

ANNUAL GOVERNORS' CONFERENCE

REPORT



10 July 2019



Effective governance for the future

Objectives

- ▶▶ Review where we are now
- ▶▶ The new inspection framework
- ▶▶ Working smarter and more effectively
- ▶▶ Future challenges, Looking forward
- ▶▶ Key values. KPI's measuring success
- ▶▶ Review

Are you the best?

2019...

- » Adult and community provider of the year
- » The best FE provider
- » The Principal receives an OBE
- » Matrix Standard Award for IAG

June 2018 Inspection Report

- » A culture of excellence, tolerance and respect with learners thriving in a high quality learning environment
- » The high expectations of teachers whose enthusiasm is infectious and makes learning fun
- » The quality of learning support for those learners needing extra help is excellent
- » The confidence, pride in their work, motivation and strong sense of belonging and wellbeing learners develop
- » The excellent progress made by learners and the number who complete and achieve their qualifications which has remained high for several years

Why are we Outstanding?

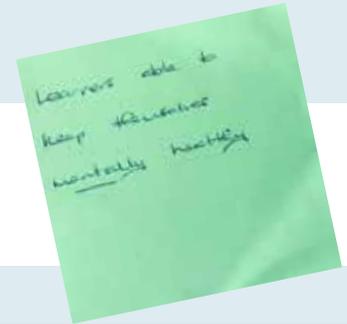
- Everyone working towards same goal. All passionate about what we do
- Learner focused with holistic approach
- Knowing learner base and our market really well
- Flexible and responsive to changing environment
- Committed, inspiring, inclusive, knowledgeable Leadership & Management
- Trust
- Shared responsibility
- Understand our community
- Value learners and staff
- Working environment
- Going the extra mile
- Communication and connection – new leadership
- Lived values
- Teamwork
- Pro-active
- Research and development
- Partnerships/strong and effective
- Strong leadership
- Making contributions outside the service
- Sharing good / excellent practice
- Reflective and responsive
- Excellent / challenging governance
- Always looking to improve
- Always challenge
- Listen to criticism and embrace change
- Willing and able to be self-critical
- Not overly hierarchical
- Staff at all levels feel valued
- Learn from learners' comments / complaints
- Learners at the heart of what we do
- Student and staff awards

Education Inspection Framework

What's different?

Overall effectiveness

- What it's like to be a learner
- Impact of weaker areas



Quality of Education

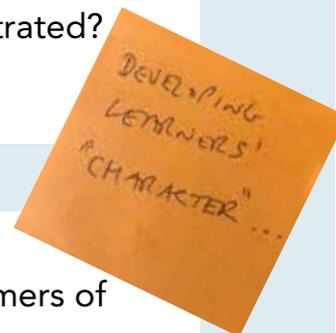
- Strong curriculum intent
- Impact (rather than data driven)
- Greater focus on curriculum structure
- Future learning and employment
- More scrutiny on curriculum content and delivery
- High focus on SEND; high needs - disadvantaged
- Focus on 3 areas/aspects: Intent, Implementation, Impact
- Not creating unnecessary burden for staff
- Assessment and resources/material
- Curriculum at centre - why are we delivering this programme

Behaviour and attitudes

- Established framework for discipline and attitudes
- Leading to learner empowerment
- More learner ownership in relation to how the teaching is delivered
- Tutors recognising it is a pedagogical learning journey
- Responsibility of the tutor to set ground rules at the start of a new course plus regular reminders
- Separate focus on Personal Development and Behaviour & Attitudes
- Behaviour and attitudes is now a category in its own right
- Calm and orderly environment
- Staff know and care about learners
- Disciplined and positive as well as safe
- Are British Values demonstrated?

Personal Development

- Much more on the learner's character
- Framework for monitoring activities and skills needed
- Learners able to keep themselves mentally healthy
- Less focus on immediate impact (acknowledgment that impact may come much later)
- Citizens rather than consumers of qualifications
- Age-appropriate understanding of healthy relationships
- Personal development as well as academic achievement



Leadership & Management - Governance

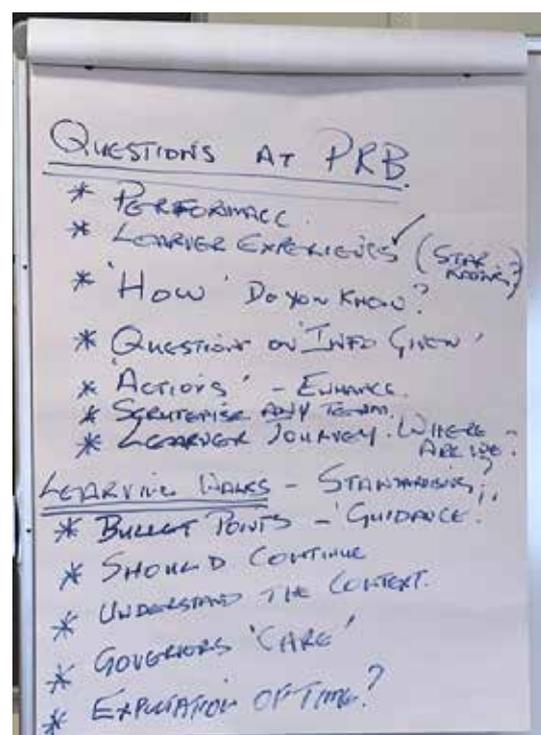
- Quality and wellbeing of workforce
- Specific focus on governance (not "governor" but "governance")
- Is "strengthen providers leadership" new for Governors?
- Do you know your organisation?
- Do you challenge poor performance?
- Why are we providing this curriculum?
- Act as critical friend. We ask open questions
- Stronger focus and greater clarity for Governors
- Evidence of governance
- Performance review committee
- Learning walks - Challenge
- Needs of the labour market
- Review policies and respond
- Respond
- Proactively collect data

Governors Questions for Performance Review Board

- Do learners know where they are in their journey?
- Do learners know what they are going to do next?
- What are you doing to improve health and wellbeing of the community/individual?
- What is the overall qualification and why do you do it?
- Learner experiences - 'How' do you know?
- Question information given
- Actions - do they enhance intent, implementation and impact?
- Scrutinise any team
- Learner journey - where are we?
- What are you doing to tackle attitudes and develop learners?

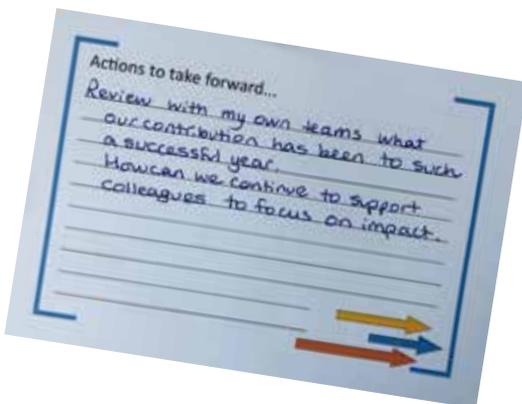
Standardising Learning Walks?

- * Guidance - bullet points format
- * Learning Walks should continue
- * Tutors should be given appropriate notice
- * Understand the context - manager to provide briefing on the learners and course before the Learning Walk
- * Learning Walks demonstrate that Governors care
- * Expectation of time - guidance to be provided on length of Learning Walk



Actions to take forward

- ▶▶ Continue with reflective practice to avoid complacency
- ▶▶ Keep it real!
- ▶▶ Do my job!
- ▶▶ Focus on aims and where I want to take exams service
- ▶▶ Work smart!
- ▶▶ Not to get complacent
- ▶▶ Keep learning and moving forward
- ▶▶ To keep up to date with the times and put on offer that people want
- ▶▶ Review with my own teams what our contribution has been to such a successful year
- ▶▶ How can we continue to support colleagues to focus on impact
- ▶▶ Learning Walks and performance provide opportunity to join up strategy



- ▶▶ Ensure we have the latest IT technology and software
- ▶▶ Ensure that new ProSolutions is utilised to its full potential
- ▶▶ Using Google Classroom
- ▶▶ Better use of technology to improve efficiency as well as workload of learners, staff and governors. May need transition periods to ensure covers all needs and staff can upskill
- ▶▶ Make technology enhance teaching and learning and help us reduce paperwork/staff workload (creating sustainable work environment)
- ▶▶ Move onto a paperless learning to create an active learning environment
- ▶▶ Addressing National and Local priorities and be ready for the Digital Skills agenda in August

- ▶▶ Continue to market Redbridge Institute and put us ahead in the market place
- ▶▶ Promotion within the community and at a national (international?) level
- ▶▶ Keep promoting our service (make the best to capitalise our success)

- ▶▶ Equip governors with the necessary understanding and skills to challenge performance
- ▶▶ Be responsive to the new Education Inspection Framework (EIF)
- ▶▶ Include personal development in TLA regarding behaviour and attitudes
- ▶▶ Disseminate information to staff regarding new EIF
- ▶▶ Think about how to record and evidence learner 'attitudes'



Forewell to retiring Vice Chair of Governors Deanna Clarke

Dee has been a fantastic Governor.

Having previously held a senior management post in an FE college she has an excellent understanding of the sector and the challenges we face. Dee has been the link governor for both vocational skills and learning support; a role where her considerable expertise and knowledge have been invaluable. As Vice Chair Dee has ably supported our Chair of Governors; she is also Vice Chair of the Monitoring of Performance Committee. Dee is passionate about the quality of education, continuous improvement and keeping the learners at the heart of all we do.

Dee has worked tirelessly in all these Governing body roles taking a keen interest in the progress of all our learners and the wellbeing of staff. Alongside our Chair of Governors Dee has played a starring role in all our Ofsted inspections and Governance has been a key strength for the Institute as a result.

We wish Dee health and happiness for the future and our heartfelt thanks for her outstanding contribution.





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