

FETL Publications Catalogue

Jan 2021



The Further Education Trust for Leadership is an independent think tank established to strengthen and develop the leadership of thinking from, in and about the further education system.

CONTENTS

FEATURED

A Framework for Leading in FE and Skills: 2021	5
Honourable Histories	6
Leadership, learning and lockdown: First thoughts on lessons for leadership from the coronavirus crisis	7
Further consideration - Creating a new role, purpose and direction for the FE sector	8
The Unseen Strategic Leader: The governance professionals' place and their resource needs in facilitating effective governance	9
No Strings Attached - How community-led devolution would transform England's skills sector	10
Blame or betterment? Regulation and intervention in further education	11
Leading Skill: Paper 2 Policies For Strong Leadership In Further Education Colleges	12
The Role Of Leadership In Prioritising And Improving The Quality Of Teaching And Learning In Further Education	13
Thinking For A Change	14
A World-Class Workforce For Work-Class Skills	15
Adult Community Education: Supporting Place And People: Characteristics Of Success	16
Scripting The Future – Exploring Potential Strategic Leadership Responses To The Marketization Of English FE And Vocational Provision	17
Marvellous Regiment	18

OCCASIONAL PAPERS

Learning from lockdown: Staff voices	19
Leading by Listening: Reflective Learning	20
Leadership, Learning and Demographics: The Changing Shape of the Lifecourse and its Implications for Education	21
Reimagining Lifelong Learning: A Brief History of an Idea	22

PROVOCATIONS

Rethinking Place and Purpose: Provocations on the Future of FE	23
Burden of Proof: Is Evidence Really the Key to Good Policy Design?	24
Shame, Learning and Repair: Fostering Compassion in Organisational Life	25
An Independent Voice for the Sector: The Further Education 'Elders'	26

PUBLICATIONS

Letting the light in: The damage that shame does and how to repair it	27
Leadership And Careers Provision: A New Dawn	28
The English College of the Future - A nations-specific final report	29
The Way We Work	30
The Further Education Governance Maturity Matrix	31
Voices of the shamed: The personal toll of shame and shaming in further education	32
Leadership, learning and lockdown: First thoughts on lessons for leadership from the coronavirus crisis	33
FE And Skills And Shame In Organisational Life	34
England's Skills Puzzle: Piecing together further education, training and employment	35
Shaping the Future: A 21st Century Skills System for Wales – Challenges and Opportunities	36
Leadership in Prison Education: Meeting the challenges of the new system	37
Leadership, Further Education and Social Justice	38
A World-class Workforce for World-class Skills: The case for a national institute for technical teaching and regional knowledge centres	39
A Permanent National Necessity...	40
Healthy, Wealthy And Wise: Implications For Workforce Development	41
Crossing Boundaries 2: The FE Sector And Permeable Spaces	42
Colleges As Anchors In Their Spaces: A Study In College Leadership Of Place	43
Learning At Life Transitions: Supporting Learners Returning To Work Or Preparing To Retire	44
Leading Skills: Exploring Leadership In Further Education Colleges – Paper 1	45
Employers In The Driving Seat?	46
Beating The Odds, And The System	47
The Future Is Coming: Ready Or Not?	48

PUBLICATIONS

Finding The Glass Slipper – The Impact Of Leadership On Innovation In Further Education	49
Collaboration And Leadership For Improving Mental Health And Wellbeing	50
Hidden Leadership: Exploring The Assumptions That Define Further Education Leadership 2018	51
Crossing Boundaries	52
Rising To The Challenge	53
Leaders' Voices	54
Going Places	55
Possibility Thinking: Reimagining The Future Of Further Education And Skills	56
Remembered Thinking...	57
A Compendium Of Thinking On Innovative Governance In The FE And Skills Sector	58
Leadership And Ethics In Further Education	59
Recognising Excellence In The Governance Of Independent Training Providers	60
Higher Education In Further Education: Leading The Challenge	61
How Can Psychoanalysis And Systems Theory Contribute To The Leadership Of Thinking In The Further Education And Skills Sector?	62
New Blood	63
Possibility Thinking: Creative Conversations On The Future Of FE And Skills	64
The Long-Term Implications Of Devolution And Localism For FE In England	65
Leaders or Leadership	66
Using Systems Theory In Leadership	67
Leverage Leadership: A new paradigm for further education	68
A Permanent National Necessity... Adult Education and Lifelong Learning for 21st Century Britain	69

PUBLICATIONS

Cities Of Learning In The UK	70
Adopting Global Skills Innovation For The UK	71
A 21st Century Skills System for Wales: Challenges and Opportunities	72
The Changing Face Of FE Leadership In Wales	73
The Skills System In Northern Ireland	74
Equipping Scotland For The Future	75
Fellows 2015	76
Alex Day: Fellow 2015	77
Ann Creed: Fellow 2015	78
Ruth Allen: Fellow 2015	79
Tim Ward: Fellow 2015	80

INTRODUCTION

FETL exists to strengthen the leadership of thinking in and about the further education system. Our activities are guided by our vision of a further education sector that is valued and recognised for its commitment to continual innovation, its long-term thinking and its generous transmission of good practice and fresh ideas.

All our work is located in at least one of two domains: **the leader in the system**, by which we mean the place of leaders and leadership in the wider educational ecology; and **the system in the leader**, our shorthand for how that system is internalised in the life and values of leaders and how it relates to their culture, beliefs, ideas, character and disposition.

All of FETL's commissioned work and grant-funded projects, our written and digital communications, aim to foster a future-focused understanding in one or both of these domains. We provide funding and other development opportunities for colleagues to turn their ideas and preoccupations into research-based provocations for change.

This work contributes to developing the evidence, thinking and options the sector will need as it leads and adapts to its role in a changing world. It is also the basis for the new work commissioned by FETL's Board. We create space for further learning, for opening new areas for exploration and collaboration. In this way, we hope to engender the next stage of knowledge-enriched leadership, characterised by autonomy, foresight, creativity and independence.

All the FETL publications are available as free PDF downloads on the website: fetl.org.uk/works/publications

A Framework for Leading in FE and Skills: 2021

Simon Kelleher
January 2021

For many in FE the 2020s began in quiet optimism, with high hopes for a white paper and a mooted 'end to austerity' for the sector as Boris Johnson's new government sought to level-up the nation.

While the promise of the FE White Paper remains, the disruption caused by the onset of the pandemic and counter measures have created social, economic, educational and health related challenges for sector leaders the like and scale of which would have been unimaginable as the decade began.

The current situation necessitates, not only crisis management from leaders, but an ability to anticipate the wider and less immediate challenges born out of the pandemic whilst

also handling pre-existing pressures. Leading a college or training provider has always been a challenging, often frustrating and sometimes lonely role. It carries a huge responsibility for the learning and life aspirations of young people and adults, including many vulnerable and disadvantaged people. And while the work is frequently hugely rewarding, the stakes are often high and the costs of failure substantial, not only for the individual but also for the institution and the community in which it is located. The personal toll can be heavy, not least in the absence of meaningful, targeted support or advice.

A FRAMEWORK FOR LEADING IN FE AND SKILLS: 2021



Further Education Trust For Leadership
Simon Kelleher

The world we're in: 2021

For many in FE the 2020s began in quiet optimism, with high hopes for a white paper and a mooted 'end to austerity' for the sector as Boris Johnson's new government sought to level-up the nation.

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The current situation necessitates, not only crisis management from leaders, but an ability to anticipate the wider and less immediate challenges born out of the pandemic whilst also handling pre-existing pressures. Leading a college or training provider has always been a challenging, often frustrating and sometimes lonely role. It carries a huge responsibility for the learning and life aspirations of young people and adults, including many vulnerable and disadvantaged people. And while the work is frequently hugely rewarding, the stakes are often high and the costs of failure substantial, not only for the individual but also for the institution and the community in

which it is located. The personal toll can be heavy, not least in the absence of meaningful, targeted support or advice.

Just as we need to understand the drivers of institutional success and failure, we need too to recognise the multiple pressures on leaders, acknowledging that healthy institutions depend on healthy leaders.

The table below provides a breakdown of the roles senior leaders and leadership teams may take on. While these will be configured differently between institutions, they represent the core responsibilities and challenges of leadership in the current climate. Leaders and leadership teams must traverse these worlds, prioritising and balancing their multiple and sometimes competing demands.

The second table provides an overview of the wider policy, financial and regulatory landscape that leaders operate within, showing significant developments over the past decade. They are separated into 'architecture' (those reforms which are systemic in nature) and 'apparatus' (that which relate to the system's component parts or significant drivers of behaviour).

Honourable Histories

Ewart Keep, Tom Richmond, Ruth Silver
January 2021

Everyone who has worked in or around further education and skills for any length of time will have been frustrated by the shortness of policy memory in the sector, particularly at the level of policymaking.

The churn in political leadership in FE is notorious, and is almost matched by the turnover in the civil service. Further education (including colleges and independent training providers, and encompassing everything from workplace learning and adult and community education to higher-level vocational training and foundation degrees) often serves as a kind of apprenticeship for rising politicians who work briefly with the sector before moving on to other things. Furthermore, most politicians

know little of FE when they first encounter it and even those who have some understanding of it have a hard time convincing their privileged, privately educated colleagues in the Treasury of its value and relevance.



HONOURABLE HISTORIES

**From the local management of colleges
via incorporation to the present day:**

**30 Years of reform in Further Education
1991-2021**

EWART KEEP, TOM RICHMOND, RUTH SILVER

Leading, learning and lockdown: First thoughts on lessons for leadership from the coronavirus crisis

Sir Chris Husbands
May 2020

The Further Education Trust for Leadership (FETL) has published a new paper highlighting the challenges faced by the education system, and education leaders, in particular, in responding to the coronavirus pandemic and the resulting lockdown.

This FETL monograph, *Leadership, learning and lockdown: First thoughts on lessons for leadership from the coronavirus crisis*, by Sir Chris Husbands, Vice-Chancellor of Sheffield Hallam University, gives an inside view of how staff, leaders and institutions are coping with the unprecedented circumstances in which they find themselves.

The crisis has obliged education institutions to adopt new ways of working, almost overnight.

This paper gives draws lessons from the crisis for leaders and learning, outlining cautious but informed conclusions about the 'new normal' that will emerge from the pandemic.

Dame Ruth Silver, President of FETL, said: 'This is a hugely welcome contribution that reflects on the challenges the COVID-19 crisis has posed for learning and its leaders, and asks what it can tell us about leadership and the future of education. The transition from face-to-face teaching to online and distance learning placed significant and unprecedented demands on leaders, their institutions and staff. The response in further education, and in the education system more generally, has been remarkable, but there are also important lessons to be learned from all of this, and this FETL monograph begins the process.



M O N O G R A P H

LEADING, LEARNING AND LOCKDOWN First thoughts on lessons for leadership from the coronavirus crisis

Sir Chris Husbands
Vice-Chancellor, Sheffield Hallam University

Further consideration – Creating a new role, purpose and direction for the FE sector

Tom Richmond and Andrew Bailey
January 2021

FE colleges should be required to break their different functions into separate institutions that have their own distinctive brand and identity, according to a new report from EDSK and FETL.

The Further Education Trust for Leadership (FETL) has published a new report that asks how further education can play a full role in the kind of collaborative, partnership-led education system envisaged in last year's Augar report on post-18 education.

Further consideration: The role of FE colleges in the post-Augar education system, written by Tom Richmond and Andrew Bailey of education and skills think tank EDSK and funded by FETL, draws on in-depth interviews with senior figures

from FE to present a package of reforms that aims to ensure the FE sector is respected and valued, ambitious in its offer, responsive to the changing needs of learners and employers, and stable, operating in an environment that provides political and financial security.

Recommendations include splitting FE colleges into different institutions reflecting distinctive core responsibilities: community colleges offering basic skills courses, community learning and other entry level programmes (including ESOL); sixth-form colleges providing A-levels and other classroom-based Level 2 and 3 courses; and technology colleges offering vocational and technical training (including apprenticeships) up to Levels 4 and 5.



FURTHER CONSIDERATION

Creating a new role, purpose
and direction for the FE sector

TOM RICHMOND AND ANDREW BAILEY

The Unseen Strategic Leader: The governance professionals' place and their resource needs in facilitating effective governance

Fiona Chalk
July 2020

The Further Education Trust for Leadership (FETL) has published a new report which considers the role of governance in improving organisational performance and teaching and learning outcomes and makes a number of recommendations as to how its potential contribution to a successful, selfimproving FE system can be realised.

The Unseen Strategic Leader? The governance professionals' place and their resource needs in facilitating effective governance, written by Fiona Chalk and commissioned and funded by FETL, builds on previous research into the role of the governance professional (the clerk) by analysing the views of clerks, principals, chairs and other stakeholders, including regulators and clerks from other sectors.

It highlights the role played by governance professionals in the performance of boards and the organisations they oversee and sheds light on both the obstacles that prevent them exerting appropriate influence and the importance of college leaders understanding the lines of accountability and how they should work, among other key messages.

Dame Ruth Silver, President of FETL, said: 'This report's focus on oversight and its relationship to performance and effective governance means that it explores similar terrain to that of another recent FETL publication, *Blame or betterment? Regulation and intervention in further education*, by Stephen Exley.



O C C A S I O N A L P A P E R S

THE UNSEEN STRATEGIC LEADER: THE GOVERNANCE PROFESSIONALS' PLACE AND THEIR RESOURCE NEEDS IN FACILITATING EFFECTIVE GOVERNANCE.

Fiona Chalk

No Strings Attached – How community-led devolution would transform England’s skills sector

Charlotte Morgan
January 2021

Devolution is a critical and fast-moving area of policy crucial to the future delivery of further education and skills. However, while important steps have been made in the past decades towards greater localism, it is evident that there is much work still to be done to ensure effective and inclusive strategic planning of education and training at local level.

Part of the problem, I would suggest, is that England, the focus of this study, has never wholeheartedly bought into the devolution agenda. The way in which our institutions are run and funded, the traditional snobbishness about the local, and the tendency to put our faith in Westminster politicians with privileged backgrounds and little experience of grassroots politics, have all tended against it. Our approach

to the planning of skills and education remains, like so many other things in our national life, heavily centralised, with too little scope for local adaptation.

However, the regional inequalities exposed and accentuated by the COVID-19 pandemic, and the tensions it has created between local and national government, have made the question of how to facilitate place-based strategic planning and collaboration even more urgent. The pandemic has laid bare the limitations of the localism agenda of recent years; its fragmented, often half-hearted, nature, and the uneven, and frankly unhelpful, distribution of power at different levels of government.



NO STRINGS ATTACHED

How community-led devolution would transform England’s skills sector

CHARLOTTE MORGAN

Blame or betterment? Regulation and intervention in further education

A FETL provocation by Stephen Exley
July 2020

The Further Education Trust for Leadership (FETL) has published a third report in its series on shame and shaming and their impact on further education leadership. While the previous reports looked, respectively, at shame in organisational life and the impact of shame on individual leaders, this report explores the regulatory system within which providers operate and asks whether the prevailing system, with its tendency to focus blame on institutions and individuals, is conducive to sector improvement, and, ultimately, better teaching and learning.

Blame or betterment? Regulation and intervention in further education, written by Stephen Exley, former TES Further Education Editor, and commissioned by FETL, combines analysis of government data and interviews with further education leaders in evaluating

what obstacles that stand in the way of a genuinely 'self-improving' system and how they might be overcome. His thoughtful analysis reveals leaders' experience of regulation to be highly varied, with some finding it overbearing and 'terrifying' and others praising its 'light touch' and 'generosity'.

Dame Ruth Silver, President of FETL, said: 'Stephen's paper highlights the importance of communication and the need for different parts of the system to talk to each other. I would second this. There is a general need for better communication, between regulators and providers, between providers and government, and among providers and their leaders. We need regulators that understand the sector and we need a sector that trusts the regulatory system they work within to deliver fair, informed judgments and reasoned and reasonable critique.'



P R O V O C A T I O N S

BLAME OR BETTERMENT? REGULATION AND INTERVENTION IN FURTHER EDUCATION

A FETL Provocation by Stephen Exley

Leading Skills: Paper 2 Policies For Strong Leadership In Further Education Colleges

Nigel Keohane
July 2019

The Further Education Trust for Leadership exists both to strengthen the quality of leadership in further education and to contribute to the creation of conditions within the sector in which knowledge-enriched, creative and autonomous leadership can take place. We are delighted, therefore, to have supported this project, which has important things to say about how leadership in further education can be strengthened and supported.

The report is timely. It comes at a point when the further education sector is under unprecedented scrutiny, with a number of reports and commissions of inquiry asking questions about the future of FE, and the main political parties seemingly keen to tap into these ideas. However, it also comes at a time

when sector leaders are under huge pressure and the recruitment and development of leaders is proving challenging.

The report does two things I particularly like. First, it locates sector leaders within local systems, and acknowledges their important role in their local community, within networks to which they should be seen as key contributors. The government needs to think further about how this kind of collaboration can be supported. Second, it appreciates the challenges leaders in further education face, and the factors that can lead to leaders being isolated and demotivated, and makes concrete recommendations to address them. These have both been important strands of FETL's own work in recent months.



LEADING SKILLS: PAPER 2

Policies for strong leadership in
Further Education colleges

NIGEL KEOHANE



The Role Of Leadership In Prioritising And Improving The Quality Of Teaching And Learning In Further Education

Matt O'leary, Rob Smith, Vanessa Cui and Fadia Dakka
May 2019

This report presents the findings and recommendations of an independent research project into the role of leadership in prioritising and improving the quality of teaching and learning in further education. The project captures the views and experiences of further education (FE) staff working at all levels, from senior leaders to hourly paid tutors and learning support staff.



THE ROLE OF LEADERSHIP IN PRIORITISING AND IMPROVING THE QUALITY OF TEACHING AND LEARNING IN FURTHER EDUCATION

Project report for FETL

MATT O'LEARY, ROB SMITH,
VANESSA CUI AND FADIA DAKKA

Thinking For A Change

**Dame Ruth Silver, President
Further Education Trust For Leadership**
October 2017

Written by FETL President Dame Ruth Silver, it sets out the concept of further education with which FETL works and offers a brief description of the sector as well as suggesting how FETL might support it in leading thinking about the future of FE and skills. It is reproduced here to give readers a concise, accessible account of FE and skills, of FETL's distinctive approach and of how it works with colleagues and partners, within and outwith the sector.



THINKING FOR A CHANGE

DAME RUTH SILVER, PRESIDENT
FURTHER EDUCATION TRUST FOR LEADERSHIP

A World-Class Workforce For World-Class Skills: The Case For A National Institute For Technical Teaching And Regional Knowledge Centres

Neil Bates

November 2019

This is a timely and ripe report on an issue critical to the future of further education and skills in the UK: how to take seriously for success the modernisation of our system of technical education so that it stands side by side in excellence with the world's best.

The story of Britain's poor performance in technical and vocational education relative to other, comparable countries has too often been told. A 'world class' skills system has been an ambition of successive governments, which have adopted as an article of faith the link between high-level skills, improving productivity and economic growth.

Targets have been set, priorities changed and qualifications reformed. Yet, in all most every case, these interventions have fallen short,

sometimes miserably so. Britain continues to lag well behind its competitors and near neighbours in terms of technical education outcomes, continuing professionalisation of its staff and productivity.

Too often, policy reforms have not been accompanied by the necessary resources and structure, or, indeed, the strategic and operational knowhow to make them a success. One of the most remarkable aspects of policy development over the past decade has been the persistence of government ambition for the sector despite round after round of debilitating budget cuts, long-term wage stagnation, short-sighted policymaking and a bruising, heavy-handed system of accountability.



MONOGRAPH

A WORLD-CLASS WORKFORCE FOR WORLD-CLASS SKILLS

The case for a national institute for technical teaching and regional knowledge centres

Neil Bates FCGI

Adult Community Education. Supporting Place And People: Characteristics Of Success

Dr Susan Pember OBE, HOLEX
June 2019

This report is both timely and necessary. It comes at a moment when lifelong learning is high on the political agenda and the importance of place as an organising principle of learning provision is increasingly recognised. Adult community education contributes significantly to both these agendas, placing it at the centre of policy interest in further education and skills, which is why the Further Education Trust for Leadership is so pleased to support this work.

At the heart of this mission is the idea of service – service to learners and to communities. The sector puts these considerations first, working in close partnership with local authorities, employers and voluntary and community-sector

organizations to ensure the needs of learners are properly articulated and understood, and creating conditions in which learners – particularly the most vulnerable or hardest to reach – can engage with education.

Partnership is crucial, of course, and the sector has demonstrated its capacity to work intelligently and effectively with a range of partners. But, as the report also shows, underpinning this success is a number of other key factors, including a clear sense of vision and direction for the work, a sensible approach to monitoring and assessment, effective internal and external communications, and a commitment to the continuing professional development of staff.



M O N O G R A P H

ADULT COMMUNITY EDUCATION

Supporting place and people:
Characteristics of success

Dr Susan Pember OBE

Scripting The Future – Exploring Potential Strategic Leadership Responses To The Marketization Of English FE And Vocational Provision

Professor Ewart Keep – SKOPE, Oxford University
July 2018

More than 20 years ago, Helena Kennedy wrote in her influential report Learning Works that justice and equity must 'have their claim upon the arguments for educational growth' in further education alongside the demands of employers and the needs of the economy. Her report warned that increased competition in the further education sector was likely to mean colleges pursuing students who had the best chance of success and neglecting those whose needs were greatest.

Two decades on, Kennedy's warnings look prescient indeed. We have entered an era of unprecedented marketisation in the further education sector. As Professor Keep explains,

FE colleges and independent training providers now operate in a set of 'inter-connected markets' though they do not do this in an unfettered way, for the government still requires colleges to fulfil part of their social purpose mission by providing 'remedial' education and acting as 'provider of last resort'. This creates a challenge for leaders who must somehow find a way to operate successfully in this new – and for some quite alien – environment, while remaining true to their values and striving to meet the needs of their community. And all of this they must manage in an incredibly tough financial environment, buffered by profound and ongoing policy turbulence and an overbearing accountability regime which has proven stubbornly resistant to reform.



M O N O G R A P H

SCRIPTING THE FUTURE – exploring potential strategic leadership responses to the marketization of English FE and vocational provision

Professor Ewart Keep – SKOPE, Oxford University

Marvellous Regiment: 100 Years of Women in Further Education and Skills

January 2019

It is a huge pleasure to introduce this short book, which has been 100 years in the making. It tells the story of some of the many thousands of women whose lives have been touched by further education since the 1918 Representation of the People Act extended the franchise and who, in turn, have shaped its future direction, through their determination, their courage and their creativity. This book offers a snapshot of the achievements of 14 of the most prominent shapers and influencers of the past century, highlighting the careers and contributions of some of the women responsible for leading change in further education. A marvellous regiment, indeed.



100
YEARS OF WOMEN IN FURTHER
EDUCATION AND SKILLS

**MARVELLOUS
REGIMENT**

Learning from Lockdown: Staff Voices

Sandy Henderson, OPUS
January 2021

Understanding what has happened and learning from it will be crucial if we are to build on these glimmers of hope in a positive, creative and inclusive way. This is why this excellent and timely report, developed by educational charity OPUS, is so important. The Further Education Trust for Leadership (FETL) is pleased to support and to commend it. It deserves to be widely read.

This report reflects intelligently on the experiences of further education staff during the lockdown, using the 'listening post' methodology developed by OPUS and used in a previous FETL publication, *Leading by listening: Reflective learning*. This innovative methodology uses group discussion with participants to unearth themes that speak

to the experience of the whole sector. In this case, 19 listening posts took place online between September and November with staff representative of different parts of the FE workforce, with five further individual discussions with senior leaders.

The results presented here highlight the issues the sector has been struggling with during the pandemic, indicating both the challenges faced by colleagues and the way in which staff and leaders have responded. The treatment is nuanced and illuminating, covering a wide range of relevant themes. I would highlight, in particular, the extent to which frontline FE staff have stepped up to handle the issues that have emerged during lockdown, exercising agency in unanticipated ways.



O C C A S I O N A L P A P E R S

LEARNING FROM LOCKDOWN: STAFF VOICES

SANDY HENDERSON, OPUS

Leading by Listening: Reflective Learning

Sandy Henderson, OPUS
February 2020

The project used the 'listening post' methodology, a research tool that seeks to 'surface' the unspoken assumptions that frame people's understanding of how a system or organisation functions. It began with a group discussion, based around participants' experiences in further education, the transcripts of which were then analysed for 'themes and patterns that speak for the whole sector' and 'unconsciously express some of the characteristics of the wider system to which that group belongs'. Between June and November 2019, some 33 Listening Posts were conducted in the FE sector.

FETL President Dame Ruth Silver said: 'This is a unique study, and a highly fascinating and valuable one, which the Further Education Trust for Leadership (FETL) has been delighted

to fund and publish. It provides a snapshot of where the further education community is at this moment and gives voice to the concerns of sector leaders, teachers, support staff and students.

Giving the people working in further education a space in which to think and elaborate their ideas and preoccupations provided, of course, the rationale for setting up FETL in the first place; for that reason, we have been especially pleased to support OPUS, and Sandy Henderson, who has led the project, in listening to the sector and sharing the results.

'The project provides us with direct access to what is going on among communities of people involved in the everyday delivery of teaching and learning. This is welcome indeed.'



O C C A S I O N A L P A P E R S

LEADING BY LISTENING: REFLECTIVE LEARNING

SANDY HENDERSON, OPUS

Leadership, Learning and Demographics: The Changing Shape of the Lifecourse and its Implications for Education

Tom Schuller
February 2020

We have known for quite some time about the likely impact of demographic change on British society. The population is aging, as it is in many other countries in the developed world, with clear and fundamental implications for education, especially further education and skills, as well as for issues such as health, social care and pensions.

Yet we have been remarkably slow to react to what will soon become an all-too-predictable crisis. It is perhaps indicative of the endemic short-termism of our politics that we have delayed our storm-planning until the black clouds are fully formed above our heads.

The problem was well understood a decade ago when Tom Schuller and the late (and much missed) Sir David Watson published *Learning Through Life*, the influential and still-relevant

main report of the Inquiry into the Future for Lifelong Learning, funded by the National Institute for Adult Continuing Education (now the Learning and Work Institute). The report argued that lifelong learning policy should be based on a new model of the educational life course, with an emphasis on stage rather than age and a fair rebalancing of resources to reflect the need to support people to lead productive and fulfilling lives for longer.

Unhappily, 10 years later, we are no closer to the kind of lifelong learning society envisaged by the report. In fact, in some respects we seem to be going backwards, with resources still inequitably skewed towards young people and adult participation in learning in steep and, as yet, unarrested decline, largely as a result of cuts to funding that we remain a very long way from reversing.



FURTHER EDUCATION
TRUST FOR LEADERSHIP

O C C A S I O N A L P A P E R S

LEADERSHIP, LEARNING AND DEMOGRAPHICS: THE CHANGING SHAPE OF THE LIFECOURSE AND ITS IMPLICATIONS FOR EDUCATION

Tom Schuller

Reimagining Lifelong Learning: A Brief History Of An Idea

Paul Stanistreet

July 2018

It gives an overview of the use of the term 'lifelong learning', how it emerged as an idea and how it has since been re-understood and reimagined by policy-makers, planners and educationalists, viewed through the lens of key developments in thinking and influential policy documents and statements. It does not pretend to be comprehensive but aims, instead, to give an overview of the main trends and ideas that led to the concept's adoption, globally and at national level, as an important educational paradigm, and to its subsequent revisions and reimaginings.



FURTHER EDUCATION
TRUST FOR LEADERSHIP

O C C A S I O N A L P A P E R S

REIMAGINING LIFELONG LEARNING A BRIEF HISTORY OF AN IDEA

Paul Stanistreet

Rethinking Place And Purpose: Provocations On The Future Of FE

A FETL provocation by Martin Doel
July 2019

I am pleased to have the opportunity to contribute the foreword to this valuable short collection of essays and provocations written by Martin Doel. Martin was appointed FETL Professor of Leadership in Further Education and Skills at University College London Institute of Education in April 2016, having served as Chief Executive of the Association of Colleges since 2008. The idea behind this unique new position – the first of its kind, we think, anywhere in the world – was both to enhance the reputation of research into leadership in FE and to bring Martin’s significant experience and policy knowledge to bear in the generation of fresh, new thinking about the sector. These essays, prepared as prompts for roundtable discussions, demonstrate the kinds of questions Martin has been asking of the sector, while the transcripts of responses give a useful snapshot of current

and emerging thinking among colleagues. The issues Martin presented at the roundtables have become increasingly relevant, and are at the heart of much of the best and most promising current thinking about further education. The sector’s purpose and mission is again under scrutiny, with a number of high-profile commissions of inquiry considering the future shape of FE. Place will inevitably be an important dimension of the outcomes of these discussions, as we consider how best to strengthen and develop the important role played by FE institutions in their local economies and communities. And, as we once again reflect on the future shape of technical education, and consider how best to develop it, place and purpose in FE will be at the forefront of our thinking.



P R O V O C A T I O N S

RETHINKING PLACE AND PURPOSE: PROVOCATIONS ON THE FUTURE OF FE

A FETL provocation by Martin Doel

Burden of Proof: Is Evidence Really The Key To Good Policy Design?

A FETL provocation by Stephen Exley
July 2019

Evidence-based policy was one of the mantras of the Blair and Brown years and remains a cherished aspiration of policymaking in the UK. It is accepted, usually without much question, as an obviously good thing at which policy in education should aim. However, as Stephen Exley demonstrates in this excellent 'provocation', originally published as an article in Tes, things are not as straightforward as this suggests. Is it realistic, or even desirable, to make evidence the main driver of policy, he asks.

This is an essential but rarely asked question, which is why the Further Education Trust for Leadership (FETL) decided to republish Stephen's article. We are grateful to Tes for its permission to reproduce it here. I very much

hope it will stimulate further reflection on this theme, and a more critical approach, in general, to dealing with evidence.

One of the reasons FETL was set up was to strengthen the research and evidence base on which policy in further education could draw. This is undoubtedly important. It is critical that leaders ground their decisions in an understanding of what works and, just as important, what doesn't. FETL's mission implies a belief that systems can change, that we can learn both to do things better and to avoid making the same mistakes two or three times – a recurrent problem in a sector where policy memory tends to be short.



PROVOCATIONS

BURDEN OF PROOF: IS EVIDENCE REALLY THE KEY TO GOOD POLICY DESIGN?

A FETL provocation by Stephen Exley



Shame, Learning and Repair: Fostering Compassion In Organisational Life

A FETL provocation by Dame Ruth Silver
April 2019

There has been much critical scrutiny of leadership in further education of late. A good deal of this is justified, and nobody in the sector should have any problem with high standards of conduct or rigorous accountability. It is part and parcel of leadership, part and parcel of organisational life, particularly where large amounts of public money are being spent.



P R O V O C A T I O N S

SHAME, LEARNING AND REPAIR: FOSTERING COMPASSION IN ORGANISATIONAL LIFE

A FETL provocation by Dame Ruth Silver

An Independent Voice For The Sector: The Further Education 'Elders'

A FETL provocation by Dame Ruth Silver
February 2019

The Elders is an international organisation of public figures first brought together by Nelson Mandela in 2007 to work together 'for peace and human rights'.

It is easy to scoff at such interventions and to question the motives and good faith of those involved, and I offer no opinion on the success or otherwise of this organisation, or on the qualifications of its respective members. I am more concerned with the guiding idea, that there is a need for an independent, worldly wise stewarding body/oversight organisation made up of senior figures that represent the collective memory, knowledge and experience of a sector or tradition, and its applicability to further education and skills. It is to this notion that this 'provocation' is directed.



P R O V O C A T I O N S

AN INDEPENDENT VOICE FOR THE SECTOR: THE FURTHER EDUCATION 'ELDERS'

A FETL provocation by Dame Ruth Silver

Letting the Light in: The damage that shame does and how to repair it

Bob Townley
January 2021

This report is about repair. It draws upon a range of practical and contemporary lessons of leadership, where a generative space has been created to prepare for, cope with, reflect on, learn from and repair the personal and institutional costs of systemic blaming and shaming. Hopefully it will help to illustrate what can be learned from a new approach to leadership – recently termed ‘leaderhood’ by Dame Ruth – inspired by thoughtful and creative leaders outside and within FE.

It attempts to build upon the important work led by FETL over the past year, exploring the causes and costs of shame within the FE sector and thinking about the conditions required to support recovery and repair. At the time of writing we are working, living and

leading in very strange times, with unsettled days and an uncertain future. As Dame Ruth recently remarked, the sector is currently ‘pivoting’; it has been dismantled, and will need to be gradually reassembled in the wake of this multifaceted crisis. Leadership – or more precisely ‘leaderhood’ – has never been more needed to guide organisations purposefully and reflexively through these times, with a keen eye on the ‘good’ and the potential for a healthy and creative – generative – recovery.



LETTING THE LIGHT IN

THE DAMAGE THAT SHAME DOES AND HOW TO REPAIR IT

BOB TOWNLEY

Leadership and Careers Provision: A New Dawn

Dr Deirdre Hughes OBE
January 2021

This FETL-commissioned paper is designed to stimulate ideas and discussion on how leaders can best create career pathways to success for young people and adults during volatile, uncertain, complex and ambiguous (VUCA) times. The content builds upon recent announcements in the Comprehensive Spending Review (Treasury, 2020),¹ a literature review of leadership and careers provision, and 13 in-depth interviews with senior managers from further education (FE) and careers sectors in England.

There is an urgent call for national, regional and local leadership designed to take action on improving careers provision for young people and adults. 'Career' is a complex and contentious term, particularly in a Covid-19

context. Job roles and labour markets are changing rapidly. Job security has been abruptly and cruelly diminished for many, without warning. Staying healthy, paying the bills and managing to 'put bread in the table' are priorities for many individuals and families. This will require new skills and mindsets focused on opportunities, career adaptability and resilience. This paper argues for more collective action, and local places and spaces for inclusive careers support. This is crucial in supporting individuals' education, economic and well-being outcomes. If ever there was a moment in time to take stock and improve the life chances of individuals surely now is the time.



LEADERSHIP AND CAREERS PROVISION: A NEW DAWN

DR DEIRDRE HUGHES OBE

The English College of the Future

A nations-specific final report
November 2020

As more evidence of the biting pandemic effects on young people and adults comes to light, the new report from the Independent Commission on the College of the Future calls for colleges and skills to be made central to COVID recovery plans in England. Last week, the latest unemployment rate revealed the number of people out of work was at its highest since 2016 – at 4.8%, with thousands of others worried about losing their jobs in the coming months.

Currently, the post-16 education and skills system is not set up to empower colleges to offer the full range of opportunities needed for people to reach their potential, especially for the 50% that do not go to university. Nor does the system enable colleges to best meet the

needs of businesses facing enormous change and challenges.

Today's report, *The English College of the Future*, sets out recommendations, that if implemented through the government's upcoming FE White paper, will put employer voice at the heart of the system to help people find the right courses or qualifications to transform their lives. This requires sufficient funding to support upskilling and retraining as jobs change. Those made redundant will gain skills for good jobs, learning will be opened up to people on benefits and those in insecure work, and businesses will have advice and support to find and develop the skilled people they need as we recover from the ongoing pandemic.



The
College
of the
Future

THE ENGLISH COLLEGE OF THE FUTURE

A NATIONS-SPECIFIC FINAL REPORT



The Way We Work

Paul Warner, AELP
November 2020

The Covid-19 pandemic has asked difficult questions of us all, and nowhere more than in the education sector.

The obvious – and very important – story here is one of disruption and resilience, the capacity to adapt, among both staff and students, and the bravery and diligence of frontline workers. But the pandemic is also having a profound impact on how we think and feel about our roles and functions within the further education sector, as well as on how we conceptualise the sector's wider purpose, and our own place in delivering and upholding that.

This is fascinating and largely unexplored territory, which is why the Further Education Trust for Leadership (FETL) was keen to support

the Association of Employment and Learning Providers (AELP) in this ambitious and timely study of the impact of the Covid crisis on the sector and, in particular, its effect on relationships and the authorities that underpin them. It is particularly important that we look beyond colleges and focus equally on the impact on independent providers in this. Too often, in our reflections about the sector, our gaze is splintered and our stories incomplete.

The impact of the pandemic on further education and skills is a hugely important topic, and I was personally very pleased that the AELP chose to focus the study, in part, on authorities and relationships.



THE WAY WE WORK

PAUL WARNER

The Further Education Governance Maturity Matrix

Skills and Education Group
June 2020

The Further Education Governance Maturity Matrix, funded by FETL and developed by the Skills and Education Group, the Good Governance institute and Nottingham Trent University, draws on interviews with governors to explore what makes for good governance in FE and to ask how governance can be moved on to its next phase, what the report terms 'maturity'.

Dame Ruth Silver, President of FETL, said: 'I very much welcome this report that concerns a topic close to the Further Education Trust for Leadership's core focus and importance: governance. As the authors note, governance is one of the most challenging aspects of leadership in further education. It is also one of the least scrutinised and most poorly understood.

'There is too little support available for governors and a general lack of definition around the role and its core purposes. Yet good governance is an indisputable and much-needed element of effective college leadership and a contributor to high-quality teaching and learning. That is why FETL has made governance one of the keynotes of its final year of operation, and this report is a welcome contribution to this.

'The "maturity matrix" it outlines gives governing bodies an opportunity to "drill down and review performance" against the Association of Colleges' Code of Good Governance. The report aims to enhance capacity for governance and support the development of governance-wise strategies within institutions.



FURTHER EDUCATION GOVERNANCE MATURITY MATRIX

RESEARCH REPORT

NOTTINGHAM
TRENT UNIVERSITY

Nottingham
Institute of Education



Voices of the shamed: The personal toll of shame and shaming in further education

Chartered Institution for Further Education
July 2020

This is the second of two papers on shame and shaming published by the Further Education Trust for Leadership (FETL) in 2020. The first, published in May 2020, focused on shame in organisational life. This second, complementary Monograph considers shame from the perspective of individuals, and focuses in particular on how shame is produced and dealt with in struggling organisations, and the impact this has on 'shamed' leaders.

The focus is on further education, and further education leadership, in particular. The context in which sector leaders operate is important. The culture of constant reform, the combination of extreme financial constraint and high expectations, and our overbearing, sometimes unfair, system of accountability, all contribute to making FE leadership a high-stakes affair in

which judgement is quick (and not always well-informed) and failure harshly and very publicly dealt with.

What emerges from these interviews with 'shamed' leaders is the huge personal and professional toll these sudden, and often very public, expulsions from leadership roles can take. It is also very evident that the harsh judgement visited upon professionals in the sector is unduly focused on faults in the individual, and pays far too little attention to the organisational and systemic pressures which drive their actions, notably the fast-changing nature of sector priorities which can result in a leader being vilified for taking a position previously in line with the expectations of their board of governors and the regulators.



M O N O G R A P H

VOICES OF THE SHAMED: THE PERSONAL TOLL OF SHAME AND SHAMING IN FURTHER EDUCATION

FROM THE CHARTERED INSTITUTION
FOR FURTHER EDUCATION

Leadership, learning and lockdown: First thoughts on lessons for leadership from the coronavirus crisis

Sir Chris Husbands, Vice-Chancellor of
Sheffield Hallam University
July 2020

The Further Education Trust for Leadership (FETL) has published a new paper highlighting the challenges faced by the education system, and education leaders, in particular, in responding to the coronavirus pandemic and the resulting lockdown.

This FETL monograph, *Leadership, learning and lockdown: First thoughts on lessons for leadership from the coronavirus crisis*, by Sir Chris Husbands, Vice-Chancellor of Sheffield Hallam University, gives an inside view of how staff, leaders and institutions are coping with the unprecedented circumstances in which they find themselves.

The crisis has obliged education institutions to adopt new ways of working, almost overnight. This paper gives draws lessons from the crisis

for leaders and learning, outlining cautious but informed conclusions about the 'new normal' that will emerge from the pandemic.

Dame Ruth Silver, President of FETL, said: 'This is a hugely welcome contribution that reflects on the challenges the COVID-19 crisis has posed for learning and its leaders, and asks what it can tell us about leadership and the future of education. The transition from face-to-face teaching to online and distance learning placed significant and unprecedented demands on leaders, their institutions and staff. The response in further education, and in the education system more generally, has been remarkable, but there are also important lessons to be learned from all of this, and this FETL monograph begins the process.



M O N O G R A P H

LEADING, LEARNING AND LOCKDOWN

First thoughts on lessons for leadership from the coronavirus crisis

Sir Chris Husbands
Vice-Chancellor, Sheffield Hallam University

FE And Skills And Shame In Organisational Life

John Bazalgette & Susan Harrison
May 2020

With leadership comes a deep – and, often, deeply felt – responsibility to scrutinize our human and moral drivers, our frailties as well as our strengths, and to learn from what we find. Dealing positively with critical scrutiny is a big part of leadership, particularly where leaders are both authorised and responsible for spending significant amounts of public money. In the exercise of these duties, leaders must be consciously capable of reacting constructively to questioning and criticism, where appropriate, and of learning from their mistakes. Indeed, and crucial to our role, leadership brings also the equal, serious duty to point out – with evidence – that frequently the systems they introduce are ill-fitted, often distorting and engendering unacceptable behaviours.

However, as the authors of this paper suggest, the level and nature of scrutiny in the further

education sector has sometimes gone beyond what is fair or justified, helping create a culture of fear and anxiety in which honest but struggling leaders might be reluctant to admit vulnerability or to reach out for help.

In further education, the feeling of isolation leaders sometimes experience in reacting and coping with the rapidly changing agenda of the sector (and shielding staff from the worst impact of these anxiety-inducing shifts) is compounded by a highstakes system of accountability, a climate of near-constant policy turbulence and a decade of funding cuts. And when things do go wrong, the judgement upon sector leaders is often under-analysed, harsh and unforgiving, and sometimes personal and even abusive.



FE AND SKILLS AND SHAME IN ORGANISATIONAL LIFE

JOHN BAZALGETTE & SUSAN HARRISON

England's Skills Puzzle: Piecing together further education, training and employment

The Skills Commission
March 2020

This new report makes seven recommendations for creating a more coherent and responsive skills system to support small and medium enterprises (SMEs) and lifelong learning in England.

It follows a 12-month inquiry led by former Skills Minister, Sir John Hayes CBE MP, and leading figures from across further education (FE), skills and industry. The inquiry, conducted over 2019 by Policy Connect and the Learning and Work Institute, saw the Commission hold inquiry sessions in Westminster, Lincolnshire, the Tees Valley and the West of England – receiving evidence from over 80 contributors in the process including: employers, providers,

learners and representatives of local and national government.

The Commission found that employers are struggling to engage in an overly centralised skills system. Unlike other developed countries, England lacks channels to engage employers on a collective basis and has few local levers to adjust provision to meet local needs. Furthermore, a restricted and volatile funding system that promotes competition over collaboration is limiting the ability of colleges and training providers to respond effectively to local employers at a time when retraining and upskilling is becoming more important than ever.



Shaping the Future: A 21st Century Skills System for Wales – Challenges and Opportunities

IPPR

February 2020

New report from FETL and IPPR asks how Wales can develop a skills system equal to the challenges and opportunities posed by disruptive global and national trends.

Wales should invest in and reform its skills system to prepare the country for the unprecedented opportunities and challenges presented by changes such as Brexit and climate change, according to a new report funded by the Further Education Trust for Leadership (FETL) and written by the Institute for Public Policy Research (IPPR).

The report's recommendations include a demand that the Welsh government makes the delivery of a fairer Wales and a stronger economy a clear priority of the skills system,

creating a new 'skills participation age' of 18 and setting a clear target for some of the highest rates of adult skills participation in the world.

It also calls on the UK government to guarantee full replacement of EU funding for skills in Wales following the UK's departure from the EU.

Dame Ruth Silver, President of FETL, said: 'There can be no doubt that the challenges facing Wales, and indeed the rest of the UK, are acute and in some cases unprecedented. This report, the second and final report of an IPPR project funded by FETL, shows that while some of the reforms underway in Wales point in the right direction, they are by no means enough.



SHAPING THE FUTURE

A 21ST CENTURY SKILLS SYSTEM FOR WALES: CHALLENGES AND OPPORTUNITIES

JACK FAWCETT AND RUSSELL GUNSON
IPPR

Leadership in Prison Education: Meeting the challenges of the new system

Prisoner Learning Alliance
February 2020

Education can play a crucial part in enabling the rehabilitation and reintegration into society of prisoners, and leaders – both in further education and prisons – have a critical role in strengthening this, according to a new report from the Further Education Trust for Leadership (FETL).

Leadership in prison education: Meeting the challenges of the new system, written by Angela Sanders for the Prisoner Learning Alliance, convened by the Prisoners' Education Trust, reviews the contribution of leadership in the light of major changes in the prison system, and the challenges and opportunities they have created.

Based on interviews in 10 prisons, it aims to identify how leaders can develop a whole-prison education culture, which would engage learners, and all staff working in the prison, to support the delivery and development of education across the prison community.

FETL President Dame Ruth Silver said: 'I am delighted that the Further Education Trust for Leadership has been able to support this important project on the leadership of education in prisons. It is a critical topic, yet it is one that policy-makers often neglect, and that politicians are often reluctant to champion.'



LEADERSHIP IN PRISON EDUCATION:

Meeting the challenges of the
new system

ANGELA SANDERS

Leadership, Further Education and Social Justice

Rob Smith, Professor of Education at Birmingham City University, and Vicky Duckworth, Professor of Education at Edge Hill University
February 2020

Most further education college employees see their work as contributing to social justice. College mission statements emphasise meeting the needs of their communities, local employers and the economy with outstanding provision. But what tensions are there between these needs? What does it mean to meet the needs of communities? How does this overlap with a commitment to social justice? And what does outstanding provision with social justice at its heart look like?

This important research report was funded by the Further Education Trust for Leadership to gather evidence and to provide answers to these questions. I know you will find it important and interesting intelligence to hear

the voices and thoughts of our community of colleagues and to employ their messages as we move forward strategically into change.



LEADERSHIP, FURTHER EDUCATION AND SOCIAL JUSTICE

ROB SMITH & VICKY DUCKWORTH

A World-class Workforce for World-class Skills: The case for a national institute for technical teaching and regional knowledge centres

Neil Bates FCGI
January 2020

This is a timely and ripe report on an issue critical to the future of further education and skills in the UK: how to take seriously for success the modernisation of our system of technical education so that it stands side by side in excellence with the world's best.

The story of Britain's poor performance in technical and vocational education relative to other, comparable countries has too often been told. A 'world class' skills system has been an ambition of successive governments, which have adopted as an article of faith the link between high-level skills, improving productivity and economic growth.

Targets have been set, priorities changed and qualifications reformed. Yet, in all most every case, these interventions have fallen short,

sometimes miserably so. Britain continues to lag well behind its competitors and near neighbours in terms of technical education outcomes, continuing professionalisation of its staff and productivity.

Too often, policy reforms have not been accompanied by the necessary resources and structure, or, indeed, the strategic and operational knowhow to make them a success. One of the most remarkable aspects of policy development over the past decade has been the persistence of government ambition for the sector despite round after round of debilitating budget cuts, long-term wage stagnation, short-sighted policymaking and a bruising, heavy-handed system of accountability.



M O N O G R A P H

A WORLD-CLASS WORKFORCE FOR WORLD-CLASS SKILLS

**The case for a national institute
for technical teaching and regional
knowledge centres**

Neil Bates FCGI

A Permanent National Necessity...

Adult Education and Lifelong Learning for 21st Century Britain
January 2020

Early in 2018 a group of adult educators, recognising the historic importance of the 1919 Ministry of Reconstruction Adult Education Committee's Final Report, set up the Adult Education 100 campaign. We wished to encourage a programme of activities, centred on the centenary of the 1919 Report, which would both recover and re-evaluate the twentieth-century history of adult education, and set out a vision for life-wide adult education for the century ahead.

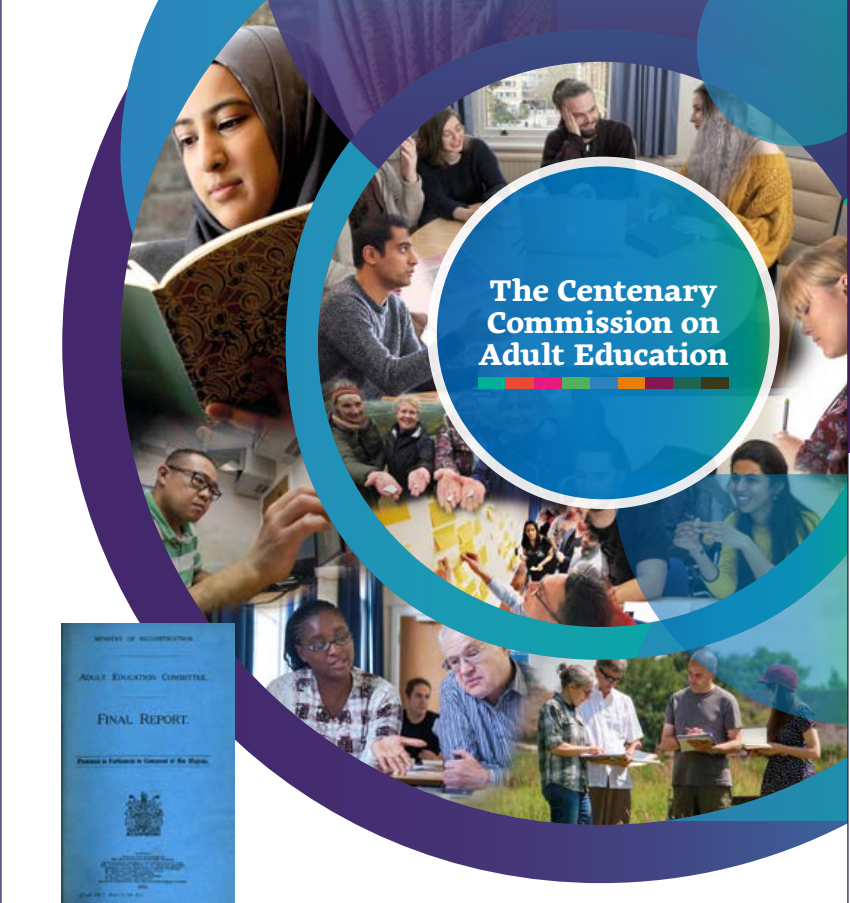
The campaign has four interacting themes:

i. The 'Centenary Commission', composed rather like the Ministry of Reconstruction Adult Education Committee, and with essentially the same brief.

ii. Research and educational projects around the history and record of adult education, ranging from adult education classes and undergraduate student projects to research funded by research councils.

iii. Archival and curatorial projects to preserve the records of adult education.


iv. 'Knowledge exchange' activities to build public discussion about the role and significance of adult education.



The Centenary Commission on Adult Education

“A Permanent National Necessity...”

Adult Education and Lifelong Learning for 21st Century Britain



Healthy, Wealthy And Wise: Implications For Workforce Development

Implications for workforce development

August 2019

How can leadership of thinking support this? How does the adult learning workforce need to change in order to support future generations?

In 2018, L&W and FETL started discussing these ideas with a range of practitioners across the UK's very different adult learning systems. We were conscious that the latest research from the UNESCO Institute for Lifelong Learning and the European Commission showed that adult learning has a positive impact on all areas of our lives.

Furthermore, L&W's report Healthy, Wealthy and Wise: the impact of adult learning across the UK recommended a number of ways

adult learning strategies could be improved to maximise this impact. This was a timely report: as the devolution of education and skills funding across the UK, has prompted administrations to look at how adult learning contributes to a range of policy agendas.

Just as adult learning is based on the concept of the learner journey—or many messy and complex journeys—the same notion should be applied to professional learning.

We have both been delighted to feed in our views at the expert seminar and UK forums, now we would be interested in your responses to this publication.



HEALTHY, WEALTHY AND WISE:

IMPLICATIONS FOR WORKFORCE DEVELOPMENT

AUGUST 2019

Crossing Boundaries 2: The FE Sector And Permeable Spaces

Paul Grainger
June 2019

The first volume of Crossing Boundaries was commissioned by the Further Education Trust for Leadership in 2017 to provide a review and analysis of FETL's published work to date. Paul Grainger produced a very clear and stimulating report that both demonstrated the wide range of activities which FETL had supported and highlighted some promising areas for development. Two years on, we approached Paul to reflect again on the work carried out by FETL and its partners against the wider context of changes in the wider further education community. And, once again, Paul has delivered a fascinating, highly readable review that makes intelligent sense of the main themes of our work and their relationship to the sector.

The common title shared by the two reports reflects both a key theme of our work, picked out in Paul's original report and developed again here, and the nature of leadership in a sector with 'permeable' boundaries and diverse stakeholders. The willingness to move between disciplines and challenge and transcend boundaries remains pivotal to FETL's work, and is reflected in very many of the projects which we have funded or in which we have participated. It is also a growing dimension of the work of FE leaders, reflected in new thinking about place and the role of colleges in contributing to the 'narrative of their localities'.



CROSSING BOUNDARIES 2: THE FE SECTOR AND PERMEABLE SPACES

A review of recent FETL-funded projects and think pieces

PAUL GRAINGER
(UCL INSTITUTE OF EDUCATION)

Colleges As Anchors In Their Spaces: A Study In College Leadership Of Place

Paul Grainger (UCL INSTITUTE OF EDUCATION),
Paul Little (CITY OF GLASGOW COLLEGE)
July 2018

This is a timely report that examines college leadership through the lens of the changing role of colleges as leaders of place. As the authors note, the past decades have been ones of nearconstant turbulence in the further education sector, creating new challenges for college leaders, in terms both of managing cycle after cycle of sometimes ill-conceived change and of rethinking their mission and approach to survive and succeed in a brave new world in which collaboration rather than competition is becoming key.

The college sector looks very different today than it did when I first joined it. Part of this process of change has been the deepening of colleges' role in their communities, as well as

a growing recognition, regionally and locally, that further education has something significant to contribute to the economic, social and civic growth of their localities.

It is important that we understand these changes, the impact they are having on the ground, and how – and with what values – leaders are responding. For that reason, I am particularly pleased to find that this report begins in listening mode. What strikes me from the very detailed interviews conducted with colleagues in each of the four nations is the thoughtful and serious-minded contribution college leaders are making at local and regional levels, while remaining clear and clear-sighted about their own mission to lead learning



COLLEGES AS ANCHORS IN THEIR SPACES

A study in college leadership of place

PAUL GRAINGER (UCL INSTITUTE OF EDUCATION)
PAUL LITTLE (CITY OF GLASGOW COLLEGE)

Learning At Life Transitions: Supporting Learners Returning To Work Or Preparing To Retire

Fiona Aldridge, Claire Tyers,
Deborah Smeaton and Hazel Klenk
June 2019

People choose to learn for many different reasons. Often, a change in circumstances is the spur. Yet when policymakers and practitioners think about adult learners those external circumstances are often put to the back of the mind. The focus is on the learner in the classroom (or, increasingly, at the end of a broadband connection) and how they can be supported, irrespective of what brought them there. In many respects, this is how it should be – it encourages an equality of approach without preconceptions and it allows the student to bring as much or as

little of their external life to their learning as they wish. But it also limits our ability to provide fully responsive education support. If we do not completely understand what motivates learners – or potential learners – to engage with education then we are not best placed to align our courses with the real needs of our students. Even if we achieve a snapshot of our learners' motivations at any point in time, are we, as practitioners, able to adapt as circumstances change? Do we fully appreciate how life transitions affect why, when and how people chose to learn?



LEARNING AT LIFE TRANSITIONS:

Supporting learners returning
to work or preparing to retire

FIONA ALDRIDGE, CLAIRE TYERS,
DEBORAH SMEATON AND HAZEL KLENK



Leading Skills: Exploring Leadership In Further Education Colleges – Paper 1

Ben Savours and Nigel Keohane

April 2019

The Further Education and Skills sector fulfils a twin economic and social mission by providing educational opportunities to young people, adults and employers within a diverse range of settings.

Central to success in these missions is effective leadership. There is a strong body of evidence showing that leadership matters to public service outcomes. Specifically, past research has shown that good leaders in FE drive improvements in teaching standards and student outcomes.

Compared to studying in a college led by a low performing leader, a successful leader can improve the likelihood of a student achieving

a Level 2 qualification by 15.9 percentage points and a Level 3 by 14.1 percentage points. Over the fence, school leadership has received considerable attention from policymakers and politicians. Reforms have included efforts to: reduce bureaucracy, increase headteacher autonomy, recruit and develop top headteachers, bring headteachers in from outside the sector, professionalise school leadership, and establish a recognised path to school leadership. The list goes on.

However, there has been much less analysis of who college leaders are, what skills they need in a fast-changing environment and how we can develop the leaders for the future. This project seeks to fill this gap.



Leading skills: Exploring leadership in Further Education colleges – Paper 1

The future of Further Education and the backgrounds of college leaders

Ben Savours
Nigel Keohane



Employers In The Driving Seat?

Paul Warner and Cath Gladding
April 2019

This report from the Association of Employment and Learning Providers is a very welcome contribution to the debate on the involvement of employers in further education and skills. The Further Education Trust for Leadership is pleased to have supported it and to publish it.

The government has made much of its apparent desire to 'put employers in the driving seat' but it has been less forthcoming about what this should mean in practice or how they intend to deliver what would be a quite significant change in the way the sector is run. As the study shows, few are convinced by the government's rhetoric, and there is little

indication that employers are prepared or even particularly interested in fulfilling this role, as it is currently defined.

In the brave new post-Brexit world, in which the public purse strings are pulled tighter and we are obliged to do more of our own training rather than poaching talent from elsewhere, it will be even more important to ensure employers are contributing to the further education funding pot and playing a full role in shaping provision. Employer engagement is critical but it is far from clear that this requires putting them 'in the driving seat', or, indeed, whether this is desirable.



EMPLOYERS IN THE DRIVING SEAT?

New thinking for FE leadership

PAUL WARNER AND CATH GLADDING

Beating The Odds, And The System

Matt Hamnett
January 2019

Achieving swift, noticeable culture change in an organisation is one of the toughest challenges a leader can take on. It is a particular challenge in the further education sector, characterised, as it is, by significant budgetary constraint, a demanding accountability regime and a culture of high expectations combined with regular and often ill-considered top-down policy reform. This publication explores this issue, sharing one leader's perceptions of effective culture change at his own struggling college. The perspective it takes is a personal, albeit a recognisable, one. However, the lessons are transferable, and leaders in the sector are engaged with and think hard about the issues this experience raises.

There is, of course, no one way to run a college and there are no ready-made solutions when it comes to changing the culture and performance of an organisation. That would be the wrong way to read this paper. Rather, it gives leaders different options and ways of thinking about problems and challenges that may or may not be relevant to them, and, I very much hope, the confidence to try something different. New ideas and fresh thinking are the lifeblood of good educational leadership, but they must be tempered by a shrewd and carefully cultivated understanding of purpose, people, place and possibility. – Dame Ruth Silver



BEATING THE ODDS, AND THE SYSTEM

**Purpose-led transformation
in further education**

MATT HAMNETT

The Future Is Coming: Ready Or Not?

Ruth Callander, Russell Gunson
and Chris Murray
November 2018

This report marks the third in a series of three reports looking at what a 21st century skills system should look like, in a comparative study across Northern Ireland and Scotland. Our previous work has considered the challenges we face, and the measures of success we should have for each skill system,¹ as seen by people working in and around the skills system in both Northern Ireland and Scotland. This report brings together previous work to make recommendations for what needs to change and what needs to stay the same in Northern Ireland and Scotland to get ready for the future we face.



THE FUTURE IS COMING: READY OR NOT?

Delivering a successful 21st century
skills system for Northern Ireland
and Scotland

RUTH CALLANDER
RUSSELL GUNSON
CHRIS MURRAY

Finding The Glass Slipper – The Impact Of Leadership On Innovation In Further Education

Carol Thompson
August 2018

In further education, this has led to the development of a more defined, potentially formulaic and less autonomous approach to teaching (Avis, 2003). In addition, the codification of 'good' teaching and learning, embedded through teacher education, the Professional Standards (Education and Training Foundation, 2014) and bodies such as Ofsted, has provided very distinct guidelines to direct teachers' activities in the classroom.

This research forms part of a fellowship awarded by the Further Education Trust for Leadership (FETL). The aim was to explore how leadership within Further Education (FE) impacts on teaching and learning, specifically on the autonomy teachers have to construct their work in creative ways. The project investigated how professionals are constrained or empowered to develop methods which allow them to innovate rather than replicate in the classroom; ultimately creating an environment which inspires and challenges learners.



FELLOWS 2018

Finding the glass slipper
The impact of leadership on
innovation in further education

CAROL THOMPSON

Collaboration And Leadership For Improving Mental Health And Wellbeing

Dragana J Ramsden
July 2018

International evidence shows that adult learning has a positive impact on mental health and wellbeing, as well as on a range of other aspects of adults' lives. This paper asserts that this impact tends to be most effective when organisations, national and local, work collaboratively in ways that involve local communities.



FELLOWS 2018

**Collaboration and Leadership
for Improving Mental Health
and Wellbeing**

DRAGANA J RAMSDEN

Hidden Leadership: Exploring The Assumptions That Define Further Education Leadership 2018

Dr Simon Western,
CEO Analytic-Network Coaching
2018

This FETL-sponsored research project was led by Dr Simon Western, CEO of Analytic-Network Coaching Ltd. The report was written by Simon Western, supported by Helen Shaw. The research team that conducted the focus groups and telephone interviews comprised Helen Shaw, Ben Neal and Simon Western. Sandra Logan acted as project administrator, overseeing the whole project finances and administration.



HIDDEN LEADERSHIP: EXPLORING THE ASSUMPTIONS THAT DEFINE FURTHER EDUCATION LEADERSHIP 2018



Research Project funded by FETL. Project led by Dr Simon Western, CEO Analytic-Network Coaching

Crossing Boundaries

Paul Grainger
July 2017

From its inception, the Further Education Trust for Leadership (FETL) has sought to cultivate an appetite for new, original and critical thinking; in itself, among its partners and in the sector more widely. It was set up in order to stimulate leadership of thinking in the further education (FE) and skills sector and to create a space in which sector leaders and others could develop and share their ideas.

This report, by Paul Grainger, Co-Director and Director of Operations for the Centre for Post-14 Education and Work at University College London (UCL) Institute of Education, offers a stimulating overview and analysis of the work FETL undertook with its partners during 2016. It shows an organisation willing

to look deeply within and beyond FE and skills to generate the new thinking needed in a sector which seems perennially on the cusp of change but which, now more than ever, is facing a future that is uncertain and difficult to assess. The willingness to move between disciplines and challenge boundaries is picked up by Paul Grainger as a key theme of FETL's work over the period. He is, of course, right to identify 'crossing boundaries' as an important dimension of the numerous projects we have sponsored over the last few years. We have worked with colleagues from a range of different fields, from psychoanalysis and systems thinking to artificial intelligence and industrial development.



CROSSING BOUNDARIES

A review of FETL grant-funded projects and think pieces

Paul Grainger

Rising To The Challenge

Nigel Keohane

April 2017

This is a timely and strategically important report, appearing as it does, at a critical moment for the further education and skills sector. While it reflects intelligently on the context in which the sector now operates, it is not preoccupied solely with its current challenges but rather has its sights set firmly on the longer-term future – a refreshing and wholly welcome perspective. The report makes clear that FE and skills has reached a point in its development where some variation of the status quo is no longer an option and, while the challenges of today are real and should not be understated, we must engage with them through a long lens, thinking five, 10, even 20 years ahead.

Rising to the challenge:

The Further Education and skills sector over the next decade

Nigel Keohane

Social Market
Foundation

Leaders' Voices

Paul Little (CITY OF GLASGOW COLLEGE)
January 2017

I am delighted that FETL is publishing this speech by Paul Little, delivered at the first International Education Symposium at his inspiring City of Glasgow College in October 2016, as the first in our new 'Leader's voices' series. It is gratifying to be able to share Principal Little's ideas and ambition more widely not only because they represent a fitting statement of self-confidence and resilience in challenging times, but also because the sector badly needs to hear what its leaders are thinking, while the wider world of FE and skills needs to learn from how its best and brightest are adapting to often quite profound change. For FETL, it has never been enough simply to mobilise the voices of the academics and advocates. We want to hear from the sector's leaders too.

Published by



LEADERS' VOICES

WICKED CHALLENGES AND THE
EMERGENCE OF THE SUPER COLLEGE

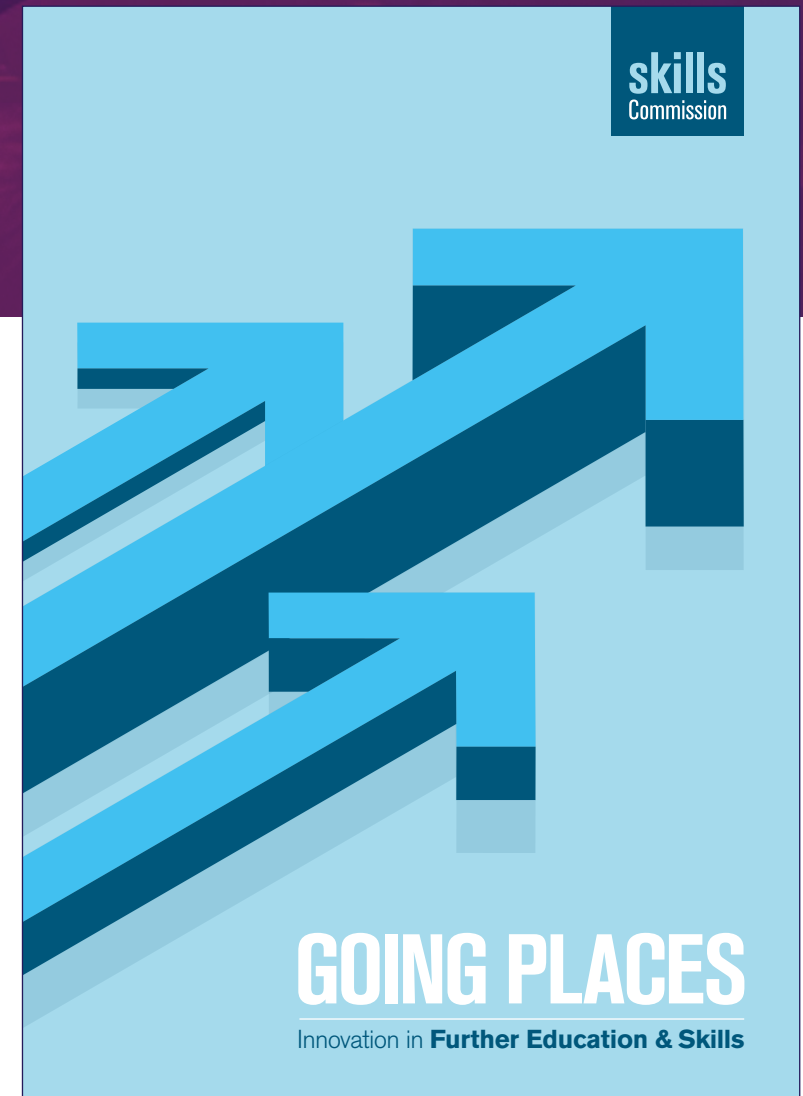
Going Places

Innovation in Further Education & Skills

December 2016

In a changing policy landscape the further education and skills sector has always been responsive.

This report looks at the inspiring innovation and leadership taking place in further education and skills across the United Kingdom. We highlight the best and make recommendations that would enable the best to become very best.



Possibility Thinking: Reimagining The Future Of Further Education And Skills

Mark Londesborough
July 2016

In setting up the Further Education Trust for Leadership (FETL), the resolve of the board was to establish not an organisation but what might be termed an “organ of possibility”. The idea was to support people already working in the sector, whether at colleges, independent training providers, third-sector learning providers or in industry, to think about the things they wanted to think about in pursuit of intelligent development. We invited people to reflect on whatever they were curious about in further education (FE) and skills, knowing that this would give us, and our colleagues and collaborators, critical insight into the state of the system.

The preoccupations of those working in the sector are not trivial. They matter and

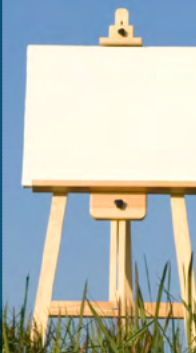
deserve to be taken seriously and explored. By stimulating, feeding and creating opportunities for thinking in and by the sector, and by exploring new dimensions and enabling fresh insight, sometimes from beyond the sector, our aim was to make it stronger, more self-assured and better prepared to tackle the challenges ahead. After three years of experimentation, FETL is on the cusp of change. While we continue to turn a listening ear to the preoccupations and curiosities of the sector – they are, after all, the things that fuel our work – FETL will look increasingly to harvest what we have learned from the sector, through our grants and Fellowships and our events, as well as by less formal means, to commission new creative and collaborative spaces for thinking.



RSA
Action and Research Centre

Possibility Thinking: Reimagining the Future of Further Education and Skills

Edited by Mark Londesborough
July 2016



Remembered Thinking...

On Further Education and Leading
March 2015

Further education is a Rubik's cube of a thing, adept at dealing with colourful twists, turns and about-turns in policies, purses, politicians and partners.

This is how leadership life is lived when you work in FE and Skills, the adaptive layer of the English education system. Schools, quite rightly, are compulsory, and protected by the law. Universities are selective, quite rightly, and protected by the Queen via royal charter. FE has none of those protections, is available to serve and, so, is the first place to which governments, of all colours, turn when they have to make quick changes with direct impact. This sector is much more accessible to changes in the political weather and is much more sensitively located in relation to the shifting social and economic environment.

Its leaders are required to deliver continuous, sometimes rapid, change, to think differently, and for themselves, as society and the economy shift and our communities seek to adapt.

Not all do it well, or even adequately, but the best are brilliant at it. Think of the swift move in the 1990s from delivering apprenticeships to developing social inclusion in a time of high unemployment – done and dusted within a year, though with high costs and known casualties. Today, the sector is engaged in a modern version of the nineties change, this time in reverse, and developing the next generation of itself. So it is in our world and thus is our mutable nature. Leading this mutability and mutuality requires a particular set of capabilities and knowledge.



REMEMBERED THINKING...

– ON FURTHER EDUCATION AND LEADING

A Compendium Of Thinking On Innovative Governance In The FE And Skills Sector

Dame Ruth Silver, President of the Further Education Trust for Leadership
Autumn 2016

The importance of good and enterprising governance to the success and wellbeing of further education and skills is increasingly well recognised, yet it remains, by some distance, the most under-scrutinised authoritative role in the sector. Ensuring governance that is fit for purpose, fit for context, fit for phase, fit for circumstance and, finally, fit for place is a big issue; one of the biggest facing the sector. Yet there is little in the literature to support governors in working with their executive teams to adapt to change or to help them innovate in appropriate, context-relevant ways, and comparatively little in the way of oversight of the work they do.

This report, and the project from which it arose, sought to create a space in which governors have been able to think about their role, how it can best contribute to the success of the sector, and how this is best achieved. One thing I have heard repeatedly in FETL's work on governance is that while institutions have sought to bring in bright, adventurous governors from other worlds to be on their boards, in practice these individuals, great innovators and risk-takers in their own worlds, have become rather cautious and risk-averse when faced with the reality of public sector protocols and accountabilities.

Funded by



**A COMPENDIUM OF THINKING
ON INNOVATIVE GOVERNANCE
IN THE FE AND SKILLS SECTOR**

Leadership And Ethics In Further Education

Autumn 2016

As colleagues know, FETL responds to ideas brought to it from colleagues in and around the FE and skills system and does so both to harvest the intelligence and curiosity that arises from everyday experiences of leading this fast-moving sector and to harness what is wise in order to make footprints for the future. This excellent report, the second and final of a project funded by FETL and carried out by colleagues at the University of Hull, is very much in line with these intentions: it listens carefully to the experiences of sector leaders and explores critical issues concerning ethics and leadership in a style that is both creative

and collaborative. As an organisation, FETL is committed to providing space within which leaders from the further education and skills sector can come together, discuss new ideas and find new ways of conceptualising them. We seek both to provide nourishment for our best brains and to work together with them to give their own ideas shape and form. For that reason, we have been pleased to support a project which not only reflects the varied pressures and challenges to which sector leaders are exposed but also examines them through a theoretical lens, grounded in a wide-ranging review of the relevant literature.

Funded by



**LEADERSHIP AND ETHICS
IN FURTHER EDUCATION:**

Recognising Excellence In The Governance of Independent Training Providers

Dr Susan Pember OBE
September 2018

The project addressed the questions of what defines good governance in the ITP sector and what structures are needed to support and promote it. The project looked in detail at the comments and judgements of Ofsted inspectors made in their inspection reports, reviewed the shape and form of the sector via a semi-structured survey and undertook six observation visits to evaluate governance in action. Each section summarises the findings, and the report contains several short case studies of good practice.

The review also considered what is deemed to be good practice in other parts of the FE/HE sector, and best practice as described by the Institute of Directors and the Institute

of Chartered Secretaries. The project also reviewed the changes to the UK Corporate Governance Code, Charity Sector Code and specific industry guidance.

As the project progressed, it was determined that in light of the emerging evidence from other sectors and the low take up of the use of a code, there was a need for a more robust approach to governance, and so a draft code of good governance for the independent training sector was developed as part of the project.



M O N O G R A P H

RECOGNISING EXCELLENCE IN THE GOVERNANCE OF INDEPENDENT TRAINING PROVIDERS

Research Project

Dr Susan Pember OBE

Higher Education In Further Education: Leading The Challenge

John Widdowson and Madeleine King

April 2018

With the future shape of tertiary education in the UK up for debate and a substantial expansion of higher education in colleges expected to play an important role in the government's post-18 funding review, this monograph could not be more relevant to the challenges the sector now faces.

If, as is widely anticipated, higher education becomes much more central to the mission of further education colleges in England, we will, as a sector, need to think much harder about the sorts of skills leaders and governors will require to adapt and flourish in what could, in some respects, be a very different world.

The thought-provoking and comprehensive overview this publication offers in support of

new thinking about the skills we will need, and the potential contribution of further education institutes both to the economic prosperity of the nation and to the well-being and success of their local communities, make it essential reading for sector leaders.

The renewed attention to HE in FE comes during a period of substantial reform, which has focused particularly on the need for higher technical skills. The Sainsbury review and the subsequent post-16 skills plan both indicated a willingness to think differently and more expansively about technical education, and there is clear impetus for this from Brexit and Britain's seemingly intractable productivity puzzle.



M O N O G R A P H

HIGHER EDUCATION IN FURTHER EDUCATION: LEADING THE CHALLENGE

John Widdowson and Madeleine King

How Can Psychoanalysis And Systems Theory Contribute To The Leadership Of Thinking In The Further Education And Skills Sector?

Summer 2016

Perceptions of leaders and their leadership can be harsh and unforgiving. Their role is frequently a lonely one, beset by false conceptions, projections and grand delusions. This is true particularly at the very top of an organisation, where budgetary, curricular and accountability pressures are most acute and leaders frequently bear the brunt of the resentment of their staff and partners. This is sometimes fair and well-founded. Often, though, it is not that simple.

There can be a tendency within organisations and systems to personalise analysis, reducing it to the level of individual fault-finding, and to overlook the systemic factors which drive behaviour and shape ways of working. Equally,

there can be a tendency among leaders to neglect their own internal drivers and how their role within an organisation or broader system can mobilise them.

We forget too that leaders, when all is said and done, are just people, subject to the same desires, drives, hopes, habits and emotional glitches as the rest of us. The premise of this publication is that healthy organisations need healthy leaders, mindful of their role and relationships within a changing and highly complex system and capable of attending to and carefully cultivating their own inner worlds, while remembering those of others.

Funded by



HOW CAN PSYCHOANALYSIS AND SYSTEMS THEORY CONTRIBUTE TO THE LEADERSHIP OF THINKING IN THE FURTHER EDUCATION AND SKILLS SECTOR?

New Blood

The thinking and approaches of new leaders in the FE and Skills market

Spring 2016

Further education and skills is a challenging area in which to lead. Change and adaptation are part of our DNA. Policy turbulence is a constant and we have become experts in responding to it. But what is, in many respects, a significant virtue, can also hold us back, preventing us, as a sector, from being all that we can be. It can be tempting for leaders to focus on the day-to-day demands of curriculum change and shifting policy and accountability requirements, or to revert to tried-and-tested coping strategies to keep their organisation afloat in difficult times. Too often, though, these strategies are not fit for purpose, while constant adaptation to external change, however resourceful, can stop us recognising the drivers of that change and responding to them.

Funded by



NEW BLOOD: THE THINKING AND APPROACHES OF NEW LEADERS IN THE FE AND SKILLS MARKET

Possibility Thinking: Creative Conversations On The Future Of FE and Skills

2016

The Further Education Trust for Leadership emerged in a period of significant turbulence in the further education and skills sector. Now, as we review our progress to date and enter a new phase in our activities, the sector appears to have reached yet another existential turning point. A range of factors, including curriculum change, funding cuts, area-based reviews and the government's commitment to the creation of three million new apprenticeship starts by the end of the current parliament, present not only

challenges but also opportunities, for those prepared to raise their heads from day-to-day preoccupations and think boldly and creatively about the future and what it might hold. It is to just such thinking that this publication, the second substantial fruit of a project which began as a collaboration between FETL and the RSA, and which has been enriched by the participation of leaders from across the further education and skills sector, incites its readers.

Funded by



**POSSIBILITY THINKING:
CREATIVE CONVERSATIONS
ON THE FUTURE OF FE
AND SKILLS**

The Long-Term Implications Of Devolution And Localism For FE In England

Ewart Keep
2016

Colleges are vital parts of the local education system, are major employers and do so much to support the local economy, healthy communities and social cohesion. Yet they have been pushed and pulled by national policy shifts more than any other institutions in education. That's why we need to think about how localism might best be implemented so that it can provide a more stable, secure and fruitful future for colleges to be able to serve their communities, employers and students.

This project set out to evaluate how this is being developed now and the impact it will have on colleges. Through in-depth research and events, Professor Keep has set out the approaches college leaders might consider to ensure localism works well. I believe that there are opportunities in localism and devolution as well as risks and this report is an important contribution to realising those opportunities. With the changed leadership in Government, it is unclear how devolution and localism will develop.



Association
of Colleges

Promoting. Representing. Supporting.

The Long-Term Implications of Devolution and Localism for FE in England

Written by Ewart Keep



Funded by



Leaders or Leadership

Jim Krantz
March 2015

Just as we can't do much with bare hands, we can't think much with bare brains. At FETL we aim to stimulate and feed thinking in and by our sector, and to explore new dimensions of ourselves in roles and in tasks in order to be best prepared for what's ahead, to offer strong contribution to its success.

Part of this mission is to bring ideas in from elsewhere, to enable new insights on our world and the state we're in; most of all to work with these amongst ourselves so we become stronger, more confident of our place

in the world, and better able to advocate for the education and training opportunities we collectively deliver. I have heard Jim Krantz speak on many occasions, and I have never failed to go away feeling that he has added much to the way I see the world.

Jim's collaborative model of consultation and inclusive style of delivery has much resonance for our sector. His thinking on organisational life has greatly enriched many. His is a compelling hypothesis: that to understand the unique characteristic of each organisation, you need first to understand the underlying systemic factors that it operates in.



LEADERS OR LEADERSHIP

– THE CENTURY OF THE SYSTEM

The inaugural lecture of the Further Education Trust for Leadership.
Given at King's Place, London, 10th March 2015.

JIM KRANTZ

Using Systems Theory In Leadership

Think Piece: How can psychoanalysis and systems theory contribute to the leadership of thinking in the UK FE and Skills sector?

September 2015

The think piece is the first of nine. They will be published monthly on the FETL website between October 2015 and June 2016. The ideas for the think pieces will be developed through one-day strategic seminars with a range of leaders in the sector. The views expressed however, are the responsibility of Working Well.



FETL PROJECT

HOW CAN PSYCHOANALYSIS AND SYSTEMS THEORY
CONTRIBUTE TO THE LEADERSHIP OF THINKING IN
THE UK FE AND SKILLS SECTOR?

THINK PIECE: USING SYSTEMS THEORY IN LEADERSHIP

Leverage Leadership: A New Paradigm For Further Education

Steve Lambert
July 2019

The purpose of this article is to review existing models of leverage leadership which are currently applicable to schools to establish whether they are appropriate for further education colleges. Due to the complexities of the environment in which further education colleges operate and the scale of the organisations involved, models of leverage leadership have not currently been applied to this sector. The paper proposes that a new model Distributed Leverage Leadership is more suitable to further education colleges. Unlike existing models which are predicated on the head of the organisation adopting the principles

of leverage leadership, Distributed Leverage Leadership suggests a shared responsibility between senior and middle leaders. The model is predicated on a notion of forensic analysis of data, regular observations of learning, building a culture of high expectations and accountability.



STEVE LAMBERT

FACULTY OF EDUCATION AND CHILDREN'S SERVICES, UNIVERSITY OF CHESTER, CHESTER.

FELLOW 2017

**Leverage Leadership:
A new paradigm for further education**

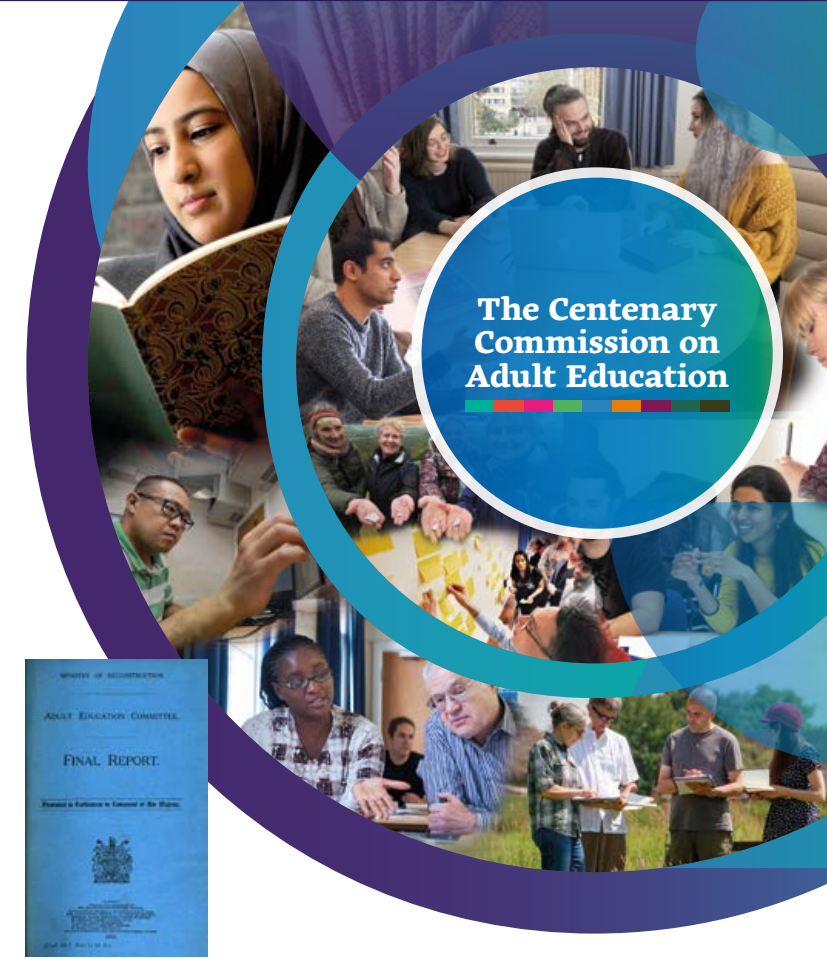
A Permanent National Necessity... Adult Education and Lifelong Learning for 21st Century Britain

November 2019


Early in 2018 a group of adult educators, recognising the historic importance of the 1919 Ministry of Reconstruction Adult Education Committee's Final Report, set up the Adult Education 100 campaign. We wished to encourage a programme of activities, centred on the centenary of the 1919 Report, which would both recover and re-evaluate the twentieth-century history of adult education, and set out a vision for life-wide adult education for the century ahead.

The campaign has four interacting themes:

- i. The 'Centenary Commission', composed rather like the Ministry of Reconstruction Adult Education Committee, and with essentially the same brief.
- ii. Research and educational projects around the history and record of adult education, ranging from adult education classes and undergraduate student projects to research funded by research councils.
- iii. Archival and curatorial projects to preserve the records of adult education.
- iv. 'Knowledge exchange' activities to build public discussion about the role and significance of adult education.




The Centenary Commission on Adult Education



“A Permanent National Necessity...”

Adult Education and Lifelong Learning for 21st Century Britain



FURTHER EDUCATION
TRUST FOR LEADERSHIP

Cities Of Learning In The UK

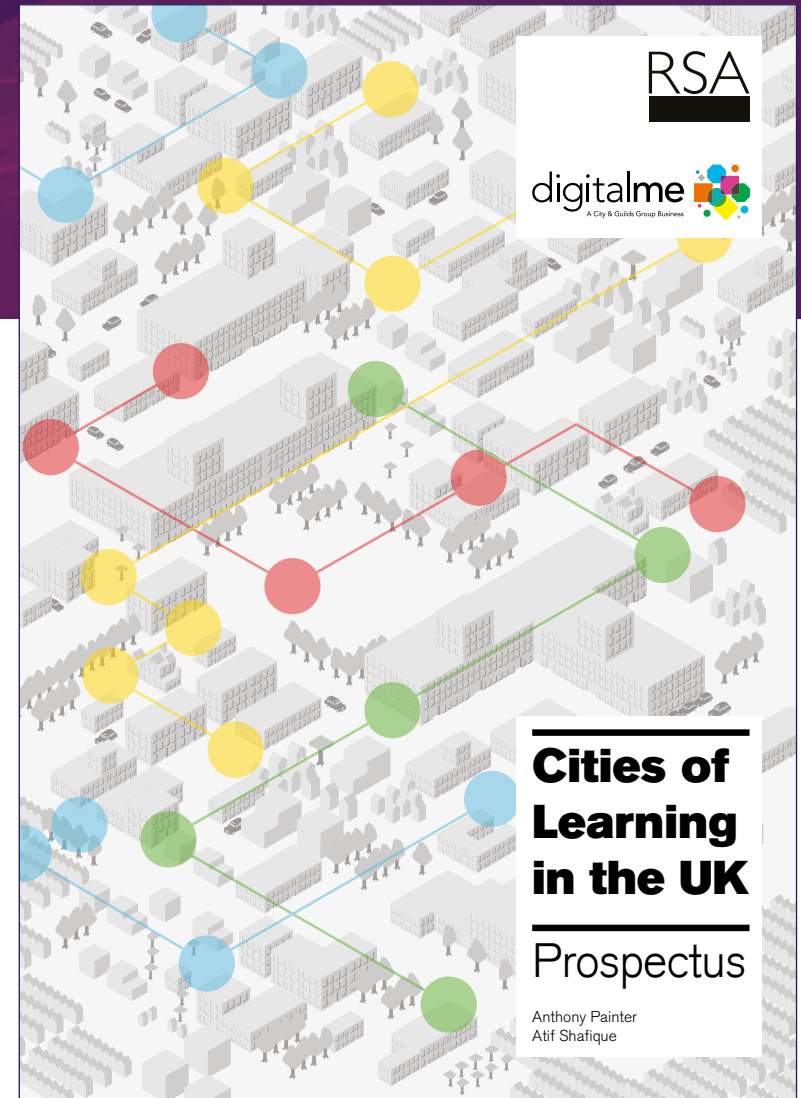
Anthony Painter and Atif Shafique
2018

The UK faces unprecedented challenges which demand bold action. The RSA believes that testing innovative approaches to promoting lifelong learning across society should form a key part of our response.

Cities of Learning is a new approach for activating a grassroots, city-based, mass-engagement movement around learning and skills. It seeks to close gaps in opportunity and empower places to promote lifelong learning as core to their cultural and civic identity.

"I know learning outside the classroom can give me the skills I need for the future, but I don't know what's out there in the city. If [Cities of Learning] can help with that, that will help a lot of young people like me."

Our prospectus explores our approach to developing cities of learning in the UK. Supported by the Further Education Trust for Leadership (FETL), City & Guilds and Ufi charitable trust, The RSA and Digitalme have been working with a range of anchor organisations and dozens of stakeholders, including learners themselves on a programme of co-design in Brighton, Plymouth and Greater Manchester. The prospectus draws on this work and builds on a model pioneered in the US and the RSA's previous research a new digital learning age and a place for learning. In the prospectus we explore the opportunity for unleashing cities of learning in the UK and our approach to making it a reality.



Adopting Global Skills Innovation For The UK

Atif Shafique and Anna Dent
May 2019

This report is the culmination of a seven-month research project led by the RSA in partnership with WorldSkills UK and supported by FETL. It has investigated inspiring examples of global innovation in TVET and skills, with the aim of drawing out lessons for UK policymakers and practitioners, including the FE sector, as they work to confront the major skills, productivity and social inclusion challenges facing Britain. Working with WorldSkills UK has allowed us to examine a relatively under-explored but highly promising platform for skills innovation: skills competitions.

Adopting global skills innovation for the UK



by Atif Shafique
and Anna Dent
May 2019



A 21st Century Skills System For Wales: Challenges And Opportunities

Jack Fawcett and Russell Gunson
July 2019

Wales is at the centre of a number of significant disruptions likely to bring long-term changes for its people and economy. Some of these are global in nature, such as automation and technological change. Some affect the whole UK – most obviously, the uncertainty around Brexit. Others come from within Wales, such as the rapid increases in its older population, which we will see expand over the coming years.

Automation is likely to have a significant impact on Wales over the coming years. Looking at those roles with the highest potential for automation, we find that 6.5 per cent of jobs in Wales, or 130,000 roles, have among the highest potential for automation – a rate higher than the UK average (6.2 per cent). Equally, the effects of automation are not likely to be felt evenly. A

higher proportion of women than men are in the roles with the highest potential for automation. Whereas women make up 48 per cent of workers in Wales, just under two-thirds (65.1 per cent) of the jobs at the highest risk of automation in Wales are performed by women.

This report also outlines the economic and policy context facing Wales, and attempts to set out some of the key challenges and opportunities to build a successful 21st century skills system. Almost without exception, the key solutions to meeting these challenges and opportunities rely on developing a skills system that can prepare people and employers for the future, and be ready to respond when significant and rapid change takes place.



A 21st CENTURY SKILLS SYSTEM FOR WALES

Challenges and Opportunities

JACK FAWCETT AND
RUSSELL GUNSON
JULY 2019

The Changing Face Of FE Leadership In Wales

Meeting the challenges of financial austerity

Spring 2016

FETL awards grant funding to proposals from the sector that have the potential to add value to the current knowledge base and thinking about the strengths of, and challenges to, the FE and skills system. Our drive to support the leadership of thinking rather than leadership of doing led to projects focused on the future of the FE and skills system, including research across academic, practitioner and strategic contexts.

Funded by



**THE CHANGING FACE OF FE LEADERSHIP
IN WALES: MEETING THE CHALLENGES
OF FINANCIAL AUSTERITY**

The Skills System In Northern Ireland

Russell Gunson, Chris Murray
and Ian Williamson

August 2018

For learners, the skills system could be critical in helping them to secure the best possible life chances, pay increases and career progression, readying them to adapt to changes in the kinds of jobs we do and need. Equally, for employers, the skills system can be at the centre of helping firms to adapt to and exploit opportunities, bring greater efficiencies and productivity, and drive a stronger economic performance in Northern Ireland. For the skills system to do this, it must meet the challenges it faces both now and in the future.

The current economic context in Northern Ireland is central to the challenges facing the skills system, particularly at post-school,

sub-degree level. Northern Ireland has higher economic inactivity and levels of people with no qualifications than the rest of the UK. Productivity is one of the UK's biggest underlying structural economic problems: it is worse in Northern Ireland than in any other part of the UK. Career progression rates are by far the lowest in the UK, and the median income is lower than the UK average. Northern Ireland has an economy populated with small and medium enterprises, with high numbers of microbusinesses. These factors define the scope of action in which the skills system must operate. At the same time, the skills system can be central to addressing some of Northern Ireland's social inequalities: low pay, high levels of poverty and low levels of career progression.



THE SKILLS SYSTEM IN NORTHERN IRELAND

Challenges and opportunities

RUSSELL GUNSON,
CHRIS MURRAY AND
IAN WILLIAMSON

Equipping Scotland For The Future

Russell Gunson and Rachael Thomas
January 2017

Developing a skills system that meets the needs of an ever-changing labour market is one of the biggest issues facing the Scottish government over the coming years.

Scotland currently faces challenges around productivity, progression and pay, and, more generally, economic growth. In the longer term, technological and demographic changes will alter our economy and society, and will mean people will work longer, in multiple careers and for multiple employers. The skills system will need to reform and adapt to meet these challenges.

This discussion paper aims to stimulate debate and generate ideas for the future of the skills system in Scotland. It is informed by stakeholder events and interviews that set out to speak with people working directly with and within the skills system and those interacting with it. It outlines 10 future challenges for the skills system, and six priorities for action that must provide the focus in the short term in order to ready the skills system for the long term. This paper forms part of a series of reports from IPPR Scotland in relation to skills in Scotland.

IPPR
SCOTLAND

REPORT

EQUIPPING SCOTLAND FOR THE FUTURE

KEY CHALLENGES FOR THE
SCOTTISH SKILLS SYSTEM

Russell Gunson
and Rachael Thomas
January 2017
© IPPR Scotland 2017

Institute for Public Policy Research

Fellows 2015

From personal passion to culture change

November 2015

FETL exists to encourage the leadership of thinking in FE – a very busy sector, expected to respond to government and changes in policy at the drop of a hat. We have said before that FE and Skills is the first place to which policymakers turn when they have to make quick changes with direct impact.

The FE and Skills sector is already justly famous for how well we 'do' this, at delivery and at leadership level. FETL's mission is not to develop the practice of 'doing' leadership, it is to develop a specific dimension of leadership, and that dimension is thinking. Thinking about other ways of doing, yes, but also thinking

about other ways of being, in order to shape the future to which we are loyal. We have been talking about how this will shape our work for some time, but this report holds the first building blocks from the sector itself.

These reports from the inaugural FETL Fellows respond to our call for learning both for short- term market need and long-term public good, and our need to look elsewhere and everywhere for this learning as we move forward. This is our true beginning, and you will see much more from us. The Fellows are part of FETL's learning about how we can work most effectively to achieve our aims – they have been our trailblazers, and their legacy begins now.



FELLOWS 2015

FROM PERSONAL PASSION TO CULTURE CHANGE

Alex Day: Fellow 2015

Risk Types and Attitudes amongst Leaders in Sixth Form Colleges – A case study November 2015

The effective management of any organisation requires good decision making. For leaders, risk and uncertainty play a role in almost every decision made. There is considerable documentation regarding risk management and the processes attached to it. However, risk behaviour and its component parts, risk type and risk attitude have yet to be explored in the educational setting. A better understanding of the concept of risk and how to manage risk attitudes should, in theory, help leaders make better decisions. This research explores the attitude to risk of sixth form college leaders, exploring three key research questions: What are the risk behaviours of leaders in sixth form colleges? What are the barriers to risk taking and, What interventions might help planning and risk

calculation when considering risky projects? The views of leaders were investigated through responses to the risk type compass survey and a series of interview questions. Whilst few concrete conclusions could be drawn about typical risk types of college leaders, the research attempts to clarify terminology surrounding the concept of risk, distinguishes between risk type and risk attitude, identifies a series of tools which could be utilised to manage attitudes to risk and makes recommendations about the adoption of risk management processes which incorporate opportunities as well as threats.



ALEX DAY

FELLOW 2015

**Risk Types and Attitudes amongst Leaders
in Sixth Form Colleges – A case study**

Ann Creed: Fellow 2015

'It's that two-way process isn't it?' Perceptions of leadership behaviour by Further Education and Skills teachers employed part-time to work in outreach locations.

November 2015

This research examines relationships between part-time¹ Further Education (FE) and skills teachers employed in outreach settings and their leaders; an interest that reflects my own previous experience as a teacher and leader. It uses a qualitative approach to explore teachers' experience and perception of leaders in order to identify the styles and behaviours they prefer and recognise as having most impact on their practice and

personal wellbeing. A research focus on the views of FE teachers is under-developed and, in the contested area of leadership, minimal reporting 'from the ground' limits sector perspective to critically appraise the efficacy of current approaches (Collinson & Collinson, 2009; Tian, 2015). The identification of any unexpected teacher attitudes may prompt sector reflection about how practice can maximise the contribution of all staff in challenging economic times.



ANN CREED

FELLOW 2015

'It's that two-way process isn't it?' Perceptions of leadership behaviour by Further Education and Skills teachers employed part-time to work in outreach locations.

Ruth Allen: Fellow 2015

**How to Foster a Creative Culture within a
Further Education Setting**
November 2015

This research advocates everything that the Further Education Trust for Leadership (FETL) stands for: A clear vision, leadership that provides autonomy and passion, freedom to think, a forum for discussion (including my fellow Fellows). I thank you for giving me this opportunity.

With thanks also to The Cornwall College Group for your support and expertise. And finally, to everyone in Further Education. Never stop.



RUTH ALLEN

FELLOW 2015

**How to Foster a Creative Culture
within a Further Education Setting**

Tim Ward: Fellow 2015

Meeting the challenges of leadership in
third sector learning and skills providers
November 2015

Through the FETL fellowship programme, I was granted a valuable opportunity to take time out from my role as the Chief Executive of a charitable learning provider and Chair of an organisation championing third sector learning providers. This time enabled me to carry out a research project which allowed me to gather insights and evidence to help inform practice and policy. I have also used this as an opportunity to review and challenge my own working assumptions about third sector providers.

This report is the conclusion of the fellowship research project. It gives voice to those who work hard to reconcile their organisational mission, the needs and demands of some of the most disadvantaged in our communities with the demands of learning and skills policy and administration.



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JANUARY 2021