Preparing our Students for the Future Workplace

Andrew Dowell
KFE Conference
Strand 4 (14:25 – 16:00)

14th February 2020

In partnership with

Andrew Dowell

Head of Professional Status

ETF > SET > QTLS > ATS

SOCIETY FOR EDUCATION & TRAINING

In partnership with

EDUCATION & TRAINING FOUNDATION

Professional Standards

EDUCATION & TRAINING FOUNDATION

PROFESSIONAL VALUES & ATTRIBUTES

Develop your own judgment of what works and does not work in your teaching and training.

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
2. Evaluate and challenge your practice, values and beliefs.
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
4. Be creative and innovative in selecting and adapting strategies to help learners to learn.
5. Value and promote social and cultural diversity, equality of opportunity and inclusion.
6. Build positive and collaborative relationships with colleagues and learners.

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

Develop deep and critically informed knowledge and understanding in theory and practice.

7. Maintain and update knowledge of your subject and/or vocational area.
8. Maintain and update your knowledge of educational research to develop evidence-based practice.
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
10. Evaluate your practice with others and assess its impact on learning.
11. Manage and promote positive learner behaviour.
12. Understand the teaching and professional role and your responsibilities.

PROFESSIONAL SKILLS

Develop your expertise and skills to ensure the best outcomes for learners.

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression.
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
15. Promote the benefits of technology and support learners in its use.
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
20. Contribute to organisational development and quality improvement through collaboration with others.

Professional Standards

The Professional Standards were developed in 2014 by the Education and Training Foundation (ETF). They were developed in consultation with practitioners and providers from across the sector, and define common expectations.

15. Promote the benefits of technology and support learners in its use.

Welcome

"We are living in a digitally enabled world where technology is increasingly part of our society. We owe it to our young people, and to anyone who wants to up skill, to do more to explore and reap the benefits that technology can bring."

– Damian Hinds

Key Questions

01 Where are we now?
02 Why make changes?
03 Where are we going?
04 How are we going to get there?
05 Questions

01

Where are we now?

JAN 2020

THE UNITED KINGDOM

THE ESSENTIAL HEADLINE DATA YOU NEED TO UNDERSTAND THE STATE OF MOBILE, INTERNET, AND SOCIAL MEDIA USE

TOTAL POPULATION	MOBILE PHONE CONNECTIONS	INTERNET USERS	ACTIVE SOCIAL MEDIA USERS
67.71 MILLION	72.41 MILLION	65.00 MILLION	45.00 MILLION
URBANISATION: 83%	vs. POPULATION: 107%	PENETRATION: 96%	PENETRATION: 66%

SOURCES: POPULATION: UNITED NATIONS; LOCAL GOVERNMENT BODIES; MOBILE: GSMA INTELLIGENCE; INTERNET: ITU; GLOBALWEBINDEX; GSMA INTELLIGENCE; LOCAL TELECOMS REGULATORY AUTHORITIES AND GOVERNMENT BODIES; APJII; KEPIOS ANALYSIS; SOCIAL MEDIA: PLATFORMS' SELF-SERVICE ADVERTISING TOOLS; COMPANY ANNOUNCEMENTS AND EARNINGS REPORTS; CAFEBAZAAR; KEPIOS ANALYSIS (ALL LATEST AVAILABLE DATA IN JANUARY 2020). ◈ COMPARABILITY ADVISORY: SOURCE AND BASE CHANGES.

we are social Hootsuite

JAN 2020

SHARE OF TIME SPENT IN MOBILE APPS BY CATEGORY

AVERAGE TIME SPENT USING MOBILE DEVICES EACH DAY WORLDWIDE, WITH SHARE OF TIME SPENT IN TOP MOBILE APP CATEGORIES

AVERAGE TIME SPENT USING MOBILE DEVICES EACH DAY	SHARE OF MOBILE TIME SPENT IN SOCIAL & COMMUNICATIONS APPS	SHARE OF MOBILE TIME SPENT IN VIDEO & ENTERTAINMENT APPS	SHARE OF MOBILE TIME SPENT PLAYING GAMES (ANY GAME KIND)	SHARE OF MOBILE TIME SPENT USING OTHER KINDS OF APPS
3H 40M	**50%**	**21%**	**9%**	**19%**

SOURCES: KEPIOS ANALYSIS; "STATE OF MOBILE 2020" (JANUARY 2020). NOTES: FIGURES ARE BASED ON USE OF ANDROID DEVICES ONLY. PERCENTAGES DO NOT SUM TO 100% DUE TO ROUNDING.

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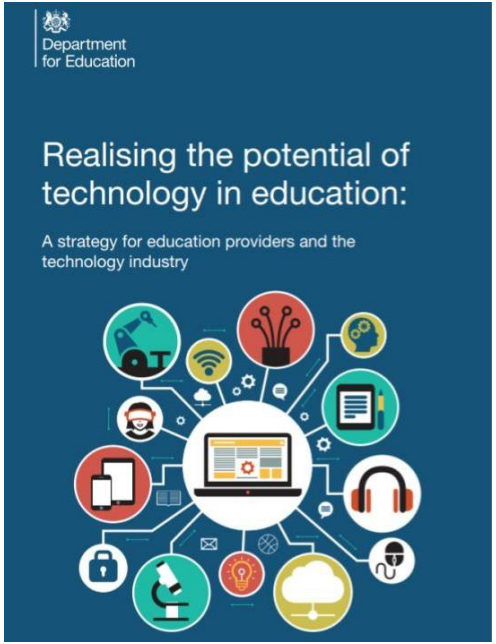
Open University Research

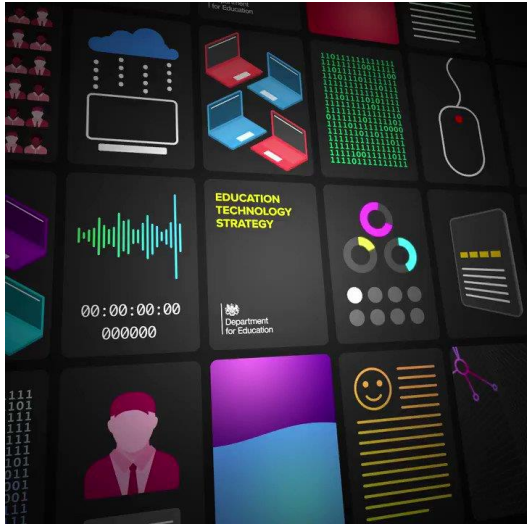
In June 2019, the Open University published their 'Bridging the Digital Divide report', to highlight the extent of the digital skills gap and the impact it is having on organisations in Great Britain.

88% of organisations polled as part of the report admitted they have a shortage of digital skills, which is already having a significant negative impact on productivity, efficiency and competitiveness.

27%

have redirected their training budget to focus on digital skills.


Department for Education
Realising the potential of technology in education:
A strategy for education providers and the technology industry


EDUCATION TECHNOLOGY STRATEGY
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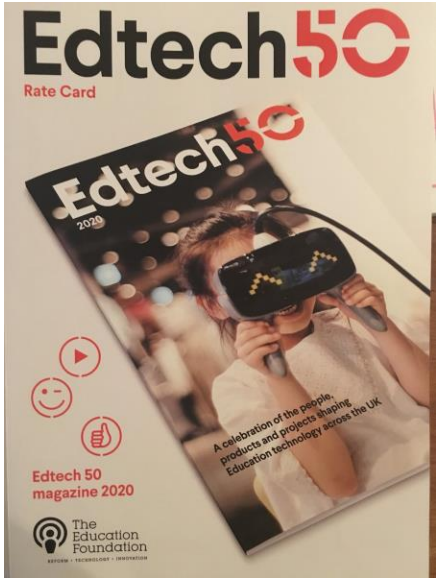
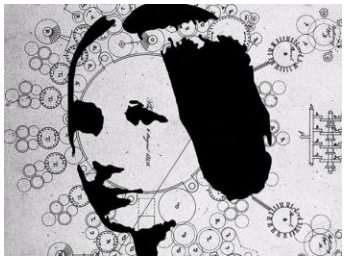
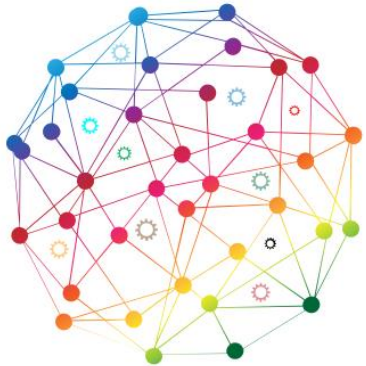

Edtech50
Rate Card
Edtech50
2020
A celebration of the people, products and projects shaping Education technology across the UK
Edtech 50 magazine 2020
The Education Foundation



tes
fe awards 2020
Shortlisted
Outstanding use of technology for improving teaching, learning and assessment



acc
Beacon Awards 2018/19
Jisc
Effective use of technology in further education award
★ Grimsby Institute of Further & Higher Education
★ Preston's College
★ Bolton College

NEW Education Inspection Framework

Learning technologies have an important place in the classroom. Ofsted is primarily concerned with the curriculum and whether students and apprentices learn and remember what they need to know and do.

While learning technology has an important role to play in supporting teaching and securing leaming, how teachers teach is very much up to them. The overriding factor in any judgement about the quality of education is the extent to which teachers enable students or apprentices to leam.

Providers need to think about how well teachers can use technology in the classroom — is it just a filler, something to engage learners because it's different, something to add variety? Too often, for example we see teachers using interactive whiteboards as white walls on which to project PowerPoint slides without using the interactive facilities to enhance learning. Teachers need to think about the pedagogical implications of using technology to help learners develop and acquire the powerful knowledge they need to deepen their learning and enhance their skills.

Providers need to ask themselves: What are we planning to use? How will it meet the needs of learners and managers? Why is it better than what you do already? What impact will it have on learning and progress?

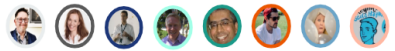
***Chris Jones**, Specialist Adviser for Learning and Skills*

Ofsted
raising standards
improving lives

The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.



186

Teachers check learners' understanding effectively, and identify and correct misunderstandings

Recommendations:

EB- Use of formative assessment tools (Microsoft and Google forms, etc) to check understanding and can identify misunderstandings

SH- Students create vlog/ podcast/ screencast evidence of progress and Staff respond in kind eg English Teachers vlogging back to the students update vlogs

SH - Comments using the 'comment bank' in Google Classroom

SH - Capturing the natural classroom feedback in class eg mobile recording of audio and then adding it to the thread of feedback on the VLE/ Assignment space for the learner to revisit

KB - Google Forms to collate data for assessments purposes

KB - Video recordings (via mobile, desktop) shared to online drives for accessibility - anytime, anywhere.

FH - Use of Wakelet to gather relevant resources and comment on how they could be applied in professional situations. These are then commented on and corrected if misunderstanding occurs (authentic application of knowledge)

Case Study:
At Awesome College, lecturers use OneNote Class Notebook to easily check on learners' understanding and use the audio tool to leave timely and effective feedback to help them correct misunderstandings.

Digital Tools:

1. Microsoft/Google Forms
2. Wakelet

Thoughts?

04

Why make changes?

The most
dangerous phrase
in the language is "we've
always done it this way."
Rear Admiral Grace Hopper

The Skills Companies Need Most in 2020

Top 5 Soft Skills

1. Creativity -
2. Persuasion -
3. Collaboration -
4. Adaptability -
5. Emotional intelligence new

Top 10 Hard Skills

1. Blockchain new
2. Cloud computing -1
3. Analytical reasoning -
4. Artificial intelligence -2
5. UX design -
6. Business analysis +10
7. Affiliate marketing new
8. Sales -
9. Scientific computing +3
10. Video production -3

LinkedIn Learning

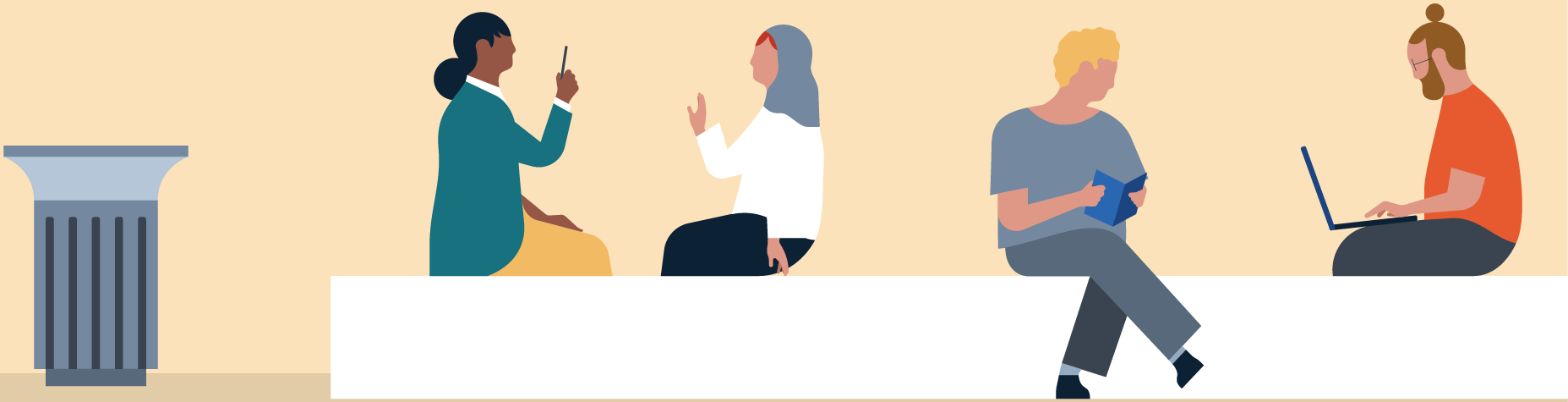
- ✓ **Creativity**
- ✓ **Persuasion**
- ✓ **Collaboration**
- ✓ **Adaptability**
- ✓ **Emotional Intelligence**

Using **LinkedIn platform data**, here are the hard and soft skills that companies need most in 2020. While each of these hard skills only apply to specific sections of the workforce, soft skills apply to all.

Again this year, **creativity** is the single most in demand skill for companies to cultivate in their employees.

LinkedIn Learning

40% of millennials say flexibility to work from anywhere is a priority when evaluating job opportunities.



Workplace 2030

For today's increasingly diverse, multi-generational and agile workforce, the workplace is becoming an extension of who they are. 'Both the workplace and who people work for now represent a growing part of people's identities,' says workplace designer Kelly Robinson. 'As a result, they must better reflect their wants, needs and desires, and facilitate their goals.'

48%

of UK workers believing that AI will help reduce mundane tasks and 43% thinking it will benefit their current job.

02

Where are we going?

LinkedIn Learning

The top-15 emerging jobs in the UK.

#1 Artificial Intelligence Specialist

#2 Data Protection Officer

#3 Robotics Engineer

#4 Site Reliability Engineer

#5 Customer Success Specialist

#6 User Researcher

#7 Data Scientist

#8 Sales Development Representative

#9 Cloud Engineer

#10 Cyber Security Specialist

#11 Platform Engineer

#12 Full Stack Engineer

#13 Enterprise Account Executive

#14 DevOps Engineer

#15 Content Designer

Thoughts?

03

How are we going to get there?

Students need opportunities to develop digital skills throughout their educational journey, ensuring that they are equipped for the increasingly digital workplace. There is also evidence that substantial numbers of learners look to their teachers for support in using digital technology.

Sir Ian Diamond

No thanks!
We are too busy
Håkan Forss @hakanforss http://hakanforss.wordpress.com

THE PERIODIC TABLE OF #FE EDUCATORS ON TWITTER *to follow today!*

With thanks to @El_Timbre, @andrewdowell & @Mr_ALNco for their help in the making of this table. **Thanks!**

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@JimJUK

@Joecar

@JonathanTummons

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@JosephBaldwin

@KatharineJewitt

@KellyEd824

@khaledal_ankar

@Kirstsclass

@louisemisselke

@loumycroft

@MarkBeetlestone

@markbreedonetec

@mattgordonWFC

@Mr_ALNco

@MrsSarahSimons

@NickyCHawkins

@peateedee

@Rhi_ALNCo

@scottdhayden

@sebschmoller

@shrifootring

@simonbarrable

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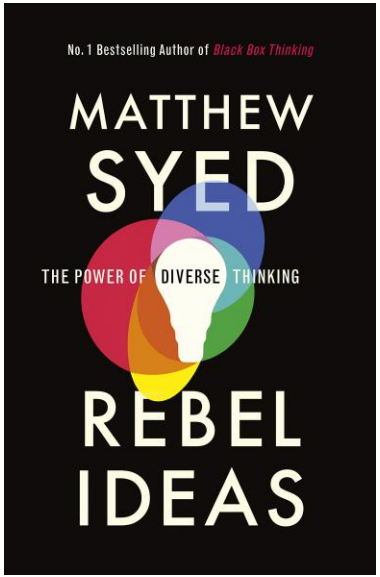
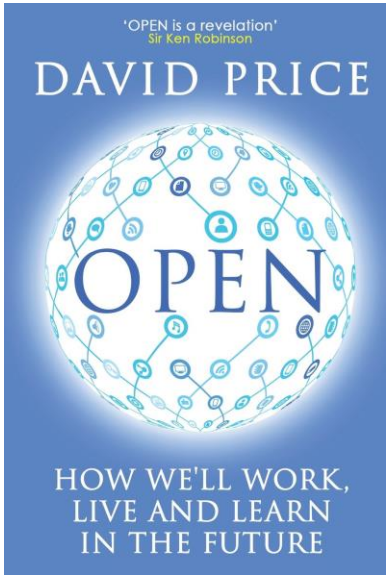
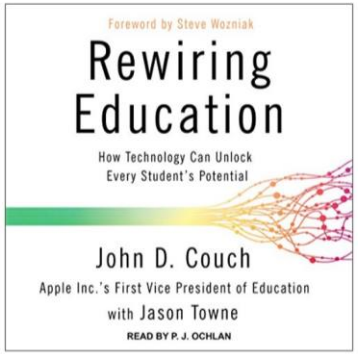






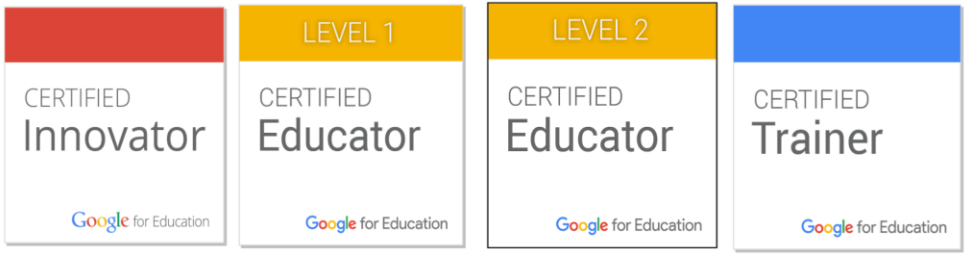
Books are Cool

Whether it's reading a physical book or listening to an audiobook, more educators are reading outside of their vocational specialism.

Here a few recommendations...

Staff Professional Development Opportunities

Google Digital Garage



Google Applied Digital Skills

Apple Teacher

Student Professional Development Opportunities

iDEA
THE DUKE OF YORK
INSPIRING DIGITAL
ENTERPRISE AWARD

Google Applied Digital Skills

Microsoft Office Specialist

Microsoft Office Specialist

Microsoft Office Specialist

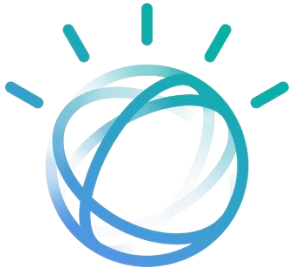
Microsoft Office Specialist

Microsoft Office Specialist

Google
Digital Garage

TED
TALKS
DAILY

A few tools for the Modern Workplace



Ideas?

Thank you
Any questions?

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GET SET...

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