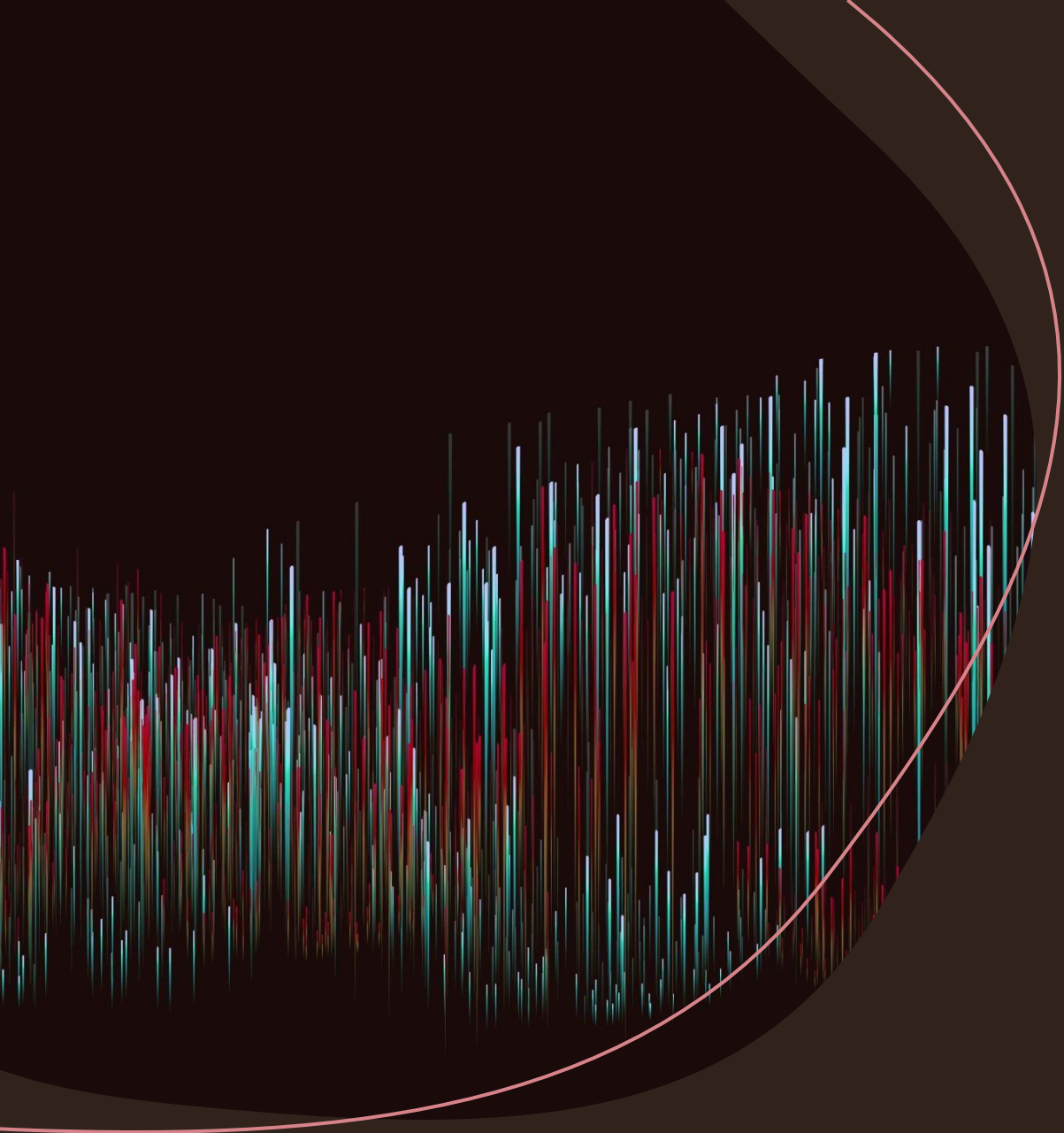


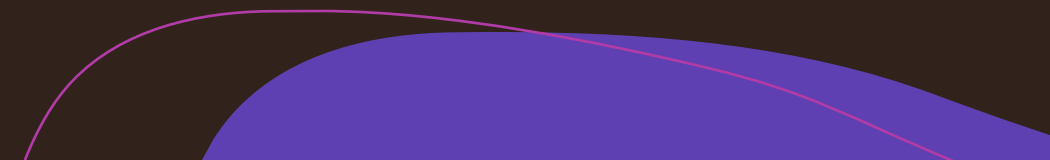


The Teaching Toolkit 2

Contemporary developments
in UK education

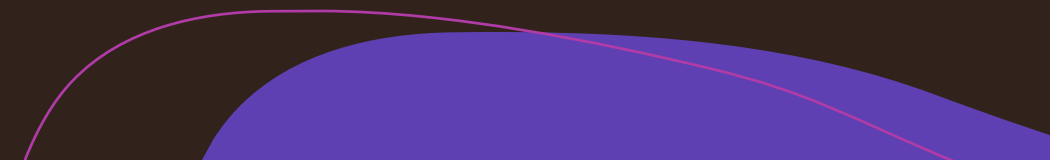


Learning outcomes

- Analyse current developments and initiatives in post-compulsory education
 - Evaluate the principles of the Curriculum for Wales
 - Apply these concepts to their future teaching practice
- 



Professional reflection

- What do you see as the biggest opportunities in post-compulsory education?
 - What challenges do you anticipate?
 - How has your understanding of the sector evolved during this programme?
- 

Policy developments in Wales

- The Hazelkorn Review (2016)
- The role of the Commission for Tertiary Education and Research (Medr)
- [Medr - the Commission for Tertiary Education and Research](#)



Curriculum for Wales

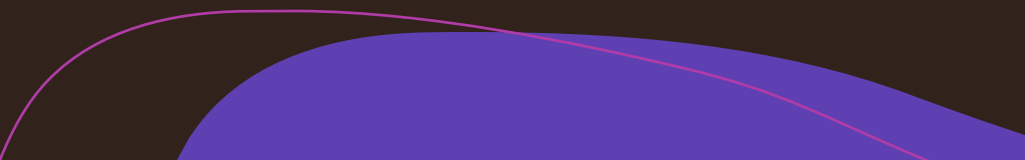
- Implemented as a result of *Successful Futures* (2015)

Four purposes

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society



Group task

1. Why did we need a new curriculum?
 2. How is the new curriculum different from the previous curriculum?
 3. How does this link to the new Made in Wales qualifications?
- 

Case study 1:

Nessa's education journey in Wales



Questions to consider

- **Strengths & Skills:** Based on Nessa's experience with the Curriculum for Wales, what strengths does she bring to post-compulsory education?
- **Support Strategies:** How might you, as an FE teacher, support Nessa in adjusting to the more structured learning environment of post-compulsory education?
- **Bridging the Gap:** What strategies can be used to ensure that the transition from the Curriculum for Wales to FE or vocational training is smoother for learners like Nessa?
- **Curriculum Adaptation:** How can post-compulsory educators build on the Curriculum for Wales' principles (e.g., well-being, digital competence, and interdisciplinary learning) in their own teaching?

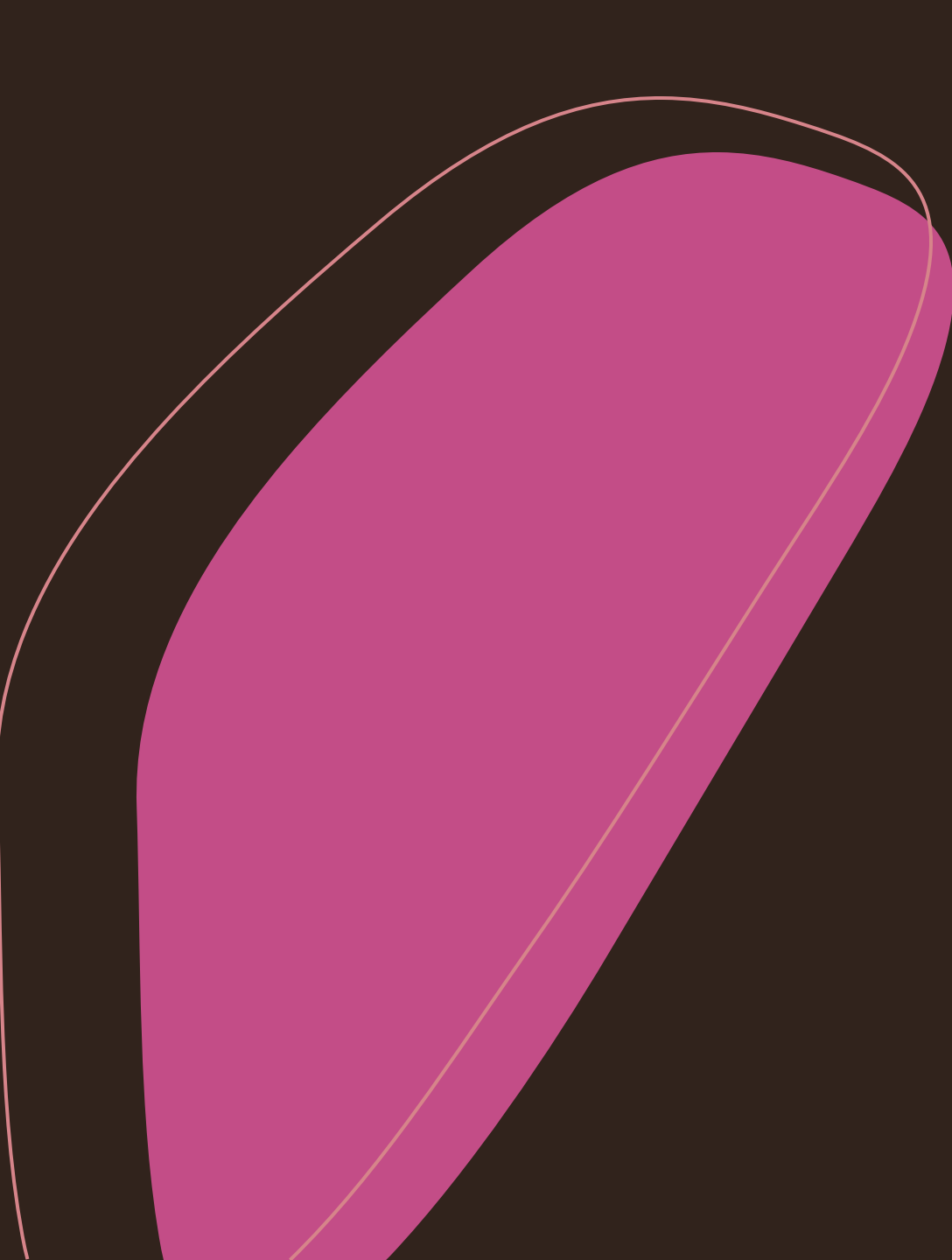
Case study 2:

Dave's education journey in Wales



Questions to consider

- **Strengths & Skills:** What strengths does Dave bring to the apprenticeship?
- **Support Strategies:** How can apprenticeship tutors and workplace mentors **ease his transition** from classroom learning to workplace-based learning?
- **Bridging the Gap:** What **preparation or adjustments** could post-16 education providers introduce to ensure students like Dave are better equipped for the realities of apprenticeships?
- **Curriculum Adaptation:** How can FE and apprenticeship training **incorporate Curriculum for Wales principles** like well-being, interdisciplinary learning, and digital competence?



Reflection

- What might the impact of all this be for post-16 teaching practitioners in Wales?
- What might you specifically need to consider in terms of your own professional development to incorporate this into your professional practice?