

What is the **purpose of supervision at breaktimes?**

- Aid
- Anticipate
- Distract
- Engage
-

Atul Gawande: Better <http://atulgawande.com/book/better/>

<http://www.theguardian.com/books/2007/jun/24/booksonhealth.features1>

- Diligence
- Doing Right
- Ingenuity
-

Shanghai Maths, an article from The Guardian:

<http://www.theguardian.com/education/2015/mar/13/chinese-teachers-bring-the-art-of-maths-to-english-schools>

A teacher who has worked in several countries abroad, and now works in a school in England writes:

'One of the big differences is in preparation; generally pupils in Cambodia/China/Vietnam have their tables, basic arithmetic, and team working drilled into them during the primary phase and so they start secondary as 'ready to go problem solvers'. The same applies to English and Social Studies. There's no safety net if school doesn't work out, so they work really hard. A typical High School day in Beijing is 7.30am to 9pm with two 45min breaks (which have structured activities).

The big benefit of the independent learning, project working and technology is that the pupils become very aware of their strengths and weaknesses, they can confidently develop projects and they know where to find the resources they need online/from peers/from teachers. They get fantastic test results, because we incorporate the curriculum into their projects.

I know big changes are the last thing many teachers would wish for, but I think I would be quite radical. I have a long wish list, but I'd look to scrap GCSE and move towards having a student led multi-subject extended project in Y11 and then having a Y13 diploma to finish school. Far less exam-based and more project-based with students having a bigger say in the shape of their studies.' *BM*

Teaching East-Asian students: some observations

http://www.economicsnetwork.ac.uk/showcase/chuah_international

Schools in Finland are also moving to project-based approaches:

<http://www.independent.co.uk/news/world/europe/finland-schools-subjects-are-out-and-topics-are-in-as-country-reforms-its-education-system-10123911.html?cmipid=fb>

Tim Brighouse: Essential Pieces: The jigsaw of a successful school

<http://www.rtuni.org/userfiles/TimBrighouseBook.pdf>

How successful headteachers survive and thrive

https://johntomsett.files.wordpress.com/2013/12/how_head_teachers_survive_and_thrive_by_prof_tim_brighouse.pdf

Good ideas:

- **strategies to challenge more able learners:** starting lessons with a very challenging question and then using class time to build the skills to answer it, letting pupils discover the learning objectives for themselves and getting pupils involved in teaching their peers.
- **maths mentors** where the children in the class teach each other aspects of maths which they have understood - the class love being 'the teacher'.
- **think about the 'Big Picture'** of the lesson being carried out - Why do the children need to know this? How will it help them in the future? Will they ever use this skill/knowledge again? What is the point? (as these are the things we used to think ourselves as children (?) perhaps many other children do too). This helps ensure that the learning is relevant and meaningful for the children which will also result in engagement and interest during the lesson.
- The 4 B's, or '**3 before me**': Brain, Book, BUDDY, Boss (That's me....Mrs S!) (do 3 things before asking your teacher)
- a **universal mark scheme** for all. It is displayed in each classroom and the children have it to hand each lesson so they can see what the abbreviations in their books mean. Make positive comments or abbreviations in green pen and in purple always include an area for development, like the two stars and a wish system. You could use the purple as an opportunity to push independent development further. For example, in literacy you might ask for improvements to be added, something to be completely re worked, the use of a dictionary or thesaurus, or for them to search for something from the success criteria. When the books are given out at the start of every day the pupils have literacy D.I.R.T time. Directed, independent, Response Time to their marking. Obviously, the more able tend very good at it and the less able access the concept at a much simpler level.
- **the 7 part lesson!** instant engagement, input, activity1, mini plenary, activity2, mini plenary, (sharing at any stage, table level or class level) and main plenary. The approach doesn't lend itself to all lessons but certainly forces you to be very self-aware, cutting down talking time and upping pace.
- '**Two week tweaks**' where one point will be addressed, discussing it in detail first, coming up with a variety of solutions, testing them out over the next couple of weeks and then meeting again to discuss what worked well and what didn't. You could also have **cake and conversation** meetings, which are far more casual and more of an option to discuss an area for development, a new strategy, develop the team's own subject knowledge, share good practice or ask for advice.

The Showbie app: <http://www.showbie.com/> 'the paperless classroom made simple'.

Eric Schmidt and Jonathan Rosenberg (the founders of Google): How Google Works: **The rules for success in the Internet Century** <http://www.howgoogleworks.net/uk>
http://www.nytimes.com/2014/11/09/books/review/how-google-works-by-eric-schmidt-and-jonathan-rosenberg.html?_r=0

An idea borrowed from N. Watkin - **TOWER Tasks**. These are essentially a way of tightening up formative assessment. TOWER stands for:

1. **T**alk about the topic (video, discussion, standard starters etc)
2. **O**rganise visually (tables, essay plan, mind map)
3. **W**rite a first draft
4. **E**dit
5. **R**e-draft - the most powerful phase for us when introduced 18 months ago, as it was difficult to see how formative feedback was being used by students.

Compare this leaflet on CPD for doctors with your school's current practice: http://www.gmc-uk.org/Continuing_professional_development_guidance_for_all_doctors_1114.pdf [56438625.pdf](http://www.gmc-uk.org/Continuing_professional_development_guidance_for_all_doctors_1114.pdf)