

DEVELOPING ADVANCED PRACTITIONERS

MODELS OF AP DEPLOYMENT

The underpinning research for the original #APConnect programme suggested three models of advanced practice: deficit, developmental and universal. Subsequent research by and with APs broadened their lived practice experience into a fourth model: pan-organisational, which reflects the emerging lived practice of APs, as it acknowledges their role in contributing to and benefiting from the professional learning tapestry of the wider FE sector.

Source 1: Tyler et al (2017) Understanding the Role of Advanced Practitioners in English Further Education

Source 2: touchconsulting (2022). Re-thinking the role of the Advanced Practitioner. AP Connect: Year 3 Evaluation Strand Final Report (2020-2021)

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MODELS AFFECTING POSITIONING OF ADVANCED PRACTITIONERS (APs) WITHIN ORGANISATIONS

Deficit

- APs deployed by managers
- AP role linked to capability
- AP resources focus on teachers that require improvement

Developmental

- Access to AP initiated by teachers
- Peer-to-peer
- Non-judgmental approach

Universal

- APs accessible to all
- Capability still features within a capacity building approach
- Strong emphasis on coaching

Pan-Organisational

- APs work in teams and constellations
- Individuals are active in external constellations
- Strong emphasis on capacity building via professional learning
- Coaching is universal

PAN-ORGANISATIONAL

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DEFICIT

Focuses on improving the provider's grade profile. AP resources are specifically targeted on teachers that have received 'requires improvement' or 'inadequate' through performance management measures. This model emphasises the requirement to make improvements to professional practice. The research (2017) highlighted when AP-type roles are linked to performance management, or are focused on those individuals who have not met organisational standards, the AP role fails to have positive benefits.

PAN-ORGANISATIONAL

DEVELOPMENTAL

APs support and develop all staff through peer-to-peer coaching, developmental (non-judgemental) observations and professional discussions. The research found this relationship is likely to be practitioner initiated, not linked to performance management processes, or part of any mandatory support structures. When AP-type roles are linked to this model, staff tend to have positive perceptions of the role.

UNIVERSAL

Supports staff that require improvement to achieve the level of quality desired by the organisation, as well as support and develop all other teaching staff to move from good to outstanding through peer-to-peer coaching. The emphasis is on support and enhancement rather than capability, which helps the role to be viewed as developmental rather than disciplinary. Perceptions are largely positive where the role is seen to be supportive and valuable when it is made available to all staff. However some tensions are evident, given the model is still linked to mandatory support structures.

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PAN-ORGANISATIONAL

APs work strategically as teams, in vocational areas but organised from the centre, to ensure cross-cutting priorities (e.g. maths, English, digital) maintain a consistent quality focus. Following individual strengths, APs participate in external constellations, supporting steady flows of research & practice evidence in and out of the organisation. APs have influence and their potential energy is often the driving force behind new initiatives whilst supporting individual staff improvement through coaching, professional development and research internally and externally.