<u>**Oddments**</u>

Teaching ideas

'No resource day'. A day spent without any books, pencils, and perhaps not even the classroom. Sit under a tree for the day. What can be learned? What resources are actually needed? Which do make a valuable contribution to improved progress and attainment? Also linked:

No pens day

Outdoor classroom day (May 22nd)

The International Trade Game. **Link**. Groups of pupils are divided into 'countries' and given very unequal resources with minimal instruction, other than they need to make shapes. Good for Y4 and older. Also, try this **link**.

Steve Jobs' rules for presenting:

1. Show your passion
2. One sentence summary
3. The '3' rule (3 key points, not 2)
4. Bring the villain (what might happen if you don't learn this)
5. Bring the hero (the benefits of learning this)
6. Simple and visual slides
7. Tell them stories
8. Prepare and practice
9. Don't read from notes

Secret Mission. A class is given a task, and if another member of staff tells their teacher about it, the whole class move up the rewards chart. For example, holding doors open for people.

Leadership thoughts

Consensus is Overrated Twenty percent of people will be against anything. When you realize this, you avoid compromising what really should be done because you stop watering things down. If you always try to reach consensus, you are being led by the 20 percent. Mike McCarthy, Principal

Shadow a pupil. Follow a pupil during their day – dip in and out of the classes, lunchtime, playtime and see what they are experiencing. Have a chat with them This also works well for a primary head shadowing a Y7 student for a day in their first term at secondary.

Make school more memorable. It is striking when interviewing pupils, that both their main memories and their deepest learning come from practical work, and that this tends to be unusual or occasional. Simple ideas, particularly out of the classrooms work well, such as activities working on forest school principles.

Hold back "The true beauty in leadership, though, is being able to discern when to pull back and not give teachers things they don't need," wrote Monica Washington, teacher

Know which relationships are key, then strengthen them. Some relationships are obvious, while others – like the relationship between work done in school and work done in the adult world – are not.

Preconditions for good learning

Some things which schools pursue, not as an end in themselves, but as a means to secure good learning, and consequent improved progress and attainment:

- High attendance
- Good behaviour
- Positive relationships
- Handwriting, SPaG and no typos
- High quality school communications
- Well-maintained buildings and grounds
- Etc.

For each of these, they are 'soft' items. A school may need to improve them, but what they are actually seeking to do is to ensure there are no barriers to high progress and attainment. The focus must remain on improving progress and attainment. Attendance has improved. So what? Has it led to improved progress and attainment? Where, and what, is your evidence? The school's focus must always be on actions which lead to improving progress and attainment.

The Schools White Paper Link (Schoolsweek)

1. 'UK National Academy' to 'stretch' pupils
2. 90 per cent of children leaving primary school in England are reaching the expected standard in reading, writing, and maths by 2030
3. Fifty five 'education investment areas'
4. Consultation on serial RI schools joining MATs
5. 'Clear vision of schools in strong MATs'

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New terminology – teacher development

Some further language being used in the new frameworks. These are from the NPQ for Leading Teacher Development.

Word or phrase	Example of use	Definition or clarification within NPQLTD framework
Appropriate development approaches	'Choosing appropriate development approaches including modelling, explanations and scaffolds'	There is a variety of approaches to professional development including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. The teacher developer should choose the approach/es most developmentally effective.
Teacher development groups	'regular, expert-led conversations about classroom practice, teacher development groups and structured interventions'	A teacher development group is (usually) a non-profit organisation dedicated to improving all pupils' understanding and achievement through meaningful, effective professional development for teachers and school leaders.
Multiple methods of data collection	'Use multiple methods of data collection in order to make inferences about teacher quality'	The use of multiple data collection techniques improves the reliability of the data since it minimizes the amount of error associated with the data collection methods. Data may be grouped into four main types based on methods for collection: observational, experimental, simulation, and derived. Under the main three basic groups of research methods (quantitative, qualitative and mixed), there are different tools that can be used to collect data, such as interviews, questionnaires or assessments.
Foundational knowledge/ concepts	'ensure all teachers secure foundational knowledge before encountering more complex content.'	The facts, theories, principles, methods, skills, terminology and modes of reasoning that are essential to more advanced or independent learning in an academic discipline. Learning can be described as a series of hierarchical steps with foundational knowledge at its base (e.g. Bloom's lower-order skills).
Effective pedagogies	'The content of professional development programmes should be based on the best available evidence on effective pedagogies'	Effective pedagogies involve a range of techniques, including whole-class and structured group work, guided learning and individual activity. Effective pedagogies focus on developing higher order thinking and meta-cognition, and make good use of dialogue and questioning in order to do so.
Differences between novice and expert teachers.	'applying an understanding of the typical differences between novice and expert teachers.'	A novice teacher is just beginning to develop personal philosophy and implement teaching skills learned. An expert teacher has more experience in the classroom and should have classroom management and a variety of teaching strategies. Both teachers can learn from one another.

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Subject leadership

- Ensure the statutory curriculum is being met
- If more than the statutory curriculum is being taught, then why?
- The quality of teaching often confounds the delivery of the curriculum. Know the teaching standards in each class and give good advice
- Give useful advice to teachers about how to deliver the curriculum you lead
- A novice subject leader is equally valuable to an experienced one, but for different reasons
- Don't prepare for Ofsted – ensure your subject is consistently good, and consistently well-led, all of the time
- Focus subject improvements on improvements in progress and attainment – and only on progress and attainment

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St.John   07906 375349
stjohnburkett@sbservices.org.uk

Get in touch to book
an appointment in the summer term

- ❖ Head teacher performance management
- ❖ Safeguarding/ governance reviews
- ❖ Self-evaluation/ SIDP review
- ❖ Pre-Ofsted checks/ 'mock inspection'
- ❖ Training, staff meeting input, etc.
- ❖ Leadership development
- ❖ School improvement

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