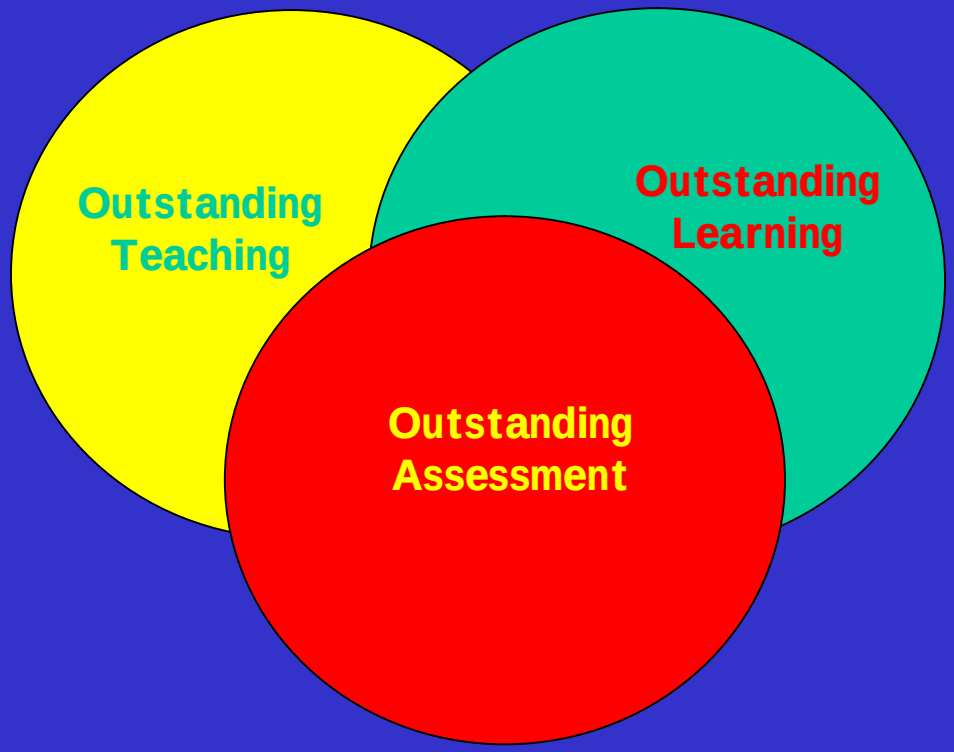
Welcome

Outstanding teaching, learning and assessment: the role of leadership

One Policy


Outstanding Teaching
Outstanding Learning
Outstanding Assessment

Outstanding practice will include…

1. Clear focus on learning with aims clear
2. Passion, pace and participation
3. Deep understanding
4. Differentiation
5. Assessment feedback

Outstanding lessons

Focus on learning with clear aims…

2 Know how to undertake risk assessments using appropriate principles and formats

Identification of hazards: direct observation of work environment; use of accident data, checklists and method statements; regular safety inspections

Hazard and risk: difference between hazard and risk

Persons who may be at risk: employees; site visitors; general public; indirect and direct exposure

Consequences for individuals and employers: eg corporate manslaughter, fines, imprisonment

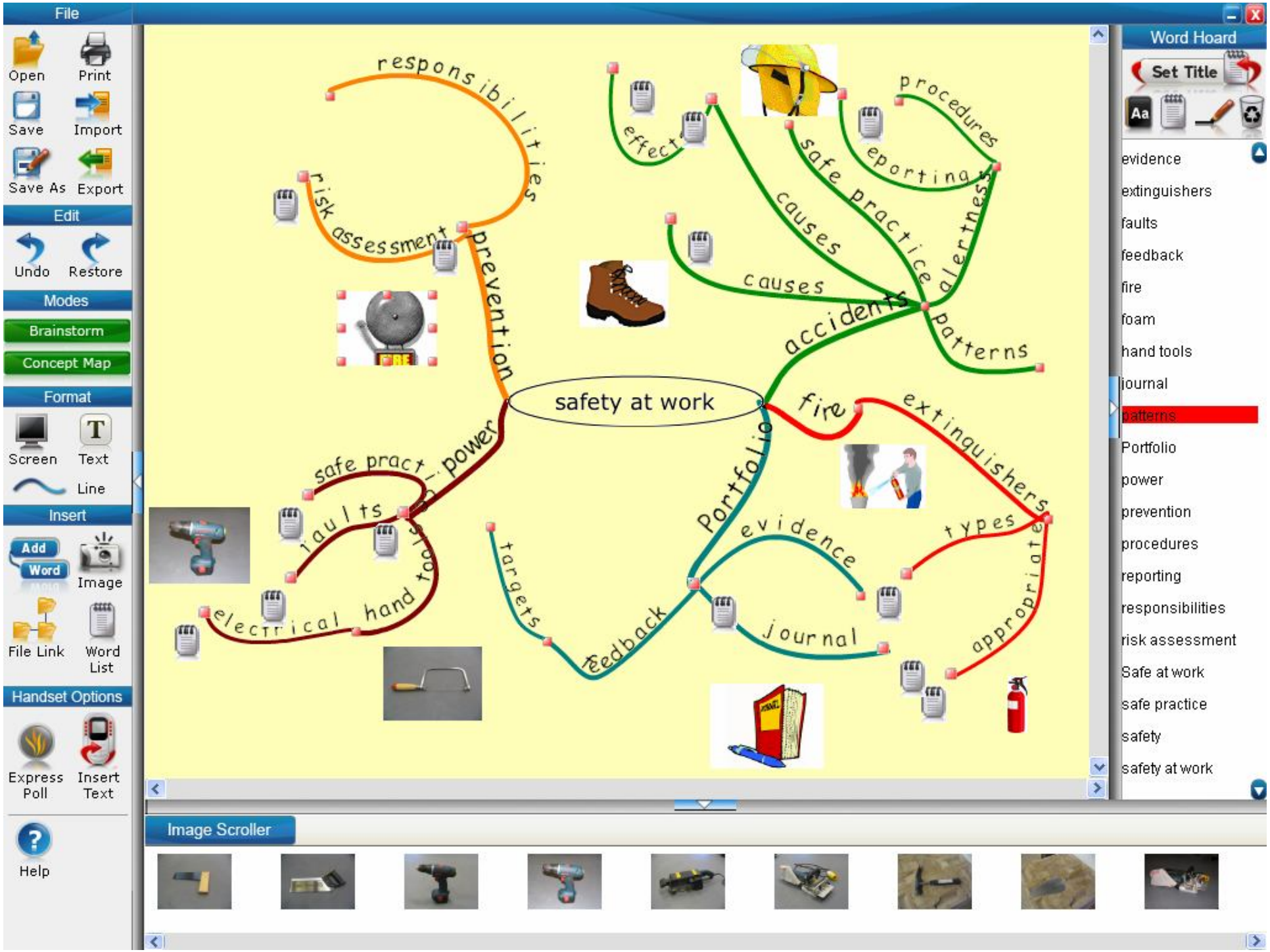
Risk rating and reporting methods: qualitative and quantitative risk assessment methodology; hazard; likelihood and overall risk rating calculations

Hazards: environmental; physical; chemical; biological; psychosocial

Principles: employer obligations under Management of Health and Safety at Work Regulations 1999 and other secondary legislation; development of safe system of work; minimisation of risk to employees and others affected by work; concept of ‘reasonably practicable’ in terms of cost and other design goals; advantages of using a standard format

Five steps to risk assessment: identification of hazards in the proposed work activity or the adjacent area; consideration of who might be harmed and how; evaluation of risks and existing requirements; risk control hierarchy principles; recording of findings; review of risk assessments; revision where necessary

Formats: risk assessment templates (COSHH assessments; work at heights assessments; provision and use of workplace equipment assessments; manual handling assessments)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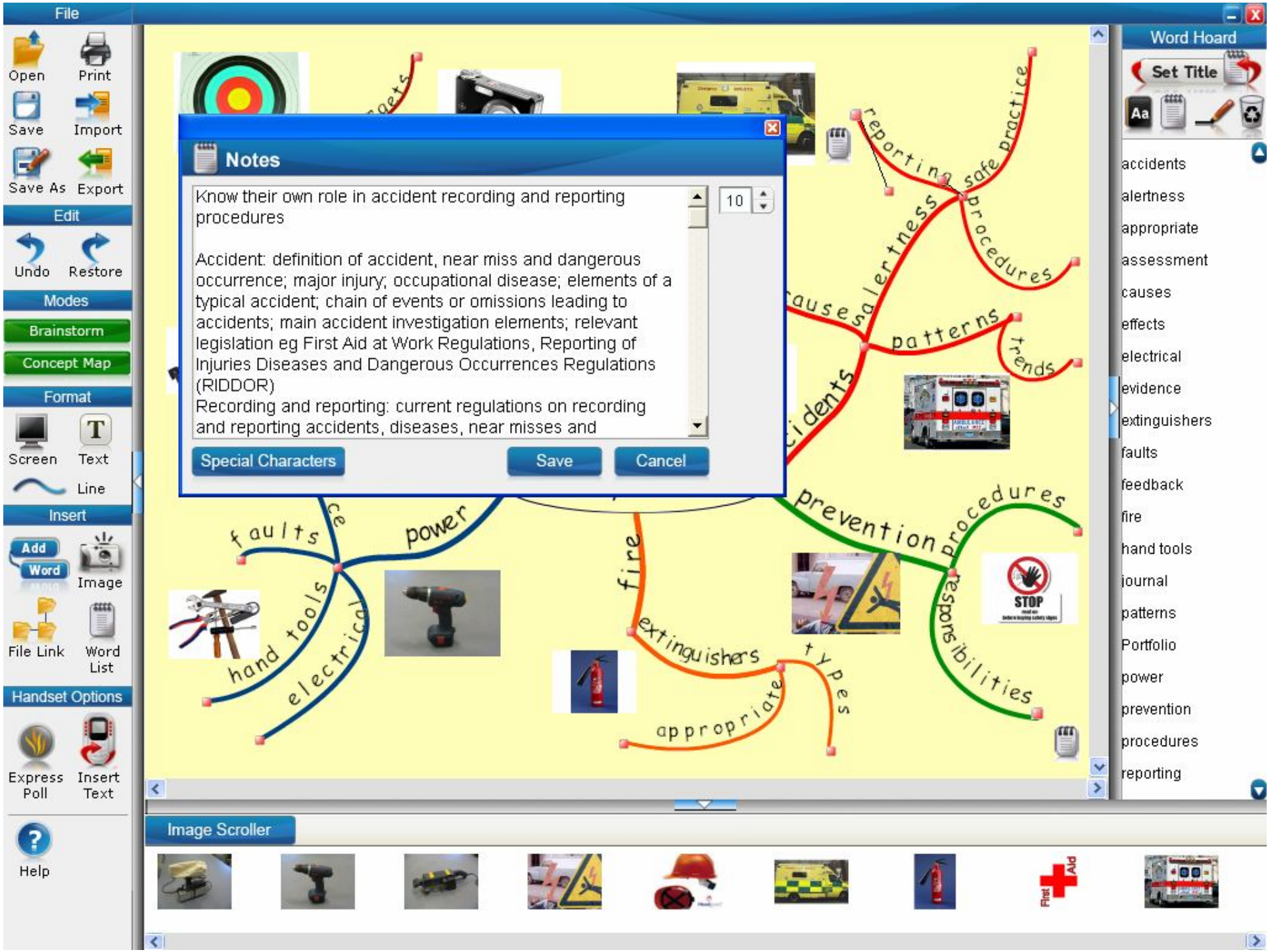
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Notes
Know their own role in accident recording and reporting procedures
Accident: definition of accident, near miss and dangerous occurrence; major injury; occupational disease; elements of a typical accident; chain of events or omissions leading to accidents; main accident investigation elements; relevant legislation eg First Aid at Work Regulations, Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR)
Recording and reporting: current regulations on recording and reporting accidents, diseases, near misses and
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Outstanding lessons

Passion and engagement...

Learning aims

?

CLEVELAND AVE
2857
WHY FIGHT TRAFFIC?
GO BY BUS
2857

WE
MARCH

WE
PROTEST
INJUSTICE
NAACP
NOW!
GRAMERCY
"MATED"
HURTS
SEATTLE

HOW DO WE
GET AN
INVITATION
TO LUNCH
GUESTS
TONES
JUSTIC

MISSING CALL FBI

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE INVESTIGATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, WHO ARE DESCRIBED AS FOLLOWS:

ANDREW GOODMAN

JAMES EARL CHANEY

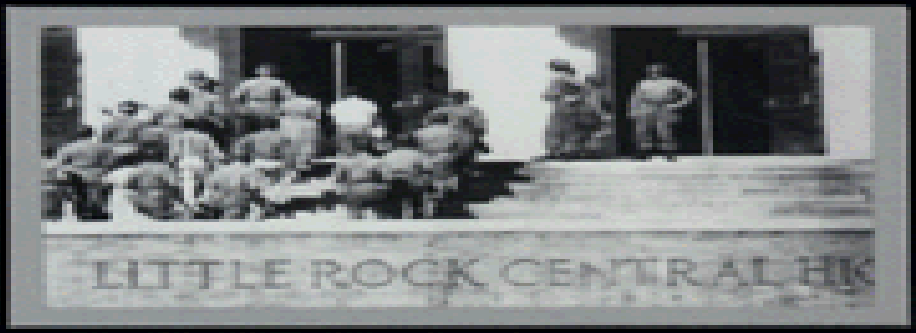
MICHAEL HENRY SCHWERNER

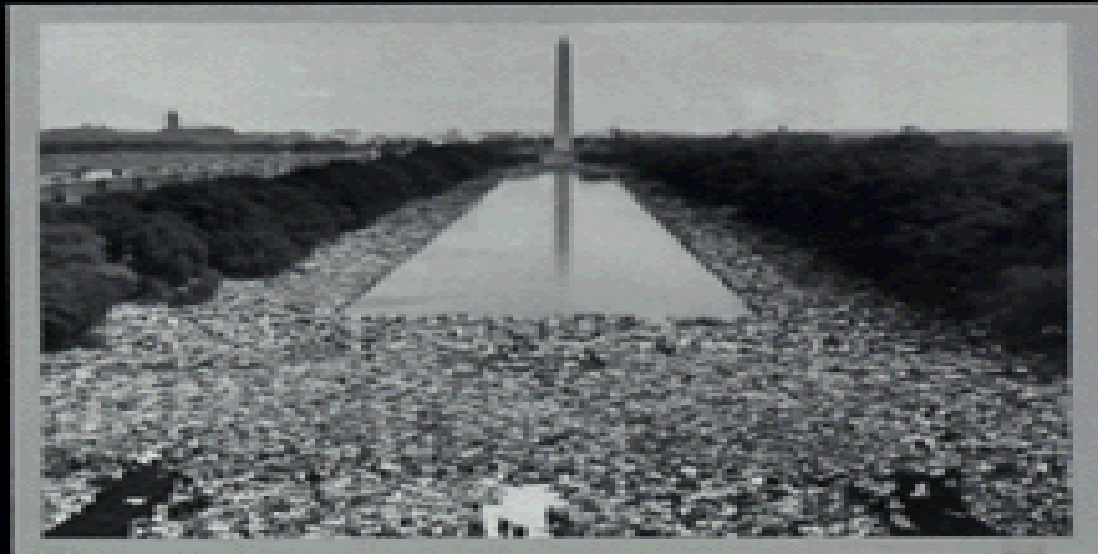
fouts: Dr. Martin Luther King Jr. on the Motel at 6:01 p.m. April 4, dropping him s second-floor room. Aides and others pointed in the direction from which the King's side is Marrell McCollough, an lice officer who was posing as a member of the balcony included Andrew Young (left) teenage clerical assistant. King was hit on , near the jaw; he died in the emergency pital at 7:05 p.m.

THE DAY MARTIN LUTHER KING, JR., WAS SHOT

A Photo History of the Civil Rights Movement

by Jim Haskins





SCHOLASTIC

REV. MARTIN LUTHER KING, JR.
1929 — 1968
"Free at last. Free at last.
Thank God Almighty
I'm Free at last."

Outstanding lessons

Pace and participation...

Participation

1. Snowball
2. Give us a clue
3. True or false? (Show me boards)
4. Question Time
5. Pass the question

Outstanding lessons

Deep understanding...

Processing handouts

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Integrating speaking

Version 1. Typical worksheet

1. Where in the body do you find cholesterol?
2. What kinds of foods contribute to the build up of cholesterol in the body?
3. Name one kind of illness that can occur if you eat too much fatty food.
4. Name three types of food that can provide energy (and so on)

Version 2.
Incorporate speaking and listening

You are a healthy eating consultant. A client has written the following letter:

Dear Consultant

My doctor has told me that my cholesterol levels are too high. I do not know what this means or what to do. Can you help?

Working with a partner, write the script for the **conversation** that follows and then be prepared to perform it in front of the class. You must include the following words in your conversation:

Cholesterol, arteries, heart disease, fibre, vitamins, balanced diet, saturated fats, exercise, meats, carbohydrates, protein.

Outstanding lessons

Differentiation...

You are going to look produce a guidance leaflet for teenagers or healthy eating.

You must

- Explain the rules for healthy eating
- Explain what we mean by a balanced diet.
- Explain the five groups of food and why we should choose a variety of foods from these groups.
- Use at least 5 words from the topic word list

You should

- Find out what special nutrition needs a teenage girl has.
- Say what is wrong with the diet of the reader's daughter and why it is not healthy.
- Make some suggestions to improve her diet.
- Use at least 10 words from the topic word list.

You could

- Use most of the words from the topic word list.
- Produce some ideas for a recipe page entitled 'feeding your teenager the healthy way', where you suggest some healthy alternatives to the types of food that teenagers like to eat.

Outstanding lessons

Assessment and feedback…

Outstanding lessons

10 hours a week of marking over a 20-year career is a year of your life.

Dialogue

Please talk to me about this.	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxx

Dialogue

I must remember to…	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxx

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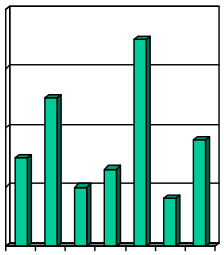

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Content	3
Effort	4
Presentation	3
Target	

Please try to use more evidence to support your conclusions

Purpose

Copyright Robert Powell TCP

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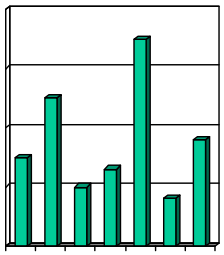

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Content	3
Effort	4
Presentation	3
Target	

Please try to use more evidence to support your conclusions

Purpose

I will try to use more evidence to support my conclusions.

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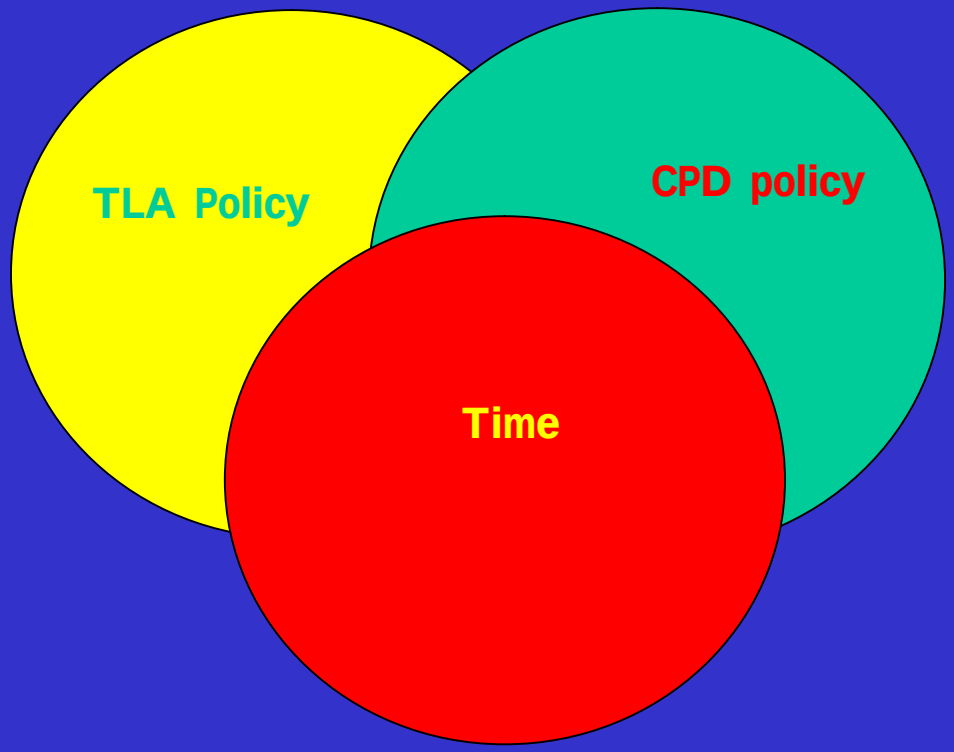
Outstanding lessons

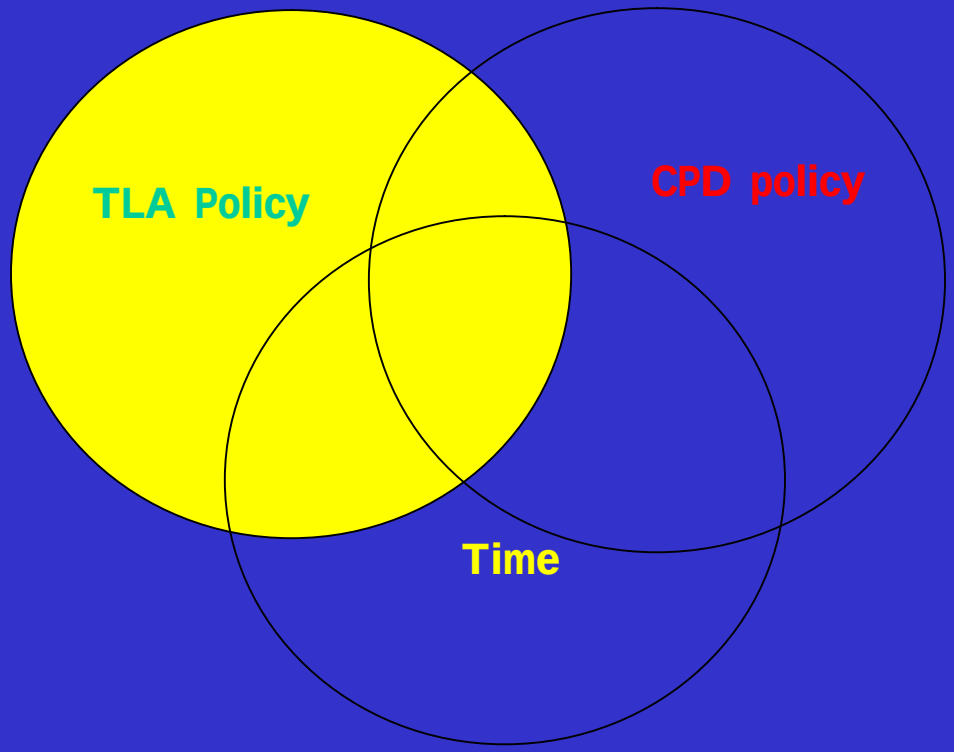
How to widen outstanding practice…

The role of leadership

Role of leadership



Role of leadership



Outstanding lessons

Focus on principles…

Teaching
5 Key Principles

1. Classroom environment
2. Clear learning aims
3. Key vocabulary
4. Wide participation
5. Review and celebrate learning

Outstanding lessons

Colleges work with staff to agree principles...

Principles for Teaching

Principle	The Challenge	How?
1. Provide the classroom environment that allows individuals to flourish.	**1.** Individual students vary enormously in their levels of skill, confidence, motivation, willingness to contribute, learning styles and behaviour patterns. The challenge for teachers is create a positive, safe and welcoming environment for learning and this can often be achieved through the use of clear, fair, consistent and public systems of classroom management.	Climate and Ground rules Seating and display Questioning and discussion Use of groups
2. Ensure that all students understand the learning aims and their link to prior learning.	**2.** If all students are to engage fully with the learning and to enjoy a sense of purpose and fulfilment then they need to be absolutely clear on what their learning aims are. The challenge for teachers is communicate these aims to all, even to those who have difficulties in listening or reading.	Visual maps Visual summaries Snippets to create interest Today's lesson aims.
3. Ensure that all students understand key vocabulary	**3.** All subjects have sets of technical vocabulary that underpin the learning. For some students exposure to such terms is a source of anxiety, and the challenge for teachers is to help all learners to feel comfortable with the key words.	Whist Blockbusters Show me boards Matchmaker or Loop

Outstanding lessons

Teams' handbooks of best practice describe how they meet each of the principles…

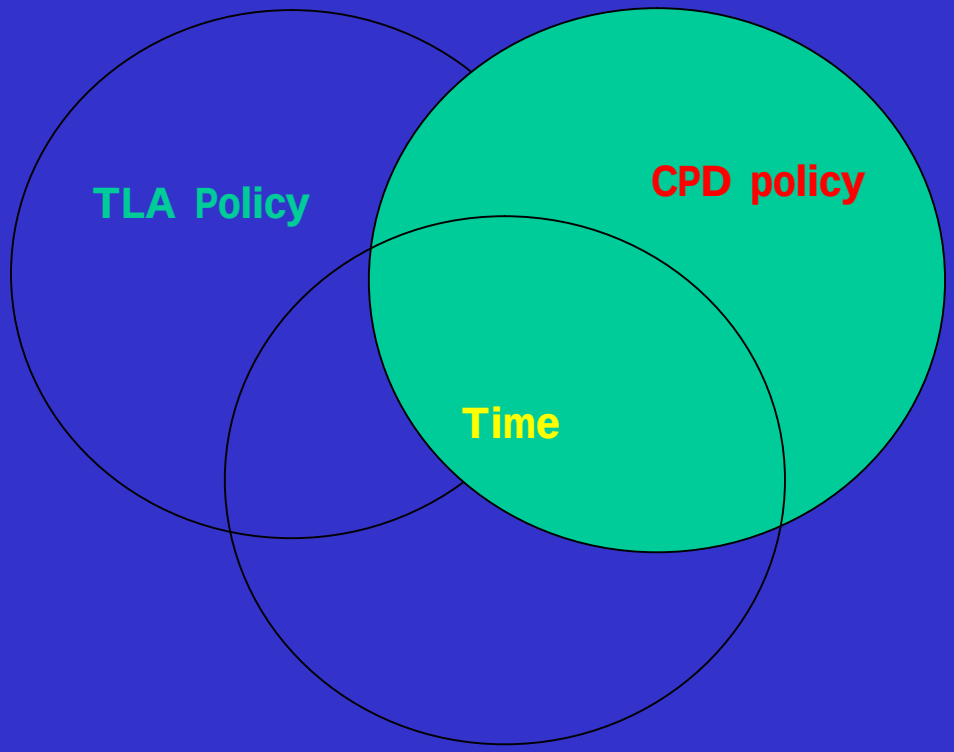
Principles for Teaching

Principle	How?
4. Ensure that all students are willing and able to participate.	1. Snowball The snowball is one of the simplest techniques teachers can use to encouragegenerate participation. Before looking at its various uses it is worth explaining again how it works. *Stage 1: On their own, students have to write down one example, idea or question asked for by the teacher. Students have **10** seconds.* *Stage 2: Students move into pairs and work together to see if they can reach a total of 4 examples, ideas or questions. They have **30** seconds.* *Stage 3: Students form a group of four and, pooling their ideas,d have to try and reach a total of 12 examples, ideas or questions. They have **60** seconds.* When the process is complete the teacher will ask each group in turn to reportoffer one example, idea or question. This is better than asking one group to read out its list – this is demoralizing for other groups who may have the same ideas as other groups. The key purpose of a snowball is to encourage all students to participate: they should all be able to produce one idea (even if the teacher has to make a beeline for some students in the first 10 seconds and prompt them); they engage in dialogue in pairs and then in a small group. **2. Give us a Clue** One of the challenges faced by many teachers is to encourage students to read closely. The short-response test regime that dominates certain areas and phases in education requires students to scan documents in order to find 'the answer', and as a result many young people find it difficult to read closely for understanding. The 'Give us a clue' activity is simple to operate and does encourage close study of text or documents. The teachers ask the students, probably in pairs in a big class, to study the document and find a piece of information that they understand. They are then asked to write three clues to what this information is in order for others in the class to study the document and find out what the information is.

Outstanding lessons

The handbook becomes a manual, team members using it as a menu...

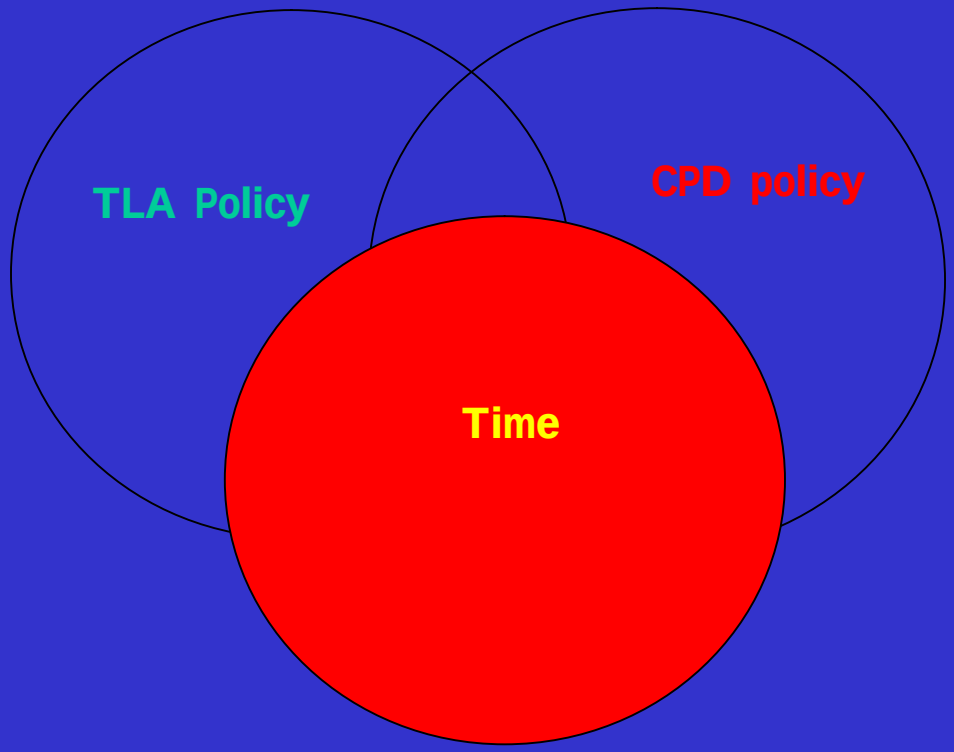
Role of leadership



CPD

1. Need to extend best practice.
2. CPD on Teaching, learning and assessment role of SMT, not Personnel.
3. ‘Menu’ approach ineffective for TLA.
4. Team days for Inset and planning.

Role of leadership



Time

1. Time most precious resource.

Time

1. Time most precious resource.
2. Don’t waste time with bureaucratic and ineffective lesson plan forms.

Scheme Of Work			
Course:	**BTEC FIRST DIPLOMA Software**	**School of:**	**ICT**
Subject:	**UNIT 1: Presenting information**	**Lecturer:**	
Semester:	**First**	**Academic Year**	**2009-2010**

Week	Date	Activity	Assessment	Resources	Keyskills embedding
1	8.9.08	**Induction** - Unit introduction: learning outcomes, how the unit is assessed, assessment evidence and overview		Unit specification and Textbook	
2	15.9.08	Types of document – Fit for purpose. Audience types ie target audience.	Class activity - Research the purpose of various types of documents	Text book	IT1.1 IT2.1 C1.1
3	22.9.08	Describe the structure and layout of various documents types	Activity 1	VLE examples of documents	
4	29.09.08	Designing various document templates	P1 and M1 Assignment 1		IT1.1 IT2.1 C1.1
5	6.10.08	Purpose of documents Assignment 1 workshop	Hand in Ass1		
6	13.10.08	Use basic tools and techniques to create different types of documents. Creating MS PowerPoint slides. Use of notes, animation.	Assignment 3 and Activity 4	Powerpoint, VLE	C2.3
7	**20.10.08**	**Student Review Audit 1**	**Key Skills mocks and testing**		
	27.10.08	**Half term**			
8	3.11.08	Communicating information. Finding information Assignment 1 feedback d	Assignment 2		IT2.1 IT2.2 C1.1 C2.2
9	10.11.08	Define information, types of information and sources of information,, Assignment workshop. Issue Assignment 2 Create a report (C2.3)	Assignment 2 (P2) Key Skills C3.3		IT2.3 C2.3
10	17.11.08	Ways of Checking Validity tutorial Hand in Assignment 2	Observe and Assignment 2	Power Point,Whiteboard,	C2.3

LESSON PLAN
2009/10

Course: First Diploma Software ICT
Subject: Unit 1- Using ICT to Present Information **Lecturer:**

Date:	25/11/09	**Time:**	3.20	**Duration:**	1hr 40	**Lesson Aims:**	**Create business documents** **Promote an event** **Effective research using the internet.**
		Room:	111	**Student No.**			

The following section must be completed in advance and must reflect the content of the Scheme of work, shaded areas must be completed after the lesson to show what outcomes have been achieved.

Planned Outcomes: (the students will be able to) • Use templates to create documents • Create a poster • Research and select information using the internet		**Assessment Method:** (e.g. Q&A, observation, worksheet, etc) Relate these to planned outcomes Formative assessment Q & A Observations V E Summative- Poster, printed website pages Formative – selecting information	**Achievement/Attainment in this lesson**
Skills for Life Key skills /Basic skills:	**C2.3 C2.2** Listen and respond: **SLlr/L1.1,2,5,6, SLc/L1.1,2** Use effective reading strategies: **Rt/L1.1-5**		
Previous knowledge assumed: Students understand the general points of the SPB	VLE Using Hyperlinks, Microsoft Word.		
Resource requirements: (e.g. video, worksheet, etc) **Use of ILT:**	Internet, OHP, Computer, Microsoft Applications, Whiteboard, VLE, Marker and Activity.		

Planned timing, content and activities must be listed in advance, however, exact timing and differentiation detail will be added as the year progresses.

Time	Subject matter /content	Teacher Activity Resources used	Student Activity	Differentiation/Additional support This section **must** be completed and relate to an attached learner profile, indicating individual needs
3.20	Welcome students and take register	Take register. Gather students around the desks.	Respond and settle students.	Get students ready for class
3.25	Introduce the aim and objectives for the lesson.	Introduction followed by Q & A to ensure that all students have understood. Link to previous lesson: Using templates to create documents and selecting information using the internet	Listen, respond, ask relevant questions	Readdress any point where students have not understood
3.30	Create a Poster Assignment 3 And Key Skills C2.3	VE Refer to Assignment 3 P3 And P4 VE Point out important points ie. Where and when? Explain that it is a dual purpose document and will be used for both Assignment 3 and Key Skills C2.3 Use drawing tools, clipart, word art in Microsoft Word	Listen, ask questions and make notes.	Assist student who are not focussed and ask pertinent questions to guide them. Quieter students will be encouraged to voice opinions. Vociferous students will be reminded, if necessary, to give others a chance to ask questions .
3.40	Assignment 3 Task 1 and Task 2 Select and use templates to create business documents. Effective searching of the Internet **Create a poster** Assignment Workshop	Assignment 3 Monitor, assist and observe. VE Answer questions	Create a poster for your Assignment 3. (P3) Create a poster promoting the event, which will take place in the board room at a particular date and time. (You must use a minimum of two images, which should vary in size.) Key Skill C2.3 Save poster document to Ass 3 folder as Task 1 P3 and also to Key Skills Folder as C2.3 Use the VLE to follow assignment brief.	Some students may still be completing Task 1 from last lesson. Ensure students stay on task and are able to transfer knowledge from VLE, previous lessons and demonstrations their assignment. Assist less able students who required prompting, guidance and motivation. Encourage more able students to progress onto Task 2

4.10	Effective presentations C2.3 and Ass 3 Task 2.4	Go through task 2.2 on Assignment and remind them to research documents over 500 words. Also explain not to use the first document they find and to use search engines i.e. Google. Refer students back to effective searching of the internet on previous task. Tell the student that this activity will also help them to create an effective presentation for their Task 2.4	Listen, observe and make notes if necessary. Search and select information on 'effective presentations' using the internet. Use search engines Bookmark websites Print off pages from website. Highlight the main points to be summarised. C2.2	Ensure all students are aware of skills required to complete the task and are engaged in activity. Assist students who are finding it difficult to stay on track. Encourage more motivated students to continue through the assignment.
4.40	Portfolio building for Key Skills	**Distribute Key Skills folders** **Collect Key Skills folders**	Write name, course and Key Skills Comms L2 Put highlighted web document into Key Skills folder	Assist students who find it difficult to follow instructions.
4.50	Lesson review	**Discuss the lesson with the students:** ▪ Were the learning outcomes achieved? ▪ What changes would you make? ▪ Links to carry forward to the next lesson. Where did we get to?	Listen, respond, ask relevant questions	Ensure that all students are engaged in discussion.
5.00	End of lesson	Ask the students to log of their computers and take any valuables with them. Remind them to be on time tomorrow.		

Time

1. Time most precious resource.
2. Don’t waste time with bureaucratic and ineffective lesson plan forms.
3. Turn schemes of work into schemes of learning.

Principles for Teaching

Principle	The Challenge	How?
1. Provide the classroom environment that allows individuals to flourish.	**1.** Individual students vary enormously in their levels of skill, confidence, motivation, willingness to contribute, learning styles and behaviour patterns. The challenge for teachers is create a positive, safe and welcoming environment for learning and this can often be achieved through the use of clear, fair, consistent and public systems of classroom management.	Climate and Ground rules Seating and display Questioning and discussion Use of groups
2. Ensure that all students understand the learning aims and their link to prior learning.	**2.** If all students are to engage fully with the learning and to enjoy a sense of purpose and fulfilment then they need to be absolutely clear on what their learning aims are. The challenge for teachers is communicate these aims to all, even to those who have difficulties in listening or reading.	Visual maps Visual summaries Snippets to create interest Today's lesson aims.
3. Ensure that all students understand key vocabulary	**3.** All subjects have sets of technical vocabulary that underpin the learning. For some students exposure to such terms is a source of anxiety, and the challenge for teachers is to help all learners to feel comfortable with the key words.	Whist Blockbusters Show me boards Matchmaker or Loop

Principles for Teaching

Principle	How?
4. Ensure that all students are willing and able to participate.	1. Snowball The snowball is one of the simplest techniques teachers can use to encouragegenerate participation. Before looking at its various uses it is worth explaining again how it works. *Stage 1: On their own, students have to write down one example, idea or question asked for by the teacher. Students have **10** seconds.* *Stage 2: Students move into pairs and work together to see if they can reach a total of 4 examples, ideas or questions. They have **30** seconds.* *Stage 3: Students form a group of four and, pooling their ideas,d have to try and reach a total of 12 examples, ideas or questions. They have **60** seconds.* When the process is complete the teacher will ask each group in turn to reportoffer one example, idea or question. This is better than asking one group to read out its list – this is demoralizing for other groups who may have the same ideas as other groups. The key purpose of a snowball is to encourage all students to participate: they should all be able to produce one idea (even if the teacher has to make a beeline for some students in the first 10 seconds and prompt them); they engage in dialogue in pairs and then in a small group. **2. Give us a Clue** One of the challenges faced by many teachers is to encourage students to read closely. The short-response test regime that dominates certain areas and phases in education requires students to scan documents in order to find 'the answer', and as a result many young people find it difficult to read closely for understanding. The 'Give us a clue' activity is simple to operate and does encourage close study of text or documents. The teachers ask the students, probably in pairs in a big class, to study the document and find a piece of information that they understand. They are then asked to write three clues to what this information is in order for others in the class to study the document and find out what the information is.

Scheme of Learning			
Course:	BTEC FIRST DIPLOMA Software	School of:	ICT
Subject:	UNIT 1: Presenting information	Lecturer:	
Semester:	First	Academic Year	2009-2010

Week	Date	Learning outcomes	Phases of lesson	Resources/Support/challenge	Assessment	Key skills
1		• Understand the format of business documents • Select and use templates to create business documents • Effective research using the internet.	1. Whole class **Snowball** – types of document. Fit for purpose analysis.(10 mins) 2. How Unit is assessed: **Support Groups** study – then questions. 3.Demo followed by **Pairs:** format memo, agenda and letter. 4. Whole class: **Reveal.** assess/review outcomes. Sum up key learning 5. **Jigsaw** groups. Research document types.	Examples Scaffold for Ivan Assignment 1 Whiteboard, PCs, VLE 'must, should, could' prompt sheet. Internet. **Scaffold** document.	Oral feedback **Peer assessment** **Peer assessment**	IT1.1 IT2.1 C1.1
		Evaluation				
		Evaluation				

Key words in blue are described in detail in the team handbook.

Time

1. Time most precious resource.
2. Don’t waste time with bureaucratic and ineffective lesson plan forms.
3. Turn schemes f work into schemes of learning.
4. Trust teams by giving them time to plan together.