

A photograph of students in a classroom or office environment. In the foreground, two young women are looking at a document together. One is pointing at it with a pen. In the background, other students are visible, some looking at computer monitors. The scene is brightly lit, suggesting a modern educational setting.

UNDERPINNING EXCELLENCE

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DEVELOPING T LEVEL ENGLISH, MATHS, DIGITAL:
AWARENESS RAISING

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WELCOME

INTRODUCTIONS AND PROGRAMME OUTLINE

COURSE OUTLINE

- WELCOME, INTRODUCTIONS
- TPLD: PROGRAMME MODEL
- SCHOOL V WORK ENGLISH, MATHS, DIGITAL
- WHAT'S DIFFERENT ABOUT EMD EMBEDDED IN T LEVELS?
- WHERE'S THE EMD CONTENT?
- CLOSE

Work in groups

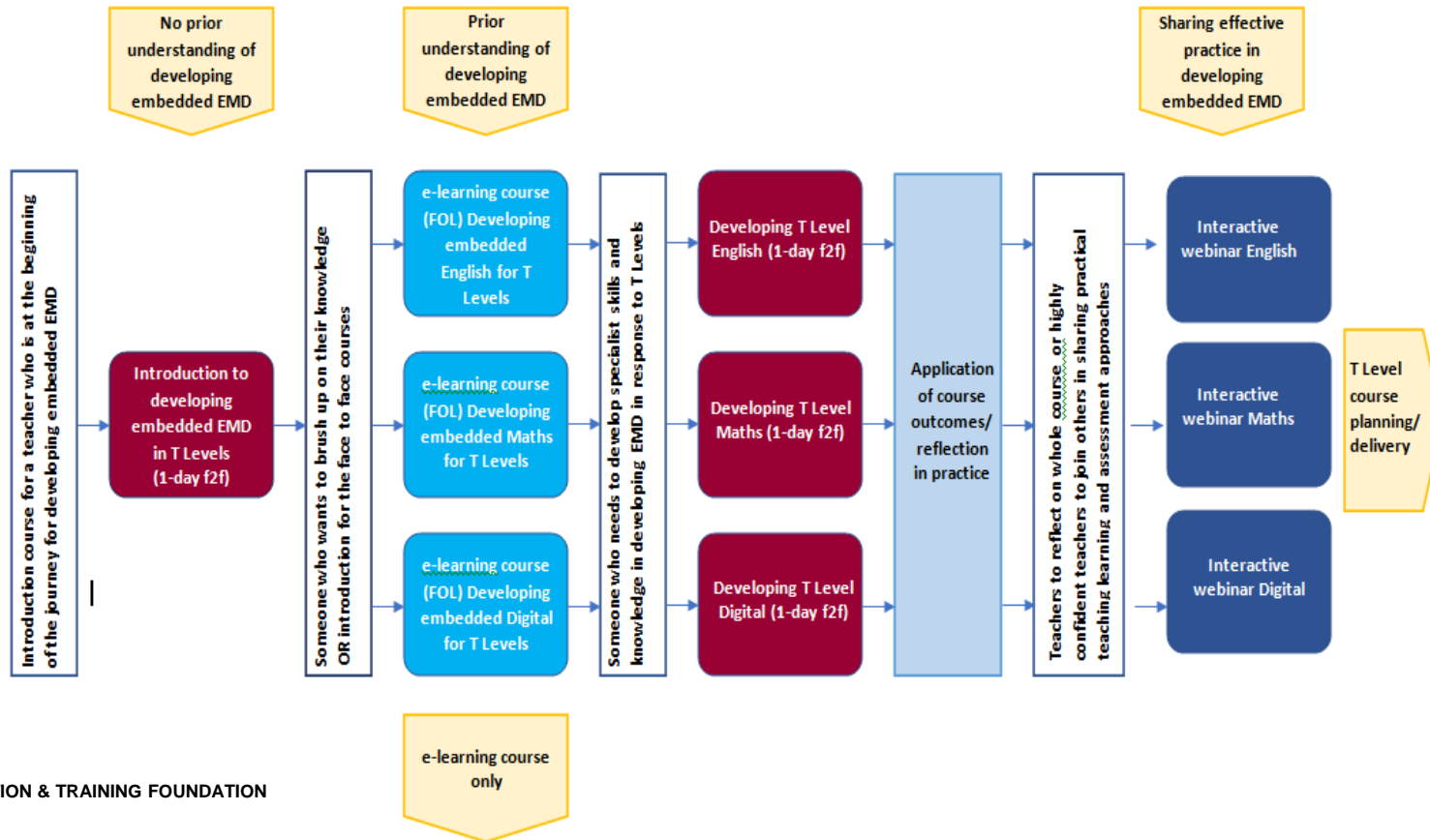
What's the difference between *embedding English, maths, digital into* a vocational course and *developing the English, maths, digital embedded* in T Levels?

Your table needs to agree on one thing.

T LEVEL PROFESSIONAL LEARNING & DEVELOPMENT

**THE ENGLISH, MATHS & DIGITAL
OFFER MODEL**

EMD SUPPORT & PLD EVENTS: THE 4-PHASE MODEL



- Different ‘getting on’ and ‘getting off’ points
- Need to decide where you/ your team might ‘get on’ and why

- Reflective questions:
 - Who’s the audience for the CPD?
 - What are expectations of T Level teachers?
 - How will T Level EMD be assessed?

WHO IS IT FOR ? – T LEVEL EDUCATORS

Including:

- Curriculum planners
- Course leaders
- Lecturers
- Trainers
- Assessors and
- Support staff.

NOT English/maths teachers!

Specific EMD qualifications or extensive experience in these areas is not required for these courses.

However, it is advised that practitioners complete the online modules, 'Developing Embedded EMD skills for T Levels' and the one-day introductory session, 'Introduction to developing embedded English, Maths & Digital in T Levels', beforehand.

SCHOOL EMD v WORK EMD

WHAT'S THE DIFFERENCE?

DO THEY SURPRISE YOU?

40% of FE learners consider their courses prepare them for the digital workplace.

JISC, 2019:19

Employers said that “too many young people have only learned to do the sort of questions that are set on GCSE papers”.

ACME, 2011 MATHEMATICAL NEEDS

Why might that be a problem?

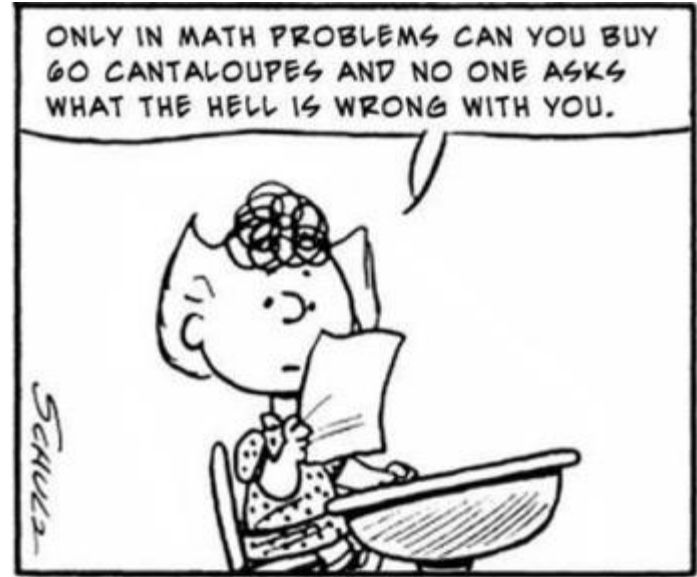
Which EMD skills do you think employers are looking for in new recruits?

SCHOOL v WORK

At school exam questions are often not contextualised and when they are, the context is often artificial or irrelevant.

Do you agree?

Can you think of other ways in which the approaches differ?

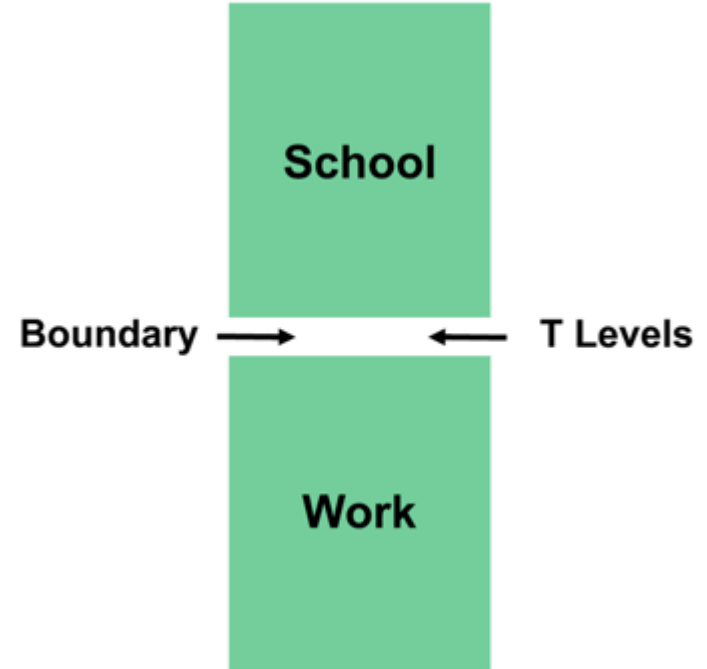


SCHOOL V WORK

School	Work
Emphasis on learning skills	Emphasis on applying skills
Assessment tasks scaffolded	Problem solving, reasoning, modelling, decision taking
Technology-free (often)	Technology-enhanced
Complex content in simple situations	Simple content in complex situations

BOUNDARY CROSSING

- T Levels are situated on the boundary between school and work.
- Our job is to assist learners to cross the boundary from school to work.
- To do that they need to experience the use of English, maths and digital in workplace situations.



HELPING LEARNERS TO CROSS THAT BOUNDARY

One way to help learners to recognise the skills that they have already acquired and therefore feel more confident is to use exam questions. Have a go at the one below.

Question from GCSE English paper.

Identify how the writer has communicated the protagonist's sense of irritation.

What do learners need to do to answer this question?

How might these skills be applied in the workplace?

WHAT'S DIFFERENT ABOUT EMBEDDING IN T LEVELS?

GENERAL COMPETENCIES

WHAT'S DIFFERENT ABOUT EMBEDDING HERE?

- This is 'pure' embedding
- It is not about embedding EMD *into* but developing the EMD *already present* in technical tasks
- We are working from the **General Competencies**

THE COMPETENCIES

English	Maths	Digital
<ol style="list-style-type: none">1. Convey technical information to different audiences2. Present information & ideas3. Create texts for different purposes & audiences4. Summarise information / ideas5. Synthesise information6. Take part in / lead discussions	<ol style="list-style-type: none">1. Measuring with precision2. Estimating, calculating & error spotting3. Working with proportion4. Using rules & formulae5. Processing data6. Understanding data & risk7. Interpreting & representing with mathematical diagrams8. Communicating using mathematics9. Costing a project10. Optimising work processes	<ol style="list-style-type: none">1. Use digital technology & media effectively2. Create with multimedia & design tools3. Communicate & collaborate digitally4. Process & analyse data securely5. Demonstrate critical digital literacy6. Code & programme

Notice no levels!

WHERE'S THE EMD?

WORKPLACE PRACTICES

BUTCHERY. WHERE'S THE MATHS?



Can you identify examples of simple maths in a complex situation?

EDUCATION AND TRAINING FOUNDATION
What would happen if this maths 'went wrong'?

GENERAL MATHEMATICAL COMPETENCES

GMC (General Mathematical Competence)	Construction	Digital	Education	Butchery?
Measuring with precision	✓		✓	
Estimating, calculating and error checking	✓	✓	✓	
Working with proportion	✓	✓	✓	
Using rules and formulae	✓	✓		
Processing data	✓	✓	✓	
Understanding data	✓	✓	✓	
Representing with mathematical diagrams	✓	✓		
Communicating using mathematics	✓	✓	✓	
Costing a project	✓			
Optimising work processes	✓	✓	✓	

SPOT THE EMD USING THE COMPETENCIES



Annotate the sheets to show which of the EMD competencies you can 'find' and where.

WHAT'S NEXT?

Working in pairs/groups

Reflect on what you have been doing today and look back at slide 6 and 7 to decide what your next steps will be for you, your team or both.

[For booking information go to T Level Developing EMD](#)

You may also like to consider exploring other PD options...

SOURCES OF SUPPORT & GUIDANCE FOR TLPD

[T Levels](#): Information and guidance relating to T Level programmes

[Shaping Success](#): A suite of professional development opportunities that focus upon learners' English, maths and digital development

[Foundation Online](#): Online learning programmes designed to support improvement of organisational performance and learning delivery

[Edtech](#): Initiatives and services that help change the sector's perception of new technologies and promote the use of digital to enhance teaching, learning and assessment.

THANK YOU ANY QUESTIONS?

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