#TRANSFORMINGLIVES

Hartlepool College
of Further Education

Mission, Expectations and Behaviours

Introduction

This document is for all current staff at Hartlepool College of Further Education and for prospective staff who are considering applying for a post at the College. The main objective of the document is simple – to ensure everyone is clear what:
- the College aims to do in the coming years;
- expectations there are on staff and students, and;
- behaviours are required.

We aim to be an outstanding College

Simply put, the College aims to be truly outstanding and there are different ways this can be achieved and recognised. Firstly, this can be achieved by an Ofsted judgement. Secondly, the outcomes of the College's students are also an important marker and, although these are not explicitly a part of the new inspection framework; they are a key element of the impact the College has.

Whilst these are important metrics, they will not be the over-riding ways in which outstanding will be measured in the College. These are merely outputs and to be truly outstanding we need to have truly outstanding inputs. Our inputs will be what is witnessed on a day-to-day basis in the College. It will be witnessed by the actions and behaviours exhibited by all staff and students, and this document aims to highlight what these are. Unapologetically, there will be an over-riding focus on all staff making improvements with the view that modest improvements done consistently well will lead us to be truly outstanding. Better people will make a better College.

If we have truly outstanding inputs, the outputs will look after themselves.

Mission

The College's mission is straightforward:

Excellence in further & higher edu

What does this mean?

It is acknowledged that to transform any student's life after a course at the College is going to be extremely difficult to assess. That said, over time the impact of a student's time at the College can be easier to distinguish despite the fact we won't necessarily track this. In short, we want to ensure students leave the College with the necessary knowledge, skills and qualifications to progress to wherever it is they wish to progress. For some of our students, progression to university is the key destination, for others progression into the world of work is the logical step. Ensuring our students have the right attitude, behaviours and confidence to exploit the opportunities available to them is also key.
This is what the College's mission means.

Why is this important for our students?

We live in an unfair society with many groups of people held back. Those who live in working class coastal communities are one such group and why we won't overcome societal imbalances on our own; we owe it to our students to give them the best chance they can get at being successful.

cation to transform students' lives

Why is this important for the College - longevity and legacy?

The College's history can be traced back to 1849 and the creation of the West Hartlepool Mechanics' Institute and Library. For over 170 years, further education has been provided in the town by the College or its predecessors and I'm sure you will agree this is some history. We, as current staff, are privileged to be the current custodians of the College – there has been a college in the town long before us and it is incumbent on us to ensure we do all we can to ensure there is a college in the town for the next 170 years!

Overall, this is our common cause

REAL WORLD SKILLS - GET A HEAD START

Student behaviours

As highlighted above, we want our students to be successful, achieve their stated outcomes and develop the right types of behaviour for them to be successful moving on from the College. HARTS has been developed as a way of articulating the expectations we all have of our students and it **is expected that every member of staff will air and reinforce these expectations regularly and at appropriate junctures.**

Hardworking

The expectation is that each learner:	Examples	Non-examples
• Believes that success comes from hard work • Attends all lessons in a punctual manner • Pays attention and focuses in each and every lesson	• 100% attendance • 100% punctuality • Focused behaviour in all lessons	• Attendance <100% • Lateness • Lack of focus in lesson, messing about

Ambitious

The expectation is that each learner:	Examples	Non-examples
• Has high aspirations for him/herself, the College and peers • Aims to progress into work or university • Is always looking to do his/her best in every lesson • Is aware of personal targets and strives to achieve or surpass these	• 100% attendance • 100% punctuality • High quality work in lessons and for assignments • An up-to-date CV • Detailed UCAS form and personal statement	• Attendance <100% • Lateness • No/low expectations for yourself • No CV • Lack of UCAS engagement for those interested in HE

Resilient

The expectation is that each learner:	Examples	Non-examples
• Appreciates that work will be difficult and tough but that this is necessary to improve and develop • Is proactive in seeking clarity for the causes of setbacks when they arrive • Takes setbacks in his/her stride, doesn't blame others • See setbacks as an opportunity to learn and develop	• Constantly seeking feedback • Asking for help and guidance • Not blaming others	• Giving up • Not asking for feedback/help • Making excuses • Blaming others when things go wrong

Thankful and Respectful

The expectation is that each learner:	Examples	Non-examples
• Is nice to all College staff, students and visitors • Acknowledges and appreciates the differences in others • Maintains the College's equipment, furniture and premises • Shows appreciation for and returns kindness • Appreciates the plights of others, especially those who are less fortunate • Is gracious when experiencing success	• Smile • Hold doors open for others • Say 'please' and 'thank-you' • Put litter in the bins provided • Stand-up in corridors when waiting to enter lessons	• Rude and impolite • Disruptive • Sit in corridors before lessons • Make a mess by not clearing up after yourself

Self-aware and –regulating

The expectation is that each learner:	Examples	Non-examples
• Develops an appreciation of his/her strengths/weaknesses • Wilfully manages emotions and behaviours to constantly display respectful behaviour • Exercises restraint in times of adversity	• Knowledge of targets, progress being made towards them and how to improve/develop	• Not aware of targets • Lack of engagement in terms of how to improve/develop

Staff behaviours

Staff behaviours have also been made clear in recent years and for us to be truly outstanding it is necessary **each and every member of staff consistently displays these on a daily basis.**

Strive to improve his/herself and others		
Rationale	**Examples**	**Non-examples**
To paraphrase Prof. Dylan Wiliam, a leading education commentator: everyone can improve not because they're not good enough but because they can be better. Wanting to improve yourself and help others improve is key for the College as an organisation to improve and develop.	• Have a mindset that you can and want to improve • Take ownership & responsibility to seek out ways to improve • Actively look for ways to support others • Reflect on your own practice including taking feedback from others	• Thinking you can't or don't need to improve • Not engaging in any improvement activities • Not helping others • Having an arrogant, know-it-all attitude • Deflecting when challenged

Produce high quality work		
Rationale	**Examples**	**Non-examples**
To do the best for our students, it is essential that every member of staff produces high quality work at all times. This is also essential to ensure the College is being efficient and effective as possible.	• All work is complete, accurate and produced in a timely manner • Meet stated standards • High quality written & verbal communication • Lead by example	• Producing work which is late • Work which is not complete • Inaccurate work

Be constructive, positive and encourage others		
Rationale	**Examples**	**Non-examples**
At times, things won't always go to plan and a measure of the College is how we, as individuals, react in these situations. Being positive, constructive and providing encouragement is key for us to be successful.	• High expectations for all staff and, in particular, students • Provide constructive feedback • Always positive towards others • Encourage others to do their best at all times • Create cohesion	• Blaming others • Using 'they' and not 'we' • Being divisive • Negative • Not helpful to others

Do what's right for the College		
Rationale	**Examples**	**Non-examples**
There has been a technical college of one form or another in Hartlepool since 1849. We are lucky enough to be the current custodians and, as such, should do all we can to uphold the long tradition of technical education in the town.	• Always behave in the ways highlighted above • Adherence to standards, policies and procedures • Lead by example • Always challenge undesirable behaviour (e.g. students sitting in corridors, littering) in a positive manner	• Selfish behaviour • Thinking other members of staff will do things when you should • Seeing some things as others' jobs • Inaction

Leaders' behaviours

Leadership happens across the College and everyone is a leader in his or her own way. That said, there are people in the College who have formal leadership roles and their behaviours will be key. In addition to the behaviours cited above which apply to all staff, all staff can expect all College leaders to:

- Take ownership and take responsibility for results as well as the manner in which work is conducted;
- Be open to new ideas;
- Look to help all staff improve, develop and get better at their job;
- Always lead by example;
- Aim to reduce unnecessary work/tasks especially ones which add no value;
- Respond positively to staff/team requests to reduce/remove unnecessary work/tasks – especially ones which are deemed to add no value;
- Respond to reasonable requests for individual/team improvement requests;
- Recognise, via staff awards, email updates and reports to governors, staff who exhibit the desired behaviours;
- Facilitate individual/team requests to see how other College operations work;

Staff involved with the delivery of teaching, learning & assessment practice - I

Over the last few years, the College's Teaching, Learning & Assessment Handbook has been development and refined. Staff are encouraged to access this as a separate document and, for brevity, the four key principles are highlighted here.

Principle	Rationale	Examples /Non-examples
Principle 1 - Effective teaching, learning and assessment practice starts and ends with teachers	Teaching is not about systems, policies or procedures – it's about teachers in the classroom (and other learning environments) having detailed subject-knowledge, being organised, forming effective relations with their learners and reflecting on their practice	**Examples** Take ownership & responsibility to improve in terms of keeping subject knowledge current, enhancing relations with students and reflecting on TL&A practice. Adopting a mindset that wants to continually improve & develop **Non-examples** Not thinking that improvements can be made or are necessary. Not looking out for ways to improve and develop. Having negative views of students.
Principle 2 – Getting the climate right: setting the scene for high expectations	A teacher is responsible for setting the tone of how courses and lessons are delivered. Interpersonal relationships and communication are critical for the teaching and learning process as well as the social and emotional development of learners	**Examples** Always have and communicate high expectations for all students at all times. Consistently communicate HARTS to students **Non-examples** Low expectations of and/or blaming of students
Principle 3 – High quality instruction is key to student success	High quality instruction has been found time and time again to enhance student outcomes and central to that is getting learners to think for themselves. This can be underlined by developing distinctive cues to aid memory retention/learning as well as providing an environment where students can practise new skills and knowledge, and where these are regularly tested. New technologies can help underpin effective instruction, assessment and feedback	**Examples** Always follow the College's Teaching, Learning & Assessment Standard in each and every lesson - see below or in the TL&A Handbook. **Non-examples** Using TL&A methods which don't enhance learning or make learning even more difficult for students – e.g. reading from PowerPoint slides whilst getting students to copy down the content.
Principle 4 – Everyone is a teacher of language, literacy and numeracy	Language (talking), literacy (spelling, punctuation and grammar) and, to a lesser degree, numeracy skills underpin effective learning - if students cannot read, write and talk properly this will hold back their learning, development and improvement. Furthermore, student progression into the world of work or to higher education is likely to be thwarted – this is not acceptable. The College has a team of English and mathematics specialists, but it's everyone's responsibility to ensure these skills are enhanced and promoted at every given opportunity.	**Examples** Always use Standard English conventions in the written and spoken word. Aim to get students to read and write in every lesson. Where possible, embed numeracy in lessons. **Non-examples** Poor use of spoken and written English. Not getting students to read and write in lessons. Not embedding maths where the opportunity allows.

Staff involved with the delivery of teaching, learning & assessment practice - II

Below is the Teaching, Learning & Assessment Standard which is a key part of principle 3

Step	Rationale	Examples /Non-examples	Non-examples
Before lesson start	Clearly models expectations and sets the tone for the lesson(s) ahead	• ALL staff will ensure that lessons are set up to start on time – "hard start, soft finish" • Students will be greeted at the door in a polite and professional manner • The register will be taken before the lesson starts – if updated during the lesson, do so during a student task • Predominantly, delivery will take place with teachers on their feet and being active in the learning environment	• Staff late • Lesson start late • An abrupt start – lack of warmth/engagement towards students • No register taken
1 Orientate & focus	A key phase which sets the tone for the lesson ahead	Be clear and explicit about the high expectations you have for students and the behaviours you expect to see from them in terms of: • Drinks // mobile phone use // badges // readiness to learn (pens, paper, files and specialist kit where applicable – calculators, PPE) // interactions with others – calm, polite, respectful, thankful and grateful (HARTS)	• Expectations partially or not made clear to students at the outset
2 Prior knowledge	Retrieval practice, interleaving and spaced practice are effective teaching techniques. Use this time to see what students can recall from previous teaching	• Assess students' knowledge of material covered previously using whole-class techniques • Over time, go back over material covered days, weeks and months previously • Where there are gaps, go over this material again – this needs to inform your practice • Mix-up previous topics in this part of the lesson • Use of knowledge organisers	• No recap of prior delivery • Recap only goes back a short-time – e.g. previous lesson • Recap methods only get answers from a few students • Student responses not acted upon
3 Present new material	Presenting new information is more effective when it's linked explicitly to previous input	• Teach content first • Remember cognitive load & limits to working memory - images and words (spoken and written) are effective – dual coding • Make explicit the links between new material and that previously covered (chunking) • Aim to make abstract concepts concrete by using techniques such as analogies • Elaborate new material for students – not just the 'what' – 'why', 'where', 'who' and 'how' – make this explicit • Be clear and provide explicit, step-by-step modelled work and worked examples • Use of knowledge organisers	• Over-reliance on 'busy' PowerPoint slides • Reading from PowerPoint slides and getting students to copy down content • Over-reliance on You Tube videos • Lack of clarity re how students can access learning materials
4 Set a challenging task	Providing desirable difficulties for students is essential for learning and the retention of material	• Set tasks which increase in stretch and challenge • Ensure students have modelled work and worked examples as a reference • Ensure tasks/activities get students to think • Question students using whole class techniques • Students' work and responses need to inform your practice.	• No opportunities for students to work on activities/questions • Talking over students when working on activities • Lack of modelled work for student to initially use • Lack of effective scaffolding • Sitting at the front of a class on a PC whilst students work
5 Provide feedback	A high impact strategy which is essential for learning	• As well as your formative assessment, use self-, peer- and spoof-assessment • Get students to reflect on their work – what worked well, what could they do better (metacognition and self-reflection)? • Your feedback to students – what worked well, how could the work be improved (WWW & EBI) • Use the college marking guides to assist with the development of language, literacy and numeracy • Future focused – what must the student do to improve and get better	• No feedback • Feedback does tell the student how /she can improve • Sitting at the front of a class on a PC whilst students work
6 Repeat	Students need to practise, practise, practise	Ensure your practice is: • Spaced: delivered and assessed over different times • Interleaved: mix-up different topics and material especially when assessing prior knowledge • Deliberate: explicitly focused on developing students' knowledge and skills	• Topics taught/delivered once • Having an "I've delivered it" attitude • Lack of any kind of recap
Ending a lesson	Models expectations & is professional	• If staff/students have a lesson following immediately afterwards, the lesson can finish 5 minutes early (10 if the following lesson is a practical lesson) – "hard start, soft finish" • Update the register to inform of lateness and behaviour for learning score • Ensure the room is tidy // all technology is logged off or switched off if the last lesson of the day // lights switched off // lock door	• Class finishes early • Register not updated • Room left untidy // technology & lights left on // door unlocked

A brief history of Hartlepool College of FE

Date	
1849	West Hartlepool Mechanics Institute & Library opened in the Old Town. Lectures of all kinds to attract the working man for reading, writing and arithmetic
1852	Lessons also delivered in the Athenaeum
1883	Science courses introduced these focused on practical plane and solid geometry, machine construction & drawing, applied mechanics and steam & the steam engine
1884	Mathematics, naval architecture and mechanical engineering courses added
1885	Building construction courses introduced
1886	Carpentry and joinery courses added.
1891	The Town Council appointed a Committee for Technical Education in the Borough.
1892	The Local Authority takes over control
1893	Lauder Street site purchased for a Technical College
1895	Foundation stone of the Technical College laid
1897	Hartlepool Municipal Technical College opened
1904	Plumbing, dressmaking and cookery courses added
1914-1919	The College operated during WW1 and managed to avoid any damage during the Bombardment of the Hartlepools
1939-1945	Reduced lessons continued during WW2 as many staff and students served the war effort. The town was bombed during 1940 and no damage to College premises
1957	A new College building was approved in principle by the Minister of Education
1968	Automotive engineering provision offered from Lynn Street premises
1969	Hartlepool College of Further Education opened at a new site on Stockton Street
1974	The site at Exeter Street is opened
1986	Access to Higher Education qualifications introduced
1990	Construction courses offered from Lister Street premises
1992	The College was incorporated – taken out of Local Authority control
1994	The Centre for Advanced Vocational Education and Training added to the Stockton Street site. Renamed Ward Jackson Centre for Education some years later. A Level provision added
1995	Sir William Gray Suite, including the Bistro, opened to support health, hair, beauty and hospitality provision
1997	The College launched its first ever website
1999	Hartlepool Business Development Centre opened
2001	First College-wide internet connection installed. Access IT opened on Park Road – it later relocated to Lynn Street
2006	Centres of Vocational Excellence opened at the Stockton Street site for Technical and Design Engineering and Health
2009	The College's first foray into social media – a Facebook account established
2011	A new building is completed and opened on Stockton Street
2020	COVID-19 hit and the College did lots of things it had never done previously such as its first ever virtual open event

West Hartlepool Athenaeum
Image: Hartlepool Library Services
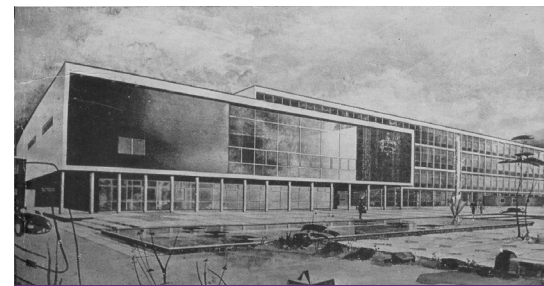
Artist's Impression of the 'new' Hartlepool College circa 1960s. The Stockton Street Campus opened in 1969.

Hartlepool College in the 1990s. Demolition of the building was completed in 2012.

The current Hartlepool College campus building which opened in 2011

Life is no brief candle to me.

It is a sort of splendid torch which

I have got hold of for a moment,

and I want to make it burn

as brightly as possible

before handing it on to

the future generations

George Bernard Shaw

Over to you - a space for you to highlight what your legacy will be…………

Hartlepool College of Further Education
Stockton Street, Hartlepool,
TS24 7NT

01429 295000 **|** hartlepoolfe.ac.uk