



Supporting Principals, Deputy Principals & Middle Management to Lead
Teaching & Learning

Mr Joe Boyle

Ms Annette Gildea



Leading Learning; Creating a Culture of Improvement and Collaboration
in Teaching, Learning and Assessment.



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Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*



Learning Outcomes:

1. **Identify** a wide variety of learning and teaching methods that may be employed effectively in staff meetings to model best practice of an active classroom.
2. **Identify** effective strategies and incorporate them into problem solving timetabling issues.
3. **Apply** Instructional Leadership to recap on the key information on four key managerial issues by participating in a Teams Game Tournament.
4. Work as part of a team in **analysing** issues in a school context with your peers.
5. **Develop** a staff meeting agenda that incorporates Instructional Leadership.
6. **Evaluate** what impact Instructional Leadership as a method of engaging teachers in key school issues could have on your staff in September.



Academic Controversy: Recording Sheet

Group Name: _____

Controversy:

1. How do we reduce our Junior Cycle curriculum from 10 subjects to 9 subjects?
2. What subjects will remain as core subjects and what subjects will go into the option blocks?

Core Subject Pro-points:

1. _____
2. _____
3. _____
4. _____

Option Subject Pro-points:

1. _____
2. _____
3. _____
4. _____



Mandatory Subjects as per Department of Education and Skills.

- English
- Irish
- Mathematics

Option Subjects (relate to your school context) to choose from:

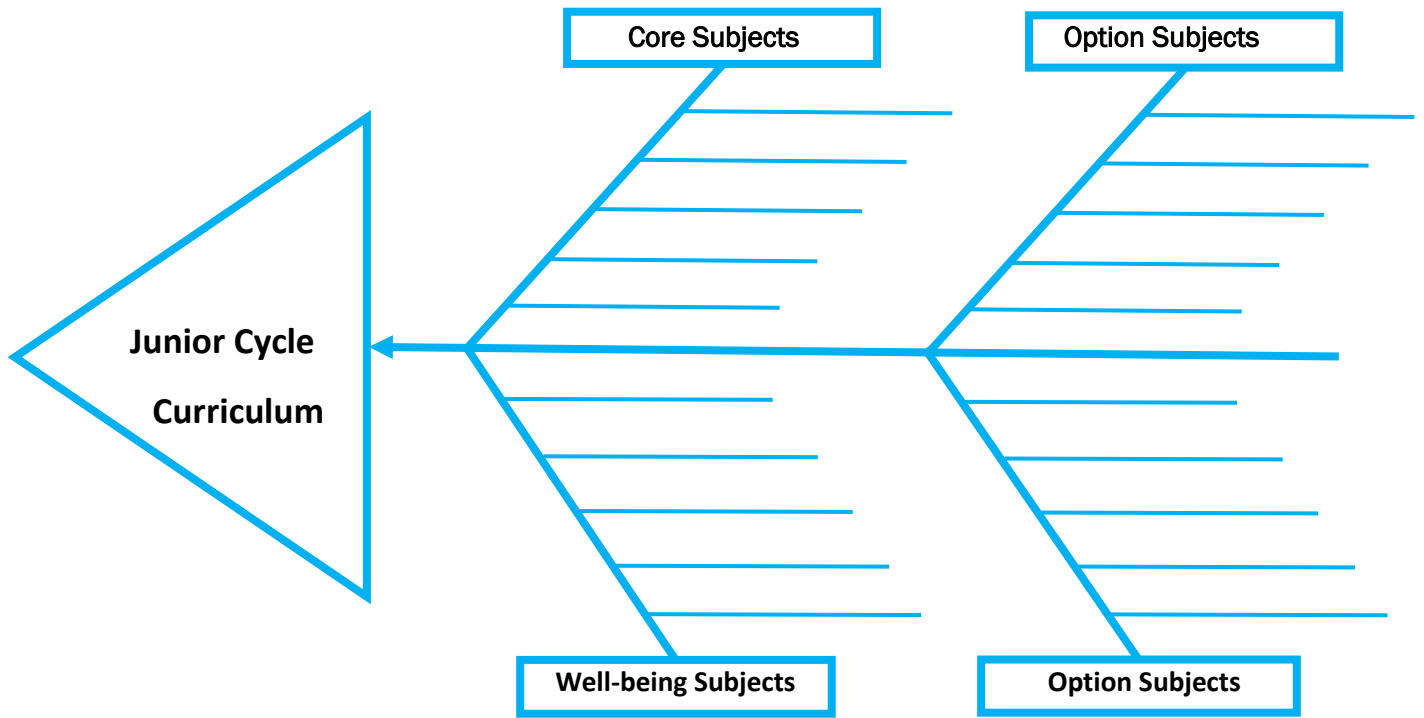
- Art
- Business Studies
- Geography
- History
- Home Economics
- ICT
- Metalwork
- Modern Language
- Music
- Religion
- Science
- Short Courses
- Technical Graphics
- Technology
- Woodwork

Wellbeing-must be included as directed by Circular 0015/2017.

- CSPE
- PE
- SPHE



Junior Cycle Curriculum 2018-19





Academic Controversy: Peer Assessment Feedback.

Complete the following as a team:

	Low					High				
1. Did all of the members of our group contribute ideas?	1	2	3	4	5					
2. Did all of the members of our group listening carefully?	1	2	3	4	5					
a. To the ideas of other group members?	1	2	3	4	5					
b. To the other group discuss?	1	2	3	4	5					
3. Did all of the members of our group encourage other members to contribute their thoughts and opinions?	1	2	3	4	5					

4. Three ways we helped each other learn or engage with the material:
- a. _____
 - b. _____
 - c. _____

5. One difficulty our group had was:
- a. _____

6. Other Observations:

Group Signatures:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Adapted from Barrie Bennett & Carol Rolheiser: Beyond Monet: The Artful Science of Instructional Leadership



Information from Beyond Monet

Three complex instructional concepts

1. Active participation
2. Motivation
3. Levels of thinking-Example Bloom's Taxonomy

Instructional skills

1. Wait Time
2. Framing Questions
3. Responding to student responses

Two Types of Motivation

1. Intrinsic
2. Extrinsic

Motivation Variables

1. Success
2. Knowledge of results (feedback)
3. Accountability
4. Meaningful to the students
5. Positive feeling tone (winning over, politeness)
6. Interest

Johnson's 5 Elements of Effective Group Work

1. Face to Face Interaction
2. Individual Accountability
3. Collaborative Skills
4. Processing
5. Positive Interdependence



Jigsaw

Description:

A **cooperative activity** in which students are part of a cooperative group/team this is called Home Team. Each member of the home team becomes an **expert** on a different aspect of one topic of study.

Procedures:

Arrange **home groups** and give each person a **letter** within the group. Form expert groups by having all the A's from each home group come together. **Assign** each expert group **different** material to learn and become experts on. Students then **return** to their home groups and take turns **sharing** their expert knowledge. The goal is for all home group members to become **experts on all materials**.

Classroom Management Considerations:

- Weaker & stronger students can be paired
- Timing
- Check for understanding before returning to home group

Jigsaw using Bloom's Taxonomy

Academic Aim:

- To create an awareness of Instructional Leadership strategies that can be incorporated into the classroom/staff meetings that benefit effective collaboration.

Collaborative Task:

- Equal Participation, Allocation of groups, Engage with content

Topics:

1. Group A are assigned GDPR.
2. Group B are assigned Junior Cycle Reform
3. Group C are assigned Child Protection
4. Group D are assigned Wellbeing in the Junior Cycle

Materials:

1. Content topic material for each group
2. Question sheet for each group



3. A3 page to record answers on

Group A

Content Topic: GDPR

Blooms Level	Answer
Level 1: Knowledge When did the law regarding data protection change?	
Level 2: Comprehension Provide examples of the type of data sets schools hold.	
Level 3: Application Identify what change schools will need to make to comply with GDPR	
Level 4: Analysis What areas of concern are in school since the introduce of GDPR?	
Level 5: Synthesis What if an image of a student playing football was placed on the school website and their parent/guardian rang the school to complain, what would you do?	
Level 6: Evaluation Evaluate the procedures that are already in place to comply with GDPR.	



Group B

Content Topic: Junior Cycle Reform

Blooms Level	Answer
Level 1: Knowledge What is the key document in Junior Cycle reform?	
Level 2: Comprehension Provide some examples of activities that the individual with hours of coordination could be asked to do.	
Level 3: Application Make a list of factors to consider for timetabling.	
Level 4: Analysis What are the components to consider for 2108/2019 from the Circular 0015/2017 page 25-27?	
Level 5: Synthesis Suppose a teacher has coordinated a SLAR during free periods can they get the two hours retrospectively?	
Level 6: Evaluation Evaluate how professional time will be used?	



Group C

Content Topic: Child Protection

Blooms Level	Answer
Level 1: Knowledge Who has responsibility for keeping children safe?	
Level 2: Comprehension In your own words, what are the two main legal obligations for a Mandated person under the Children First Act 2015?	
Level 3: Application Demonstrate how Children First will work with families.	
Level 4: Analysis Which steps are important in the process of reporting?	
Level 5: Synthesis Suppose you overheard a conversation about a child in school at your local shop that would give cause for concern, what would you do?	
Level 6: Evaluation Evaluate how the Children First Principles are disseminated to teaching staff.	

Group D



Content Topic: Wellbeing in the Junior Cycle

Blooms Level	Answer
Level 1: Knowledge When has wellbeing come in for all first years?	
Level 2: Comprehension How can you place wellbeing onto your school timetable?	
Level 3: Application Using the information from aspects of wellbeing, demonstrate the way wellbeing can be enhanced in your school community.	
Level 4: Analysis Which indicator of wellbeing is important for your school to develop wellbeing in the whole-school community?	
Level 5: Synthesis What would you do if your religion department want to be recognised under wellbeing as their class number will be reducing to facilitate wellbeing on the timetable?	
Level 6: Evaluation Judge whether or not 400 hours of wellbeing was a good decision for the curriculum. Explain.	

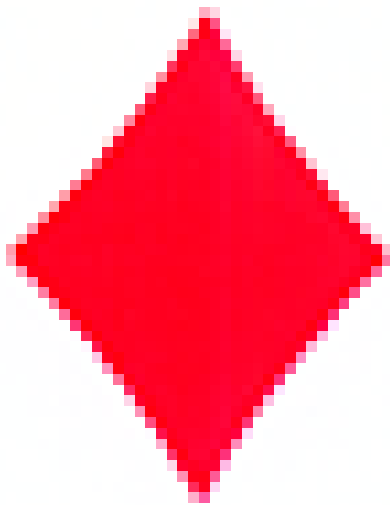
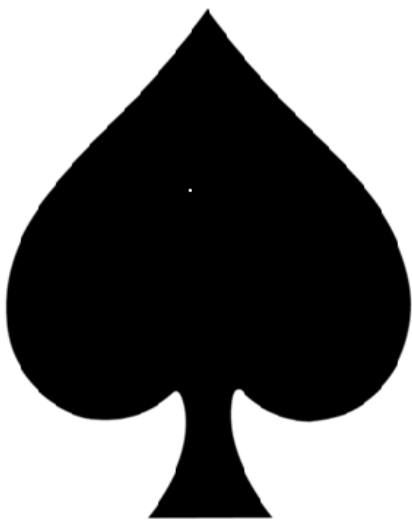


Topic: _____

Knowledge	Comprehension	Application
Analysis	Synthesis	Evaluation













Teams Games Tournament















Hearts Questions

1.  What subjects are now incorporated into wellbeing?
2.  What learning opportunities will be included in wellbeing?
3.  Up to how many hours will be made available to wellbeing?
4.  In planning for wellbeing, four aspects will be considered in schools, what are these?
5.  The four aspects of wellbeing in schools coincide with what other two documents?
6.  What relationships are considered in wellbeing?
7.  What are the indicators of wellbeing?
8.  Where can schools access subject specifications/short courses in Wellbeing?
9.  When introducing a certain area of learning as part of a school's Wellbeing programme, what must be provided?
10.  When will Wellbeing be recorded for the first time on the Junior Cycle Profile of Achievement (JCPA)?













Diamonds Questions

1.  How does the Children First Act 2015 define harm?
2.  In principle 1, who is responsible for the safety and welfare of children?
3.  What is the overall aim in all dealings with children and their families according to principle 3?
4.  What is key to getting better outcomes from the Children First Principle 5?
5.  How many principles guide our working with families in Children First?
6.  In principle 2, what should be paramount?
7.  In principle 4, when the State intervenes, what should they build on?
8.  According to principle 6, children should only be separated from their parents or carers when?
9.  Who is a mandated person?
10.  What is the role of the Designated Liaison Person (DLP)?



Clubs Questions

1.  Name four of the principles for junior cycle education.
2.  Name four of the key skills in the junior cycle.
3.  What has been introduced to support teachers engage in professional collaborative activities to support teaching, learning and assessment?
4.  How much time will be allocated by school management to a teacher for the preparation and co-ordination of each SLAR (Subject Learning and Assessment Review)?
5.  What has been put in place on an interim basis to assist school leaders with the new Junior Cycle?
6.  Provide examples of what hours of co-ordination can be utilised for
7.  How many hours of coordination are granted for a school with an enrolment of 700+?
8.  What condition is attached to the professional time?
9.  How many hours of coordination are granted to a school with 400-599 enrolment?
10.  How long should a SLAR meeting last?



Spades Questions

1.  What is data?
2.  What does the new GDPR strengthen?
3.  Explain the main change in the law regarding GDPR?
4.  How will schools demonstrate that they are being GDPR compliant?
5.  Identify two types of data sets held by schools.
6.  If schools do not comply with their GDPR obligations, what are they subject to?
7.  One key change is the enhanced access rights of an individual to their personal data, what is the shorter timeframe within which a data access request must be included?
8.  How can accountability and compliance be achieved by schools holding personal data?
9.  Before data is collected, what information must schools provide to an individual?
10.  What term describes the instrument schools can use to inform individuals about their rights with respect to the data/information intended for collection?













Hearts Answers

1. ♥ CSPE, PE and SPHE.
2. ♥ Physical, mental, emotional and social wellbeing.
3. ♥ Up to 400 hours.
4. ♥ Culture, Curriculum, Relationships, Policy & Planning.
5. ♥ Guidelines for Mental Health Promotion and Suicide Prevention (2013) and Schools for Health in Ireland: Framework for Developing a Health Promoting School.
6. ♥ Student/teacher relationships, peer relationships, student voice, partnerships with parents/guardians, community and wider supports.
7. ♥ Active, responsible, connected, resilient, respected, aware.
8. ♥ NCCA.
9. ♥ A clear rationale explaining why this area of learning is being considered.
10. ♥ Autumn 2020.













Diamonds Answers

1.  Assault, ill-treatment or neglect of the child in a manner that seriously affects or is likely to seriously affect the child's health, development or welfare, or (b) sexual abuse of the child, whether caused by a single act or combination of acts, omissions or circumstances, or otherwise.
2.  Everyone.
3.  To intervene proportionately to support families to keep children safe from harm.
4.  Early intervention.
5.  Ten.
6.  The best interests of the child.
7.  The existing strengths and protective factors in the family.
8.  Alternative means of protecting them has been exhausted.
9.  Mandated persons are people who have ongoing contact with children and/or families and who because of their qualifications, training and experience are in key position to protect children from harm.
10.  To be a resource for any staff member or volunteer who has a child protection or welfare concern.













Clubs Answers

1.  Learning to learn, choice & flexibility, quality, creativity & innovation, engagement & participation, continuity & development, inclusive education and wellbeing.
2.  Managing myself, being creative, being numerate, being literate, working with others, communicating, staying well, managing information & thinking.
3.  Professional time.
4.  Two hours to be facilitated through additional paid substitution but not within Supervision and Substitution scheme.
5.  Weekly coordination hours.
6.  Supporting school leaders with planning, communication & organising substitution for teachers attending in-service, facilitating in-school CPD and liaise with the JCT, scheduling SLAR meeting and liaising with coordinators, overseeing CBA reporting to parents/guardians, organising administration of AT to the SEC.
7.  3 hours in-school weekly coordination hours.
8.  Full cooperation of a teacher with all elements of the Framework for Junior Cycle 2015.
9.  2.6 hours (1.3 hours revised in Circular 003/2018) in-school weekly co-ordination hours.
10.  A SLAR meeting should take place in one two-hour session.



Spades Answers

1.  Any information, including documents, video footage or genetic material that relates to and identifies an individual.
2.  The rights of data subjects regarding their privacy and the responsibilities of organisations to uphold these rights.
3.  Organisations have to be able to demonstrate or prove that they are being compliant with the law.
4.  Keep records of all of the school's data protection considerations, decisions and actions.
5.  Student data, employee data, parent information, information about volunteers (others may exit for each school).
6.  Fines and/or lawsuits.
7.  One month.
8.  Creating a personal data inventory.
9.  Name of school, reasons why the data is being gathered. how the data will be used, who this data will be shared with, the legal basis for processing the data, how long the data will be retained, the right of complaint, individual's right to their personal data.
10.  Data Privacy Notice



Teams Game Tournament Scorecard

Round 1			Round 2		
Question	Team 1	Team 2	Question	Team 1	Team 2
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total			Total		

Round 3			Round 4		
Question	Team 1	Team 2	Question	Team 1	Team 2
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total			Total		



Place Mat: A Collaborative Tactic

Place Mat is a form of collaborative learning that combines writing and dialogue to ensure accountability and participation of all students. It involves groups of students working both alone and together, around a single piece of paper to simultaneously involve all members.

Materials

1. Chart paper is preferable, but not necessary. Pens and Pencils.
2. The paper is divided up into pieces based on the number of members in the group with a central square or circle. (Samples are attached).
3. Other organizers can be placed within the place mat to help structure material.

Process

1. Carefully construct the assignment;

Link the construction of the assignment with the learning outcomes e.g. are you aiming to:

- Brainstorm / generate / introduce a new idea?
- Use as an elaborative / extension tool to provide depth to the lesson?
- Encourage team problem solving?
- Distinguish between primary ideas, secondary ideas and supporting detail?
- Structure thinking around an event or issue to prepare for concept attainment / Mind Maps or Concept Maps?
- Consolidate / review what has been learned?
- Other?

2. At what level do you want the discussion to be at in terms of Bloom's taxonomy? What verbs are you using that indicate this level?

Bloom's Taxonomy – a quick review

1. **Knowledge** – recall, recite
2. **Comprehension** – explain, provide examples
3. **Application** – act on the understanding
4. **Analysis** – compare / contrast, pull apart
5. **Synthesis** – reinvent, create, look at in a new way
6. **Evaluation** – judge based on criteria

3. Group Students

- In smaller groups that might feel safer?
- In larger groups that generate more information?
- According to varied ability? Random groupings? Numbered heads?

Hand out the assignment with the place mat.



I. Students work alone first.

- How long do you want this to last?
- Do students have the skill of respecting the learning time of others quietly?
- If not, what can you do to pre-teach the skill?

II. Students share information with the group.

- Results are recorded in the centre of the page.
- How structured will the sharing be? Round Robin? Three-step Interview?
- How much time and in what order?
- How will accountability for listening be built?
- Will any formal group roles be assigned such as “recorder”?
- Is the primary purpose here, listening or probing deeper as each member speaks, or both?
- What pre-skills need to be taught to make this effecting e.g. active listening, questioning, critical thinking and effective communication?

III. Students share information between groups.

Sharing then takes place between groups. This can be done with Walkabout, Round Robin, reporting to the whole class or a number of techniques depending on your purpose or time.

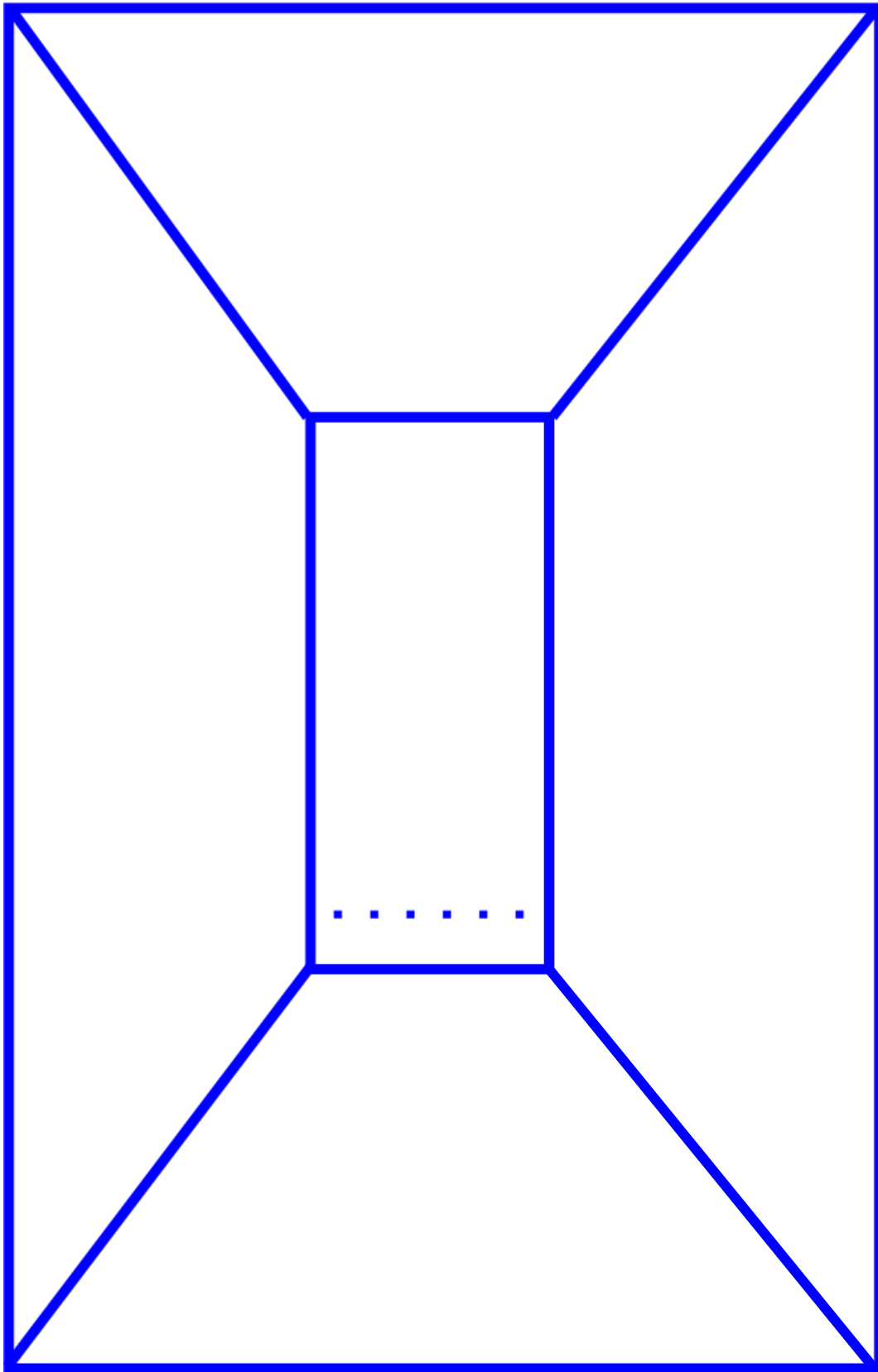
- Who will speak for the group?
- Again, how will accountability be built in?
- How will note taking take place so all have the results of the class?
- How will a safety net be created for the very shy etc.?

IV. Assess the Process.

- How will you assess the process?
- What criteria will you use?
- Are students aware of your criteria for assessment?



Plan your start of Year Staff Meeting – Modelling a number of IL Strategies.





Revisiting Learning Outcomes:

1. **Identify** a wide variety of learning and teaching methods that may be employed effectively in staff meetings to model best practice of an active classroom.
2. **Identify** effective strategies and incorporate them into problem solving timetabling issues.
3. **Apply** Instructional Leadership to recap on the key information on four key managerial issues by participating in a Teams Game Tournament.
4. Work as part of a team in **analysing** issues in a school context with your peers.
5. **Develop** a staff meeting agenda that incorporates Instructional Leadership.
6. **Evaluate** what impact Instructional Leadership as a method of engaging teachers in key school issues could have on your staff in September.

Reflection:

1. **Description:** What happened?
2. **Interpretation:** What is most interesting/important/useful/relevant?
3. **Outcome:** What have I learned from this?



Resources and References:

Bennett, B, & Rolheiser, C., (2001) *Beyond Monet: The Artful Science of Instructional Leadership*, Toronto: Bookation.

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