

Approach to Governance

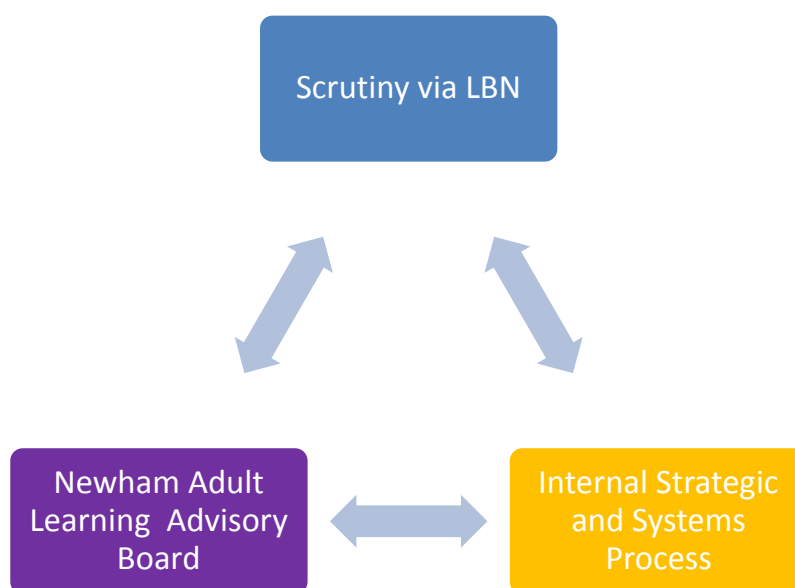
Good governance is one of the foundations to developing, maintaining high standards and improving educational quality. Educational governance helps the sharing of good practice and assures board members and other stakeholders that education and training is well targeted and managed.

Currently NALS has a robust scrutiny hierarchy via the council who works as the approval route for strategic decisions, ratifying strategies, line management and disseminating council policy and agendas. In our last Ofsted inspection in 2016 it was considered robust:

Inspection report quote:

“Governors, leaders and managers are highly aspirational for all learners; they set and achieve high standards for all learners, preparing them well for their next steps in learning”

In addition our internal quality assurance structure was considered outstanding and robust, with core moderation, systems and processes in place to establish best practice and standards are consistent. All internal processes adhere to the CIF and comply with Ofsted, ESFA and internal audit and the national requirements recommended or required nationally.



However the triangle which is “governance” is planned to be further solidified in NALS with the introduction of an Advisory Board. A non statutory body which works as :

- a critical friend
- an advisory forum
- a support network
- a platform to support & build the reputation of NALS, in council, amongst partners, politically (with a small “p”), sub regionally, regionally and nationally where required
- a strategic sounding board

The aim is to introduce this Advisory Board in the academic year 2017-18 . It will comprise of members with core skills around key strategic priorities and operational functions such as:

- employment & skills
- community cohesion
- regeneration
- partnerships
- health and well being
- curriculum & quality
- finance
- learner voice

The Board will:

- **Maintain an overview of priorities for adult learning and post-19 provision;** delivery and service transformation within the national and regional context
- **Make recommendations regarding the service’s strategic aims and objectives** based on ESFA, Ofsted and Local Authority corporate strategic priorities

- Ensure compliance with the Public Sector Equality Duty, under the terms of the Equality Act 2010, and that there is **effective practice in ensuring equal access to participation, educational and social inclusion** and improvement of standards and outcomes for learners
- **Provide support and robust challenge** to ensure performance meets targets set in the Business Plan and implement the improvement action plan as a result of the Self-Assessment Review (SAR) and Business Plan
- Provide **independence of judgment and scrutiny of service provision**
- Provide **support and guidance to the service to secure additional income generation** to ensure sustainability and growth
- Raise the **profile of the Service with internal departments and external organisations** with a view to generating new business opportunities

Meeting frequency - 4 times a year, with single focus/theme for each meeting to allow for in-depth scrutiny and challenge. Themes to be agreed and tie in with academic year quality cycle, but suggest they include:

- Review of the curriculum offer
- Quality of teaching learning and assessment
- Outcomes for learners
- Self-assessment and quality improvement planning



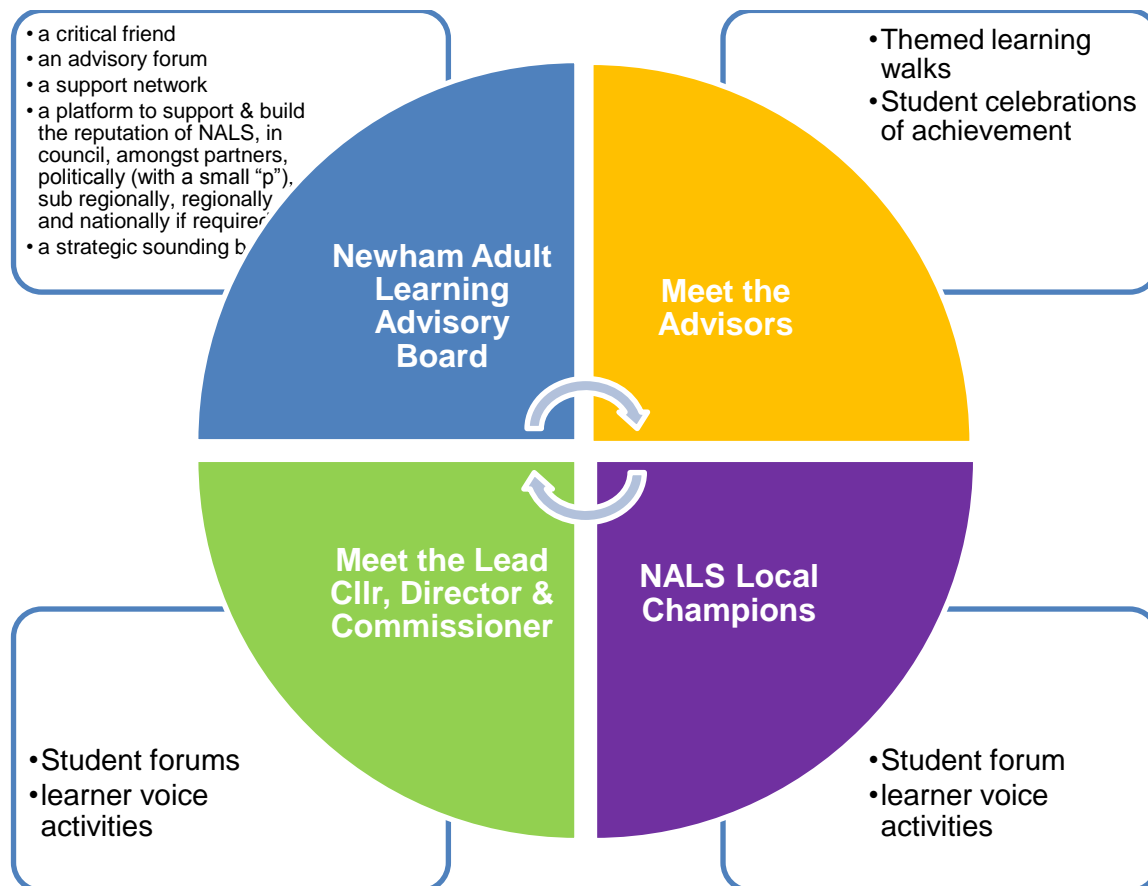
Board members are invited to sit on the board for a minimum of 4 years to ensure continuity. They will receive continuous governance training (possibly traded from NPW) integrated into all meetings. Board members will be selected on their specialist knowledge or roles based on the strategic priorities of the service and operational functions mentioned before.

In addition to this core group each quadrant is in the process of identifying a ward Councillor to nurture as a Adult Learning Champion. The aim of this is to ensure that the profile of NALS is suitably enhanced at a local and political level. Although we have a strong political presence in our current Lead Councillor, it is advantageous to have further support, to supplement and validate our profile at cabinet and work with specific geographical areas in engaging with the learners and celebrating the Service at local level.

NALS Advisory Board Roles:

- **Employment & skills**
- **Community cohesion**
- **Regeneration:**
- **Partnerships:**
- **Voluntary sector:**
- **Health and well being:**
- **Curriculum & Quality:**
- **Finance:**

- **Lead Cllr with the portfolio for Skills:** Julianne Marriott
- **Council officer:**
- **Head of Adult Learning**
- **Staff representative**
- **Learner representatives**
- **Minute taker**



Additional governance activities:

Board Members will engage in additional activities: (these activities are optional – to give direct experience of the service to Advisory Board members)

- Student forums /learner voice activities
- Themed learning walks
- Student celebrations of achievement

Activity one:

Meet the..... this activity aims to engage the senior management termly in learner voice activities in the centres. “**Meet the Director**”, “**Meet the Commissioner**” & “**Meet the Learning Champion**”. These sessions will be open surgeries where learners can interact with the Director, Commissioner giving them an opportunity to engage and ask a series of standardised questions and interact with the learners on matters relating to NALS.

This new initiative allows the senior management the opportunity to connect with service users, get to know the Service a little better and offer the learners the opportunity to talk openly to senior management about NALS as a whole.

Sessions will complement the “**Meet the NALS Learning Champions**” and supplement the learner voice work the service uses to influence and develop the curriculum.

Activity two:

Themed Learning Walks for Advisory Board Members (ABMs)

A learning walk is a focussed visit through learning areas, followed by feedback, reflection and follow up. Board members need to consider how the information gathered will improve student learning. Learning Walks will help Members to:

- Gain a better understanding of the learners' experience
- Improve their own understanding of teaching, learning and assessment enable them to monitor these more effectively providing challenge to managers
- Contribute to developing a provider wide focus on teaching, learning and assessment and the future learning landscape
- Link with a curriculum area more effectively supporting curriculum managers with self-assessment and quality improvement plans
- Make themselves more accessible to learners and contribute to learner voice feedback

Top Tips for ABMs

- Remember Learning Walks are about improving student learning
- Pair with the curriculum manager to provide context and ensure feedback
- Have a focus or theme for your Walk
- Focus on development opportunities
- Keep it short to minimise disruption to learning: 15 minutes is ideal
- ABMs should be involved on a regular basis through the year as part of a planned schedule

Themes for Learning Walks

These will largely be informed through matters arising from observation of teaching, learning and assessment reports, self-assessment reports and quality improvement plans, low satisfaction rates in surveys or any particular issues/concerns that come to the attention of Board Members that would require closer scrutiny.

Examples of learning walk themes undertaken by ABMs include:

- Use of information learning technologies in teaching & learning
- Progress of learners' regularly identified
- Resources which support teaching and learning to develop soft skills, such as well being, communication skills and motivation
- Progression into employment opportunities created in course plans
- Learners awareness of safeguarding and Prevent
- Embedding of communication skills and British values in teaching and learning
- Learners are aware of their rights and responsibilities in creating a safe and productive learning environment for all

Learning Walk Protocol - Guidance for NALS Advisory Board Members

The Process:

Each visit to a 'lesson' will be no more than 15 - 20 minutes in duration. Forms to help ABMs record notes from each visit will be provided in the form of guidance notes. ABMs may find it helpful to jot down a few points during each visit. Normally ABMs will visit a lesson in pairs and/or accompanied by a NALS manager.

When entering the classroom, workshop or studio it is protocol for any visitor to introduce themselves to the tutor and students at the first convenient opportunity and briefly explain the purpose of the visit. Tutors should have been briefed about the learning walks prior to any visit.

If the lesson is being held in a classroom setting, ABMs may initially wish to find a seat which allows them to see both the tutor and the students, e.g. at the side of the room rather than at the back. When appropriate to do so, they may wish to move around the room to see the work being done by students. If the setting is a workshop or studio ABMs may wish to walk around to see what activities students are engaged in and the methods used by the tutor to support them and help them to make progress. In either setting, should it be convenient to do so, please talk to students about why they have enrolled for the course and what they hope to achieve.

ABMs may wish to make a few notes on the accompanying form about the methods used by the tutor to promote learning (teaching activities) and the learning activities being undertaken by students. For example:

- Is the tutor giving a lecture or a talk to the whole group?
- Is the lesson arranged so that students are working individually or in small groups with the tutor supporting each group or individual as required?
- Have handouts and/or text books been issued to students?
- Is the tutor using a 'smart board' or other teaching/learning aids such as a computer, the internet, handouts, text books etc.?
- Is the tutor providing a demonstration?
- How does the tutor engage students in the lesson and help them to make progress? (For example through questioning, encouragement, types of learning activities deployed etc.)
- How does the tutor check on (or assess) students' understanding?
- How does the tutor give feedback to students about the progress they are making?
- How are students learning? (For example: by taking notes; through class/group discussion; by working through example exercises; by developing practical skills through practice tasks; by asking and answering oral questions; by doing research; by watching and participating in demonstrations; by working on assignments/projects; by helping other students etc.)
- Was this a safe learning environment, conducive to adult learning?
- How well did the tutor reflect equality and diversity in materials and examples used?
- Did you notice evidence that there was embedding employability, subject specific English/maths, British values, and ICT in the lesson?

The above examples are not by any means an exhaustive list and are simply given to help stimulate ABMs thinking during the initial visits if needed.

Before leaving the room its vital to acknowledge the tutor and students..

Outcomes from the learning walk:

After completing a learning walk, board members should raise any questions they may have arising from their visits with their paired manager from the service.

Board members are not expected to provide feedback to tutors or students, but are expected to treat what they have seen as confidential to the service. Any notes and completed forms should be forwarded to the Head of Adult learning and members will be asked to give a brief feedback to the NALS advisory board at the following Board meeting.

Activity three: celebration of achievement

Annual Adult Achievers Awards and Service Review:

Currently we run an Annual Adult Achievers Award in Adult Learners Week. This event celebrates their successes on a personal. academic level as well as a group of learners. It is always extremely successful and very well attended by dignitaries and Council officers, but we want to refine it a little more.

As part of the regular award ceremony we will introduce:

- an annual review of the Service's achievements. This will be in the form of a short film or PowerPoint and narrated by students.
- Learner led event instead of officer led
- specific roles for the key dignitaries, for example: The Director or Commissioner talking about outstanding achievements, the Lead Cllr recapping key events that were presented, Learning champions summarising the learner voice feedback gathered through the "Meet the...." sessions and Advisory board members feeding back on learning walks or interaction with tutors.

Regular showcase events:

NALS run a number of showcases throughout the year. They are usually linked to ALDD or in partnership with other organisation and themed around health and wellbeing.

The aim is to raise the profile of these events by having the support and presence of advisory board members, key officers and political figures at all them.

Agreed NALS Advisory Board Members as of the 17-09-18:

- **Employment & skills:** Derek Barret (Workplace)
- **Community cohesion:** Paul Shafer (Local Resident and ex Cllr)
- **Regeneration:** Jane Sherwood (Head of Regeneration) or Margaret Almond
- **Partnerships:** Janet Prendergast (Director of Com Ed & ESOL Newham College)
- **Voluntary sector:** Louise Vera (Renewal)
- **Health and well being:** TBC
- **Curriculum & Quality:** Marie Lloyd (Post 19 ECH Officer, previously Quality Manager for NewCEYS)
- **Finance:** Vacant
- **Lead Cllr with the portfolio for Skills:** Julianne Marriott
- **Council officer:** John Hartley & Dani Wade
- **Head of Adult Learning:** Angelique Grygorcewicz
- **Staff representative:** Vacant (elections due prior to second meeting)
- **Learner representatives** (elections due prior to second meeting)
- **Minute taker**