

Leading developments 1

Objectives

By the end of this session teachers will:

- have considered the role of the subject leader in implementing the standards;
- have identified ways to encourage colleagues to work collaboratively.

Resources

For the trainer

- Computer with data projector, Microsoft PowerPoint and Presentation 14.ppt
- Whiteboard or flipchart

For each teacher

- *Teacher's pack*
Handout 14.1

For each group

- Large sticky notes
- Felt pens
- Two large sheets of paper from the flipchart

Session outline

Introduction Slide 14.1	Whole group presentation	5 minutes
Clarifying current roles Slide 14.2	Whole group presentation, paired work and discussion Task 1: Gaining insights into current roles	15 minutes
Successful curriculum change Slides 14.3–14.5	Whole group presentation, paired and group work Task 2: Own experiences	20 minutes
The role of the subject leader Slides 14.6–14.8 Handout 14.1	Group work and discussion Task 3: Role of the subject leader or head of department Task 4: Overcoming problems	20 minutes
Strategies for successful subject leadership Slide 14.9	Whole group presentation, paired work and discussion Task 5: Planning for implementation	15 minutes
Conclusion	Summary	5 minutes

Introduction

5 minutes

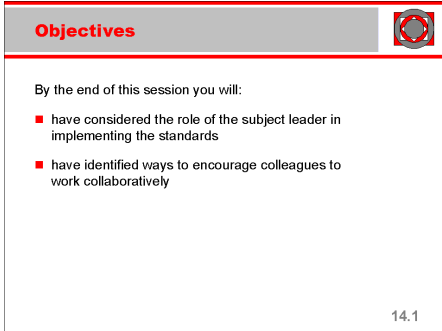
Welcome everyone back and make introductions. Deal with any domestic or administrative matters.

Before the session starts, brief any interpreter about the key points of the session.

Refer to the *Teacher's pack*. Point out the programme for the last day and the evaluation forms for completion at the end of the workshop. Remind everyone that reduced copies of the slides are at the back of the pack.

Load **Presentation 14.ppt**.

Introduce the objectives for the first session, shown on **slide 14.1**



Slide 14.1: Objectives

By the end of this session you will:

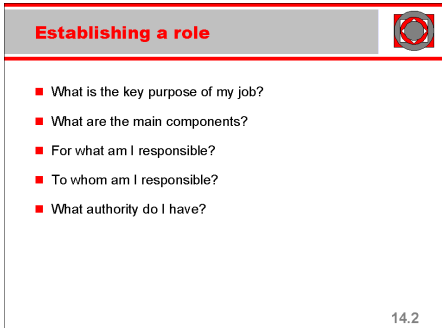
- have considered the role of the subject leader in implementing the standards
- have identified ways to encourage colleagues to work collaboratively

14.1

Clarifying current roles

15 minutes

Say that this session is about helping subject leaders and teachers to identify successful ways of establishing the relationship between their different roles. Show **slide 14.2**.



Slide 14.2: Establishing a role

- What is the key purpose of my job?
- What are the main components?
- For what am I responsible?
- To whom am I responsible?
- What authority do I have?

14.2

Explain that people in a school have different roles and responsibilities and it is important to understand how different roles relate to each other.

Task 1: Gaining insights into current roles

Ask teachers to work individually to think about and make notes on the questions on slide 14.2. Allow about 5 minutes.

Ask the group to form pairs, working with a partner from a different school. The pairs should compare their answers to identify:

- What are the similarities between my role and my partner's role?
- What are the differences?

Allow a further 5 minutes, then double up the pairs to form groups of four, and repeat the questions.

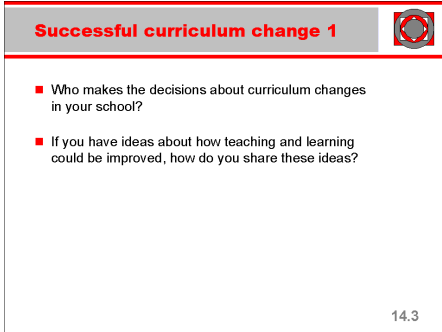
Say that this exercise has shown that teachers in different schools may have the same job title (e.g. subject leader, head of department, class teacher, ...) but the responsibilities may vary from one school to another.

Successful curriculum change

20 minutes

Task 2: Own experiences

Show **slide 14.3**.



Successful curriculum change 1

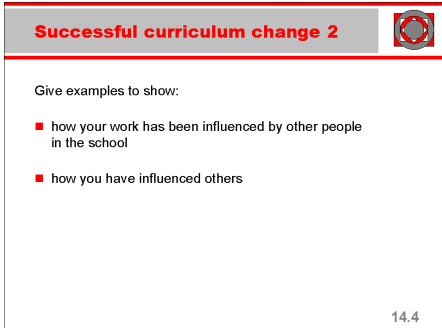
- Who makes the decisions about curriculum changes in your school?
- If you have ideas about how teaching and learning could be improved, how do you share these ideas?

14.3

Explain that the aim of this task is to gather and share successful strategies that can be used to help schools to implement the new standards.

Ask the group to revert to pairs, working with a partner from a different school. Ask the pairs to discuss the two questions on slide 14.3 and to compare their experiences. Allow about 5 minutes for discussion.

Ask pairs to join to form groups of four. Show **slide 14.4**.



Successful curriculum change 2

Give examples to show:

- how your work has been influenced by other people in the school
- how you have influenced others

14.4

Ask the groups to consider the questions on the slide. Allow 5 minutes for discussion, then take feedback to share ideas among the whole group.

Say that there has been extensive research in Britain and the USA to identify how real change in businesses and education can be implemented. The relationship between the people leading the team and the team members is crucial and everyone has something to contribute to the implementation of the standards in their school.

Show **slide 14.5**. Discuss the six key factors in successful change.

Six key factors

Successful change depends on:

- a shared sense of purpose
- a willingness to change
- enthusiasm and excitement
- energy and sustainability
- high-quality personal relationships
- recognition and celebration of success

14.5

The role of the subject leader

20 minutes

Show slide 14.6.

A subject leader's role

- **Curriculum leadership**
 - briefing teachers on the standards
 - building a subject teaching team and delegating tasks
 - leading the development of a scheme of work and lesson plans
 - matching resources to the scheme and identifying gaps
 - supporting teachers' professional development
- **Monitoring** teachers' planning, teaching and assessment
- **Evaluating** progress with the implementation of the standards and producing an annual action plan
- **Establishing links** and keeping everyone informed

14.6

Refer everyone to **Handout 14.1** on the role of the subject leader. Draw attention to the headings. Explain that this document expands the points on slide 14.6.

Ask teachers to focus on the section on curriculum leadership. Allow a few minutes for reading and any questions.

Task 3: Role of the subject leader or head of department

Show slide 14.7.

A subject leader's role

- What could you do to fulfil the curriculum leadership responsibilities? How and when would you do it?
- What could you do to fulfil the responsibilities for monitoring?

14.7

Ask teachers, in small groups, to consider the first question on the slide, to put each idea on a sticky note and stick it on a large sheet of paper. Allow 5 minutes. If any group generates ideas quickly, ask them to consider the second question on the slide.


If possible, the groups should include teachers from different schools.

Allow a further 5 minutes for the groups to move around the room and to look at each other's sheets.

Ask everyone to return to their small groups and to agree on one responsibility that they consider is easy to implement, and one where more detailed planning is needed.

Explain to the group that when changes occur in schools there are often barriers that prevent the necessary changes from taking place. This is more the case where the changes are complex or the ideas are new to the people concerned. Sometimes the barriers are real and there is a need to review the organisation of the school or to change the structures within it. In other cases there is reluctance to change because the people involved have no experience of the new ways of doing things or cannot envisage what it would be like if things were different. For example, some people have found it difficult to imagine the difference that technology might make to people's lives.

Show **slide 14.8**.



Views on change

- I think there is a world market for about 5 computers.
Thomas J. Watson, Chairman of IBM, in 1943
- There is no reason for any individual to have a computer in their home.
Ken Olson, President of Digital Equipment, in 1977

14.8

Task 4: Overcoming problems

Say that this part of the session is an opportunity to discuss what might prevent the standards being introduced successfully and what teachers could do to overcome problems.

Ask teachers to work in school groups to discuss real or imagined problems and ways of getting round them. Allow 5 minutes for discussion.

Take brief feedback to share ideas around the group.

Strategies for successful subject leadership

15 minutes

Explain that the key strategies for successful subject leadership are inter-related. Together they provide a powerful way of influencing what happens in classrooms.

Show **slide 14.9**.



Strategies for success

- Modelling
- Monitoring
- Discussion

14.9

Use the notes below to talk through the bullet points on the slide.

- **Modelling** good practice in your own classroom, being enthusiastic and open to new ideas, establishes a positive ethos and basis for continued improvement. Your own interest and attention to teaching methods, students' progress and classroom activities conveys to everyone that high-quality teaching and learning is important.
- **Monitoring** what happens in classrooms, tracking students' progress, observing teaching and visiting colleagues informally helps teachers focus on the important issues.
- **Discussion** about teaching and learning reinforces the key features that lead to good-quality teaching and raising standards. It also reinforces the idea that everyone has a part to play in improving teaching, learning, the curriculum and schools generally.

Task 5: Planning for implementation

Spend a few minutes finding out what experience teachers have of the different strategies for success on slide 14.9 and how confident they feel about these strategies being a regular part of their work.

Ask teachers to work in school groups for 5 minutes or so to identify one or two activities they could undertake in their schools to help to introduce the standards. Ask them to highlight the role that they will play, and to agree when they will meet to review progress. Each school group should complete the statement 'Back in school we will try to ...' on a large sheet of paper.

Allow a few minutes for the groups to circulate and look at each other's statements.

Conclusion

5 minutes

Sum up what has been covered in the session. Say that the next two sessions will consider aspects of the subject leader's role in more detail.