

Session Report Form

OUR GUIDING QUESTION: What learning arrangements can we design that will achieve a step change in engagement and integration for all students?

Session Name: Open Space

How can we move teachers we have go towards the approaches which support engagement and relevance? How can we grow their skills?

Summary of the guiding ideas arising from your session:
eg We trust learners to take responsibility for their learning

Teachers who use approaches to support engagement and relevance are:

- Flexible and prepared in a number of different kinds of learning situations.
- Creative and responsive to learners' changing needs (they can think on their feet).
- Learner focused.
- Standards focused.
- Knowledgeable about learning and open to continuous professional learning.
- Emotionally intelligent and able to create the relationships with learners that enable learning.
- Risk takers.

In order to move our teachers on towards the approaches that support engagement and relevance we must ensure that teachers:

- Share an understanding of what good learning looks like and how to facilitate this.
- Share a commitment to the need to change and develop practice in setting up teaching for effective learning.
- Understand the process of change and development that is employed to support change in practice within this school.

Please describe the pedagogic design of your idea

eg Key teaching and learning principles, learning arrangements, workforce deployment/development, etc

This development is about teachers learning rather than teacher training. The school will provide a programme for teacher learning that consists of specific learning opportunities.

Engagement and relevance must be part of the philosophy of the school creating an immersive culture that reflects this philosophical stance.

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Teachers reflections on their learning are supported by coaching and mentoring for all staff including peer mentoring.

Teachers have an understanding that their roles will change and be different in different situations; facilitator, instructor, coach.

Schools must demand changes to the purpose and outcomes of initial teacher training programmes.

Please describe the curriculum design of your idea

eg How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

A curriculum for teacher learning

- Teachers are assessed and assess their skills with respect to the criteria given above and reflect on the development of their skills as they learn and change their practice.
- Teachers have opportunities to learn in ways which are challenging and uncomfortable.
- Each teacher spends one week , each year, in a different school working with students they do not know. This could be within a same-phase school, a different phase or in a training provider organisation.
- Students give feedback on their experience of learning.
- Students visit different schools and feedback on their experience and observations.
- Teachers carry out small-scale action research projects in line with their personal learning needs.
- Teachers have opportunities to teach outside their subject specialism.
- Teachers have a personalised programme for learning about and exploiting ICT to support their students learning. There are no ICT lessons for students. All teachers must be able to exploit technologies including virtual learning environments so that students can learn anywhere and at anytime.

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- Teachers are provided with good physical learning environments and have opportunities to develop their skills in setting up learning in different physical environments.

Please describe any implementation issues you see

eg Mechanisms to avoid 'roadblocks', priority strategic development areas

Schools must organise resources so that teacher learning is a priority during this period. There needs to be space and time for teacher learning, teacher reflection and teacher experimentation.

Schools will have to move away from existing models of CPD and organise the school year, week and day to reflect the greater emphasis placed on teacher learning.

Thank you!

Please leave a copy (Paper or digital) of this report with the facilitator before you leave today.