

I'd like to welcome all teachers, trainers, managers and learners in technical and further education, including members of the Society for Education and Training (SET). All of you make a fantastic contribution to education and skills in this country.

The Department for Education is working with further education providers and businesses to transform technical education. We know it is so important that education and training providers, along with businesses, are involved with the changes we're making. Co-designing these reforms will help make sure they are a success.

The Post-16 Skills Plan sets out our plans to change the way technical education works to help people of all ages and backgrounds get into skilled employment – and meet the needs of our growing and rapidly changing economy.

Building a skilled workforce is a priority for the government, and we are making big changes to apprenticeships and technical education to give people and businesses the skills they need to grow. For example, the Taking Teaching Further programme will encourage industry professionals into technical teaching careers in the FE sector. They can bring their experience and insight into FE and make sure that the learner experience is of the highest quality. This will also encourage learners to progress to higher levels of study and get into jobs in sectors where there are skills gaps.

Our Skills Plan accepted all 34 recommendations from the Independent Panel on Technical Education, including the introduction of a new framework of 15 technical

As well as my day job at the Education and Training Foundation (ETF), I'm a governor at Waltham Forest

positive change over the past few years, which was recognised earlier in the year with a 'good' grade from Ofsted.

When I walk into the college, the high writing is this quote from Nelson Mandela: "Education is the most powerful weapon which you can use to change the world."

This never fails to remind me why I do the job I do and why, no matter how hard it is at times, ensuring that further education is evolving to meet the changing needs of students, employers and the wider economy is the right way forward.

Few people would disagree that change is challenging. The reforms to technical education represent the most fundamental transformation in decades. The prize is the creation of clear valued by employers and sought after by learners and their parents/carers. Few would disagree that this is a worthwhile, and necessary, goal. But that doesn't mean that the journey to get there is easy.

T Levels, are gathering pace. From the publication of the Sainsbury Review in July 2016, more and more pieces of the jigsaw are now starting to slot who will be delivering T levels have here: goo.gl/jc7Y4z

The Capacity and Delivery Fund is offer the industry placements required for

three pathways has been developed and consulted on. Throughout the process government is involving the sector and employers to ensure that the end result

but there is still some distance to go. It

is essential that the people delivering T Levels are supported. There is so much strong and strategic relationships with employers to help deliver and design technical provision. What we need to do now is to ensure that there is effective practice right across the sector.

Leaders need to understand the reforms, drive implementation and embed a culture of continuous improvement. Middle managers need to plan and diverse range of teachers with different The most important group is teachers,

who will be the lynchpin of the success of the reforms. They need to have

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By Alison MorrisS tant 100t,T3089Tf324

By David Hiatt

#TG [QW IQQF CV UQOGVJKPI! .KMG TGCNN[IQQF /[VQYP %CTFKICP #DGTVGK' K was. It used to make jeans. It made 35,000 pairs every week for nearly 40 years.

Then, one day in 2002, the factory closed. And then 400 world-class makers had nothing to make. It must be an odd feeling to be really good at something and then suddenly not being able to do it anymore.

Economics meant it wasn't viable anymore. And for 10 years that carried on being the case. Then something remarkable happened. The internet. It changed the economics for this one simple reason. You could make a high-quality pair of jeans, using the more expensive British labour and the highest quality denims from world-famous mills, and sell direct to your consumer and still be a business.

It turned out we were in the right town, with the right skills at the right moment in the history of time. Call it luck. Call it anything you want. But suddenly a pipe dream of getting 400 people their jobs back wasn't a pipe dream after all. It wouldn't be easy, for sure. But, it was no longer impossible. So, we started the Hiut Denim Company with the aim of getting our town making jeans again, and getting those jobs back.

0QY CNN VJCV UQWPFU 'PG \$WV YG JCXG EJCNGPIGU 1WT DKIIGUV QPG KU OQ Yes, we have a highly skilled workforce, but there are many candles on the birthday cakes. The GrandMasters – that's what we call our makers – have to pass on their skills to the next generation.

There are 75 different processes to making our jeans, and we only have to be world-class at 75 of them. So, we train our apprentices like our survival depends on it. 9JKEJ KV FQGU

Finding them has not been easy. But, we work with local schools and colleges, KPENWFKPI %QNGI 5KT)CT VQ JGNR WU 'PF VJGO +V VWTPU QWV PQV GXGT[DQF[VJG CTGC HQT VJGKT GFWECVKQP CPF VTCKPKPI #PF YJGP YG 'PF VJGO YG NQQM 9G VT[VQ ETGCVG C YQTM GPXKTQPOGPV YJGTG RGQRNG ECP HGGN UCHG HGGN KORQTVCPVN[HGGN RCTV QH C VGCO VJCV KU 'IJVKPI HQT VJG VQYP VQ TGVCKP V spent 40 years learning.

9G JCXG C VJTGG OQPJVJ YCKVKPI NKUV HQT LGCPU #PF [GU YG CTG JKTKPI My town is making jeans again.



