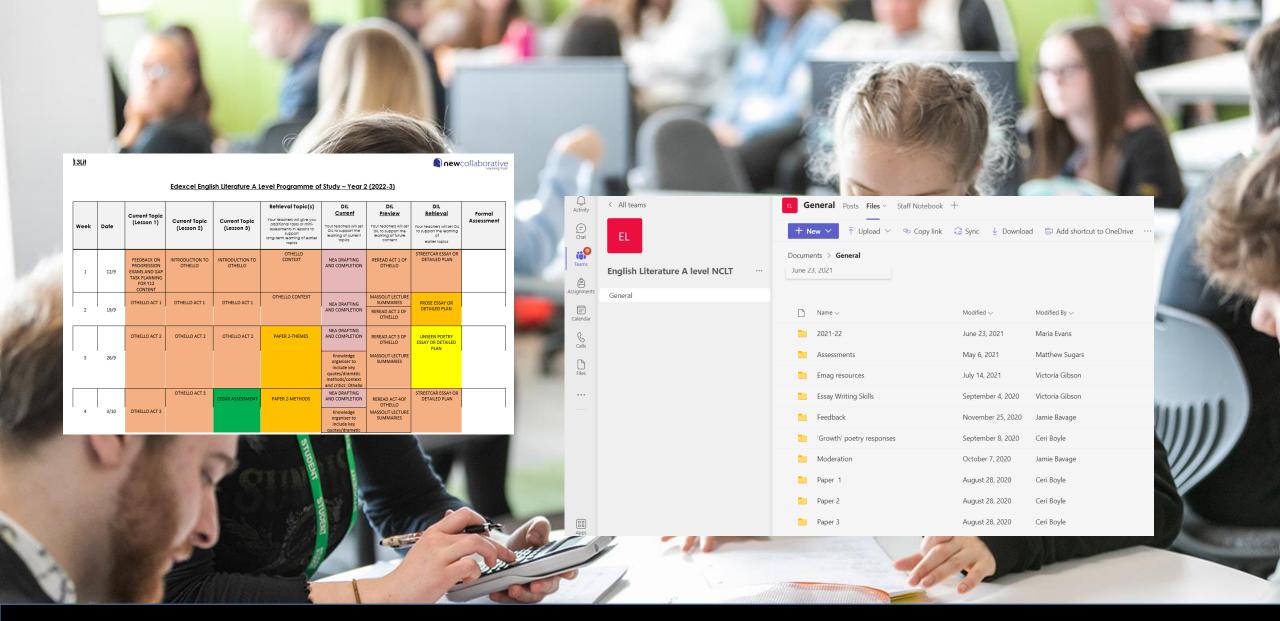


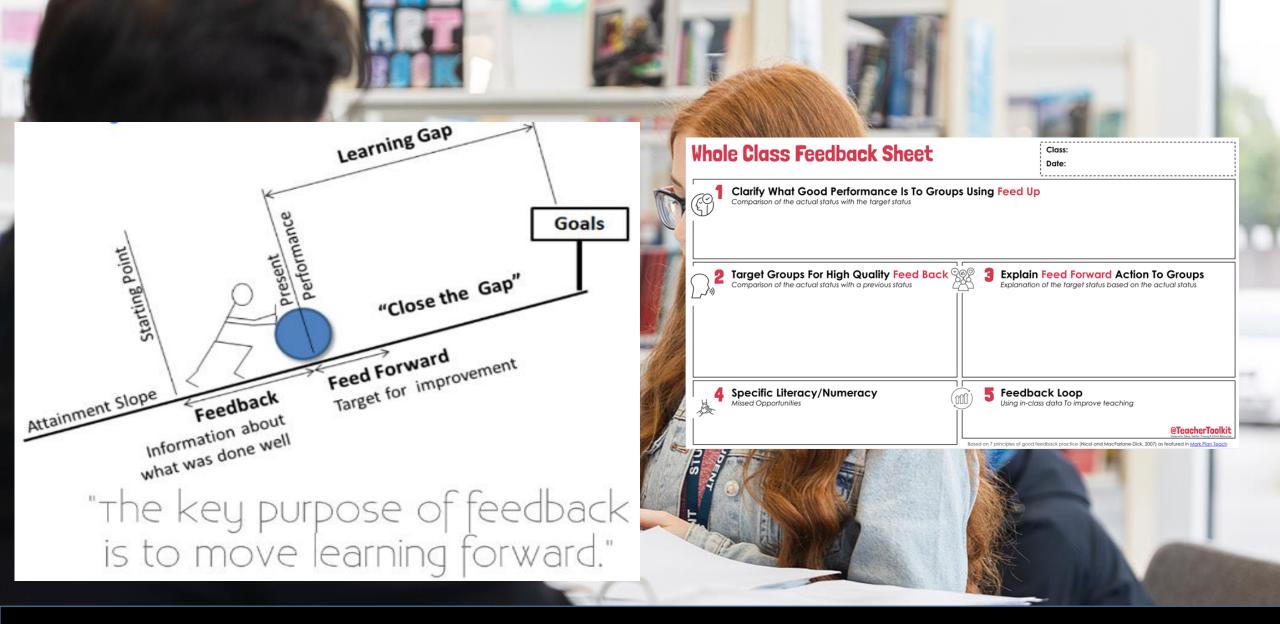
Introductions



How has staff workload been considered in teaching for learning developments?



Collaboration



Advice

PREVIEW (\$ 5-15 minutes

- · Before each lesson preview new material
- . Skim the chapter or watch the video
- Note headings, summaries & big ideas
- Think of questions you want answered
- Decide what you want to learn or accomplish in your study session
- This will give you an overview and make learning the details in the lesson easier

THE

WEEKLY REVIEW

- 1. Set aside an hour a week. No distractions!
- 2. Split up the hour evenly, 20 mins per subject
- 3. For 20 mins, review the week's work in that subject by:
 - · Checking your notes are clear, legible and in order.
 - · Summarise your learning in a quick diagram, mind-map or a few lines of notes.
 - · Highlight or circle material you found hard this during the week. This is the material you will need to work on during your
 - Go through the DIL you have been given and any deadlines you have been set. Make a prioritised list for the week.
- 4. Once you've done this for one subject, repeat for the others

ASSESS



- · Periodically assess your level of learning
- Test yourself from memory
- Explain the material in your own words
- Teach the material to someone else
- · Apply your knowledge to a new context
- This will help you check whether your study methods are effective

ATTEND



- · Go to every lesson
- Participate fully
- Ask questions
- Take meaningful notes
- · Participating in a lesson is much more effective than just reading, listening or watching a recording of a lesson

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STUDY



- Daily study schedule 3 to 5 focused study sessions every day at college
- · Weekly review set aside an hour a week to review your progress in all your subjects
- · Read material. Make notes. Ask 'why', 'how' and 'what-if' questions
- . Make connections. This will help you learn the material more deeply and reliably recall it in

REVIEW



- · After each lesson, ideally within 24 hours
- · Review your notes
- Fill in any gaps
- · Develop any questions that need answering
- This will start the process of moving new material from working memory into long-term memory

THE STUDY CYCLE

is a 5-step approach to learning designed to help you become a more efficient learner. It works the way your brain learns best. The study cycle can be easily adapted to any course at college.

FOCUSED STUDY PLAN





Decide what you want to learn or accomplish in your study session

FOCUS



Don't get distracted! Turn off your phone and find somewhere quiet to study

(25 minutes

STUDY

Interact with the material: organise, concept map, reflect, summarise, connect & elaborate

BREAK

C: 5-10 minutes

Clear your working memory by taking a short break

LEARN

(25 minutes

Learn the material look, cover, write, check

BREAK

(5-10 minutes

Clear your working memory by taking a short break

(5 minutes

Test yourself from

+ 19.90%







Peculiarities of Human Memory

- Learn by linking to what we already know.
- Retrieving from memory is fallible.
- Retrieval modifies memory.
- Limitless capacity to learn and store info.

Cognitive Processes of Learning

- Attention getting information into memory
- Encoding making information meaningful
- Storage stabilising & consolidating info
- Retrieval getting info out of your memory

Met

Meta-memory



To help students understand how they learn and how their memory works:

- Highlight the peculiarities of human memory.
- Outline the cognitive structures of the brain.
- Explain the key cognitive processes of learning.
- Describe differences between novices & experts.

Definition

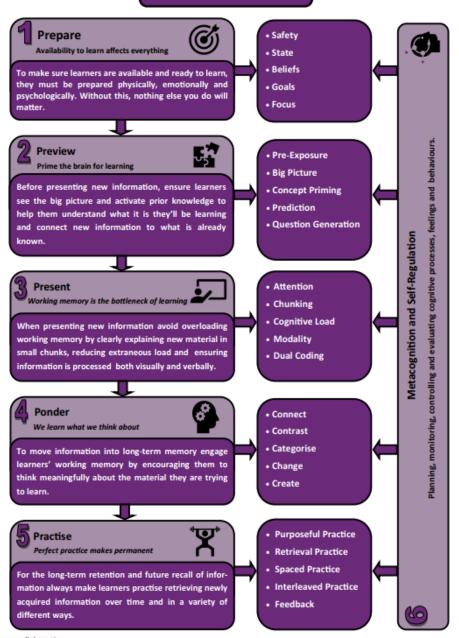
The ability to:

- think about thinking
- be consciously aware of oneself as a learner
- monitor and control one's thinking
- accurately judge one's level of learning.

Cognitive Structures of the Brain

- Working memory limited capacity and duration for <u>novel</u> information, BUT limitless capacity and indefinite duration for information <u>stored</u> in long-term memory.
- Long-term memory limitless capacity, indefinite duration, works by association and reconstruction.

How We Learn

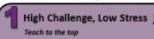


- How we learn course for all student-facing staff
- Videos for students and teaching for learning summer preparatory work
- CPD schedule and inquiry process
- Weekly communication schedule
- Revision campaigns

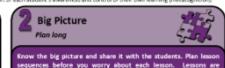
TEACHING FOR LEARNING PRINCIPLES

Teaching for Learning the New College Way

TfL principles, based on neuroscience, reflecting the work of recent years in which NCLT leaders have developed a distinctive, evidence-informed post-16 pedagogy The golden thread running through these principles is the explicit development of each student's awareness and control of their own learning (metacognition).



Have the same high expectations of all students. Everyone is aim ing for the same high level - it's just that some find it harder to reach. Plan everything with the highest attainers in mind but provide appropriate support and time for those who need it. Celebrate mistakes so that students feel emotionally secure & safe.

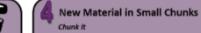


sequences before you worry about each lesson. Lessons are messy; you need to be responsive. Learning is a long-term process. not a short-term one. A lesson is then just the next part of a learn ing sequence that you adjust as you go along.



Varied Practice

Varying conditions of practice rather than keeping them constant and predictable can enhance recall at a later date. Mix up where students sit, periodically change the learning environment, incorporate variation in the way students think about material and interleave the teaching of separate but similar topics.



New information is stored by relating it to, or linking it up with handling a few bits of information at once. To avoid its overload present new material in small steps, using visuals, analogies and



Know Your Stuff

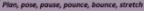


The subject material, the spec, the mark points

Expert teachers know their subjects, continually study them, know how questions will be set and what the answers should be. They an explain clearly, precisely and simply, representing ideas in mul tiple ways. This requires time and effort to keep up to-date.



Ask Questions





Ask a large number of questions and check the responses of all students. Questions help students practise new information and connect new material to their prior learning. Questions allow the teacher to determine how well the material is learned.



Provide Models



Simple to complex; concrete to abstract

Students need cognitive support to help them learn complex and elling and thinking aloud while demonstrating how to solve a problem are all examples of effective cognitive support



Deep Processing

Learning happens when we think hard



Memory works best when we process material deeply, connecting things we are trying to learn (elaboration). The more effort we expend, the better we remember



Effective Feedback

If students do not use feedback to move their learning forward, it's a waste of time. Comments for improvement should be focused and helpful, and provide a recipe for future action. Feedback should be more effort for the student than it is for the teacher.



Independent Learning



Students need additional time to rephrase, elaborate and summi rise new material in order to store it in their long-term memory Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically



Retrieval Practice

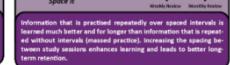
Input less, output more

Recalling information from memory makes it more recallable in the future. The more effort involved the more it is embedded into long learning. Daily review can lead to fluent recall, freeing up working nemory for problem solving and creativity.









- 12 TfL principles which are linked to research into metacognition
- Consistent across college and trust but not constraining-need to be subject specific and suited to individual teachers-some nonnegotiables eg retrieval
- These principles are revisited through weekly TfL takeaways, new staff induction and CPD videos/learning library
- Opportunities for peer coaching and support



Setting your TfL focus for the year

How can we ensure we create an effective focus?

Improve literacy among my students in my subject to develop their subject knowledge, specifically for exam units.

How do I effectively model exam question answers to students? How do I prepare students to confidently answer a 10 mark exam question?

 Can modelling and reducing cognitive load improve my students' independence and ability to apply complex Physics principles to a variety of unseen applications?

Can modelling and dual coding help those who think differently?

How can I use dual coding in A Level PE to positively impact students' learning?

When setting a goal or objective, check if it follows the PEERS framework.



POWERFUL



EASY



EMOTIONALLY COMPELLING



REACHABLE



SPECIFIC

Powerful



Is it worth the investment of time?



Does it address the fundamental or underlying issue?



Is it student-focused rather than teacher-focused?



Does it address a student achievement, behaviour or attitude outcome?



Will make a real difference to students' learning?



• Is it simple, clear and easy to understand and implement?

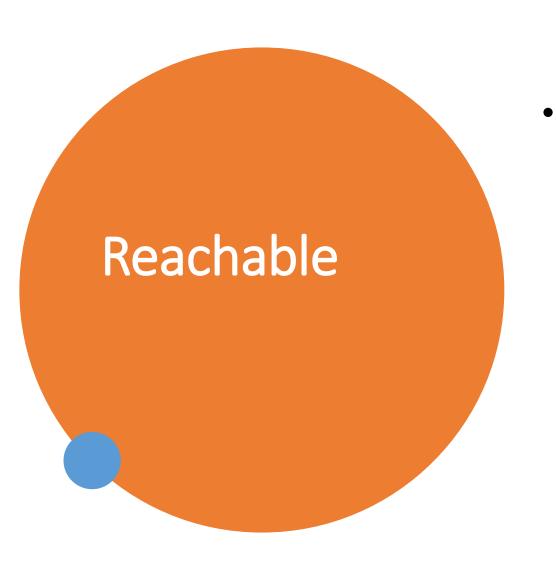
Emotionally Compelling





Is it motivating?

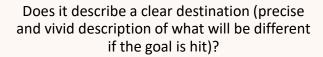
Does it really matter to you as the teacher?



• Is it accessible, manageable and achievable?

Specific







Does it describe the shortest path to the destination (a teaching and learning technique that can make the change happen)?



Does it allow some way of measuring progress toward the goal?

Focus area: Improve students' use of independent retrieval

Target 1

- -Introduce Cornell note-taking for all students
- -Scaffold and model the technique
- -build in summary notes into review section of class and then incorporate into DIL expectations
- -model effective note-taking techniques, symbols and graphical approaches
- -introduce peer testing in class using the recall cues
- -build self testing in to class practices



POWERFUL- yes, informed by evidence, focus on students' learning behaviours, addresses problem of knowledge recall



EASY- low cost, easy to scaffold, supported by SIL and tutorial programme



EMOTIONALLY COMPELLING-impact can be seen quickly, can be easily monitored as a teacher, lifelong learner skills for students



REACHABLE- easy to instigate/ no resources needed/ no cost

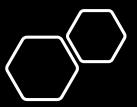


SPECIFIC:

All students will use **Cornell notes** and know how to use recall cues to self-quiz. This will be demonstrated in lessons and supported by peers

Students will have developed effective self-regulation habits, including review of material, taking ownership of gaps in knowledge and incorporate self testing as an independent routine

Recall will improve and lead to improved assessment results



•What now?

A|D|A|P|T











ATTEMPT

DEVELOP

ADAPT

PRACTISE

TEST





- WalkThrus are designed to be deliberately generic and context free.
- The intention is that teachers adapt them.
- Our A|D|A|P|T approach is central to the concept of instructional coaching; taking ideas and applying them in context.
- It is only ever a reference point for reflection or to support coaching and feedback discussions.

The identify questions if you are working with a coach or peer to help set your targets and focus

On a scale of 1-10, with 1 being the worst lesson you've taught and 10 being the best, how would you rank that lesson?

What pleased you about the lesson?

What would have to change to move the lesson closer to 10?

What would your students be doing differently if your class was a 10?

Tell me more about what that would look like

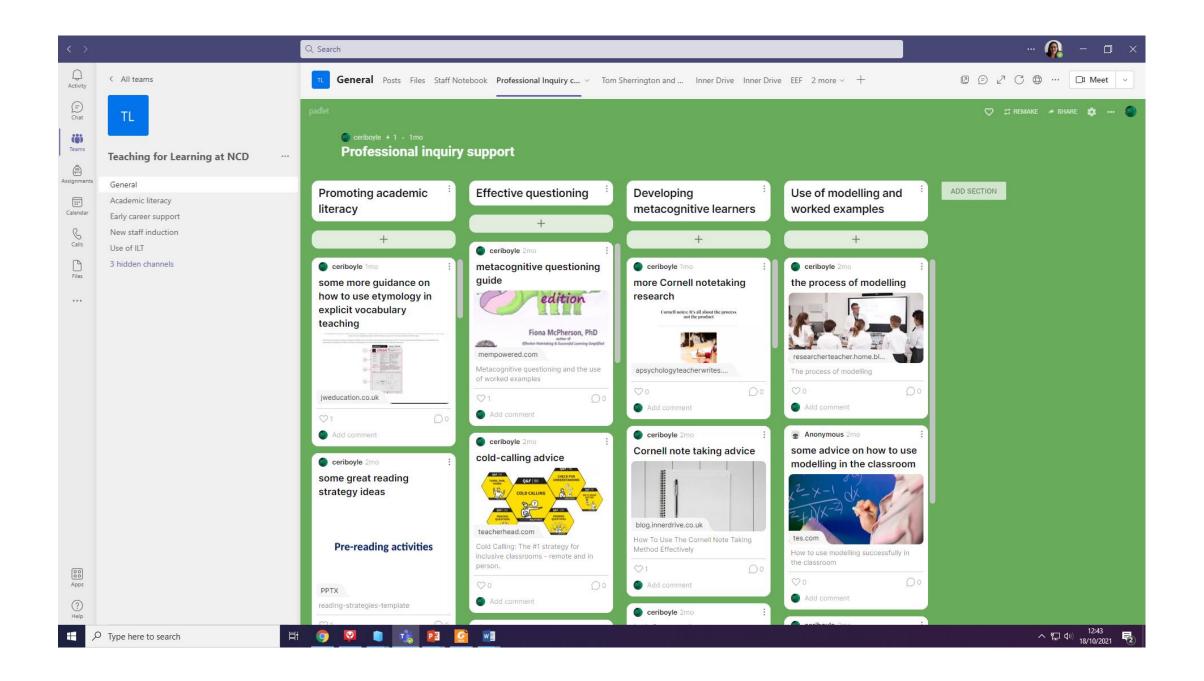
How could we measure that change?

Do you want that to be your goal?

If you could hit that goal, would it really matter to you?

What teaching strategy can you use to hit your goal?

What are your next steps?





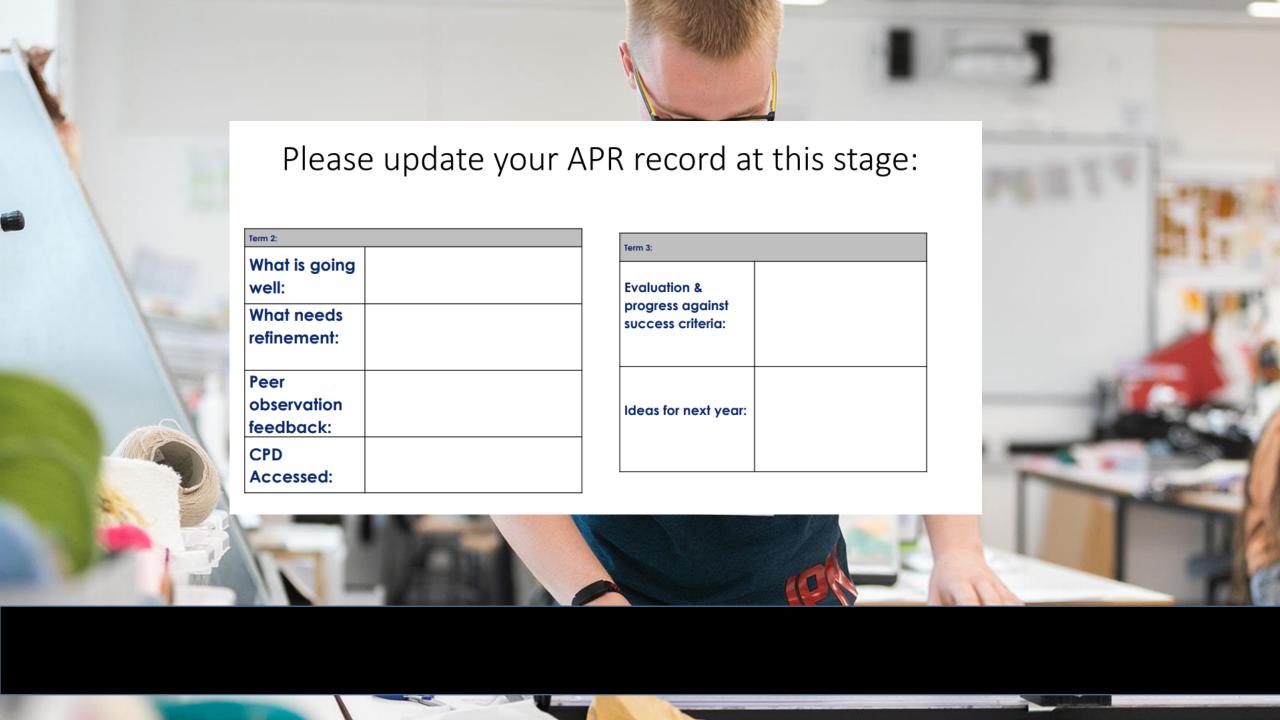
- Use of modelling and worked examples
- promoting academic literacy: oracy, writing and/or reading
- Developing metacognitive learners

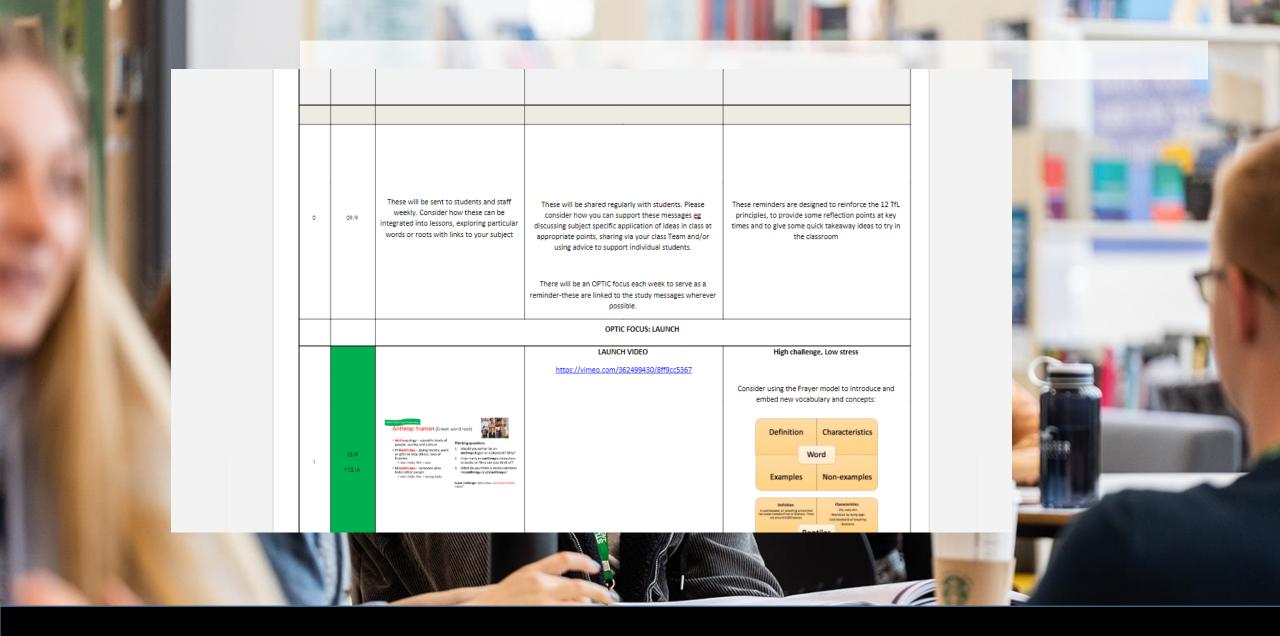
Identify teaching skill to develop



Research, discuss and plan new strategies

Try them out in the classroom





Communication

Date	Event			
September				
13	THE NEW COLLEGE WAY 1-	PREPARING YOUR TFL FOCUS		
	INTRODUCTION TO THE 12 PRINCIPLES			
	AND EXPECTED CLASSROOM			
	ENVIRONMENT (CB)			
20	THE NEW COLLEGE WAY 2-	APR REFLECTION AND MEETINGS		
	SAFEGUARDING AND INCLUSION			
	(HJ/LC/KG)			
27	YEAR 12 PARENTS EVENING			
October				
4		PREPARING TFL FOCUS/APR		
	THE NEW COLLEGE WAY 3-EFFECTIVE	REFLECTION AND MEETINGS		
	INTERVENTIONS AND ANALYSING			
	POST 16 DATA (BCF)			
11				
	SCM			
18				
	ACT ON DATA			
October Half Term				
November				
1				
	WHOLE COLLEGE CPD 1: Developing self	eloping self-regulating students/ peer mentoring		
8	SCHOOL CPD	INTERVIEW EVENING		
15	WORKSHOP MENU 1:	3 MONTH REVIEWS		
	LGBTQIA+ AWARENESS			
	SEND FOCUS			
	ILT FOCUS			
	LITERACY FOCUS			
	REVISITING MODELLING			
	Sharing good practice:			
	preparing students for exams			
	in applied general courses			
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Programmes

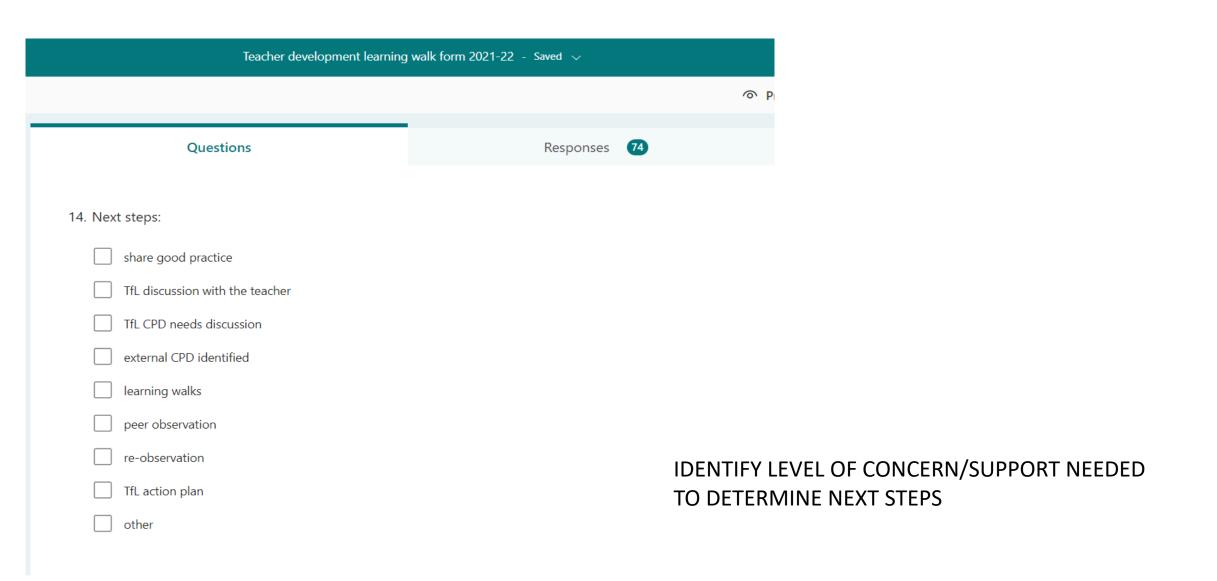
View all programmes >

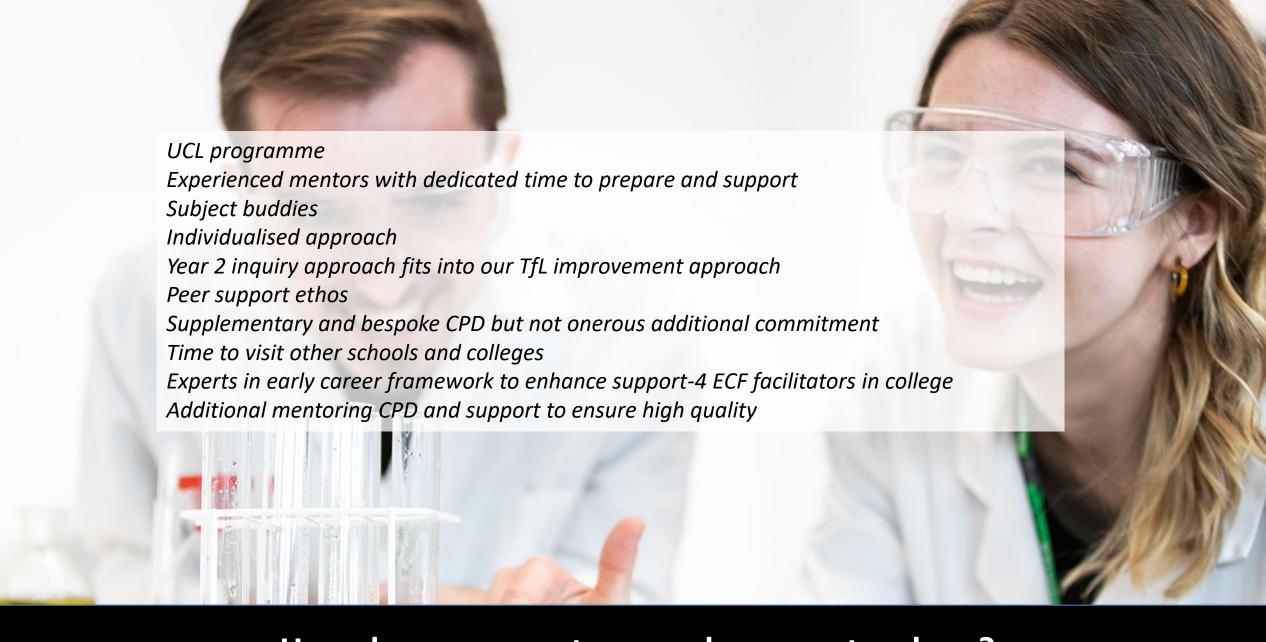






How do we identify and provide bespoke support for teachers where additional needs are identified?

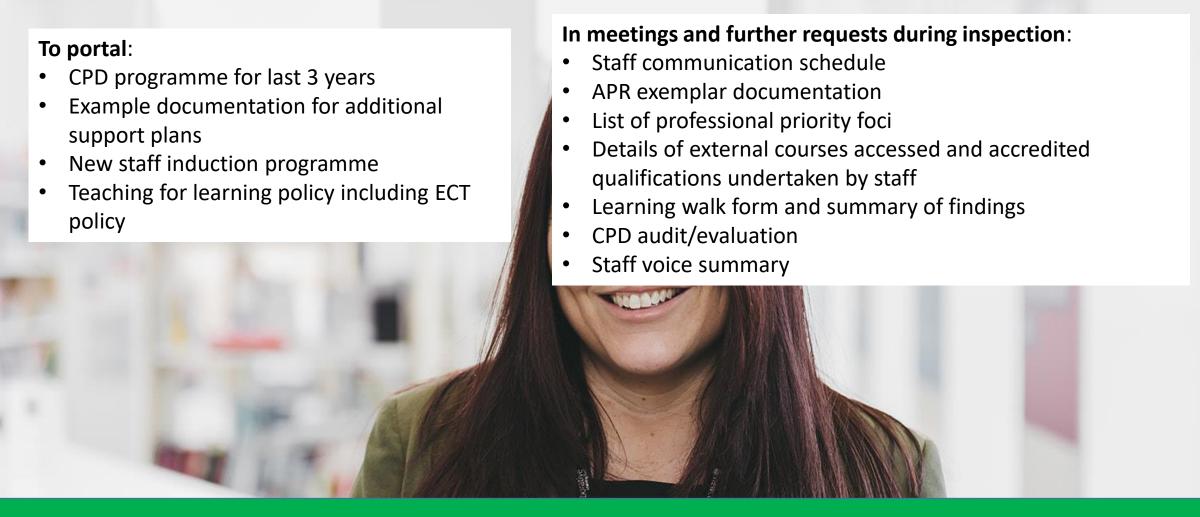




How do we support our early career teachers?

Year 3 teacher	Year 4 teacher	Year 5 teacher
No remission	No remission	No remission
ECT 'buddy'	ECT 'buddy'	ECT 'buddy'
 ½ termly catch ups to discuss: Wellbeing and workload Evidence based pedagogy Personal inquiry progress Career development Coached lesson observation, peer observation programme and team teaching developed as desired/needed Online Trust ECT community 	 ½ termly catch ups to discuss: Wellbeing and workload Evidence based pedagogy Personal inquiry progress Career development Coached lesson observation, peer observation programme and team teaching developed as desired/needed Online Trust ECT community Enhanced opportunities for job shadowing 	Termly catch ups to discuss: Wellbeing and workload Evidence based pedagogy Personal inquiry progress Career development Coached lesson observation, peer observation programme and team teaching developed as desired/needed Online Trust ECT community Enhanced opportunities for job shadowing ECT mentoring training

Going beyond the early career framework



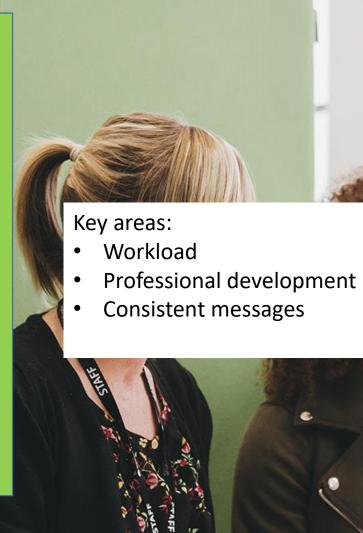
What information did we provide?



What activities did inspectors undertake?



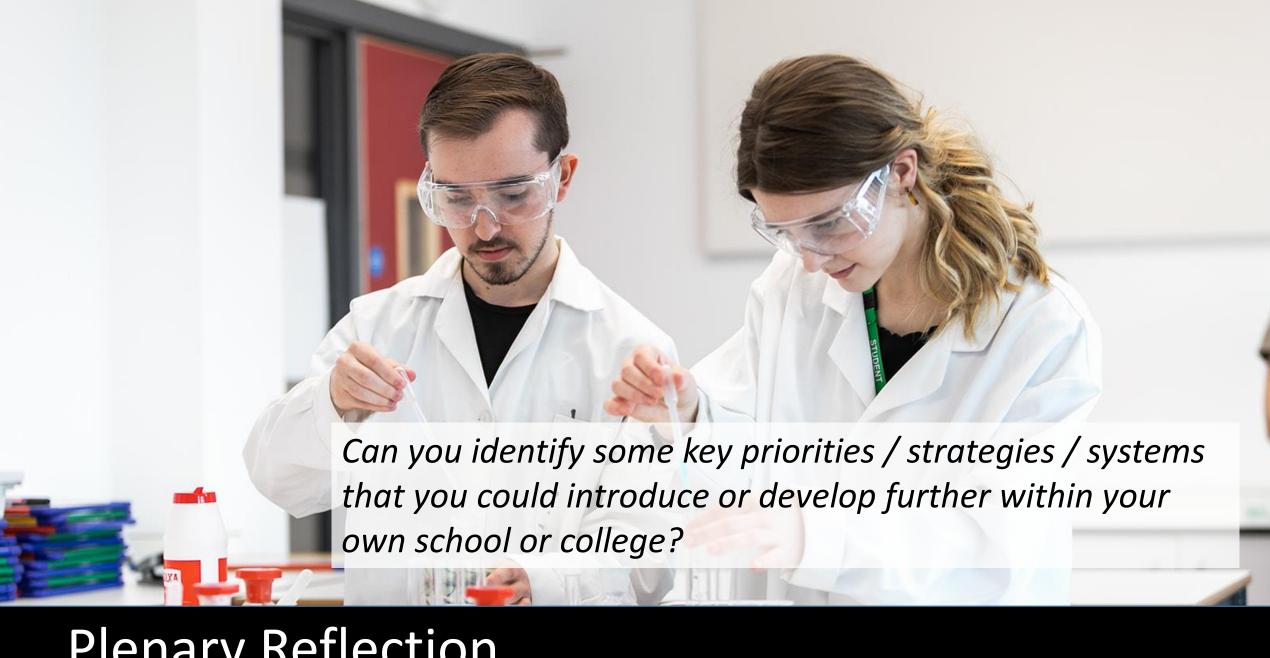
- How is your workload and wellbeing managed and supported?
- What does CPD look like here? Is it useful time?
- Do you like working here? Why?
- How do you know you are doing a good job?
- Are there opportunities for you to develop?
- Are you supported in your role?
- What are the college priorities?
 How do you know?



To leaders:

- How do you know how good teaching is at college?
- How do you develop this?
- Where are your strengths and weaknesses?
- What happens if teaching falls below what you expect?
- Do you use external agencies to support/develop teachers?
- How do you develop subject knowledge in your team?
- How do you support new/early career teachers?
- How do you manage teachers' workload and wellbeing?

What common questions did inspectors ask?



Plenary Reflection