

Leading developments 3

Objectives

By the end of this session teachers will:

- have considered some ways of supporting colleagues;
- have identified some of the action needed to implement the standards successfully in their schools.

Resources

For the trainer

- Computer with data projector, Microsoft PowerPoint and Presentation 16.ppt
- Whiteboard or flipchart
- Spare copies of the evaluation forms for Day 5 and the whole workshop
- Copy of the end of workshop round-up of views

For each teacher

- *Teacher's pack*
Handouts 16.1–16.3
Evaluation forms for Day 5 and the whole workshop

Session outline

Supporting colleagues Slides 16.1–16.2 Handout 16.1	Whole group presentation and discussion Task 1: Methods of support	35 minutes
Action planning Slides 16.3–16.5 Handout 16.2	Summary of next steps Task 2: Action points	20 minutes
Gap tasks Handout 16.3	Explanation and discussion of gap tasks	10 minutes
Evaluation and end of workshop Evaluation forms for Day 5 and whole workshop	Discussion with participants about the workshop Completion of evaluation forms	15 minutes

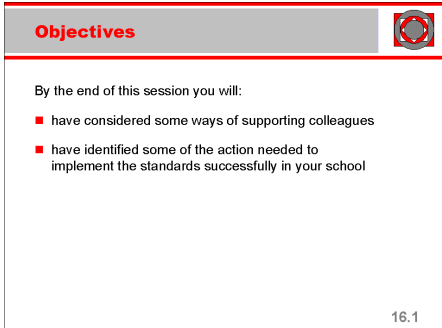
Supporting colleagues

35 minutes

Explain that this last session of this five-day workshop will continue to focus on the leadership role and the action needed to implement the standards successfully. Show **slide 16.1** to introduce the objectives for this session.

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

Load **Presentation 16.ppt**.



Objectives

By the end of this session you will:

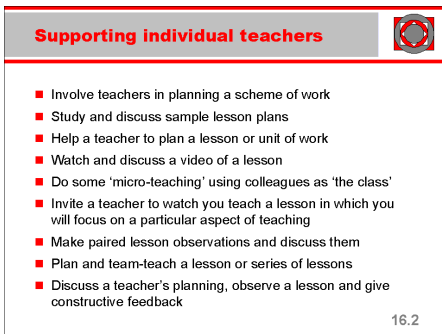
- have considered some ways of supporting colleagues
- have identified some of the action needed to implement the standards successfully in your school

16.1

Say that the features of high-quality teaching discussed over the last five days are applicable in primary, preparatory and secondary schools.

Ask teachers to suggest how they could support teachers of mathematics in their school as they learn to apply the principles of quality teaching and learning discussed during the course. List the suggestions in note form on a flipchart.

Use **slide 16.2** to summarise if necessary.



Supporting individual teachers

- Involve teachers in planning a scheme of work
- Study and discuss sample lesson plans
- Help a teacher to plan a lesson or unit of work
- Watch and discuss a video of a lesson
- Do some 'micro-teaching' using colleagues as 'the class'
- Invite a teacher to watch you teach a lesson in which you will focus on a particular aspect of teaching
- Make paired lesson observations and discuss them
- Plan and team-teach a lesson or series of lessons
- Discuss a teacher's planning, observe a lesson and give constructive feedback

16.2

Task 1: Methods of support

Ask school groups to turn to **Handout 16.1** in their *Teacher's pack*. Allocate to each group a different method of support for individual teachers. Say that it is important to consider four points: the benefits and limitations of these various methods of support, when to use a particular method of support and how to ensure that the support is effective.

Ask groups to spend 7 to 8 minutes discussing and agreeing on the four points for the methods of support that they have been allocated. They should make brief notes on the handout. Say that they can consider another method if they have time.

Take brief feedback on each method in turn. Ask the group(s) who were allocated the method to give the feedback. Encourage everyone to add brief notes on Handout 16.1 as the feedback is given. Aim to feed the points below into the discussion.

- Joint planning a lesson or series of lessons can help to focus on the structure of lessons, increasing the range of learning activities, extending the range of questions used, and so on.
- When planning and teaching a lesson for another teacher to observe, identify particular features which the observing teacher can concentrate on and incorporate into their own lessons.
- With all lesson observations, it is important to arrange time for discussion before and after lessons.
- Lessons that have been taught or planned jointly can be a useful focus for discussion at a staff meeting.
- Although staff meetings and training sessions are important and have a part to play, support for colleagues with their teaching is the key.

Action planning

15 minutes

Summarise the next steps needed to follow up the course by showing **slides 16.3 to 16.5** and discussing them briefly. You may wish to indicate the support that you will be able to provide in relation to each step.

Preparing for the standards

The first tasks are to:

- familiarise teachers with the **standards and their purpose**
- use the standards to **produce an outline scheme of work** and some **sample lesson plans** for each grade
- begin to select a **range of resources** to support the scheme of work and **familiarise teachers with how best to use them**

16.3

Preparing a scheme of work

- In each grade, the standards need to be grouped into **units**
- Each unit needs to be allocated a given number of **teaching hours or lessons**
- The units should then be **sequenced** in the order that they will be taught throughout the school year
- Each unit then needs to be translated into an appropriate number of **lesson plans**

16.4

Support for teachers

Longer term, the task is to help teachers to:

- continue to become familiar with the standards, particularly new subject matter
- refine and develop the scheme of work and lesson plans
- strengthen teaching methodology and assessment
- select and become confident with the use of a wide range of teaching and learning resources, including ICT
- become familiar with the **new national tests** and how to use results to improve teaching and learning

16.5

If possible, indicate when training on the new national tests will take place.

The second and third mathematics workshops will also include aspects of assessment.

Task 2: Action points

Refer everyone to **Handout 16.2** in their *Teacher's pack*. Ask them to work together in school groups and to make notes on their priorities for action to follow up today's sessions. Allow about 7 to 8 minutes.

Check whether anyone has any unanswered questions and answer these now.

Gap tasks

10 minutes

Introduce and explain the gap tasks on **Handout 16.3**. These are tasks for teachers to carry out at school before the next workshop. Point out the lesson evaluation form on **Handout 16.4**. Remind school groups about the help that they can get from their School Support Organisations.

Evaluation and end of workshop

15 minutes

Ask teachers to complete the evaluation forms for the fifth day and for the overall evaluation of the workshop. Say that you have some questions to discuss with them after they have completed the forms.

Thank everyone for their contributions to the workshop. Collect in the evaluation forms before teachers depart.