written by people of different cultures. These provide opportunities for integrating global perspectives across the curriculum and widening students' perspectives and world picture.



REMEMBER

Embedding students' experiences into the curriculum using their narratives and poetry etc is a means to validate their experiences and develop meaningful strategies to be empowered in moving forward on their learning journey.

“The first bit of advice that I would give to new teachers is choose one edtech platform that they feel comfortable with. Once you have tried it, test it. Once you have tested it, test it on your peers. Never use an edtech platform for the first time during a lesson.”



PETE

Pete has 20 years' teaching experience in English, media and film studies in the secondary and further education sectors

Pete views new and emerging technology as a platform to empower learners in further education.

Empowerment through technology

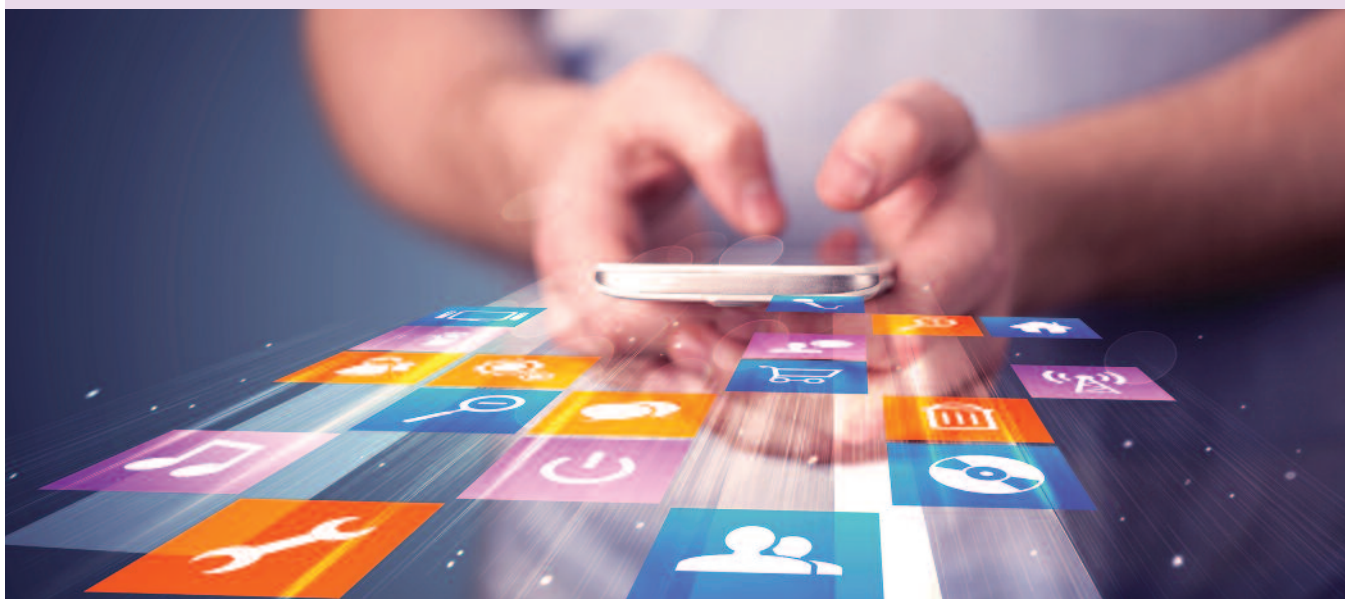
Student experiences with new and emerging technologies work well in an environment where technology is important and enjoyable. The activities should be personally meaningful and students should have these powerful experiences as often as possible. However, the prevalence of technology brought into the classroom can be a real challenge for teachers who do not use technology or cannot model the appropriate use for technology in a classroom. This section will discuss how new and emerging technologies can empower students in innovative ways.

In the twenty first century new and emerging technologies are appearing every day for teachers to think about. Many students arrive at college or their training workplace with the latest mobile device. Learning environments (both physical and online) are updated with new equipment, features and functions. There is great pressure for teachers to embrace these changes and demonstrate knowledge and engagement.

With the arrival of technology across all fields of learning, the ways in which students store and retrieve information for further use has dramatically changed. As such, multimedia, interactive technologies and new ways of developing collaboration are approaches which can be successfully drawn upon in meaningful and creative ways for learning. The willingness and confidence of the teacher to explore, model and experiment with new pedagogic approaches may be viewed as critical to developing the effective use of technologies for teaching and learning.

We are in a time of significant and rapid change; both in terms of educational and institutional policy and practice, coupled with the dynamic shifts in technological advancement. Together, their related impact on students, learning, infrastructure, society and culture cannot be underestimated. Finding the space and time for quality and meaningful reflection on our existing practice can empower us to react,





respond and be empowered by change, to ensure we continue to thrive as effective educationalists who meet the diverse needs of all our students.

Pete evaluates how new and emerging technologies can empower learners in innovative ways. He does this by examining three examples of popular education technology (or edtech) platforms. The first will be a social media platform, the second a games-based response system; the third will be an online video presentation tool.

A quick summary of how other edtech tools and platforms empower

Virtual wall - Padlet

Padlet is collaborative learning in real time, where users can embed any content.

Online video tuition - TuitionKit

TuitionKit has a wide range of video resources and assessment options and is developing quickly.

Presentation tool - Emaze Users can create and share multimedia online presentations.

Social platform - Twitter Learners can search for relevant content, follow lists to improve knowledge, even engage with experts in their field. The 140 character limit can develop literacy and mastery.

Social pinboard - Pinterest Learners can discover and curate content in specific categories and create mood boards and eportfolios.

Social platform Infographics - Canva infographics help develop literacy by encouraging learners to select and scrutinise information and repackage it as images, words, graphics and numbers.

Lecture capture and flipped classroom

Panopto When the classroom is flipped, learners can pause and rewind if they do not understand and choose from a selection of extension tasks.

Podcasting programs - Garageband and

Audacity Learners can remove barriers to writing by using podcasts to focus their ideas. Podcasts also help develop oracy and presentation skills.

Social media platforms - Instagram

Using Instagram (Instagram.com) as a teacher can empower by presenting opportunities to access up-to-date resources, connect with others and learn in a way that is innovative and immersive.

Hashtags for better search and engagement

On Instagram, hashtags are a crucial way to categorise content and make your own posts more visible and searchable. Each post can use a maximum of 30 hashtags.

Apps like Hashme can reveal the most popular hashtags used in certain categories. Consequently, an Instagram post is more likely to go viral if you also add hashtags sourced through Hashme. At the same time, Hashme can empower by making searches more specific. At the time of writing, a search for #students through Hashme would reveal that the most popular related hashtags are words like #learn, #learning and #textbooks – and many more.

These categories can be broad, for example #STEM or #science. They can also be specific or niche: geology students may want to search using the hashtag #Geologyrocks or #Geologyporn to discover posts that can provide stimulus material that is native to their internet activity. It can also help them find a more engaged audience for their own posts.

Game-based response systems (GSRS) - Kahoot!

As a gamified student response system, or GSRS Kahoot! can be viewed as empowering by encouraging discovery learning, the feeling of serendipity – that users have stumbled across knowledge

that is relevant and personal to them (<http://getkahoot.com>). Kahoot! has a growing range of functions, for example:

- Kahoot! Quizzes
- Blind Kahoot!s
- Ghost Mode
- Kahoot! Surveys
- Kahoot! Polls
- Jumble Kahoot!s

Learning is collaborative with Kahoot!

Another empowering aspect of Kahoot! is the idea that learning collaboratively can provide powerful evidence of differentiation, reassure learners by scaffolding knowledge and stretch and challenge higher achievers by enabling them to take control of their learning.

Online video sites - Edpuzzle

Edpuzzle (edpuzzle.com) – a video presentation tool – can empower by sourcing videos from a variety of channels, for example Youtube, Vimeo, TedTalks and National Geographic – among others. The videos can be automatically paused to reveal questions for the learners to answer. There is also the option to add audio – for example a recording of the teacher asking a question. Not only can video help assess, Edpuzzle allows teachers to track their learners' progress and view rigorous data on their achievement.

In terms of activities, Edpuzzle's multiple functions can help vary activities considerably. Here are some examples of Edpuzzle that can provide stimulating and diverse activities, whether teacher or learner-centred:

- Students source their own videos and create their own activities. To do this, they need to access the teacher's account but change the password immediately after.
- Students create and upload their own videos and evaluate, analyse, critique or provide comments on them.
- Teacher creates competitive quizzes as a diagnostic test, a formative or a summative assessment. These can be multiple choice but they do not have to be.
- Teacher asks creates open-ended questions to be answered in pairs on a worksheet or in a workbook.
- In a 'flipped' classroom, add images, links or equations to questions. If the learners answer at home, the teacher can monitor viewing history and quiz results. The teacher can prevent the class from skipping the video, so they will be forced to watch it all the way through.



REMEMBER

When considering globalisation and its impacts on education we might recognise an age of: democracy, freedom of thought, ideas, acquired knowledge that allows students and teachers to think globally rather than only locally and nationally.

With the rapid and seemingly continuous development of new and emerging technology, there has also been a change of concepts around space and time. Consider the speed and the wealth of access to global information now

available at the touch of a key or the swipe of a mobile screen. These developments change the boundaries of what knowledge is and how it is shaped.

This perspective raises some important questions. If students feel that their learning experience does not meet their expectations, this may have significant implications for retention, achievement and ultimately success.

Consider students born in the year 2000, who will now be embarking on a further education experience. These students only know a world with high-speed broadband connections, digital television and multimedia, mobile and wireless devices, collaborative online services and networking.

We are now, ever more able to access and interact with the web on the go, from blogging on the bus, checking emails in the supermarket, even booking restaurants online and shopping whilst relaxing in bed.

However and importantly, with this very observable omnipresence, it is easy to forget that many young people from more disadvantaged backgrounds may not have the exposure to the range of technologies that we might expect. The cost of personal computers, smartphones and broadband internet connections have all reduced significantly over the last five years, although for many, their expense is a barrier priority in times of austerity and benefit cuts.

‘We’re able to offer differentiation. There’s stretch and challenge. We’re a lot more flexible with the programme. We do a lot of work, both pastoral and progression-wise.’



JIMMY

Jimmy works with 14-16 year olds in college – some of whom have been excluded from school and feel school is not for them. He brings a lot of life experience to his teaching job. He doesn’t give up on his students. He refuses to write them off.

Differentiation includes Scaffolding teaching and learning. Students are encouraged to recognise the gaps of their current knowledge and skills and have opportunities to test and apply new skills, knowledge and perspectives

The questions that Jimmy employs to promote this require students to:

- analyse
- synthesise
- create
- empathise
- interpret
- relate to background knowledge
- defend alternative perspectives.

Empowering feedback

Jimmy also ensures that he gives timely and constructive feed forward to promote students’ continual progression. This includes using feed forward strategies when applying questioning approaches as listed previously.

Questions that can be posed in good feed forward:

What went well – a reflection on the student’s success linked to the assessment criteria or rubric.

Even better if – an opportunity to suggest strategies for improvement or to highlight areas that need further exploration, explanation or evidence by the student.

Next steps – future directions for the student to explore, more tasks to be completed or strategies for the student to supply further evidence of knowledge development and learning.



REMEMBER

The power of feedback is highlighted in research as one of the most important roles of a teacher.⁴

Meaningful feedback can be motivating but poor feedback can have the opposite effect, reducing confidence and threatening self-esteem.

Rather than spending too much time and effort on reviewing the past and what learners cannot do, it may be more helpful to evaluate and highlight what learners can do and importantly to provide clear guidance and targets on how they can move forward in an informed way.

⁴ Hattie J (2012) Visible learning for teachers. Routledge: London

3. STUDENT VOICES



‘The teachers were always there, always there. Anything I was unsure about they would stay behind and help. And they would always push me. They don’t talk down to you. There’s good friendship there. You’re not afraid to ask. And if you don’t understand, they’ll sit you down and explain it. ’

Dean arrived at college with few formal qualifications but with years of experience of labouring on building sites. He was new to technology, found it daunting to use a computer and used a pen and paper for written tasks; but he could put his hand to many jobs in the building trade.

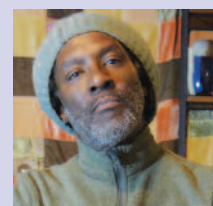
In relation to transforming lives and communities the research highlighted how teachers actively strive to offer transformative educational experiences despite a challenging context.

A key aspect of this drive is their dialogic relationships with students; dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. This approach is pivotal to transformation.

Furthermore, at the core of teachers’ practice was a strong ethic around providing pastoral care, accepting students for who they were, believing in them and validating the knowledge and practices they brought into the learning spaces.



“When you go to college you think, ‘What I’m learning here is for me! It’s my livelihood, it’s my future’. You wake up then and you study. FE gives you the freedom to be yourself.”



HERBERT

Herbert is a photographer who has had his work exhibited all over the country. Leaving school at 16, he trained as bricklayer before returning as an adult to college where his dyslexia was identified for the first time.

Herbert enjoys learning in creative ways. Creative and innovative techniques and approaches, particularly when planning and implementing teaching and learning were effective in engaging students in *Transforming lives and communities*.

Embedding creativity into the curriculum is often difficult, as college curricula often do not acknowledge the creativity and socially-situated knowledge that students bring into the classroom. As such, for many educationalists, the more traditional behaviourist and cognitivist theories of learning no longer fully resonate with the real purpose and value of education and working with students. Rather than the transmission of knowledge from expert to novice, more transformational theories place the student, not the teacher, at the centre of the educational process, with the role of tutor to support students as they develop their ability to make meaning and construct deeper understanding.

In addition, rather than communicating an objectivist view of knowledge, constructivist learning theories recognise the central role of the student in constructing their own knowledge and dynamic understanding of the world through their own

interactions and experiences. Using multi-modal approaches, which include poetry, multimedia and images, can be a move towards reflection and transformation.

Drawing on multimodal approaches offers the expansion of the ways students acquire information and understand concepts. Words, images, sound, colour, animation, video, and styles of print can be combined. Indeed, quality teaching and learning can be enriched when an emphasis is given to the development of a dynamic multimodal teaching and learning environment. The use of creative imagination as a tool for student empowerment is further enhanced by drawing on the different creative literacy practices (poetry, storytelling, monologues, song lyrics, drawing, etc) the students bring into the classroom. In *Transforming lives and communities* it was used as a means to engage students in a variety of critical practices. Recognising students as creative agents and authors offers an alternative vision for the future development of creativity and literacy that has the potential to improve how further educational opportunities as representational modes affect the shaping of knowledge.

The real-world experiences of students are a crucial component for thinking about how to incorporate creative and aesthetic approaches to education, as a tool for consciousness raising, transformation and hope for students and their communities.

4. What I wish I'd known when I started teaching



Paula Litherland has over 25 years' experience in the fitness industry covering a range of jobs from studio coordinator to gym manager, operations manager and personal trainer. She was awarded a first class BSc in Physical Activity Exercise and Health at Salford University, then went on to complete a PGCE at level 7 while working as a lecturer and programme manager at Hopwood Hall College in public services.

Paula is currently completing her MA over the next couple of years and spends time researching the impact of stress for employees in the education sector.

Always have an open mind and be resilient and patient with all students – they all deserve your attention in different ways.



Bob Harrison has worked in further, higher and adult education for 40 years as a teacher, manager, principal and has been a governor of Northern College for 14 years and is now co-chair of governors. He is also a trustee of the Ufl Trust a charity supporting the innovative use of technology in vocational and adult education. Follow him on twitter bobharrisonset.

Working as a teacher in further education is an enormous privilege. Students have turned to you to inspire them, teach them and support them as they seek to transform their lives. It is a great responsibility. Be authentic, be passionate but most of all be a student yourself.



Michelle Whitehead worked as an English teacher for 12 years within the FE sector, before becoming a senior lecturer teacher education (PCET) at the University Campus Oldham in 2013. She has taught English from entry level 3 up to and including the new level 5 diploma in teaching English: literacy. This has given her a wealth of experience with both hard to reach 16-19 learners and well-motivated adults who are returning to education or enhancing their continuing professional development.

The best piece of advice I could give to a new teacher is be prepared to embrace change and be adaptable. The further education sector is constantly in flux and requires tutors who respond quickly to best meet the needs of their learners.

Joel Petrie has worked in further education for over two decades as a lecturer, teacher educator, manager and trade union activist. He is currently undertaking an educational doctorate focusing on leadership in FE at the University of Huddersfield.



Join professional networks such as UCU, the Learning and Skills Research Network (LSRN) and the Association for Research in Post-Compulsory Education (ARPCE).

Janet Lord is a lecturer in education at Manchester Metropolitan University. She moved into teacher and higher education after many years teaching in schools and colleges. Her first love is teaching and her research concerns teacher development and identity.



Not so very long ago I was with my family in our local pub restaurant when a smiling young man in his 30s came up and thrust a large glass of wine into my hand. He said, 'I know you might not recognize me, but you were my tutor in college, and you were the first person in school or college who'd ever really cared about me. I have never forgotten that. On the day I left college I said to myself that if I ever had the opportunity I'd get you a drink to say thank you. Fifteen years later I've now got my own business and a family and having you as a teacher was what really set me on the right path.'

I enjoyed the wine, feeling more than a tad emotional. That young man's action made me understand in a very personal way, just how teachers can make a difference.

Now my daughter is about to embark on a career as a teacher. I've said to her what I say to all the aspiring teachers I meet: although teaching is the hardest job in the world, it's also the best.

For a new teacher it is important to understand that teaching can exhaust you on every level; physical, mental, spiritual and emotional. But it is so worth it. As Michael Morpurgo says: 'It's the teacher that makes the difference, not the classroom'.

Ameenah Shaukat has been teaching health and social care, in further education for two years.



The advice I would give to a new teacher is ensure you always ask questions if you're not sure, and also always opt for putting yourself forward to taking as many responsibilities as possible and developing confidence and knowledge. Also access as many training programs as you can and take the lead without shadowing other teachers too long.



Claire Marsh successfully completed her PGCE further education and training while teaching full time at The Manchester College. Claire completed her PGCE with an 'outstanding' grade. Since then, Claire has been consistently graded as an outstanding tutor during observations of teaching and learning and Claire won the FE Tutor of the Year award as part of the Manchester College's Quality Oscars Awards in 2016. In addition, Claire was shortlisted as Tutor of the Year at the TES FE Awards 2017.

Work hard but not too hard. Managing a good work-life balance is something that's really difficult to achieve, especially in the first few years of teaching. It's important for tutors to take time for themselves, develop strong organisational skills to help manage their workload and also know it's okay to say no or 'not right now'.



Rohema Khan is an experienced professional within the economy and skills area with over 10 years' experience within the further and higher education sectors before moving to local government in 2010 to develop the *Passport to employment* programme which looked at developing a shared commitment to whole workforce planning, deployment and development across Oldham Council.

My one piece of advice to new teachers would be to remember the reason that they wanted become a teacher in the first place and the passion that drove them there.

Although I believe that there should be clear structure and rules in place to ensure learning takes place in the classroom, it is important to remember to bring fun into learning. Above all, remember that you know your subject well and be yourself!



Mike Bailey is senior course tutor in history & politics, business, economics, humanities and law at Franklin College

I have taught in both the FE and SFC sector for a little over four years now, during which time I have had to contend with the challenging day-to-day issues that many face as teachers and that we are all too aware of. Whether it's the constant changes in legislation and policy by the DfE, the underfunding from government, challenging behaviour in the classroom, or ineffective leadership, sometimes it can feel like a daily battle just to do your job. But we must not lose sight of what's important, nor the high stakes of the job we do - transforming the lives of our learners by helping unlock their potential.

Teaching is the best and most fulfilling job in the world but it is by no means an easy job. The challenges we face as a profession, while significant, are not insurmountable if we work together.

5. Taking part in the project



Being a transformative teacher and providing transformative learning experiences for learners is not something that anyone does in isolation. Transformative teaching is about connecting the classroom to society outside the classroom walls. It is about seeing learners as people with histories and, most importantly with hopes for the future. It is about working together in ways that empower you as professional and your learners.

Transformative education is about sharing and collegiality. It is about having a sense of how education can address the social inequality in our society; it moves towards models of practice based on social justice. It can be about facilitating students to reflect and see themselves in a new positive light after negative prior educational experiences. Above all it's maintaining an ongoing dialogue with your students, and with

your colleagues. This might mean within your department and across the wider college but it might also mean forging new friendships and alliances with teachers in other further education and higher education settings.

The *Transforming lives and communities* project is a dynamic community and you can play a part. It has a website which includes the experiences of teachers and learners, and an area for sharing ideas:

<http://transforminglives.web.ucu.org.uk/resources>

For information on UCU's CPD programme, which includes free resources and courses for UCU members, go to:

cpd.web.ucu.org.uk

If you aren't yet a member of UCU, you can join online at www.ucu.org.uk/join or call 0333 207 0719.

6. Appendix Kate's resources



Using post-it notes

Sometimes students need an easy way to get their views and thoughts together. It helps them to organise ideas and commit them to paper; it is often about making sense of multiple ideas. This works well individually and also with groups.

The students can initially pen their own ideas, then in small groups they can share and organise them. Using different coloured post-it notes works for different classes of ideas and emotional responses; for example, green can be used for ways to move forward and purple for further reflection. Or you might choose to use the same colour post-it notes but different coloured pens. They can then be posted on walls and easily organised to discuss different ideas and ways forward.

Below are post-it notes that Kate collected from the lesson. The video of Adam was shown and then the students were given the time to reflect and write key ideas and emotions about Adam's learning journey. They were also asked to reflect on how attending college had played a part in their own learning journey. This reflection and sharing of their experiences enabled

the students to recognise that Adam was a role model and that, like him, they could also achieve success on their chosen learning path. They were inspired and motivated by Adam.

I use to ~~get~~ ^{be} angry in school
because i never knew what i was
doing but college has helped me
Like it did for Adam

how he turned his
life around

he was naughty.
and then he went
to college, and got
help.

Adam didn't like high school
didn't listen to him as much as
seele didn't because they wouldn't help
him. So he got angry, were he couldn't
control as he punch walls. Now
has at college and has better in
himself, and change his life around.

I liked how he has
changed
I can do it too

The resource below was developed by Kate to be used in conjunction with the video of Adam. The aim of the activity is to develop a dynamic relationship

between the teacher and the student based on respect and trust; the approach is holistic and the student is positioned at the centre of their learning.

Working together and moving forward

Tell me some things that I need to know about you that are important

.....

.....

.....

.....

What do you like about yourself?

.....

.....

.....

.....

How can I support you?

.....

.....

.....

.....

Create a mind map or list about yourself to share with the rest of the group

Some questions to think about:

- What are your hobbies and interests?
- Who are the important people in your life?
- What are your favourite things? (Food/ music/ places / colours).
- Do you have any goals? (Career / Life).
- What are you proud of?
- What would be your dream job and why?
- What would you like to do next?



BIRMINGHAM CITY
University



Edge Hill University

UCU
University and College Union