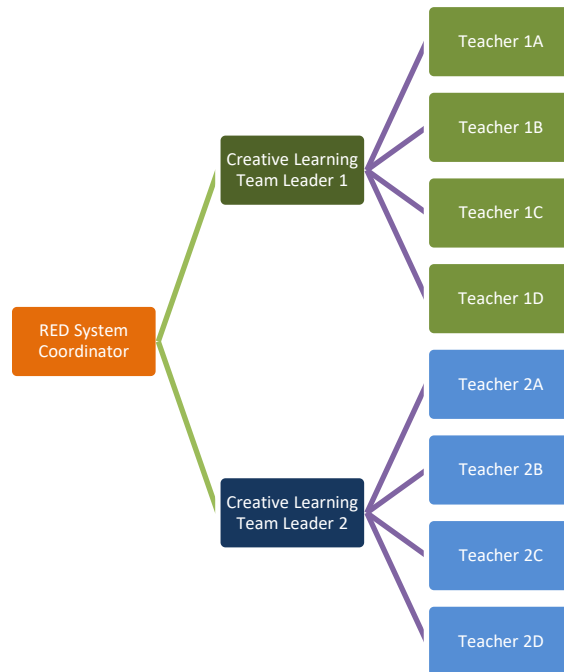


# Preparation for The RED System training

For the detail of the whole system, please see the file: *E2 The RED System overview – in full*.



## The RED System Coordinator's responsibilities

### Preparation: The need for change: training for teachers and observers (What is impact?)

- Arrange the *Introduction to the RED System* training from CCQI (To include all teachers who will take part in the Creative Learning Teams (CLTs)).

### Phase 1: Creative Learning Teams (*Practising observing for impact*)

- Oversee the selection of the CLT leaders.
- Prepare for the *RED System training for CLT leaders* from CCQI, including requesting and forwarding the pre-event written work, which is to answer the questions below.
  - Read *The RED System overview* and, where necessary, note any questions you may have.
  - Write a *short* note on the difference you hope to make to colleagues and learners with your new role as a *Creative Learning Team leader*. What issues would you like to resolve?
  - Read through example *E4 Quality Standard for Teaching, Learning & Assessment*, or your own standard if you now have one.
- Ensure CLT leaders have ready access to the latest copies of the RED resources.
- Take part in the *RED System training for CLT leaders*.
- Personalise and administer the *C2 Pre-RED survey questions for teachers*.
- Send teachers the following two discussion documents and collate responses:
  - *E3 The Quality Standard for TLA – in brief (or your own standard)*
  - *T4.1 Draft rubric for outstanding lesson planning*
- Organise each of the CLT days, ensuring timetables are adjusted sufficiently in advance of the session to ensure all learners are clear about the changes.

- Support CLT leaders as required with the production of the CLT day reports.
- Collate the good practice and challenges evident in teachers' work, establishing the point from which the impact of the system will be measured.
- Ensure CLT leaders are monitoring the completion of digital copies of the *T1 Teacher's research notes*.

#### Data collection 1

- Record the two developmental and two 'steals' impacts each teacher wants to work on.

#### The RED LISD

- Monitor the outputs of each CLT: the Data Collection Forms (L7), and any contributions to *The RED LISD*, which may include further issue headings or cameos of good practice. The *RED Team Leader* should have structures in place to add these to *The RED LISD*.

#### The follow-on research lesson (*Exploring and sharing ideas*)

- Ensure CLT leaders are assisting and fermenting the research teachers need to carry out to develop new strategies for producing positive learning impact.
- Help set milestones for staff to prepare for the *Lesson Plan Review*.

#### Lesson plan review (*Planning something new*)

- Monitor the completion of the lesson plan review by teachers and CLT Leaders.
- Collate and share any good practice that emerges at this stage.

#### Observation request (*Trying a new idea and evaluating its success*)

- Monitor the completion of research lessons by teachers and CLT Leaders.
- Collate and share any good practice that emerges at this stage.

#### Data collection 2

- Record the impact of the research lesson on each teacher's targeted impacts.

### Phase 2: Focused learning projects (*Addressing an issue across a curriculum area, such as: lesson openings, embedding literacy, automated assessment*)

- Monitor and/or assist CLT Leaders and curriculum teams with the identification of a suitable common issue to resolve.
- Monitor and/or assist the CLT Leaders and/or curriculum team leaders to evaluate the on-going development of solutions to the common issue.
- Collate good practice and lessons learnt.

### Phase 3: Celebration of new teaching strategies and learning impact

- Organise a cross-provider event to share the results of teachers' research and experimentation. This good practice should be captured by the RED Team Coordinators and Creative Learning Team leaders and shared widely, including through The RED LISD.

### The RED System review (*an evaluation of the extent to which improved teaching is leading to improved learning experiences*)

- Coordinate and monitor the evaluation of individual lessons for all CLT participating teachers.
- Collate the *Lesson Reflection Forms*, draw together the final data and produce a short report on the impact of The RED System. An example structure is given in The RED System CLT Leader review notes (L1)