

# ASHLAWN CPD AND TEACHING & LEARNING UPDATE



## Teaching & Learning Ideas

- Students are given a world record to compete against – such as Bolt's 9.59 for the 100m!! Students then explore how to get as close to that ambitious target as possible by exploring possible solutions and action planning. Students can work collaboratively with others to reflect on progress and review targets as well as action plan (**Simon Wright**);
- Students are required to communicate their understanding of a key term, concept, idea etc but are only allowed to use visual representations – perhaps on a flash card. This can be easily differentiated by identifying the term, idea or concept for the individual or, for example, limiting the range of visual techniques, shapes etc at their disposal (**John Lawlor**).

## The CPD Library

Why should we promote interactivity and AfL in lessons? Aren't many new ideas simply "gimmicky" and shouldn't we stick to traditional means to engage students?

While no one would dismiss much of the traditional means for developing learners, there are many new ideas rooted in evidence which prove the value of interactivity, AfL etc. There is a terrific section in the Geoff Petty text in the silent study section of the Library which shows John Hattie's "table of effect size". This draws together 1000s of research projects across the world, evaluates them for their impact on student outcomes and ranks them.



## Professional Learning Programme

**Whole-school Programme:** Exciting innovations to the school priorities has given rise to the Learning Communities and Building High Performing Teams groups. **Rob Southern** has, for example, taken a lead in offering a cross-subject investigative group looking into skills-based learning.

- Look out for some innovative CPD professional learning opportunities with other schools in the community – November's and January's TDs promise to "sparkle!"

For support staff, developing skills and knowledge sessions in relation to SIMS is due to be provided early next half-term. In the interim, **Lexa Wincott** is organizing for our cleaning and other site team staff some health & safety training. Everyone's a learner in our Learning Community!

### MA, MSc, Foundation Degree Programmes, NVQ & More:

- **Jo Griffiths** is continuing her MA at Warwick and has recently completed a project: *School-based Factors Influencing Sixth Form Achievement*. Jo is happy to speak with any interested parties on this, so, if Sixth Form Improvement is a focus for you, perhaps arrange a chat.

Meanwhile, some 20 support staff including **Victoria Pirie**, **Christine Beanland** and **Joyce Collins** (colleagues with an administrative and technical role) have begun to undertake their NVQ in a range of areas such as Business Administration and Customer Service. This has so far involved: baseline assessments; core skills improvement; work-related project development.



## Useful Websites

The following help address our strategic priorities for this year:

<http://www.ksl-training.co.uk/high-performance-teams.htm>

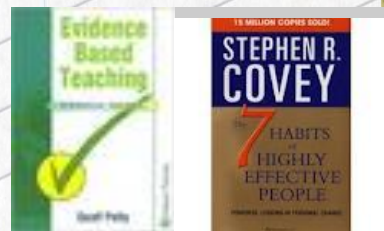
[http://en.wikipedia.org/wiki/High-performance\\_teams](http://en.wikipedia.org/wiki/High-performance_teams)

Alternatively, pop: "National College" and "high-performing teams" in to google

For more on John Hattie's "table of effect sizes" (see the CPD Library bit and ideas about evidence-based learning), see:

[http://www.teacherstoolbox.co.uk/T\\_effect\\_sizes.html](http://www.teacherstoolbox.co.uk/T_effect_sizes.html)

<http://www.geoffpetty.com/>



Meanwhile, check out the copies of Covey's original 7 Habits text: this underpins ideas about "building high-performing teams" but is also excellent for more general self development.

