

Education Partnership NorthEast

Outstanding Learning Opportunities Plan

2019-23



Vision and strategic plan

Our vision is excellence at the heart of everything we do

In order to realise this vision as articulated in our Strategic Plan 2019-2023, we must achieve **five Strategic Goals**:

Goal 1

Shape and evolve a careers-focused curriculum

Goal 2

Create outstanding learning opportunities for our students

Goal 3

Unite our culture and empower our people

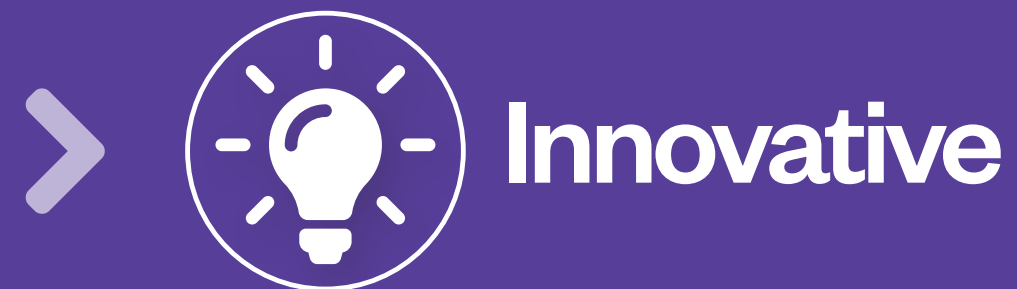
Goal 4

Strengthen our financial resilience and invest in our resources

Goal 5

Engage locally, regionally and nationally, and build our reputation

Delivery of the Strategic Plan is underpinned by our **four professional values** of:



Introduction

In seeking to provide consistent outstanding learning opportunities for our students, we are committed to an unwavering and relentless focus on developing the expertise and pedagogic knowledge of our practitioners over time, through highly focussed and effective professional development. To achieve this the interests, aspirations and needs of our students are at the centre of all that we do.

To enable all students, regardless of background, to achieve and make progress, we believe leadership is critical to a consistent culture of high expectations and standards. This includes creating inspiring, safe, accessible and supportive learning environments, and developing and embedding innovative approaches to teaching, learning and assessment, including investing in technologies.

In providing the best student experiences possible, ensuring our students can identify routes into and through work, supported by experience of and exposure to the world of work is vital. This is why we believe outstanding approaches to personal development, and the development of employability skills and citizenship are key to providing the best student experience possible.



Our approach to creating outstanding learning opportunities

The creation of outstanding learning opportunities cannot fail to take account of great pedagogy.

Broadly we define pedagogy as the means through which knowledge and skills are imparted. Great pedagogy draws on a variety of techniques and strategies to meet the varying needs of our students and topics taught. This also includes effective use of and engagement with learning support and personal development practitioners.

Whilst we subscribe to a view that 'one size does not fit all', we do recognise that great pedagogy is:

- Informed by those who have a firm and common understanding of the intended curriculum.
- Enabled by those who are willing to adapt and seek ways to continually improve.
- Created by those who go beyond, working in partnership with students to improve their learning
- Facilitated through student-centred professional development.
- Developed through a culture open to new learning and professional challenge.

Professional Practitioners

Across our colleges we recognise that a diverse range of practitioners contribute, first hand to the teaching and learning opportunities we provide to our students. The beliefs, behaviours and practices of our professional practitioners, have a direct relationship to student learning and their success.

Great pedagogy is not merely expected of teachers alone. Professional practitioners such as work based trainers and assessors, instructors, personal development tutors and learning support workers all have a responsibility to ensure knowledge and skills development best meet the needs of our individual students.

Across Education Partnership North East we are clear that to strive for consistent outstanding learning opportunities, the journey must start with an end point in mind. Our end point is articulated through 5 key aims.

Our Key Aims

Student Centred



We will achieve this by:

- Recognising and harnessing our students' diverse backgrounds, identities and experiences by creating opportunities for them to learn from each other and to make their different backgrounds an asset.
- Supporting teachers to go beyond thinking about what they are going to teach and how, to giving students the opportunities to participate in key decisions about their experiences as learners.
- Taking account of student voice to help practitioners genuinely understand the impact of practices and/or new interventions as a result of their professional learning.

Professionally Engaged



We will achieve this by:

- › Investing in the knowledge and skills base of our practitioners in their initial and continuous professional development.
- › Creating engaged and autonomous communities of practitioners to support the development of pedagogy through reflective practice, interdisciplinary collaboration, sharing and learning within specialisms.
- › Facilitating mentoring and coaching as a personalised developmental approach, supporting practitioners to think critically and differently about their practice, and nurturing expert talent.



Technology Enhanced



We will achieve this by:

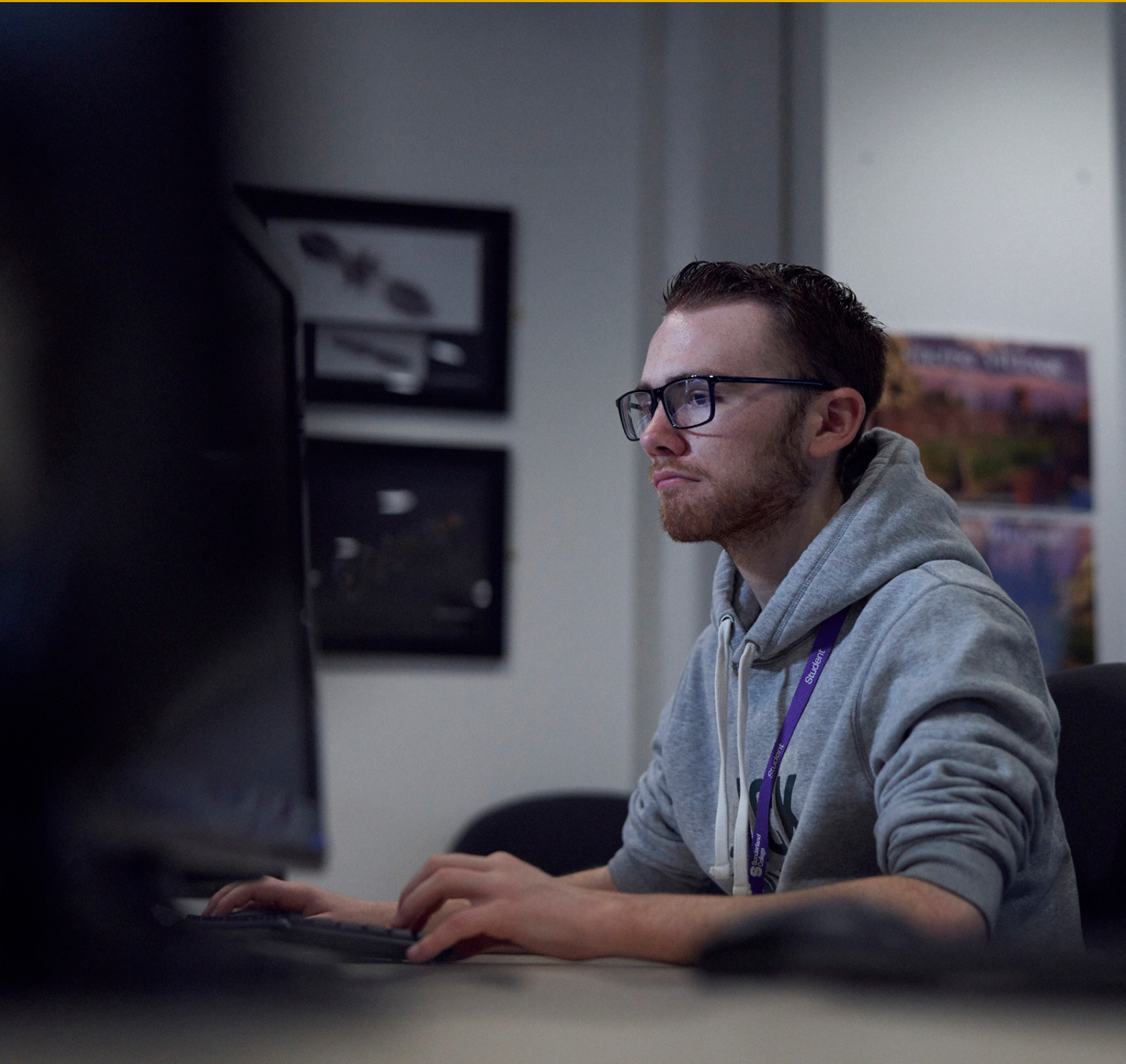
- › Ensuring all disciplines are continually rethinking curriculum content and delivery, and engaging students with new pedagogical strategies in modern and immersive learning spaces.
- › Developing and sharing innovative pedagogical approaches that are inclusive, inspiring and stimulating, and encourage a desire for further learning and development.
- › Providing excellent physical and virtual learning environments for students and staff that enable flexible and effective approaches, supported by technology-enabled educational environments and state-of-the-art learning platforms.

Future focused



We will achieve this by:

- › Enriching students' learning beyond the classroom by providing opportunities that focus on broader development enabling the discovery of interests and talents and growing their cultural capital.
- › Stimulating the development of ambition, critical thinking, resourcefulness, resilience, and the capacity for personal development in our staff and students as citizens and college ambassadors.
- › Embedding the ethos of the good careers benchmarks to help students explore occupations they may not have considered and ensure that they know and have the skills they need to succeed in the world of work.



Quality Informed



We will achieve this by:

- › Cultivating a climate where solutions focussed feedback, both encouraging and critical, is accepted positively and acted on.
- › Ensuring self-assessment is integral to and used intelligently for improvement planning, share good practice, drive up standards, target and address underperformance, and manage risk.
- › Ensuring accurate, clear, authentic, available and timely management information is used to effectively challenge, motivate and improve.
- › Seeking out and acting upon the views of internal and external stakeholders to focus quality improvement actions.



Implementation and monitoring

This plan is strategically led by the Chief Executive, the Vice Principal Student Services and Registry, and Group Associate Principal Curriculum, Quality and Standards.

The plan is overseen and monitored by the Quality Improvement Committee.

The College's senior lead for quality and standards will report to the Board of Governors.



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