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| **Teacher** |  |  |
| **Course** |  | The RED System |
| **Unit** |  | Creative Learning Teams: Observation Action Learning |
| **Number of learners** |  | 4 |
| **Session title** |  | Introductory session on observing impact  |
| **Week number & date** |  |  |
| **Length of session** |  | 35 minutes |

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| Session’s broad aim/s |  | Prepare teachers to take part in and benefit from a Creative Learning Team experience |
| Learning outcomes |  | *Vocational learning outcomes* |
| **How will learners be different by the end of the session?** |  | V1V2V3V4V5 | Teachers will:* be able to precisely identify the impact on learning of specific teaching strategies
* identify their own concerns about the observation process.
* have identified some new impacts to steal
* have identified some ideas for improving the learning impact on their own learners
* set out the research needed to achieve the newly identified impacts.
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|  |  | *Expert/independent learning outcomes* |
|  | E1E2E3 | Teachers will:* feel confident to engage positively with the Creative Learning Team
* look forward to being observed and observing others
* be curious about how others achieve learning impact.
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| **Specific challenge strategies** |  | *Learner name/s* |  |
| **Support and motivation strategies for those progressing slowly** |  |  |  |
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| **Additional challenge for those progressing quickly** |  |  |  |
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| **Resources** |  | **Teaching resources*** Functional Skills lesson film
* Data projector/smart TV and speakers
* Plain paper
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|  |  | **Printed resources** | Colour | Back to back | Stapled |
|  |  | L3.1 Self-evaluation form and timings for the day | Y | Y | N |
|  |  | E5 Lesson reflection form (peer observers) (6 each) | N | Y | N |
|  |  | L4 Lesson reflection form - Functional Skills numeracy | N | Y | N |
|  |  | T1 The RED System - Teacher's research notes | Y | Y | Y |
|  |  | T2 How to use the Quality Standard for: Teaching, Learning and Assessment | Y | Y | Y |
|  |  | T4.1 Draft rubric for outstanding lesson planning | Y | Y | N |
|  |  | T4.2 Example lesson plan - blank  | Y | Y | N |
|  |  | L5 CLT day evaluation form | N | N | N |
| **Session review notes***[To be completed at the* *end of the lesson.]* |  |  |
| **Time** | **Content** | **Resources**, **link to objectives**, assessment strategy, and PowerPoint slide |
| 08:005m | Introduction – setting the tone for warm, friendly, professional discussions* Have you done this sort of cross-organisation peer observation before?
* What are you hoping to get out of it?

Today isn’t about formal observation, and it isn’t just an opportunity to watch your colleagues, it’s about being an education researcher – looking at teaching strategies overall and teaching practice in detail. I hope you’ll find it inspiring. Not just because you might see some great ideas you’ve not tried before, but because you’ll be able to see your own work through a different, more objective lens.  | Title slide |
| By the end of this introductory session I hope that you will: * be able to precisely identify the impact on learning of specific teaching strategies
* identify your own concerns about the observation process
* feel confident to engage positively with the Creative Learning Team
* look forward to being observed and observing others, and
* be curious about how others achieve learning impact.
 | Aims for the session |
| But over the course of the whole day, I also hope that you will:* feel confident in what you’re doing well
* be inspired by the work of others
* have identified some new impacts you want to steal (and possibly also the strategies used to achieve them)
* have identified some ideas for improving the learning impact on your own learners, and most importantly
* be keen to research new and innovative teaching strategies with which to experiment.
 | Aims for the day |
| Let’s be clear what this day is *not* about, however:* telling staff what they’re doing wrong and what they should do to improve.

There will be no feedback.There are no grades. There is no link to performance management.The day is built around interesting, professional, evaluative conversations between peers, from which everyone should learn. | What this day is *not* about |
| 08:0510m | Self evaluationAsk staff to spend a few minutes answering the following questions:* What are the key challenges you face as an observer?
* What are the key challenges you want us to look out for in your teaching session?
 | Hand out: Self-evaluation form (L3.1)**V2** –Written reflection |
| 08:1510m | Plenary. Ask staff to talk through their concerns. The CLT leader may well have to gently remind staff that there are no:* grades
* feedback, or
* links to performance management.

The day is only about enquiry, discussion and learning. | **E1, E2, E3 -** Discussion |
| 08:252m | Timetable for the dayCheck there are no changes to the timetable, and reassure Teacher A that this introductory session will finish at 08:45. Ask teachers to tell their learners that we’re conducting education research to look for ways to improve the quality of their learning experience.  | Hand out: Timings for the day (back of L3.1) |
| Note about self reflectionWhen you complete the 15 minute reflection of your own lesson, please use pages 3 and 4 in the Teacher’s research notes document. Also, please leave the lesson immediately, otherwise you won’t have enough time to complete the reflection.  | Teacher’s research notes |
| 08:272m | The role of the observerFor each lesson, we’ll each complete a Lesson reflection form. Go through the form. Key points.These two forms have two distinct halves and purposes. Two halvesAs the observer watches the lesson, they evaluate the difference the chosen teaching and learning strategies are making to the learners. By the end of the lesson, the form should have been used to capture exactly how learners are different as a result of the lesson. To do this, page 2 of the form is completed contemporaneously – as the observer watches. The page is split into two columns. In the left-hand column, note the teaching and learning activities (what people are doing), and in the right, evaluate the impact of this on learning. These impacts may be positive, negative, missing or unintended. As the lesson progresses and the notes build, there may well be repetition of particular impacts if these are present throughout the session. As soon as key learning points become clear, they should be transferred to the front of the form as a short summative statement or, for negative impact, a question. You should aim to finish all of the writing during the observation; this isn’t easy.Two purposesDuring the lesson, as described above, the form is used to capture all of the observer’s perceived impact on learning. During the evaluative conversation, however, these summative and detailed notes should be used to form the questions to ask the teacher, as the observers help them to evaluate the lesson’s impact. For instance, the observer may say: ‘At the beginning of the lesson you got the learners to XYZ. What difference did that make to them? How do you know/what did you see? | Hand out: Lesson reflection form |
| 08:2915m | Having a go..Now let’s get our eye in for what to write by observing a section of a Functional skills lesson.I’m going to stop it a number of times so that you can get a sense of the evidence of impact you might capture on the back of the Lesson reflection form. The context is that the nursery had been shut down and just reopened with new staff. The teacher met the learners individually for the first time the day before the filming. *Stop just after the teacher has asked Chris to read the introduction for the session and then interrupted him for the second time. Ask colleagues to write down what they think the impact of these interruptions might be on Chris and the other learners. These may be direct impacts on Chris, or unintended impacts on others.* *Stop again after the teacher counts Naeema’s smarties for her and she says: “Eight.” Give them time to write down their thoughts.* *Observation and plenary. Evaluate how quickly they capture the writing style and focus on impact (difference made) rather than just the activities.*  | Functional skills lesson film**V1 –** Written reflection and discussion |
| Show the completed example of the Functional Skills lesson reflection form. Debate and coach as needed. | Hand out: Functional Skills lesson reflection form**V1, V2, E1, E2** - Discussion |
| 08:432m | The longer gameLooking ahead into the heart of The RED System, it’s important to see that today is the beginning of a period of experimentation, review and reflection. If we get this right, learners will do more, and learn more, and we will have to do less. Our aim is to invest in the development of our skills – the payoff being better learning and an easier life.  | **E3 – Observation of body language**Investment - payoff |
| End of todayAt the end of today, once we’ve finished the last evaluation, we’ll spend a little time evaluating the whole day and deciding on the impact and ideas we’d all like to steal, and the areas of impact you want to improve.  | Final slide |
| 08:45(5m buffer) | Finish*Teacher A makes their way to the first lesson, closely followed by the rest of the team.*  |  |

Afternoon session

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| 16:4510m | Initial reactions to the dayHave you enjoyed the day..? Initial reactions… | **E1** Discussion |
| 16:5510m | Completion of ideas plansTurn to page 4 in your Teacher’s research notes.Grateful if you could put your name on the cover please.. You will, of course, have time to reflect again on these forms and complete them electronically, but it’s important to now capture your ideas and feelings while they are still fresh. Could you now look at at least two aspects of your own lesson for which you would like more impact. This might be to address negative impact, missing impact, or unintended impact. It’s just the top box of each form we need now. There is an example of the sort of text to write on page 4. You’re welcome to delete that later, or copy page 6 if you’d like to keep the illustration for reference. Please note that the focus should be on detailing the impact you wish to improve, before considering the strategy you might use to improve it. You may also chose an improvement element you observed in someone else’s lesson that you recognise from your own practice. We call these the ‘slapped head moments’! Copy your chosen themes to the tops of pages 5 and 6 | Page 5 of Teacher’s research notes**V4 & 5** Written reflection |
| 17:0510m | New teaching strategiesNow look back at your Lesson Reflection Forms and the section marked: ‘What element of impact would you like to steal’. Choose at least two and transfer them to the tops of pages 7 and 8. If you wish to steal more ideas, then simply copy a few more of those pages electronically. Read through the remaining headings, making notes as you go.  | Lesson reflection formPage 7 and 8 of Teacher’s research notes**V3 & 5** Written reflection |
| 17:152m | The data and next stepsThe data that this system produces comes from the tops of the four forms you’ve just complete.The next step is the enjoyable and creative part of the process – deciding on what you’d like to experiment with in order to achieve the impact you’ve identified. This will definitely need careful and creative consideration and possibly some further individual research. The aim of this part of the process is to design a new lesson that incorporates the new strategies with which you wish to experiment. Once you’ve designed the lesson, you then talk it through with someone (preferably the CLT leader). This is for no other reason than to learn a little more by talking through the experiments, and for the CLT leader to have a helpful overview of what everyone is trying out. The latter may or may not prove useful to the whole team.. |  |
| Research lesson evaluationFinally, you invite the CLT leader to help you to evaluate your newly developed lesson. Whilst it is hoped that you will achieve all aspects of the impact you want, the main point of this evaluation is not to judge the success of the experiments, but to learn from them. This could be equally valuable whether they work or not...  | Page 9 of Teacher’s research notes |
| 17:175m | Support resourcesThere are some additional resources to help with the research and development phase. * The RED LISD *(if the provider has one)*

This is a list of all issue we typically come across in the class room. If you click on an issue it takes you to some examples of good practice needed to help resolve it. * How to use the Quality Standard for: *Teaching, Learning and Assessment*

This resource takes you through a structured evaluation of your lesson plans and looks in detail at how to craft learning outcomes that define how you would like learners to be different as a result of the session, rather than a ‘to-do’ list of activities. It also gives an extract of The Centre for Creative Quality Improvement’s gold standard impact statements – with a particular focus on expert/independent learning skill development. Would anyone like a copy? | How to use the Quality Standard for: Teaching, Learning and Assessment |
| Lesson planAlso available, is a * Draft rubric for outstanding lesson planning

This doesn’t preach a format for a lesson plan, but is a discussion tool for a team to debate the content a lesson plan should include if it is to produce an outstanding, unmissable learning experience.  | Rubric for outstanding lesson planning |
| There’s also a simple blank version of the template that illustrates how each of the essential elements might look. Again – for illustration only. Would anyone like copies of these? | Example blank lesson plan form |
| And on the CCQI website you can download a comprehensive example of a complete plan.  | * CCQI website
* … showing all RED System resources
* … close up on resources for teachers
* Example lesson plan
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| 17:225m | EvaluationFinally, could you complete the electronic versions of your development and new teaching strategies ideas over the next four days please?I need to write a note on the learning from the experience to share with other CLT groups. I also need to organise the data so that we can all measure the impact of this Creative Learning Team approach. The important thing for management, governors and Ofsted is that if this doesn’t work and lead to new improvements, we shouldn’t be investing our time in it. As a result, we may well have to go back to graded observations linked to performance management…  |  |
| And the very last piece of paper for today, is the essential evaluation form…  | Feedback form |
| 17:27(3 min buffer) | Finish |  |