

Signe Sutherland



Deputy Principal in Curriculum & Business Development at [North Hertfordshire College](#).

Signe opened her first retail business in Mallorca Spain at 20 years of age. While managing the business she completed a degree level education at the prestigious [University of Barcelona](#), sponsored by Touristic Union International (TUI). Signe returned to London in 1974 to head up the London office of TUI, which enabled her to use her entrepreneurial acumen to develop the first computerised bedbank - Spain Instant (Ultramar Express SA), this linked to 6 European countries with over 1200 hotels in Spain and enabled customers to create their own holiday packages for the very first time. This innovative development, operating for the first time across 6 European countries, contributed significantly to the reputation and income growth of the TUI organisation.

As the education world in the UK began to embrace commerce Signe was recruited to a senior position at Solihull College, where she forged new relationships with the university sector and brought commercial operations to the college. In the 1990's Signe developed the first American Associate Degrees in partnership with US universities, enabling students to gain dual qualifications.

Signe's business acumen came to the fore when she was head hunted by North Hertfordshire College to build a new £10m business with the private training provider sector. Under her leadership NHC has gained national recognition for technology and innovation. Most recently Signe has begun to develop a new curriculum paradigm with entrepreneurship at its strategic core. Signe leads a strong team of Assistant Principals within an organisation with entrepreneurial values as a core value of the whole organisation.

David Pitcher



David Pitcher is Assistant Principal of the [Academy of Creative and Cultural Industries at North Hertfordshire College](#).

He was previously Director of [NHC's Community and Health Services Academy](#) in Stevenage, leading Skills for Life, Health and Social Care, Childhood Studies, including Adult provision including Employability and ESF contracts.

He has had a major cross-college role of leading workforce development, during the last three years.

In 2010 David led a cross organisation group of teaching and support staff in the development of research projects on the changing face of teaching in the 21st Century, leading a series of pilot studies on student experiences, digital and e – learning, and future delivery of student experience.

North Hertfordshire College is at the forefront of the [National Skills Academy \(NSA\)](#), the first skills academy for creative industries, the college is a founder member of the Further Education group. A key part of David's role as a key college lead will be to engage with the NSA, The Arts Council and employers to generate and foster skills training for people in theatre and performing arts.

David's key interest is in how a college can unlearn its traditional models of delivery, learning and expectations of students. This process of change focuses people in our organisations being able to imagine how learning can be reformulated.

Demo Abstract:

New Learning Team: Time for Creativity and Collaboration in Teacher Education

North Hertfordshire College (www.nhc.ac.uk) is a large general further education college in England with just over 4,000 students aged 16 to 18 and around 10,000 adults. The college is located across the towns of Stevenage, Hitchin and Letchworth, serving a population of around 200,000 people.

The college is transforming its approach to education and training to address the growing gap between the knowledge and skills learned in school and college and those required by a rapidly changing, uncertain and fragmented workplace. It is developing its ideas in collaboration with colleges from across the country, and using leading research in the field to address the needs of students from different backgrounds and to coordinate the needs of both students and their local communities. The approach requires a radical review of teacher training and development. It is founded on the development of a new pedagogical framework which will, predominantly, be a blended learning model.

The college is on a journey leading to a whole college transformation where students will learn in a visually stimulating and collaborative environment, utilising the latest Information and Communication Technologies and where learning will be an experience developed with and shared by tutors and students. The college, through a targeted induction programme, will ensure all students are on the right level of the right course for them and, in the process, will learn about their individual capabilities and ambitions enabling it to guide the student on a truly personalised journey through their education. Its ambition is to change the education paradigm of vocational and Lifelong Learning-articulating, in practice, the research set out by, amongst others, Sugata Mitra and Sir Ken Robinson.

Together with a personalised and experiential learning experience, all students will be exposed to entrepreneurship and enterprise to ground their learning in the working world; to learn how to be creative and take risks in a safe environment; and to encourage those who express an interest in self-employment to be mentored and given the core skills to turn that ambition into a reality. The new approach to learning, together with the enterprise aspect of learning delivery, will require revised teacher training and Continuing Professional Development (CPD) programmes; and, in this respect, the college is developing a new CPD framework and a Masters qualification in Entrepreneurial Leadership for Teachers. As the OECD has reported: "There are few teacher training programmes that target the teaching or development of 21st century

skills". North Hertfordshire College is setting out to address this deficit within a comprehensive overhaul of its teacher training and competencies linked to the creation of new teaching roles that will facilitate the blended learning model.

The college articulated and piloted its vision in 2010; developed strategies and programmes to implement the new timetable during the early part of 2011; and is now preparing to deliver the new timetable and methodology across all its Academies in September 2011. The process is based on current research into 21st century learning and will result in a publication in 2012 that will map the process of implementation and its impact on staff, students and the local community. All courses will be mapped against learning events that will eradicate the duplication of core skills and enable all students to complete an experiential journey through problem solving to reflection, hypothesis and testing: "Learn, unlearn, relearn."

The guiding principle of change is the conviction that learning itself is a valuable life-long skill and should be collaboration between tutors and students. In order to fully support students in the shift from teaching to learning, the college has developed the 'Learning Team' comprising a Lecturer, a Learning Mentor and a Learning Coach. These roles and the training that is supporting their introduction into the college will be explored in the presentation in a practical and descriptive way.

The presentation that will be research-based but grounded in its application in the classroom and in college initiatives for teacher training and development. It will be informative, practical, challenging and provocative.