The challenge of autonomy: Exploring the role of ICT and Self-evaluation in the development of today's teacher

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SELF-EVALUATION FORM

FOR

SECONDARY SCHOOLS (WITH AND WITHOUT SIXTH FORMS)

MIDDLE SCHOOLS (DEEMED SECONDARY)

Name of school:

Unique reference number (URN):

INTRODUCTION

This self-evaluation form is primarily designed to:

- Assist you in your own self-evaluation; and

- Be used as the basis of the inspection of your school or setting.

The form is in three parts:

Part A   SELF-EVALUATION

Part B   FACTUAL INFORMATION ABOUT YOUR SCHOOL

Part C   INFORMATION ABOUT COMPLIANCE WITH STATUTORY REQUIREMENTS

Appendix A

OFSTED Self Evaluation Form

WELCOME TO YOUR SELF-EVALUATION FORM

GUIDANCE ON COMPLETION

When to complete the form

- The self-evaluation form (SEF) is a summative document, intended to record the outcomes of your ongoing process of rigorous self-evaluation.

- There is no fixed time in the year when it should be completed. It is usually best done to fit in with your normal cycle of review and planning, but it should be completed at least annually.

- Section B contains statistical and other factual information. Some of this is pre-populated by Ofsted, as and when the information becomes available. **You are advised to ensure that the factual information is up to date.**

Who and what the form is for

- **The SEF is intended to record the outcomes of your self-evaluation.** As such, it should be an accurate diagnostic document with all conclusions fully supported by the evidence. It should indicate key strengths and weaknesses, and what needs to be tackled to effect improvement. Inspectors will make considerable use of the SEF when discussing their arrangements for inspection. The impact of your self-evaluation in helping to bring about improvement will be a major factor in their judgements about the effectiveness of your leadership and management and your capacity to improve in the future.

How to fill the form in

- It is helpful if you check the factual information and complete Part B and then complete Part C. This is because this information can then be drawn upon to help complete Part A.

- Part A, the evaluative section, is laid out in sections that correspond to the headings of the evaluation schedule in the framework for the inspection of schools, although overall effectiveness and efficiency are placed last in the SEF. **Please complete first the sections dealing with achievement and standards, and personal development and well-being, since these outcomes will form the basis for your judgements in other sections.**

- Reference is made in Section A to the *Guidance for Inspectors of Schools*. This guidance is in two parts. One relates to the use of the evaluation schedule, which contains advice on how to pitch judgements about the quality of provision and its outcomes. The other is guidance on how to conduct inspections, which should also prove helpful to you since it indicates how aspects of the school might be explored by inspectors. In addition, you can refer to the guidance on self-evaluation published by Ofsted and the Department for Education and Skills, which contains a section giving detailed advice, including examples, on completing some sections of the form. These documents are available on Ofsted's website and through a hyperlink on this form.

- Each section of the SEF asks you to grade aspects of your work on a four-point scale, as follows:

Grade 1: Outstanding
Grade 2: Good
Grade 3: Satisfactory
Grade 4: Inadequate

- It is most important that you complete this form rigorously and objectively. **The grade descriptions in the *Guidance for Inspectors of Schools* will assist you to reach accurate judgements.**

- When completing the text boxes in Part A you should summarise your main findings and illustrate with the evidence which led to the judgements being made, bearing in mind the specific questions written in each of the boxes. **It is not intended that you should provide large amounts of statistical data and descriptive detail.** You should use evidence selectively to support the main judgements about your performance.

- If you have a special needs resource base, extended provision or other specific provision, please ensure that evidence about it is provided at suitable points within the SEF.

- Each section of the form has a 'Help' facility, which you can use to help you fill in particular sections.

- Please complete this form electronically via the Ofsted website.

The term 'school' is used to cover all providers, including those that term themselves 'colleges' or use a similar designation. It also covers those providers that are not technically schools, such as children's centres and pupil referral units.

PART A: SELF-EVALUATION

1. CHARACTERISTICS OF YOUR SCHOOL

What are the main characteristics of your school?

Drawing on Section B and C of this form and other relevant data, write a brief description of its features.

(Please note that this is an opportunity for a brief summary of the main characteristics of the school and it is not necessary to repeat tables of data.)

1a   Please outline the main characteristics of the learners, including:
- their attainment on entry and how you know this;
- their social and economic backgrounds, indicating the level of prosperity or deprivation.

1b   Please summarise briefly your distinctive aims and describe any special features of your school, for example:
- whether you intend to become a specialist school, or school with special status, and if it is one already, the main changes that have occurred because of this;
- whether you are a school with a religious character;
- any special units, additional community services or extended provision;
- significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers).

1c   Please outline specific contextual or other issues that act as aids or barriers to raising performance, for example:
- any difficulties in recruiting and retaining staff, or governors;
- recent or impending reorganisation;
- mobility of learners;
- particularly important facts in your recent history, such as change of leadership.

1d **Please note any additional characteristics of your school that you would particularly like to draw to the attention of an inspection team.**

1e **Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.**

2. VIEWS OF LEARNERS, PARENTS/CARERS AND OTHER STAKEHOLDERS

What are the views of learners, parents/carers and other stakeholders and how do you know?

2a   How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services, how often do you do this, and how do you ensure the impartiality of the information?

2b   What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?

2c   How do you share with parents/carers and other stakeholders the collated findings about their views?

2d   Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?

   - Are there examples of actions you decided not to take (with the reasons for this)?
   - Are there examples of ways in which your stakeholders have influenced the priorities noted in section 1e? (Please cross-refer to any relevant comments in the leadership and management section.)

3. ACHIEVEMENT AND STANDARDS

How well do learners achieve?

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information).

3a   What are learners' achievement and standards in their work?
- the **standards** learners reach as indicated by their test and examination **results**, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets
- the **standards** of learners' **current work** in relation to their learning goals (noting any significant differences between current work and recent results)
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**)

3b   Where relevant: how well do learners achieve in the sixth form?

3c   On the basis of your evaluation, what are your key priorities for development?

3Grade   Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement and standards in their work	Overall				
	Sixth form				

4. PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

4a   To what extent do learners adopt healthy lifestyles?
- whether learners take adequate physical exercise, and eat and drink healthily
- learners' growing understanding of how to live a healthy lifestyle

4b   To what extent do learners feel safe and adopt safe practices?
- whether learners feel safe from bullying and racist incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk

4c   How much do learners enjoy their education?
- take account of learners' attitudes, behaviour and attendance
- learners' spiritual, moral, social, emotional and cultural development

4d   How well do learners make a positive contribution to the community?
- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and take part in communal activities

4e   How well do learners prepare for their future economic well-being?
- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being
- learners' understanding of career options, and the acquisition of workplace skills

4f   Where relevant: how good are learners' personal development and well-being in the sixth form?

4g   On the basis of your evaluation, what are your key priorities for development?

4Grade   Please enter grade. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.

	Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being				

5. THE QUALITY OF PROVISION

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

Your evaluation of the quality of provision should take account of the <u>impact</u> on the standards achieved and the personal development and well-being of learners.

In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.

5a   How good is the quality of teaching and learning?
- how well teaching meets the needs of the full range of learners and course requirements
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

5b   How well do the curriculum and other activities meet the range of needs and interests of learners?
- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and experience
- how far the curriculum meets external requirements and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy and stay safe
- the extent to which learners have opportunities to develop enterprise, financial skills and work in teams
- the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement
- where appropriate, the extent to which employers' needs are met through developing work-related skills

5c How well are learners guided and supported?

- the care, including as appropriate integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work
- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children

5d Where relevant: what is the quality of provision in the sixth form?

5e On the basis of your evaluation, what are your key priorities for development?

5Grade Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching	Whole school				
and learning	Sixth form				
Quality of the curriculum	Whole school				
and other activities	Sixth form				
Quality of care, guidance	Whole school				
and support for learners	Sixth form				

6. LEADERSHIP AND MANAGEMENT

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

Your evaluation of leadership and management should take account of their <u>impact</u> in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a   What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of integrated care and education
- how effectively performance is **monitored and improved** to meet challenging targets through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (ie **inclusion**)
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning
- the extent to which governors (and, if appropriate, other supervisory boards) discharge their responsibilities

6b   Where relevant: what are the effectiveness and efficiency of leadership and management in the sixth form?

6c   On the basis of your evaluation, what are your key priorities for development?

6Grade **Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.**

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of leadership and management	Overall				
	Sixth form				

7. OVERALL EFFECTIVENESS AND EFFICIENCY

**How effective and efficient is the provision of education, integrated care
and any extended services in meeting the needs of learners and why?**

*To answer the questions raised in this section of the form you should draw together
your evaluations in the previous sections.*

*To help you focus your comment and judgements in completing this section, please
consult the relevant pages in the Guidance for Inspectors of Schools.*

*In answering the following questions, please in each case make clear the main evidence
on which your evaluation is based.*

**7a   What is the overall effectiveness of the provision, including any extended
services, and its main strengths and weaknesses?**

**7b   What is the effectiveness of any steps taken to promote improvement since
the last inspection, and as a result of your self-evaluation?**

7c   What is the capacity to make further improvement?

**7d   How effective are links with other organisations to promote the well-being of
learners?**

7e   What steps need to be taken to improve the provision further?

7f   Where relevant: what are the effectiveness and efficiency of the sixth form?

7Grade   Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Schools.

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
Capacity to make further improvement				
Improvement since the last inspection				
Effectiveness and efficiency of sixth form				

PART B: FACTUAL INFORMATION ABOUT YOUR SCHOOL

Section A: information about your school

A1   **Name of school**

A2   **Unique reference number (URN)**

A3   **Unique reference number for the school's childcare provision (where relevant)**

A4   **Type of school**

A5   **School category**

A6   **Age range of learners**

A7   **Sex of learners**

A8   **Name of headteacher (or equivalent)**

A9   **School's address**

Please include post code

A10 **Telephone number**

A11 **Fax number**

A12 **E-mail address**

A13 **Website address**
Please include http:// as part of the website address

A14 **Name of appropriate authority**

A15 **Name of chair of governors**

A16 **Local education authority**

A17 Special categories of school

Please indicate whether the school has, or has applied for, any of these designations.

Category	School currently has designation (please tick)	An application has been made (please tick)	Date of commencement / likely commencement
Specialist School (please state which):			
Full service extended school			
Extended school			
Other (please state what):			

Please use this box to provide futher details.

A18a Childcare provision under the Children Act Part X A 1989

Is the governing body registered for childcare provision in any of the following categories? Is a private or voluntary provider registered for childcare provision in any of the following categories? Tick to indicate which type(s) of provision are made. Session time should be to the nearest half hour.

Type of care	Managed by the school / governing body	Managed by a private or voluntary provider	Name of Registered Person	Length of session (hrs)	Age range of children (from, to)	Number of children
Full day care					-	
Sessional care					-	
Crèche					-	
Out-of-school care					-	
Other (please state):					-	
Total						

A18b Number of children on roll

Please give the current number of children on roll in each of the categories in the table.

Category	Boys	Girls	Total
Under 3s			
Foundation Stage grant-funded nursery			
Out-of-school care			
Total			

A19 Childcare registration

Are you in the process of applying for a childcare registration on your school premises?
If yes, please answer the questions below.

Type of care	Governing body manages provision	Private or voluntary provider manages provision	Independent provider manages provision	Name of Registered Person	Length of session (hrs)	Age range of children (from, to)	Number of children
Full day care						--	
Date which application is likely to commence:							
Sessional care						-	
Date which application is likely to commence:							
Crèche						-	
Date which application is likely to commence:							
Out-of-school care						--	
Date which application is likely to commence:							
Total							

A20 Additional services

Please indicate any community provision provided. Tick if Yes to indicate which type(s) of provision are made and give a brief indication of the extent and nature of the provision.

Type of Provision	Tick if Yes	Extent and nature of provision
Adult education		
Family learning programme		
Family support services		
Community use of facilities		
Drop-in facilities		
Community outreach		
Other, please specify:		
Other, please specify:		

Please use this box to provide further significant details not covered above.

A21 Designated SEN resource base or similar provision

If your school has an LEA-designated SEN resource base or other similar provision, please indicate its function by entering a disability or difficulty from those listed in the notes for guidance and give the number of places provided. Throughout the rest of the form, this provision is referred to as 'SEN resource base'.

Designated resource base / provision for:	Number of places

A22 Boarding provision

If your school has boarding provision, please indicate the number of boarders.

	Boys	Girls	Total
Number of boarders			

A23 Work-place learning

Please give the numbers of learners involved in work-place learning (for learners aged 14-16, under section 178 of the Education Act 2002), and the nature of the provision. Please list no more than the top five provisions

Nature of provision	Below Y10	Y10	Y11	Y12	Y13	Y14	Total
Total							

Provide any brief details in the space below.

A24 Joint sixth-form provision

Please indicate whether or not the school has arrangements for joint teaching of sixth form courses with other schools or colleges. If so, please give details in the box below, with names and Unique Reference Number (if known) of the other schools and colleges involved.

Yes / No

The school makes joint sixth-form provision

Additional features of the school

A25 The nature of the school's site

Please give the number of sites occupied. If more than one, please give details, including postcodes and the distance(s) between them in the space below.

Please also give an indication of the location of any work-based learning.

Number of sites used [   ]

[   ]

A26 Reorganisation

Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in the space below.

Yes / No

The school is subject to reorganisation proposals [   ]

[   ]

A27 School Federations

Please indicate whether or not the school is part of a Federation.

If so, please give details in the space below of the names and unique reference numbers of the other schools in the Federation.

Yes / No

The school is part of a Federation [   ]

[   ]

A28 Clause 47 inspections

Please indicate whether or not the school has a religious character and needs a Clause 47 inspection.

Yes / No

The school has a religious character and needs a Clause 47 inspection [   ]

A29 Term dates and occasional closures

Please indicate for each term and half term the start and finish dates for one year ahead.
Please also provide the dates of any planned occasional closures within the stated term times.

Term and half term names	Start date	Finish date

Dates of occasional closures

Section B: Information about the learners

B1 Number of learners

Please give the current number of learners on the roll in each of the categories in the table.

		Boys	Girls	Total
Key Stage 2	Year 5			
	Year 6			
Key Stage 3	Year 7			
	Year 8			
	Year 9			
Key Stage 4	Year 10			
	Year 11			
Sixth Form	Year 12			
	Year 13			
	Year 14			
Total				

B2 Ethnic background of learners in maintained provision

This table shows the numbers of learners in each classification. It is based on the latest data available from your annual returns to the DfES. If the current numbers are significantly different from these please correct them.

	Number		Number
White - British		Asian or Asian British - Bangladeshi	
White - Irish		Asian or Asian British - any other Asian background	
White - any other White background		Black or Black British - Caribbean	
Mixed - White and Black Caribbean		Black or Black British - African	
Mixed - White and Black African		Black or Black British - any other Black background	
Mixed - White and Asian		Chinese	
Mixed - any other mixed background		Any other ethnic group	
Asian or Asian British - Indian		Parent / learner preferred not to say	
Asian or Asian British - Pakistani		Information not obtained	
		Total	

B3 Refugees and asylum seekers

Please give the number of learners on the school's roll who are refugees or asylum seekers. Use the space below to give any further significant details.

Number of refugees and asylum seekers [   ]

B4 Travellers

Please give the number of Traveller learners on the school's roll.

Number of Traveller learners [   ]

B5 Support for minority ethnic and/or Traveller learners

Please give the numbers of minority ethnic and/or Traveller learners who receive support through specific funding, from whatever source.

Number of minority ethnic learners supported through specific funding [   ]

Number of learners supported through grants for Travellers [   ]

B6 English as an additional language

Please give the number of learners for whom English is not their first language and who are at an early stage of English language acquisition.

Number of learners [   ]

Please list the three most common first languages spoken by these learners. Please list them in order, with most frequent first.

B7 Learners with learning difficulties and/or disabilities (LDD)

Please give the number of learners at each of the following levels of provision.

Level of provision	Y5-Y11	Sixth form
School Action/ Early action		
School Action Plus/ Early action plus		
Statements of special educational needs		
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989		
Total		

B8 The nature of learners' learning difficulties and/or disabilities (LDD)

Please give the numbers of learners with statements or who are receiving support through School Action Plus under the SEN Code of Practice who are in each of the following groups. If you use the last line of the table marked 'other' please specify the disability or difficulty in the brackets. Please enter each learner once only according to the most significant disability / difficulty.

Disability / difficulty	SEN resource base		Main school	
	Y5-Y11	Sixth form	Y5-Y11	Sixth form
Specific learning (dyslexia)				
Moderate learning				
Severe learning				
Profound and multiple learning				
Social, emotional and behavioural				
Speech or communication				
Hearing impairment				
Visual impairment				
Multi-sensory impairment				
Physical				
Autistic				
Other, please specify:				
Total (statements and School Action Plus)				

B9 Learners for whom the National Curriculum is disapplied

Please give the number of learners for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please give the lead inspector details of the subject(s) from which they are disapplied and the alternative provision made for these learners.

Number of learners disapplied [   ]

B10a Learner mobility

Please indicate the level of learner mobility with reference to admissions and transfers in the last academic year.

The number of learners who joined the school other than at the usual time of first admission [   ]

The number of learners who left the school other than at the usual time of leaving or transfer [   ]

Number of learners on roll in January of that school year (from relevant Annual Schools Census) [   ]

B10B Not applicable

B11 Looked after children

Please enter the current number of looked after children.

Number of looked after children [   ]

Please indicate details, including any variations year to year

[   ]

Section C: Information about learners' targets

C1 Statutory targets *(applies only to schools with learners in Year 6 and Year 9)*

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 and Key Stage 3 (as appropriate) which you publish for parents. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

Target % of:	Year		
learners expected to achieve Level 4 or above in English (Y6)			
learners expected to achieve Level 4 or above in mathematics (Y6)			
learners expected to achieve Level 5 or above in English (Y6)			
learners expected to achieve Level 5 or above in English (Y9)			
learners expected to achieve Level 5 or above in mathematics (Y6)			
learners expected to achieve Level 5 or above in mathematics (Y9)			
learners expected to achieve Level 5 or above in science (Y9)			
learners expected to achieve Level 5 or above in ICT (Y9)			

C2 Statutory targets *(applies only to schools with learners in Year 11)*

Please give the school's statutory targets for GCSE examination results at the end of Key Stage 4 which you publish in the governors' annual report for parents. Please give the targets for the most recent year for which you have published GCSE examination results, and those for the subsequent year.

	Year		
Target % of learners expected to achieve 5 or more grades A* to C			
Target % of learners expected to achieve 1 or more grades A* to G			
Target average GCSE points score			

Section D: Information about exclusions, transfers and retention

D1, D2 and D3 Exclusions and transfers of learners in maintained settings

Please give in D1 the number of fixed period and permanent exclusions during the year immediately prior to the time in which the data is entered. In D2 give the number of learners excluded, aggregating both fixed period and permanent exclusions.

If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in D3 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved.

Date for D1 and D2:

Please give the end date of the year for which the data is entered into D1 and D2

	D1 Exclusions				D2 Excluded learners		D3 Transferred learners			
	Number of exclusions				Number of excluded learners		Number of transfers made			
	Fixed period		Permanent				Fixed period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
White - British										
White - Irish										
White - any other White background										
Mixed - White and Black Caribbean										
Mixed - White and Black African										
Mixed - White and Asian										
Mixed - any other mixed background										
Asian or Asian British - Indian										
Asian or Asian British - Pakistani										
Asian or Asian British - Bangladeshi										
Asian or Asian British - A.O.A.B.										
Black or Black British - Caribbean										
Black or Black British - African										
Black or Black British - A.O.B.B.										
Chinese										
Any other ethnic group										
Parent / learner preferred not to say										
Information not obtained										
Total										

D4 Retention in the sixth form

	Number enrolled on the course on 1 November during the last academic year	Number who completed AS/A2 at the end of the last academic year	%AS/A2 retention rate (the number completing the qualifications x100, divided by the number enrolled on the qualification on 1 November)
AS			
A2			

D5 Routes taken by learners aged 15+ *(usually applies only to schools with learners in Years 11, 12 and 13)*

Please indicate the routes taken by learners aged 15 at the start of the last complete school year prior to the inspection. Please give the numbers who subsequently commenced each of the following:

Year:	Y11	Y12	Y13
A course at any school or any course of further education			
Employment			
Training			
Gap Year (Y13 only)			
Any other category (please describe):			

Section E: Information about provision

E1a Teaching time
Please give the total teaching time each week (to the nearest half hour), referring to the appropriate notes of guidance.

	Teaching time
Key Stage 2	
Key Stage 3	
Key Stage 4	
Sixth form	

E1b Not applicable

E2 Curriculum description
Please provide any information about how the curriculum is organised, for example about banding, setting, option choices, support/withdrawal teaching, work related learning etc.

E3 Sixth form programmes
Please enter in the table the number of full-time learners following the programmes listed. Please specify any other programmes in the brackets in the lines marked 'other', and include the level of the course (L1, L2, L3).

		Year 12	Year 13
	A-level and AS-level		
L3	Advanced vocational programmes		
	A/AS and vocational combination		
	International Baccalaureate programmes		
	Intermediate vocational programmes		
L2	GCSE-based programmes		
	GCSE and vocational combination		
L1	Foundation vocational programmes		
	Other:		
	Other:		
	Other:		
	Other:		
	Total number of learners		

Section F: Information about staffing

F1   Number of teachers

Please indicate the numbers of qualified and unqualified teachers in each of the categories in the table. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Qualified teachers (including the headteacher)				
Unqualified teachers				
Total FTE				

F2   Support teachers for minority ethnic and/or Traveller learners

Of the qualified teachers included in F1 (Number of teachers), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic and/or Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Support teachers funded through EMAG				
Support teachers funded through Traveller Achievement Grant				
Support teachers funded through LEA or other funding sources				
Total FTE				

F3   Teaching assistants and other education support staff

Please give the numbers of education support staff in each of the categories below. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Teaching assistants trained to support learners with learning difficulties and/or disabilities				
Other teaching assistants				
Other education support staff				
Total FTE				

F4 Number of teachers in the childcare provision

Please indicate the numbers of qualified and unqualified teachers deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	U3s	3 & 4 year olds	Total
Qualified teachers			
Unqualified teachers			
Total FTE			

Please indicate the name of the registered person:

F5 Teaching assistants and other education support staff in the childcare provision

Please give the numbers of education support staff deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	U3s	3 & 4 year olds	Total
Qualified nursery assistants and trained teaching assistants			
Teaching assistants trained to support learners with learning difficulties and/or disabilities (LDD)			
Other education support staff			
Total FTE			

F6 Support staff for minority ethnic and/or Traveller learners

Of the support staff included in F3 (Teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic and/or Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total
Support staff funded through EMAG				
Support staff funded through Traveller Achievement Grant				
Support staff funded through LEA or other sources				
Total FTE				

F7 Teaching staff turnover

Please give the full-time equivalent (FTE) number of teachers employed in the school who took up their appointment or who left in the last two school years.

	Total
Number of teachers who left during the last two school years	
Number of teachers who were appointed during the last two school years	

F8 Temporary teachers and teaching vacancies

Please give the number of vacant posts and the number of posts currently filled by agency, supply or relief teachers, or by teachers on short-term contracts of less than a full school year. Please give the full-time equivalent figure.

	Total
Number of vacancies filled by teachers on temporary contracts of a term or more	
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term	
Total number of vacant teaching posts	

Section G: Information about finance and resources

G1 Financial information for the year April to March

From April ☐
to March ☐

Income and expenditure (£)   Balances (£)

Total income ☐   Balance from previous year ☐

Total expenditure ☐   Balance carried forward to the next year

Expenditure per learner ☐   % of deficit or balance carried forward to the next year

Please add an explanation if the deficit or balance carried forward is greater than 5%

☐

G2 & G3: Consistent Financial Reporting (CFR)

Please ensure that CFR returns have been submitted to the DfES. You can access the appropriate website by visiting the following link

https://sfb.teachernet.gov.uk/login.aspx

Full guidance can also be obtained from the website.

G4 Number of computers for learners' use

Please give the number of learners to computers

Number of learners (from B1)	
Number of computers	
Number of learners per computer	

PART C: INFORMATION ABOUT COMPLIANCE WITH STATUTORY REQUIREMENTS

Please complete the following table relating to statutory requirements.

Please complete each section of the form by selecting the relevant column as follows to indicate how far statutory requirements are being met:

Fully in place: *all statutory requirements that apply to your school are fully in place;*

Partly in place: *most statutory requirements are in place, but action needs to be taken to ensure that they are fully in place; or*

Not in place: *the statutory requirements that apply to your school are not in place and action needs to be taken to ensure they are.*

Where action is needed, please provide an explanation in the space provided, and indicate what action the governing body is taking.

The curriculum	Fully in place	Partly in place	Not in place
1. Every learner receives the full statutory curriculum that the school must provide.			
2. The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children.			
3. Where the provider is a school, it provides a daily act of collective worship for all learners (in *special schools* as far as is practicable) and has told parents of the right to withdraw their children.			
4. *(Schools with learners of primary age)* The governing body has decided whether or not to provide sex and relationships education and if doing so, has agreed the content and organisation of the programme and has told parents about it and the right to withdraw their children.			
5. *(Schools with learners of secondary age)* The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents about it and the right to withdraw their children.			
Equality	Fully in place	Partly in place	Not in place
6. The governing body ensures that the provider does not discriminate unlawfully against learners, job applicants or staff on the grounds of sex, race, disability or marital status.			
7. The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents, and communicates the results of monitoring and assessments of impact to parents and the governing body.			
8. The school meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000 and the Commission for Racial Equality (CRE) code of practice.			

Learners with learning difficulties and disabilities	Fully in place	Partly in place	Not in place
9. The school has regard to the Special Educational Needs Code of Practice when meeting learners' learning difficulties and/or disabilities and makes its policy known to parents.			
10. The school meets the requirements of the Special Educational Needs and Disability Act 2001. It has told parents about its policy and arrangements and reports annually on the success of its SEN policy and the progress made in improving accessibility.			
Learners' care and well-being	Fully in place	Partly in place	Not in place
11. The governing body has procedures for ensuring the provider meets all relevant health and safety legislation.			
12. The provider's procedures for child protection follow the requirements of the local Area Child Protection Committee, and the governing body ensures that these are followed.			
Informing parents/guardians	Fully in place	Partly in place	Not in place
13. The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies.			
14. The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/guardians.			
15. The school keeps parents and prospective parents informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations [subject to the Education Bill 2005]			
Leadership and management	Fully in place	Partly in place	Not in place
16. The responsibilities of the governing body, its committees, the head teacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated.			
17. The governing body has a performance management policy and ensures that all teachers, including the head teacher, are appraised in accordance with statutory requirements.			
18. The governing body has all relevant complaints and appeals procedures, as set out in the DfES guide to the law for school governors.			
19. The governing body operates recruitment and selection procedures that meet the recommendations in the Secretary of State's guidance.			

Please state briefly what action is being taken to deal with requirements that are partly in place or not in place.

Appendix B

Bristol Guidance and Advice on Completing the SEF

Guidance and advice
on completing
the School Evaluation Form
(SEF Part A)

This document is intended to support you in completing your Part A of your SEF.

Section 1 *provides advice and prompts for each section of the SEF where you are expected to record your evaluations or priorities for development. (You are of course not limited to the advice and prompts provided and may have other information you wish to include.) The prompts are **not** part of the SEF and have been drawn together as an aid.*

Section 2 *provides you with grade descriptions. The new inspection framework only provides descriptions for "Good" (2) and "Inadequate" (4). To help you to make robust and secure judgement, this guidance includes descriptors for "Outstanding" and "Satisfactory" (in italics). These additional descriptors have been drawn together as an aid and are **not** part of the new Inspection Framework.*

Guidance and advice on completing the School Evaluation form Section 1

Section 1 *provides advice and prompts for each section of the SEF where you are expected to record your evaluations or priorities for development. (You are of course not limited to the advice and prompts provided and may have other information you wish to include.) The prompts are **not** part of the SEF and have been drawn together as an aid.*

PART A: SELF-EVALUATION
1. CHARACTERISTICS OF YOUR SCHOOL
What are the main characteristics of your school?

Drawing on Section B and C of this form and other relevant data, write a brief description of its features.

(Please note that this is an opportunity for a brief summary of the main characteristics of the school and it is not necessary to repeat tables of data.)

1a Please outline the main characteristics of the learners, including:
- their attainment on entry and how you know this;
- their social and economic backgrounds, indicating the level of prosperity or deprivation.

Advice and Prompts
- ➢ *Refer to KS2 attainment evidence against national attainment at KS2 – state which areas are lower/higher – what does this say about the strengths and weaknesses of your pupils and indicate any significant trends?*
- ➢ *Refer to any analysis of the Level of Social Deprivation, based on the Ward Level indices of Deprivation 2000, Sure Start local programmes data and January PLASC Postcode Data and PANDA information and comment on*
  - • *A breakdown of the wards where pupils live*
  - • *Educational background of parents*
  - • *Employment domain*
- ➢ *Comment on parental aspirations.*
- ➢ *Comment on number of free school meals, falling or rising.*
- ➢ *Comment on numbers on SEN register, falling or rising, numbers of statements*
- ➢ *Comment on ethnicity of pupils (see PLASC, include Traveller information here)/EAL information/information on any Asylum Seeking families.*
- ➢ *Comment on Looked After Children/children at risk if appropriate.*
- ➢ *Comment on pupil mobility and patterns.*
- ➢ *Comment on significant changes affecting the school or its locality e.g. establishment of temporary housing and accommodation in local are, changes in Council Housing patterns.*
- ➢ *Comment on progression post 16 and post 18 where appropriate*

You need to convey clearly the impact of the above on your school, the provision you make and pupil outcomes. This is also an opportunity to talk about the indicators positively, expressing high expectations as well as those indicators which the school has to address in order to achieve high standards.

1b Please summarise briefly your distinctive aims and describe any special features of your school, for example:
- whether you intend to become a specialist school, or school with special status, or you are one already, the rationale for the specific specialism(s) and the main changes that have occurred because of this;
- whether you are a school with a religious character;
- any special units, additional community services or extended provision;
- significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers).
- Extended School
- PFI / BSF or other significant capital programmes

Advice and Prompts
- ➢ *Refer to the distinctiveness as outlined in the school aims.*
- ➢ *Describe differences in ethos from other local schools.*
- ➢ *Refer to involvement in LA/Children Services initiatives, EAZ, LIG, 14-19 network involvement – give focus/priorities.*
- ➢ *Describe Special Units (e.g. SEN provision based at school).*

1c Please outline specific contextual or other issues that act as aids or barriers to raising performance, for example:

- any difficulties in recruiting and retaining staff, or governors;
- recent or impending reorganisation;
- mobility of learners;
- particularly important facts in your recent history, such as change of leadership.

1d Please note any additional characteristics of your school that you would particularly like to draw to the attention of an inspection team.

1e Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.

2. VIEWS OF LEARNERS, PARENTS/CARERS AND OTHER STAKEHOLDERS
What are the views of learners, parents/carers and other stakeholders and how do you know?

2a How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services, how often do you do this, and how do you ensure the impartiality of the information?

Advice and Prompts
- ➤ *Learners*
  Refer to:
  - *pupils' self assessment and involvement in learning, written and informal feedback*
  - *school council minutes*
  - *Pupil questionnaires/ interviews*
  - *Feedback from peer mentors*
- ➤ *Parents*
  Include information on:
  - *Parents' evaluation from parents' evenings and parent workshops*
  - *Informal feedback*
  - *Comments in homework diaries and planners*
  - *Parents' comments on pupils' annual reports*
  - *Reasons given by parents when moving pupils into or out of the school*
  - *Parent Governor feedback to Gov. Body*
  - *Parents' responses to questionnaires*
  - *Parents input into the SEN review process and target setting*
  - *Monitoring complains and compliments, records of uptake*
  - *Use of translators, community leaders, parents' forums and other agencies to gather parental views*

- ➤ *Other stakeholders*
  Include information on groups such as:
  - *Responses from University Students and other trainees*
  - *Responses from other providers used by the school*
  - *Responses from employers*
  - *Information from other agencies e.g. Connexions, Health, Social Services, SEN, Housing, Police, other users of buildings and visitors*
- ➤ *How often & impartiality*
  - *Describe systems on how stakeholders can freely give feedback, positive or negative. Refer to any reports from LA, inspectors, advisers, consultants*

2b What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?

Advice and Prompts

> *Give an outline of the views of different groups under the following headings (these headings should link to any regular surveys of pupils', carer's/parents' views:*
> - *Standards*
> - *Personal development and well being*
> - *Quality of provision including teaching*
> *Refer to information on:*
> - *Number of complaints*
> - *Number of SEN and other reviews attended by parents*
> - *Number of parents attending Parents' Evenings*
> - *Informal feedback*
> *Comment on how the conclusions that you draw feed into your school improvement planning process?*

2c How do you share with parents/carers and other stakeholders the collated findings about their views?

Advice and Prompts
> *Make reference to:*
> - *Written communications – annual reports, newsletters and website*
> - *Newsletters/Prospectus/Welcome Packs/Home school agreement*
> - *Parent governors*
> - *Questionnaire feedback*
> - *SIP feedback/consultation*
> - *Individual feedback*

2d Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?
- Are there examples of ways in which your stakeholders have influenced the priorities noted in section 1e? (Please cross-refer to any relevant comments in the leadership and management section.)
- Are there examples of actions you decided not to take (with the reasons for this)?

Advice and Prompts
> *Give some examples of how views (positive and negative) have impacted on practice, provision and/or outcomes for:*
> - *Pupils*
> - *Parents*
> - *Governors*
> - *Staff*
>
> *Make reference to the influence of these views on school improvement planning*
> *If you can, give some examples of actions that you did not take as a result of consultation and explain why.*

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3. ACHIEVEMENT AND STANDARDS
How well do learners achieve?
To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.
In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information).

3a What are learners' achievement and standards in their work?
- the standards learners reach as indicated by their test and examination results, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets
- the standards of learners' current work in relation to their learning goals (noting any significant differences between current work and recent results)
- learners' progress relative to their starting points and capabilities, with any significant variations between groups of learners (making clear whether there are any groups that are underachieving and could be doing better)

Advice and Prompts
- ➢ *Standards: Make reference to*
  - • *National standards, PANDA, LA data profile, Fischer Family Trust, internal test / assessment data, school base systems etc.(Ensure that you draw upon your analysis of standards within the Key Stage as well as at the end.)*
  - *e.g. Our KS3 results show that we are in line/above..... (compare with national) in relation to Level 5 and 6.*
  - *e.g. Trends over time show .... (use PANDA 3 year information and whether gap between the school's performance and the national performance is increasing, decreasing or remaining static).*
  - *e.g. Conversion rates from KS2 to KS3*
  - *e.g. Differences between subjects are due to ....*
  - • *Explain differences in relation to gender/ethnicity, SEN, G&T, EAL, girls and boys, travellers etc.*
  - • *In comparison with other schools .... (use benchmark information in PANDA and LA data profile.*
  - • *Comment on targets met/not met – explain*
  - • *Comment of the effectiveness of the KS3 intervention and Year 11 study support programmes in terms of the performance of the targeted pupils*
  - • *Comment on what your analysis of ongoing teacher assessment shows and end of year tests show about each year group across the school? (Refer to your tracking system for evidence.) e.g. By the end of year 8 pupils have attained. ....*

- ➢ *Standards of current work: Make reference to*
  - • *Formative and summative assessments*
  - • *Progress towards curricular targets and numerical targets*
  - • *Outcomes of scrutinies of work ......*
  - *..... to explain how different year groups are in line/above national expectations (use level descriptors). Remember to include subjects other than English, Maths and Science. comment about standards in foundation and vocational subjects noting any particular strengths and weaknesses. e.g. standards across the other subjects are broadly in line with the national expectation apart from ICT which is highlighted for improvement*

- ➢ *Learners progress:*
  - • *Comment on value added scores/benchmark against prior attainment*
  - • *Comment on average point score gains/year on year progress for each year group*
  - • *Explain difference in achievement in relation to gender/ethnicity, SEN, G&T, girls and boys, travellers etc.*

3b On the basis of your evaluation, what are your key priorities for development?

Advice and Prompts
  - ➢ *Outline the key priorities as stated in school improvement plan which relate specifically to standards.*
  - ➢ **Ensure that there is a clear link between your evaluation outcomes and the priorities you have identified.**

3 Grade Please enter grade.

Learners' achievement and standards in their work:

Outstanding   Good   Satisfactory   Inadequate

To guide judgement, please consult grade descriptions.

4. PERSONAL DEVELOPMENT AND WELL-BEING
How good is the overall personal development and well-being of the learners?
To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.
In answering the following questions, please make clear the main evidence on which your evaluation is based.

4a To what extent do learners adopt healthy lifestyles?
- whether learners take adequate physical exercise, and eat and drink healthily
- learners' growing understanding of how to live a healthy lifestyle

Advice and Prompts
  - ➢ *Comment on **the impact** of the school's work to promote learners' understanding of what constitutes a healthy lifestyle. Consider the following:*
    - *The way the curriculum supports healthy options, sport, extra-curricular, tuck shops, canteen, water on desks, breakfast clubs etc.*
    - *Participation rates in PE across the school by year group / gender*
    - *Indicate the percentage of pupils by year group who attend extra-curricular activites and sporting events*
    - *Substance misuse and abuse, sex Education – policy and practice*
    - *Anti-smoking work*
    - *Special events e.g. Health and Fitness Weeks, etc*
    - *Actions by the school to minimise the environmental aspects of, pollution, litter control and care for animals and the environment*
    - *Consider the additional support provided for 'looked after children', young mothers and other vulnerable groups*
    - *Involvement in Healthy Schools initiative*

4b To what extent do learners feel safe and adopt safe practices?

- whether learners feel safe from bullying and racist incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk

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Advice and Prompts
> ➤ Comment on **the impact** of the school's anti-bullying and discrimination work – policy, systems and practice.
> ➤ Quote from record and statistics the number of reported incidents of bullying, racist incidents etc, trends and the impact of systems available for dealing with these.
> ➤ Comment on how are parents and learners are encouraged to discuss concerns with the school? (evidence views)
> ➤ Explain how Child Protection procedures and policy help to 'safeguard' learners
> ➤ Summarise evidence from the school's monitoring and evaluation of these policies particularly for vulnerable or looked after learners.
> ➤ Explain the impact of the relationship with other multi-agency services such as health, social services, EWO, Connexions and the Police Service.

4c. How much do learners enjoy their education?

- take account of learners' attitudes, behaviour and attendance
- learners' spiritual, moral, social, emotional and cultural development

Advice and Prompts

➢ Assess how attitudes, behaviour and attendance have contributed to the standards of achievement of all learners. Are these areas that need improvement? Refer to plans the school put in place to address these areas of need?

➢ Outline the impact of the school's work to prepare learners to join the school at age 11, liaison with the partner primary schools.

➢ Comment on how successful the school is in providing support for parents and carers, in curriculum and pastoral aspects of learning? Including non English speaking parents and carers

➢ Comment on how effectively staff have been trained to understand the learning needs of vulnerable or looked after learners and under-achieving groups?

Attitudes

➢ Comment on:
- Pupil response to questionnaires on attitudes to school
- Evidence of level of engagement with learning from monitoring of the quality of teaching and learning
- Homework and coursework completion
- Progression into full time education and training post 16
- Pupil response to opportunities to take responsibility and show initiative
- Any significant variations in pupil attitudes by different groups within the school
- Attendance, punctuality and behaviour are also evidence for pupils attitudes to school

Behaviour

➢ Comment on:
- What does evidence show about standards of behaviour within and out of the lessons? (include parent and pupil voice)
- Numbers of exclusions both fixed term and permanent and trends, by gender and identified groups?
- Evidence of levels of courtesy to adults and visitors and how you know this?
- If appropriate- the ways the school has worked with other schools, other providers, Connexions and other agencies or the LA to support pupils exhibiting behavioural difficulties or to provide a fresh start for learners excluded from other schools?

Attendance

➢ Make a judgement about attendance. e.g. Attendance is marginally above the national average and so is at least satisfactory.

➢ Comment on levels and trends of attendance from the PANDA, and impact of action taken to improve this if necessary.

➢ Comment on levels of internal truancy

➢ Comment on punctuality of learners, and impact of action taken to improve this if necessary.

➢ Refer to impact of work with parents/carers and outside agencies on attendance.

SMSC Development

➢ Make a judgement on **spiritual** development.
Give some examples of provision and judgements on the outcomes e.g. As a result of monitoring our specialist provision in art evidence shows that our pupils learn to look carefully, to appreciate beauty and some of the wonders of the natural world.

➢ Make a judgement on **moral** development.
Give some examples of provision and judgements on the outcomes e.g Our discussions with pupils and other evidence of the behaviour, attitudes and work show that, a large majority have a strong moral framework, know the difference between right and wrong and act accordingly

➢ Make a judgement on **social** development.
Give some examples of provision and judgements on the outcomes e.g. Older pupils working with younger pupils; pupils' ability to work collaboratively in formal and informal situations.

➢ Make a judgement on **cultural** development.
Give some examples of provision and judgements on the outcomes e.g Our "One world Week"/ "exchange visits, "our curriculum resources which reflect a multicultural society", how the contribution of MFL, art, music; impact of use of outside agencies, role models

4d How well do learners make a positive contribution to the community?
- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and contribute to communal activities

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Advice and Prompts
- ➢ *Make a judgement on their contributions to the community and evidence with an outline of the school's annual involvement within the local community: senior citizens, local festivals, etc.*
- ➢ *Explain how you know that this develops the learners' understanding.*
- ➢ *Comment on the impact of learners involvement in the school decision making process had? Evidence this from:*
  - • *Pupil's questionnaires*
  - • *School Councils or Parliaments minutes*
  - • *Debates and discussion*
- ➢ *Comment on how the PSHE / citizenship programme contributes to developing the understanding that learners can make a positive contribution to the community.*
- ➢ *Refer to the systems of responsibilities for learners within the school: prefects, monitors, mentors etc. and how these contribute?*

4e How well do learners prepare for their future economic well-being?
- how well learners develop skills and personal qualities that will enable them to achieve future economic well-being

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Advice and Prompts
- ➢ *Outline the way learners are supported to develop the personal qualities that enable them to achieve. e.g. what are the key values of the school in this respect and how are they promoted to learners.*
- ➢ *Provide evidence of the 'learning to learn' agenda that supports the curriculum delivery in lessons.*
- ➢ *Comment on the standards of basic skills in literacy and numeracy*
- ➢ *Comment on learners' wider understanding of the skills and attributes needed to succeed in the future? e.g. Work Related Learning and Careers Education, Enterprise Education*
- ➢ *Comment on learners' competences in the key skills of communication; numeracy; information technology; working with others; evaluating own performance and problem solving*
- ➢ *Comment on how effectively the school promotes decision making and choices*

4f On the basis of your evaluation, what are your key priorities for development?

Advice and Prompts
- ➢ *Outline your key priorities related to personal development and well being as detailed in your school improvement plan.*
- ➢ *Comment on how the school is working to address the 'Every Child Matters' agenda, local initiatives from the Children's Service, Extended Schools, Multi-Agency Working etc.*
- ➢ ***Ensure that there is a clear link between your evaluation outcomes and the priorities you have identified.***

4Grade Please enter grade. To guide judgement, please consult grade descriptions

Learners' personal development and well-being   Outstanding   Good   Satisfactory   Inadequate

5. THE QUALITY OF PROVISION

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.
Your evaluation of the quality of provision should take account of the impact on the standards achieved and the personal development and well-being of learners.
In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.

5a How good is the quality of teaching and learning?
- how well teaching meets the needs of the full range of learners and course requirements
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

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Advice and Prompts

Quality of teaching and learning:
  ➢ *Make a judgement about the quality of teaching and learning e.g The quality of teaching and learning is xxxxx or the quality of teaching is xxxx and the quality of learning is YYYY overall by Key Stage.*
  ➢ *Explain how you know this e.g. our monitoring shows that teaching was good in 60% of lessons observed over the past year e.g. our monitoring of teachers planning shows ......*
  ➢ *Comment on how teaching relates to pupil progress across the full range of abilities. You may consider identifying subject year groups or key stages where teaching is particularly strong.*
  ➢ *Give the strengths of teaching by both teaching and support staff:*
     e.g.
     • *good knowledge and understanding of how ICT can be used to support learning increases pupil motivation*
     • *effective lesson planning ensures activities promote the intended learning intentions*
     • *accurate evaluations of children's learning ensures good match of challenge and support*
     • *good use of opportunities across all areas of the curriculum to ensure new learning and consolidate skills*
     • *consistent application of the behaviour policy means that there is a stable and safe environment conductive to learning. (The T & L criteria from previous framework are useful here)*
  ➢ *Where does this evidence come from? (Ensure that you are using the full range of evidence including pupil achievement and progress over time)*
  ➢ *Refer to induction, staff development peer monitoring, support for staff not reaching the required standard to demonstrate how you ensure consistency.*

Suitability and rigour of assessment/provision for individual learning needs:
  ➢ *Make a judgement about the quality of assessment e.g. The quality of assessment is xxxx by Key Stage.*
  ➢ *Explain the strengths and weaknesses in marking and pupil self assessment.*
  ➢ *Comment on how effectively teachers make use of data to target pupils' learning and enhance progress.*
  ➢ *Comment on how effectively you tailor work to different ability levels. Impact of this?*
  ➢ *Comment on whether pupils know their targets and what they need to do to improve.*

Parental involvement:
  ➢ *Comment on how parents became involved in their children's learning. Explain your arrangements for sharing targets and reviews.*
  ➢ *Refer to any parent courses/family learning and your procedures for home school communication*

5b How well do the curriculum and other activities meet the range of needs and interests of learners?

- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and experience
- how far the curriculum meets external requirements and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy and stay safe
- the extent to which learners have opportunities to develop enterprise, financial skills and work in teams
- the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement

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Advice and Prompts

➢ *Make an overall judgement about the curriculum. e.g. we know that the curriculum provided is highly effective in meeting learners' needs, aspirations and capabilities because ...... Overall standards? Good progress? Pupils' personal development? Progression rates post 16?*

➢ *Comment on how effectively your curriculum organisation and planning ensures that the following are met:*
- *Learner's needs (e.g. incorporating multicultural – citizenship dimensions*
- *Interests (e.g. adapting the curriculum to take advantage of issues and opportunities relevant to pupils)*
- *Aspirations*
- *Employers' needs*

➢ *Give evidence of the impact of creative, innovative opportunities/enrichment opportunities including visits, visitors, other providers, employers on motivation; pupil progress; progression.*

➢ *Comment on how effective your procedures are for ensuring that all pupils have access to the full curriculum?*

➢ *Comment on compliance (or not – with rationale) with external and statutory requirements.*
- *Give evidence of how your curriculum is tailored to be relevant to local circumstances/specialism*
- *Give evidence of how your learners have opportunities to contribute to the community*
- *Give evidence of the involvement of the local community in the curriculum*

➢ *Comment on your PSHE programme and how far it is effective in ensuring that pupils are healthy and safe (refer to Section 4)*

➢ *Give evidence of the type of opportunities available particularly relating to local circumstance e.g. drugs and alcohol education and evaluate how the range of curricular opportunities cater for the interests and aptitudes of pupils – awards*

➢ *Give evidence of pupil involvement in team activities, business links, charity work, school council and its impact.*

➢ *Give evidence of the impact of enrichment activities on achievement, pupil attitudes and well-being.*

➢ *Refer to any other activities offered on the school site that have an impact on pupil enjoyment and achievement?*

➢ *Refer to the impact of the contribution of other providers to the school's curriculum.*

5c How well are learners guided and supported?

- the care, including integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development and make good progress in their work
- the quality and accessibility of advice, guidance and support for learners
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children

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Advice and Prompts

➢ *Give a judgement on this area*

➢ *Explain how your systems/curriculum for personal development/welfare enable pupils to make good progress*

➢ *Explain the effectiveness of your child protection procedures? Evidence to support this?*

> ➢ *Comment on the impact of your policies and procedures have on health and safety, security?*
> ➢ *Comment on the impact of your Equal Opportunities policy, including disability access?*
> ➢ *Explain how your systems for advice and guidance impact on personal development, well-being and pupil achievement and progression into post compulsory education e.g. are pupils enabled to make suitable choices in their education and other matters?*
> ➢ *Comment on the impact on vulnerable groups (looked after children, young mothers, poor attenders etc.) of the school's provision and its interagency work?*

5d On the basis of your evaluation, what are your key priorities for development?

Advice and Prompts
> ➢ *Outline your key priorities related to:*
>   • *Teaching and learning*
>   • *Curriculum*
>   • *Care, Guidance and Support*
>   *as detailed in your school improvement plan.*
>   *You may not have key priorities in each of these areas.*
> ➢ ***Ensure that there is a clear link between your evaluation outcomes and the priorities you have identified***

5 Grade. Please enter grades. To guide judgement, please consult grade descriptions.

	Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning				
Quality of the curriculum and other activities				
Quality of care, guidance and support for learners				

6. LEADERSHIP AND MANAGEMENT

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a What is the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of integrated care and education
- how effectively performance is monitored and improved to meet challenging targets through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (i.e. inclusion)
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning
- the extent to which governors (and, if appropriate, other supervisory boards) discharge their responsibilities

6b On the basis of your evaluation, what are your key priorities for development?

6Grade Please enter grade. To guide judgement, please consult grade descriptions

	Outstanding	Good	Satisfactory	Inadequate
Effectiveness and efficiency of Leadership and Management				

7. OVERALL EFFECTIVENESS AND EFFICIENCY
How effective and efficient is the provision of education, integrated care and any extended services in meeting the needs of learners and why?
To answer the questions raised in this section of the form you should draw together your evaluations in the previous sections.
To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.
In answering the following questions, please in each case make clear the main evidence on which your evaluation is based.

7a What is the overall effectiveness of the provision, including any extended services, and its main strengths and weaknesses?

Advice and Prompts
➤ *Consider your judgements and overall grades from the sections 1 – 6,   Use the Ofsted judgement table as a benchmark.*
➤ *Make a judgement on improvement since the last inspection in relation to trends in standards and responses to issues raised in your last report and capacity to make further improvement.*
➤ *List **main** strengths of your school – briefly. Summarise main weaknesses from each section – briefly.*
➤ *Make an overall judgement on effectiveness and efficiency with pupil attainment and achievement and then personal development as the key indicator through reflecting on*
• *Intake and Parental Views (Section 1 & 2)…….?*
• *Quality of Provision and Leadership & Management (Section 5 & 6)……?*
• *Outcomes - Attainment & Achievement and pupils' Personal Development and Well Being (Section 3 & 4)…..?*
Ask yourself "given our intake and the quality of provision and Leadership & Management that we provide, are the outcomes for our pupils as high as they could be?"
Your judgement on overall effectiveness and efficiency will need to take into account all factors affecting the school and pupil outcomes.

7b What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation?

Advice and Prompts
➤ *List previous Ofsted action points – bullet points to show actions taken and evidence of impact on achievement.. Indicate where evidence (INSET records, School Monitoring and Evaluation) can be found.*
➤ *List other areas (one or two) identified through School Self Evaluation since the last inspection that have been improved – use bullet points to show actions taken and evidence of impact on standards, pupil development and learning.*
➤ *Explain how the school's identified strengths have been maintained and developed.*
➤ *Make a summative judgement on your effectiveness in promoting improvement*
(When adding the above think about which ones you would be eager to explain in greater detail to the inspectors to demonstrate your ability as a school to initiate and sustain improvements.

7c What is the capacity to make further improvement?

Advice and Prompts
➤ *Describe how the school's strengths/staff experience/governor expertise will contribute to future success.*
➤ *Describe how support from LA/outside agencies, network learning communities will complement 'in-school' capacity.*
➤ *Refer to systems for continuous school improvement which are embedded/or are being maintained e.g.*
• *Quality of self evaluation and School Improvement/Development Planning process*
• *How CPD and Performance Management is linked to the above*
• *The work of the leadership team/senior management team and consultation*

> communication and decision making procedures
> - How the vision and values of the school are generated and shared
> - Partnership working to enhance or create additional capacity
> - Deployment of staff-remodelling

7d How effective are links with other organisations to promote the well-being of learners?

Advice and Prompts
> ➢ Give an overall judgement on the effectiveness of links and their impact. You may refer to involvement with:
> - Health services/Social services
> - Behaviour support
> - Psychological services
> - Special Educational Needs
> - Adult learning
> - Connexions
> - Extended provision providers
> - Local secondary schools and colleges
> - Community links
> - Employers
>
> and how these links have supported the well being and achievement of learners.

7e What steps need to be taken to improve the provision further?

Advice and Prompts
> ➢ List your key areas of focus from SIP and intended impact on learners' achievement – briefly describe proposed actions. Don't rewrite your plan just take out the key elements.
> e.g.
> Focus – English.
> Improve boys writing so that 70% attain level 5 and 40% attain level 6 by end of KS3 in 2007.
> By training, external support package, cross curricular work, improving marking and feedback, new resources.
> ➢ Reference to short term, one year, and longer term, three to five year plans if relevant
> e.g. accommodation changes, amalgamation etc.
> ➢ Ensure that this section captures the essence of your School Improvement Plan and your priorities reflect the outcomes of your evaluation

7Grade Please enter grades. To guide judgement, please consult grade

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
Capacity to make further improvements				
Improvement since the last inspection				
Effectiveness and efficiency				
in Foundation Stage				

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Guidance and advice
On completing the
Self Evaluation Form
Section 2

</div>

Section 2 *provides you with grade descriptions. The new inspection framework only provides descriptions for "Good" (2) and "Inadequate" (4). To help you to make robust and secure judgement, this guidance includes descriptors for "Outstanding" and "Satisfactory" (in italics and shaded). These additional descriptors have been drawn together as an aid and are **not** part of the new Inspection Framework.*

3. Achievement and Standards

Evaluating achievement and standards (based upon how well learners make progress

Outstanding (1)	*Results are significantly above those attained in similar schools. Performance is consistently good in subjects and courses and in many cases it is excellent.* *Learners meet very challenging targets and almost all make good or excellent progress. All groups perform well.*
Good (2)	Results generally compare well with those from similar schools. Learners meet challenging targets and, given their capability and starting points, they achieve high standards. Most learners, including those with learning difficulties and disabilities make at least good progress and some may make very good progress, as reflected in value added measures. Learners are gaining knowledge, skills and understanding at a good rate across all key stages. Most subjects and courses perform well, and some better than this, with little or nothing that is unsatisfactory. Few learners underperform.
Satisfactory (3)	*Results are generally close to the average of similar schools. Almost all learners meet reasonably challenging targets and achieve standards that are high enough given their capability and starting points. Most learners make acceptable progress and gain knowledge, understanding and skills at a satisfactory rate across all key stages, as confirmed by available value added measures. There might be some underperformance, but this does not affect many learners and is not substantial. There is some variability in achievement between subjects but attainment overall is average.*
Inadequate (4)	Results are significantly below those in similar schools. A significant number of learners do not meet their targets that are adequately challenging. Value added measures indicate slow progress, especially in core subjects. Considerable numbers of pupils underachieve, or particular groups of pupils underachieve significantly. The pace of learning is insufficient for learners to make satisfactory gains in knowledge, skills and understanding, especially in core subjects. Learners underachieve in one or more key stages. Performance in a number of subjects and courses is unsatisfactory. **Overall, standards that learners achieve are not high enough when set against their capability and starting points.**

Achievement and Standards cont'd

Evaluating quality and standards in the Foundation Stage

Outstanding (1)	*The Foundation Stage is outstanding where virtually all children make very good or excellent progress across all areas of learning. They enjoy being at school a great deal and are developing a very good awareness of needs of others in their nursery/class. The children are safe and healthy and play an active part in the school community. Teaching is highly effective and the curriculum meets the needs and interests of children extremely well. There are very effective relationships with parents. They are kept very well informed about their children's progress and well-being and are provided with very good opportunities to be involved in their learning and care.*
Good (2)	Near all children make good progress in most of the areas of learning, including their personal development. They enjoy their time at school and are well aware of the needs of others in their class. Teaching and the curriculum meet children's needs well and keep them actively engaged. Good arrangements exist to ensure their safety and health and encourage their involvement in their community. Effective links with parents help to involve them in their children's education, and they are kept well informed of their progress. Managers of the Foundation Stage have an accurate understanding of their strengths and weaknesses and drive forward strongly to improve provision.
Satisfactory (3)	*Most children are settled and happy, behave well and make at least satisfactory progress across the areas of learning. A small minority may underperform or show occasional instances of unacceptable behaviour. Teaching and the curriculum are adequate overall. Some aspects of one or two areas of learning, such as early literacy or numeracy, may need some improvement. Children's safety and health are maintained by staff, and their communal involvement and well-being are adequately promoted. Parents are kept in touch with day-to-day matters and are reasonably well informed about their children's progress. Foundation Stage leaders and senior manager are competent in identifying where improvements are needed and make steady progress in dealing with them.*
Inadequate (4) Where the foundation Stage is judged to be inadequate, further guidance should be consulted on the procedures to be followed	Many children are unsettled and unhappy and so not make adequate progress in their learning and personal development, or significant groups of children behave badly and make poor progress. Pupils do not join in activities sufficiently. Teaching and/or the curriculum have significant weaknesses that **impair the progress and personal development of children. Children are not cared for adequately so that their safety and health are at risk,** and their well-being is inadequately promoted. Parents have lost confidence in the ability of staff to care and educate their children. Foundation Stage leaders and senior managers do not give the staff an adequate sense of direction and show insufficient capacity to effect improvement.

4. Personal Development and Well-Being

Evaluating personal development and well-being

Outstanding (1)	*An outstanding school successfully promotes very good attitudes to learning, exemplary behaviour and high attendance. All aspects of personal development progress strongly as learners gain rapidly in self assurance, in their capacity to deal sensitively with others and to become involved with the community.*
Good (2)	Most aspects of learners' personal development and well-being are at least good and none is graded unsatisfactory. The great majority of learners engage well with what the school has to offer, feel safe, enjoy their lives at school and make good overall progress in the personal qualities that will enable them to contribute effectively to the community and eventually transfer to working roles.
Satisfactory (3)	*For most learners, their spiritual, moral, social and cultural development is satisfactory overall. They feel safe and are not unduly intimidated by bullying or other unacceptable behaviour. Most learners enjoy school and make at least satisfactory progress in their capacity to adopt safe and healthy lifestyles, to participate in the community and to prepare for their working lives.*
Inadequate (4)	Weaknesses in spiritual, moral, social and cultural development, either generally or among significant groups, are sufficient to cause learners' overall personal development to be inadequate. Many learners are disaffected and do not enjoy their education, as shown by their disaffected and do not enjoy their education, as shown by their unsatisfactory attitudes, behaviour and attendance. Exposure to bullying or other factors mean that several learners feel unsafe. When threatened, they do not have confidence that they can get sufficient support. Healthy lifestyles are not adequately appreciated or pursued. Learners' do not engage readily with the community or make satisfactory progress in the skills and qualities that will equip them for work.

5. The Quality of Provision

Evaluating the quality of teaching

Outstanding (1)	*Learners thrive as a result of the teaching and make exceptionally good progress. Teachers' high levels of expertise and evident interest in what they are teaching, and their careful planning based on thorough assessment, ensures that the work is very well pitched and suitably challenging for every learner. The methods and use of resources, such as ICT and the degree of independent learning, enthuse and extend learners, including those with additional learning needs. Well directed teaching assistants, paired or joint teaching, reinforces and strongly supports learning.*
Good (2)	Virtually all learners make good progress and show good attitudes to their work. The teachers' good subject knowledge lends confidence to their teaching styles. The level of challenge stretches without inhibiting. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to their different capabilities, so that all can succeed. Those with additional learning needs have work well-tailored to their needs based upon a good diagnosis. A good range of carefully chosen resources such as ICT, and the well-judged setting of extension and project work to encourage independent learning, does much to encourage the skills and confidence needed for independent learning. Good arrangements support parents/carers in helping learners to succeed.
Satisfactory (3)	*Most learners make the progress that should be expected of them and they enjoy their work and are motivated to do well. Teachers have a secure knowledge of the curriculum and course requirements. The level of challenge is sufficient for groups of learners most of the time. The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage them. Assessment is adequate for teachers to monitor learners' progress and plan their lessons, and learners know what to do to improve. Work is appropriate for those with additional learning needs. Arrangements are in place too enable support staff and parents/carers to support learners effectively.*
Inadequate (4)	**Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory.** Learners do not enjoy their work. Behaviour is often inappropriate. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The methods used do not sufficiently engage and encourage the learners. Not enough independent learning takes place or learners are excessively passive. Assessment is not frequent or accurate enough to monitor learners' progress, so teachers do not have a clear enough understanding of learners' needs. Learners do not know well enough how to improve. Teaching assistants and parents/carers are inadequately helped to support learners.

The Quality of Provision cont'd

Evaluating the quality of the curriculum and other activities

Outstanding (1)	*The exceptionally good and inclusive curriculum is finely tuned to the learners' needs, interests and aspirations. It builds extremely well on prior learning and comprehensively covers external and statutory requirements. There is a very well-judged focus on the basic skills of literacy, numeracy and ICT. The curriculum is such that learners are effectively prepared for the next stage of education, work and their life in the community. Very good provision is made to help learners lead safe and healthy lives, which are significantly enriched by recreational and other activities. Learners have many varied opportunities to contribute to the community.*
Good (2)	The great majority of learners are well served by the curriculum, and no group is ill-matched to the courses taken. Progression routes are clear and well established. Virtually all statutory requirements are met. There is good provision for literacy, numeracy and ICT. In secondary schools, a strong work related dimension and a citizenship programme prepare learners well for their future. Education for safety and health is good, as are the opportunities for enrichment, which are varied, have a high take up and are much enjoyed. They have many opportunities to contribute to the community.
Satisfactory (3)	*The curriculum is adequately matched to the needs, interests and aspirations of learners, and is organised in a way that allows learners to build soundly on what they have already done. The curriculum meets virtually all statutory requirements and is responsive to local needs, such as those of employers. There is adequate provision for the basic skills of literacy, numeracy and ICT. Satisfactory arrangements are made for education in safety and health. In secondary schools, there is an adequate work-related dimension to the curriculum, to develop enterprise and employability, and a sound preparation for citizenship. The curriculum provides opportunities for all learners, including those with special educational needs, to progress and develop well, and in practice very few do not engage adequately. The provider has an adequate range of popular enrichment activities and opportunities to take on responsibility in the community.*
Inadequate (4)	The curriculum is **inadequately matched to learners' needs, interests and aspirations**. There is considerable discontinuity from year to year. This shows itself in the disaffection displayed by learners. There are significant gaps in response to external requirements and local needs. There is weak provision for literacy, numeracy or ICT. There is **inadequate provision for education in safety and health**, work-related learning and preparation for citizenship. The curriculum excludes significant numbers of learners, belonging to one or more groups, because it does not meet their needs, interests or hopes adequately. The school has a limited range of enrichment activities and chances to take responsibility in the community, or those provided are not popular with learners.

The Quality of Provision cont'd

Evaluating the care, guidance and support for learners

Outstanding *(1)*	*Comprehensive arrangements for child protection are in place. The school has highly committed staff and exceptionally robust and carefully monitored arrangements to care for all learners, promote and monitor their health, well-being and progress and help them to make important choices. It has a very caring ethos in which learners know by their actions they are safe and valued, and in which they can flourish. The school, parents and other agencies work together effectively to ensure that learners make very good progress. High quality advice supports learners in planning the next stages in their lives. Those most at risk are very well supported.*
Good (2)	Good quality care for learners is seen in the high level of commitment of staff and their competence in promoting the welfare of the learners. Child protection arrangements are robust and regularly reviewed, and vetting procedures and risk assessments are carefully attended to. In this safe and supportive environment, learners do well to reach challenging targets. They are well informed about their future options. Any learners at risk are in place to keep them engaged.
Satisfactory *(3)*	*The school has satisfactory arrangements for caring for its learners. It has vigilant and suitably trained staff, and robust arrangements, including child protection procedures, vetting procedures and risk assessments, to ensure their safety and general well-being. Most learners are set clear and challenging targets and their progress towards them is adequately monitored and reported. The quality of advice and guidance enables learners to make suitable choices in their education and other matters. Those at risk of poor attendance, exclusion or dropping out are adequately supported to stay in education.*
Inadequate (4)	The school **does not provide adequate care for its learners**. Its systems are too weak, or staff are inadequately trained or vigilant, to safeguard learners' safety, welfare and progress. Child protection arrangements, vetting procedures and risk assessments are inadequate. Many learners do not have a clear understanding of their targets, or the targets are not challenging enough. Learners' progress is inadequately monitored. The quality of advice and guidance does not support many learners adequately when they come to make choices. Too many learners have poor attendance, are excluded or drop out, and the school make inadequate attempts to re-engage them.

6. Leadership and Management

Evaluating leadership and management

Outstanding (1)	Leadership and management (including governance) are dedicated to and result in the highest possible standards and progress in all areas of the school's work. They are reflective, self critical and set a clear vision for the school, so that staff work together with a common and shared purpose. Evaluation is embedded into the school's practice at all levels, and is open, frank and accurate. The school sets ambitious and challenging targets and learns from best practice. There is a culture where performance is constantly challenged and improved. The inclusion of all learners is a central goal that is very effectively promoted and discrimination is not tolerated. Highly efficient use is made of resources to improve learners' outcomes and achieve very good value for money. Excellent links exist with parents and external agencies to reinforce the very high standards of care, guidance and support provided. Not surprisingly the school has a very high reputation locally.
Good (2)	The leadership of the school is strongly focused on raising standards and promoting the personal development of learners, and has created a common sense of purpose among staff. Weaknesses are accurately identified and tackled energetically. The school runs very smoothly and, through its comprehensive quality assurance procedures, has a well-grounded understanding of its performance. The inclusion of all learners is central to its vision and it is effective in pursing this and dismantling barriers to engagement. Resources are well used, including any extended services, to improve learners' outcomes and to secure good value for money. Good links exist with parents and outside agencies to support the work of the provider. The impact is seen in the good progress made by most learners on most fronts, and in their sense of security and well-being.
Satisfactory (3)	Overall, leadership is competent and committed to the raising of standards and the personal development of learners.. The school is orderly and management ensures that it runs smoothly and that routine procedures are followed, but time-honoured practices are not adequately challenged. Quality assurance follows agreed procedures but is not incisive enough to get to the root of all problems. Resources are carefully managed but not always well spent. Staff work hard but not all do so with conviction and enthusiasm. The contribution of any extended services is sound. Links with parents and outside agencies are sufficient so support the provider in ensuring the safety and well-being of learners. Overall, the learners' progress is satisfactory and the quality of provision steadily rather than rapidly improves.
Inadequate (4)	**Overall, leadership and management have too little effect.** Leaders and managers are insufficiently focused on raising standards and promoting learners' personal development, and lack the authority and drive to make a difference.

Inadequate cont'd (4)	Many staff are disenchanted and lack confidence in their leaders. Even though the school may run smoothly on a day-to-day basis, quality assurance is ineffective and the management does not have a realistic view of its weaknesses. At its worst, **the school is disorderly and unsafe**. Resources are not well deployed, because the school does not have a well-ordered sense of its priorities, and this means that value for money is not satisfactory. Inadequate use is made of any extended services to promote outcomes for learners. **Standards that learners achieve are not high enough when set against their capability and starting points**. Links exist with parents and other providers of education and care, but overall the school does not do enough to ensure the development and well-being of all the learners. The learners' progress is slow on many fronts and **the school's capacity to act decisively to improve its provision is weak.**

7. Overall Effectiveness and Efficiency

Evaluating overall effectiveness

Outstanding (1)	*Standards and achievement and personal development are outstanding. Learners make very good progress consistently and excellent progress in many areas of their work. They flourish in the school's inclusive and safe environment. All major aspects of provision and of leadership and management are at least very good, and many are excellent. As a result, the school provides good value for money. Any extended services, and links with other providers and organisations add significantly to the value of the education pupils receive and to the outcomes they achieve. Parents and other stakeholders rightly have a very high regard for the school, and are consulted meaningfully about its future development.*
Good (2)	Standards and achievement are good. Learners make good progress in their work and personal qualities and very few underachieve. The quality of teaching and care are consistently good, as are most other aspects of provision. Leadership and management are effective and ensure that the school provides good value for money. Any extended services are well provided. The school has an important place in the community and good links with it. Parents and other stakeholders have a justifiable confidence in the school which seeks and acts upon their views.
Satisfactory (3)	*Standards and achievement are satisfactory. Learners make steady progress in their work and personal development, and their well-being is adequately maintained and developed. There may be a little underperformance and small pockets of disaffection, but these weaknesses are not substantial. Most aspects of provision are at least adequate, as is the overall performance of the school's leadership and management. There may be a few weaker areas, but these do not have s substantial impact upon the outcomes for the learners. Value for money is sound. Any extended services, and links with other organisations, are satisfactory. Parents and other stakeholders are generally satisfied with the school, which is fairly effective in seeking and acting upon their views.*
Inadequate (4)	A school is likely to be inadequate if one or more of the following are judged to be inadequate: the standards achieved; learners' personal development and well-being; the overall quality of provision and leadership and management. The sixth form or Foundation Stage might also be inadequate (although this must be significant if it is the sole reason to judge that the whole school is inadequate). Extended services, such as day care, are ineffective. Weak links exist with other organisations and services. The school does not regularly seek or act upon the views of parents and learners, and is likely to be held in low regard by them. At its worst, the school fails to provide an acceptable standard of education and lacks the capacity to improve.

Overall Effectiveness and Efficiency cont'd

Evaluating improvement since the last inspection

Outstanding (1)	*The school has maintained its outstanding performance and/or has made exceptional improvement, particularly in the standards achieved and other outcomes for the learners, in the quality of teaching and care, and in the way managers monitor and improve the school's performance. Weaknesses noted in the last inspection have been remedied.*
Good (2)	The school has continued to perform well and has made good progress, particularly in the standards achieved and other outcomes for the learners, in the quality of teaching and care, and in the way managers monitor and improve the school's performance. Weaknesses noted in the previous inspection have been dealt with effectively.
Satisfactory (3)	*The school has continued to maintain its satisfactory performance and has made a steady improvement, particularly in the standards achieved and other outcomes for the learners, in the quality of teaching and care, and in the way managers monitor and improve the school's performance. Weaknesses noted at the previous inspection have been dealt with reasonably effectively. There may be some areas that have not moved on adequately, but these are not sufficient to compromise its improvement in performance.*
Inadequate (4)	The school has deteriorated or has not made enough progress in important areas. There has been little or no improvement in standards, or there has been a decline. Where standards have improved, the rate of improvement has not been sufficient. Levels of attendance remain well below average, or have declined markedly. **Learners' personal development, attitudes and behaviour have remained inadequate or not improved sufficiently. Learners' health and safety are at risk.** Teaching has deteriorated, or not improved in areas where it needed to do so. As a result it **does not enable learners to progress adequately**. The curriculum has not been developed to meet the needs and aspirations of learners, and there are important ways in which it does not meet external requirements. The level of provision for learners' health, welfare, support and guidance has deteriorated, or there has been inadequate progress in improving unsatisfactory provision. Leadership and management have deteriorated, or remain too weak to make adequate improvements in the school. Insufficient progress has been made with the issues identified by the last inspection.

Overall Effectiveness and Efficiency cont'd

Evaluating the school's capacity to improve

Outstanding *(1)*	*An outstanding school is reflective and has a clear, innovative and well thought out agenda for improvement. Its self evaluation is full and candid and based on a wide range of appropriate evidence. As a result of the leaders' actions, exceptional improvements have been made, or outstanding levels of success maintained.*
Good (2)	The self-evaluation is thorough and successfully identifies the school's strengths and weaknesses. It draws on sufficient evidence to support its findings and reflects how the school actually is. The senior leadership has a clear sense of direction and understands how to bring about improvement. There are effective plans to deal with the school's weaknesses and resources are allocated well to facilitate this. Despite minor inconsistencies in performance, there is an evident trend of good and improving achievement over time.
Satisfactory *(3)*	*The self-evaluation identifies most of the school's strengths and weaknesses, but some minor issues may be overlooked. Parts of it may be based on superficial interpretation of, or incomplete gathering of, evidence. The senior leadership has an adequate understanding of the direction in which to move forward and how to do so. Plans for improvement have sufficient focus and detail to bring about adequate improvement, and resources are used sensibly to support this. As a result of the leaders' actions, the school has securely and steadily improved its performance.*
Inadequate (4)	**Self-evaluation does not identify a school's strengths and weaknesses well enough to identify its main priorities and plan for improvement.** There is lack of rigour in gathering and interpretation of evidence. Senior leadership does not have an adequate strategy for eradicating weaknesses or raising achievement. Plans for improvement are not well focused on what most needs to be done, and resources are not efficiently directed to where they are needed. **Actions by the leadership have not secure adequate improvement**. The school may appear to be floundering, without a sufficient grasp of how to get better.

Appendix C

Sample Pages from NCSL / BECTA

MATRIX

evaluate > plan < review

Welcome

The MATRIX is an online tool, developed by NCSL and Becta, which facilitates self-evaluation and action planning. Use the matrix to review your current position against a set of levelled statements. As you complete the matrix, an action plan, based on your results (which are automatically saved if registered and logged in), is produced.
First line assistance in using the Matrix can be accessed by phone (Mon-Fri: 0800-2100) on **0845 601 3032**.

NCSL / talk2learn users

If you hold an NCSL Learning Gateway / talk2learn username and password, you can now link your Matrix account to this account. This will allow you to move between the Learning Gateway and the Matrix without the need to use different login details. You will be asked if you would like to link your accounts when you next log in
How should I use this tool? »

Self evaluate > Benchmark > Action plan

Choose a matrix:

Adult & Community Learning

- ACL e-Learning Positioning Tool - This matrix has been designed by NIACE, in partnership with the Centre for Excellence in Leadership (CEL) and the support of BECTA, to help organisations that deliver or commission community based adult learning to identify their current position in relation to ILT (Information and Learning Technology) and e- learning.
- E-Learning for the Voluntary and Community sector providers - This matrix has been developed by The MRS Consultancy Ltd for the Learning and Skills Council Yorkshire and The Humber in consultation with the Voluntary and Community Sector, NIACE and with technical support from BECTA.

Assessment

- Assessment for Learning - This matrix aims to promote the effective use of assessment in schools to enhance and support students' learning.
- ICT Assessment and Record Keeping - This matrix is aimed at school leaders who wish to review their procedures for assessment and record keeping.
- learn2learn online: learning needs assessment - The first element of NCSL's learn2learn online programme.

Becta's self-review framework

- Element 1. Leadership and Management - This element has been created in partnership with the **National College for School Leadership**.
- Element 2. Curriculum - This element has been created in partnership with the **National Strategies**.
- Element 3. Learning and Teaching - This element has been created by **Becta**.
- Element 4. Assessment - This element has been created in partnership with the **Qualifications and Curriculum Authority**.
- Element 5. Professional Development - This element has been created in partnership with the **Training and Development Agency**.
- Element 6. Extending opportunities for learning - This element has been created by **Becta**.
- Element 7. Resources - This element has been created by **Becta**.
- Element 8. Impact on pupil outcomes - This element has been created in partnership with **Ofsted**.

Curriculum

- Citizenship in Key Stage 3 - This matrix has been developed by Citizenship consultants at the DfES and enables school leaders to chart progress systematically in developing citizenship education in their own school.
- Education for Sustainable Development (ESD) - This matrix supports the development of ESD in schools.
- Leading Numeracy - This matrix has been designed by the National College for School Leadership to help headteachers evaluate their school's progress in the implementation of the National Numeracy Strategy.
- Making the ICT Difference - How effectively do you use ICT in your teaching? Use this matrix to help you review your practice in terms of leading, tailoring and celebrating learning.

- National Quality Standards In Gifted And Talented Education - DfES and the National Academy for Gifted and Talented Youth have jointly developed an Institutional Quality Standard for gifted and talented education.
- Raising standards in literacy and mathematics - This matrix has been developed by the National College for School Leadership in partnership with the National Numeracy and Literacy Strategies.

HOS

- HOS Diagnostic - This Matrix has been designed to help schools identify those staff who will benefit from Hands On Support for the embedding of ICT in teaching and learning.

ICT Infrastructure

- Institutional Infrastructure - This matrix will help you assess your institution's ICT infrastructure by looking at what it enables you to do and then produce an action plan for improvement.
- Learning Platform functionality - This matrix has been developed as a response to the evolution of the learning platform functional specifications.
- Management and support of the ICT infrastructure - This matrix, which is aimed at institutions with internally provided technical support, assesses the effectiveness of the ICT infrastructure management and support provision against Becta's Framework for ICT Technical Support (FITS) and produces an action plan for improvement.

Inclusion

- CAP Service Delivery - This matrix is aimed at anyone who is interested in completing assessments on behalf of the
- Diversity in Teaching and Learning - This matrix is designed to raise standards by sharpening the focus on pupil diversity within the classroom.
- Education for Children absent from school because of medical needs - The matrix has been designed by the Department for Education and Skills to help headteachers to ensure their schools have policies and procedures in place for pupils who are unable to attend school because of medical needs.
- Race equality - This matrix supports school leaders as they seek to enhance learning experiences through the evaluation of whole-school issues relating to race equality.

LEA

- LEA - This matrix is designed to enable LEAs to review their provision for ICT and offers them guidance in planning their future strategy.

Leadership and Management

- Early Years Naacemark - This matrix has been developed by Becta for Early Years settings who are considering the Naacemark for Early Years QA scheme.
- Evaluating Network Leadership. - This matrix is designed to support leaders of school networks to review and strengthen the leadership and management of their network.
- Management Information Systems 04 (Archived) - This matrix has been superseded; users are advised to go to the self review matrix for the Resources element.
- Naacemark (Archived) - This matrix has been superseded by the Becta self-review matrices; users are advised to start using the Becta self review matrices above.
- Personal Computer Competences 04 - The new PCC matrix is divided into three categories, allowing you to focus on one area at a time and forms part of the SLICT (Strategic Leadership of ICT) course for headteachers.
- Presentation technology - This matrix is aimed at schools who wish to review their use of presentation technology in light of the Government's new initiative for enhancing whiteboards in schools.
- S3: sustainable school self-evaluation - This Matrix, created by **DfES**, helps schools self- evaluate their efforts to use the Sustainable Schools national framework as a coherence-building approach to school improvement.
- Team SLICT - This Matrix has been designed in four sections and this section helps you to identify where you, your colleagues and your school are embedding and developing ICT, and where it is being used to its full potential for learning and teaching.

Leading Networks

- Evaluating Learning in Networks - This matrix is designed to support leaders of school networks to review and develop the effectiveness of their approaches to pupil and adult learning.
- Evaluating Network Leadership. - This matrix is designed to support leaders of school networks to review and strengthen the leadership and management of their network.

Learning & Skills

- FE - Developing an e-learning strategy - Becta has developed a matrix to help organisations working in the learning and skills sector to assess their current policies and practice and develop an action plan to move their work forward.

Scotland

- Leadership of ICT in Scottish schools - This matrix is aimed at Scottish schools and is designed to assist with the leadership issues faced with ICT.

SLICT

- Primary Subject Leader SLICT - Pre-programme activity - This Matrix has been designed for participants undertaking the Primary Subject leaders SLICT programme.
- Primary Subject Leader SLICT - Review Core Activity - This Matrix has been designed to support participants undertaking the NCSL/Becta pilot programme for Primary Subject Leaders.
- Team SLICT - This Matrix has been designed in four sections and this section helps you to identify where you, your colleagues and your school are embedding and developing ICT, and where it is being used to its full potential for learning and teaching.
- The E-confident School - The following matrix has been designed to help you review your school's use of ICT within the curriculum.

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You are in: Home > Element 1. Leadership and Management > Self-review > 1c. The use of ICT to improve organisational effectiveness and efficiency > **Aspect 1 of 6**

1c-1 Use of management information systems

Need help? Read the guide to this strand »

Please select one of the following position statements:

○ **Not applicable**

○ **Level 5**   The use of ICT for management is not co-ordinated. Systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.

○ **Level 4**   The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's management and much work is still done manually.

○ **Level 3**   All teachers make appropriate use of ICT for management, administration and planning. Current systems do not easily enable staff to share resources, access data or contribute to databases. ict

○ **Level 2**   ICT is used effectively to support management tasks. Appropriate access is readily available across the school and widely used by most staff to share data and resources. This has a clear impact across all management areas.

○ **Level 1**   The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. This significantly improves the management of the school.

Comments and evidence

Please enter no more than 500 characters.

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You are in: Home > **Element 1. Leadership and Management**

Overview

This element has been created in partnership with the **National College for School Leadership**.
It supports and challenges schools to:

- develop and communicate a shared vision for ICT
- plan a sustainable ICT strategy across the whole school including:
  - manage, co-ordinate, monitor and review the implementation of their ICT strategy
  - promote the effective use of ICT by improving organisational effectiveness and efficiency.

To use this element click on the >Start< button below or click on the relevant strand in the Strands box to the right.

The self-review framework comprises eight elements; these elements cover the whole development of ICT across the school and enables the organisation to assess itself against the framework.

This is the first of the eight elements that comprise
Becta's self-review framework
(Clicking on the name above will open a new window)

Within this element ict denotes the **ICT Mark threshold level for individual aspects.** To be assessed for the ICT Mark schools must reach this standard in all aspects of each of the 8 elements. **Are you ready for assessment? Click Here**

Terminology comparisons

Matrix	**Framework**
Matrix	Element
Category	Strand
Aspect	Aspect

> start <

NC▒ National College for
School Leadership

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You are in: Home > **Element 1. Leadership and Management**

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Terminology comparisons

Matrix	Framework
Matrix	Element
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> start <

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Appendix D

Ethical Statement

Memorandum

To: All Self-evaluation Course Participants

CC: Gerry McNamara

From: Joe O'Hara

Date: 24/09/2004

Re: Proposed Research Project

Dear All,

You may remember that in our first session together I mentioned that I am currently involved in a piece of post-graduate research that is seeking to explore the process of developing self-evaluation skills in teachers at all stages of their careers. Given the theme of the course you are currently undertaking, I was hoping to use some of the material developed in the course of your programme for my research. This material will include

- The online discussions generated in the course of the programme
- Your final reports

In addition I was hoping that some of you might consent to allow me interview at different stages of the programme.

I expect that my research will run for the duration of this project and that it is unlikely to be presented in its final form until well into the next academic year.

I realise that I am a tutor on your current course and that some of you may feel uncomfortable with this request. In order to allay any fears that you may I have I would like to emphasise

1. Your participation in this research would be entirely voluntary
2. There would be no repercussions associated with a decision on your part not to participate
3. If you do choose to take part all data generated and used will be presented in any final report in an anonymous form. There will be no information to identify either you or your place of work

4. At all times the research project will be kept separate to the programme being delivered and I will only seek your assistance outside of the programme timetable

I have also arranged to have no involvement in any assessment element associated with the programme in order to guarantee my separation from any process that might be perceived as potentially generating a conflict of interest.

As I mentioned earlier this process is entirely voluntary and should any of you wish not to take part in it, please feel free to let me know. In order to make this as easy as possible I have attached a short declaration at the bottom of this page. Please fill it out at any stage in the course of the programme and drop it into the School Secretary or myself, whichever is easier for you.

Many thanks for considering my request.

Best wishes

Joe

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

I _____ would prefer that the data generated by my participation in the self-evaluation programme is not used in Joe O'Hara's post-graduate research study.

Signed_____   Date_____

Appendix E

Sample Teaching and Learning Resources

Facilitating Discussion

Formal discussion of a topic of interest is one of the oldest and most widely practiced of all teaching methodologies. From the time of Socrates to the present day trainers have recognized the value of allowing students put forward and justify a position in a supportive yet challenging environment. In this section we will examine the structure of a discussion and look at ways of successfully integrating it into your everyday training. Curzon (1997) argues that a discussion is a forum where people share ideas and opinions with a view to coming up with new positions. He states

> " Essentially, the members (of a class) pool their ideas in the co-operative task of endeavoring to understand a problem by learning from one another. Speaking, listening and observing are essential attributes of the discussion method" (pg 332)

Co-operation, respect for others, learning from each other and valuing diversity are watch words for successful discussions and are at the heart of the methodology proposed here.

When to use discussion

Discussions are used in a wide variety of situations, particularly when a teacher or trainer is trying to help students or course participants solve problems, explore issues or indeed make difficult decisions. They are particularly helpful when trying to explore attitudes and develop positions on important issues.

Petty (1998: 182) suggests that discussions can be useful in the following situations

1. Where students, ideas' opinions or attitudes are of interest to the trainer or to other members of the class group. For example:
    - Where a group of experienced workers are attending a workshop to introduce them to new working practices as a way of comparing these to their traditional ways of working
    - In a workshop on attitudes to workplace bullying
2. Where the topic involves values, attitudes, feelings and awareness, rather than material based exclusively on facts. For example:
    - Examining safety practices in a practical skills workshop
    - Looking at employment preferences in a jobs club
3. Where it is necessary to give students an opportunity to practice forming opinions and defending points of view. For example
    - Developing a position of a text in a literature class
    - Requesting a particular salary at a job interview

Advantages of the discussion methodology

Many of the perceived advantages of discussion as a methodology come from the collaborative processes engaged in by students engaged in them. It can be argued that
- Carefully considered and well argued group judgments can sometimes be more accurate than individual judgments because of the breadth of experience of the group
- The process of disagreeing, arguing, compromising and defending statements can result in increased tolerance for differing points of view
- Group discussions allow trainers and participants get to know each other better

- It can give a trainer useful feedback on the level of participant knowledge in a particular area

Disadvantages of the discussion methodology

Many of the perceived disadvantages of the discussion methodology can be traced back to poor planning and incompetent implementation. In summary discussions can be problematic if
- The topic is not carefully chosen
- The session is not well structured
- The trainer looses control

In these situations discussions become informal chats where strongest personalities tend to dominate whether their opinions are helpful or not.
If discussions are badly handled they can result in the silent majority of class members losing faith in both the validity of their own opinions and in the competence and ability of the trainer. Discussions can become arenas of shared prejudice where people are intimidated into silence or acquiescence. Curzon describes these types of discussion as "an athletic contest of closed mind versus closed mind" (1997:333).
In essence, a badly planned discussion is a worthless and possibly damaging methodology.

Questions
Discussion Questions

Think of a positive discussion experience – why was it successful?

Think of a negative discussion experience- what difficulties arose and why?

What do you think are the critical factors in organizing a discussion?

(Each of these discussion questions are in the discussion forum and if you want, you can post your answers there and maybe comment on others answers)

Planning a Discussion

The type of discussion described here is one that takes place within a formal teaching or training situation. The trainer stays in overall control of the process but in a largely non-directive way seeking to provide an environment where participants feel comfortable enough to offer opinions and debate with others. It is assumed that a discussion of this sort would last for up to one hour.

Stage 1: Planning the activity

There are a number of important stages in planning a discussion, which we will examine below.

1. Clarify your aims and objectives
In every training situation you must know what you plan to do (your aim) and what your trainees will be able to do, what they will know or what attitude they will have explored (your objectives) by the end of the session. (See notes on site entitled "Aims and Objectives)

When examining aims and objectives for any groupwork session you should ensure that:
- They can be met by using a discussion as opposed to another type of methodology
- They can be achieved within the time frame you have set yourself
- They concentrate on participants developing, defending and moderating ideas and opinions

2. Collect and organize resources
For a discussion to work successfully you must provide interesting initial material to stimulate discussion and debate within the group. In the session presented in the video clips, we used a role-play of a job interview to stimulate the debate (see clips ****). Whatever resources you choose to use, you must
- Engage the participants interest,
- Be factually accurate and
- Possibly cause some controversy.

Some suggestions of materials that may be used are:
- Videos
- Specialist Equipment
- Organizational documentation (e.g. safety documents, mission statements)
- Magazines
- Music
- Role Play
- Trainer presentation

3. Organize the Physical Environment
In order for a discussion to work successfully, the physical environment must be organized in a way that allows for maximum communication between class members. As you can see from Clip **General Introduction** the trainer in this situation uses a

classic horseshoe arrangement with participants sitting in individual seats on three sides of the room. The desks that would normally be placed in front of the students have been stacked behind them. This format is ideal for discussion (as with groupwork) as it allows the trainer to initiate the process and present whatever stimulus material and subsequently allows to guide the debate and ensure maximum participation (Clip **Beginning the Dialogue**).

It is not always possible to arrange seating in such a way, however it is important that thought be put into facilitating discussion between members of the group.

4. Decide on the ultimate purpose of the discussion

Not all discussions will have the same conclusion or indeed any conclusion. Discussion of topics can lead to a resolution or a solution, they do not necessarily have to be the same thing. Some topics are to a large extent insoluble (e.g. sexism, racism etc.) whereas some have clear solutions (e.g. designing new safety guidelines for a workshop, coming up with three key points to impress and interviewer). You as facilitator must decide which type of discussion you want to have.

5. Working on your questioning skills

Questions are key to discussions. They
- Start it off
- Can be used to guide it in a specific direction
- Conclude it in an open ended and respectful way

As trainers and facilitators you must examine the types and the purposes of the questions you use. Please refer to the section of notes on questioning skills. Broadly speaking you should try to use
- Use open, higher order questions wherever possible
- Avoid closed, yes/no questions
- Use short, focused and possibly controversial questions
- Avoid questions that give away your own opinion or position

You should write out what you consider to be key questions on a sheet and have them with you for use during the course of a discussion.

Stage 2 Facilitating the discussion

Although groupwork is a methodology that has the input of students at its heart, the trainer still has a pivotal role in ensuring that the participants benefit from taking part in it. There are a number of stages in any groupwork session.

1. Introduction

The session should be introduced by the trainer and clearly linked to what has gone before (Clip **General Introduction**). Participants should be told that they will be spending some time discussing a particular issue or set of issues in this session. Ground rules for groupwork should be suggested. These can include
- The importance of respecting other peoples contributions
- The importance of all members of the group taking part

- The importance of completing the task set

Participants who are in any way unsure or intimidated by the forum should be put at their ease from the beginning.

2. Introducing stimulus material

Whatever type of material you have chosen to introduce in this section, it is important that it is sufficiently interesting and developed to act as a stimulus for later discussion. In addition, it **must be accurate.** If a topic is particularly controversial, presenting two sides of an argument in as unbiased a manner as possible can often allow individuals begin to clarify their own ideas. In this example we used a fairly well defined role play (Clips **Role Play Section**).

3. Getting initial reactions

Quite often beginning the discussion is the most difficult part. Participants can be shy, unsure of their opinions and not willing to take a risk by expressing a controversial point. It is up to the facilitator and the stimulus material to get over this stage.
One useful way of getting people to talk is to ask every member of the group to answer a simple, short and relatively factual question. For example, in Clip *** each member of the group is asked to state which of the role play characters they would give the job to. This sort of questions allows everybody say something at the start which is critical.
It is important to avoid asking vague, unfocused and multi part questions at this stage or indeed at any stage of a discussion.

4. Setting an agenda

Having received an initial reaction from every member of the group the facilitator must now begin the process of structuring the discussion. This is a critical phase and one that will test the analytic and synthesizing skills of the trainer. Essentially in this section you are seeking to establish an agenda for the rest of the discussion. In clip **Setting the Agenda** the trainer does this by asking a specific question relating to preparations for interviews. While these questions should be focused they should demand more than one word answers. Facilitators should be prepared to probe people's ideas a little and ask them to develop points. When you feel that you have the essence of the point you should **record it** on a chalkboard / flip chart sheet/ohp. Take as many ideas as possible at this stage and seek to summarize them publicly. At the end of this phase try to narrow the agenda topics down to three or four depending on the amount of time you have. This should then be written on a separate sheet / board and systematically worked through.

5. Facilitating the discussion

Strictly speaking you should seek to have as invisible a role as possible in this part of the session. You should seek to facilitate by
- Asking questions
- Probing for clarification
- Acting as devils advocate if an easy consensus is building
- Bringing as many people as possible into the discussion
- Ensuring that the ground rules are kept and that no individuals or groups of individuals dominate

Remember, you are not there to give your own opinion but to allow others to share and develop theirs. Again your questioning and communication skills are key.

Petty (1998: 187) emphasizes the importance of non-verbal skills. He states that you can encourage responses from students non-verbally by

- Making eye contact when a student is talking
- Nodding your head
- Smiling
- Maintaining eye contact at the end of a contribution to encourage further elaboration if you consider it necessary
- When you have finished asking a question make eye contact with an individual who has not yet made a contribution and wait.
- Speak in an enthusiastic, upbeat voice

(see clips **Beginning the Dialogue , Drawing on Participants Knowledge**)

Verbally you can encourage contributions by

- Asking a participant their opinion by name
- Asking controversial questions
- Probing and seeking clarification. Saying things like
  - That is interesting, can you explain more fully?
  - What makes you feel that way?
  - Could you say a little more about that?
  - Do you agree with Jimmy?
- You can also act as a filter, summarizing a contribution and presenting it to the group for comment

At all stages you must record the important contributions being made. This might only be one word or a short sentence but it is important to give participants a feeling that their contribution is a valued one. (Clip **Beginning the Dialogue , Drawing on Participants Knowledge**)

In summary, you should seek to facilitate discussions discreetly but firmly. This can be done non-verbally but perhaps it is your use of questions that will allow you guide and mould the discussion in a way that ensures that it is of maximum benefit to all participants. Hansen (1990) tried to summarize the types of question he thought appropriate for use with discussion groups

a) Factual questions, requiring a specific answer- they can help shy members of a group contribute
b) Interpretive questions involving higher order thinking skills such as comprehension and analysis (e.g. Why do you think the participant refused to answer that question). These questions are important because quite often there is no obvious right answer and instead the participant has to formulate a reply based on the best available evidence
c) Evaluative questions involving the expression of opinions based on values and judgment as well as fact
d) Supporting questions
e) Probing questions
f) Closing questions used to bring sections of a discussion to an end

(Cited in Curzon   1997, p 336)

6. Concluding the discussion

At the end of a specified period of time or when you feel that the topic has been exhausted, draw the discussion to a conclusion. You should seek to

- o Summarize the main points
- o Point out areas of agreement
- o Point out areas of disagreement

You should also make a point of commenting on the quality of the discussion and to thank the participants. Finally you should clearly link the discussion to the next sessions work.

Table of Contents

Clip Number	Title / Heading	Clip Address
1	General Introduction	Clip1_Intro_RPStrLAN
	Role Play	
2	Preparing for a Role Play	Clip2_Role_Play_Prep_RPStrLAN
3	Interview 1	Clip3_Role_Play_JanesIV_ RPStrLAN
4	Interview 1	Clip4_Role_Play_MarysIV_ RPStrLAN
5	Participant Debriefing	Clip5_Role_Prtcpnt_G_ RPStrLAN
6	Role Play Conclusion	Clip6_Role_Play_Concl_ RPStrLAN
	Discussion	
7	Immediate Impressions	Clip7_Immediate_Impressns_ RPStrLAN
8	Setting an Agenda	Clip8_Set_Agenda_RPConDLLan
9	Recording the Dialogue	Clip9_Record_Dialogue_RPStrLan
10	Beginning the Dialogue	Clip10_Facilitate_Dis1_ RPStrLAN
11	Drawing on Participants Knowledge	Clip11_Facilitate_Dis1_ RPStrLAN
12	Conclusion	Clip12_Discussion_Concl_ RPStrLan
	Groupwork	
13	Groupwork Introduction	Clip13_Groupwork_Intro_ RPStrLan
14	Dividing into Groups	Clip14_Divide_Group_RPStrLan
15	Distributing Instructions	Clip15_Distrib_Instrcnts_ RPStrLan
16	Facilitating Groupwork	Clip16_Facil_Groupwork_ RPStrLan
17	Getting Feedback	Clip17_Feedback_RPStrLan

Working in Groups

Over the last few decades teachers and trainers have increasingly come to rely on groupwork situations as a way of exploring and developing key ideas and concepts. Based on the common sense notion that human beings are social animals who like to learn in situations where they can interact with others, the various groupwork methodologies developed have added significantly to the variety, style and quality of learning experiences offered to modern participants in education and training. Unfortunately badly planned, unfocused and poorly facilitated groupwork situations have led many people to dread the instruction to "break up into groups of five". The purpose of this section is to examine one structured way of working in groups. We will begin by looking at some of the purposes of groupwork, a particular model will then be introduced and finally different types of groupwork will be suggested. Throughout the section you will find discussion questions linked to the online discussion forum on the Moodle site and specific references to the video clips present on the site.

The Purposes of Groupwork

Groupwork is popular with educators precisely because it is useful in a wide variety of educational settings. Light and Cox (2001) try to summarise the varied purposes of groupwork in the following way:

Intellectual
- Cognitive understanding
- Appreciating others viewpoints
- Changing conceptions
- Questioning assumptions
- Developing oral skills
- Feedback to staff

Social
- Encouraging co-operation and an awareness of others
- Developing a sense of social identity
- Developing a sense of belonging and community

Personal
- Providing opportunities for practice in self expression
- Developing self awareness
- Encouraging autonomy
- Weakening defensive attitudes
- Improving attitudes to the subject

Practical
- Develop teamwork skills
- Solve practical problems
- Carry out specific tasks

o Write reports
o Create artifacts or designs
o Collect samples
o Describe environments (p117)

Quite an impressive list! Naturally not all groupwork situations will achieve all of the purposes outlined nor would we want them to. What is important to remember is that when we decide to use groups we should be seeking to engage our students in some of the tasks outlined above.

Brown and Atkins (1980) when seeking to explain the goals of small group teaching and training came up with the following list:

- The development of communication skills-listening, explaining, questioning, discussing and responding
- The development of intellectual and professional competencies – analyzing, thinking critically, logical reasoning, problem solving, transferring skills to a new context
- The personal growth of students- developing self confidence, managing their own learning, working with others

(Cited in Macdonald 1997 p13)

Again the emphasis is as much on the skills you develop while working in the group, as it is on the material you examine in the group situation. This is an important point, groupwork is as much about the *process* you engage in and the skills and competencies that allows you to develop as it is about the *product* that emerges from the end of the session. This should be borne in mind when you are planning any groupwork activity.

Limitations of groupwork
We have all been in groupwork situations that don't work. Sometimes the reason for the breakdown of the task or group is beyond the control of the teacher or trainer but more often than not the breakdown can be avoided by careful planning and monitoring of the process. Among the many reasons that groups do not function properly are

- Lack of clear objectives –why are you using groupwork (because it is Friday afternoon and you have not prepared anything is not a sufficiently good excuse)
- Overly dominant group members
- Group members who do not want to take part out of shyness, boredom or both
- Inappropriate environment- seating arrangements, time of day etc.
- Lack of clear instructions
- Lack of facilitation on part of teacher/trainer
- Lack of useful resource materials to stimulate discussion

This list is by no means exhaustive and I am sure that you could add to it with ease. The important point is that groupwork is not an easy fallback to be used when you

have not prepared anything else. Like every other teaching methodology it must be planned carefully, implemented sensitively and evaluated thoroughly. Macdonald recommends that when you are faced with a groupwork situation (or indeed any teaching situation) that was not successful you ask yourself the following questions:

- What was the problem?
- What caused it?
- What could I have done to prevent it?
- How was it resolved?

Overall groupwork is a powerful and flexible methodology that can be used to enhance not only the learning situation but also the way that people interact with each other and a variety of learning tasks.

Discussion Questions

Think of a positive group experience – why was it successful?

Think of a negative group experience- what difficulties arose and why?

What do you think are the critical factors in organizing groupwork?

Planning Groupwork

Given the variety of group types (pyramids, buzz groups, task groups, syndicate groups etc.) it is important from the outset to state that the type of group process described here is structured small group work that would take place within a single or possibly double training period (up to one and a half hours). Many of the principles discussed are applicable in a variety of other group training situations and we will look at some of these at the end of this section. However for the purposes of this particular section we will limit the scope of the investigation.

Stage 1: Planning the Activity

There are a number of important stages involved in planning any groupwork session. We will list and examine them below.

1. Clarify your aims and objectives

In every training situation you must know what you plan to do (your aim) and what your trainees will be able to do, what they will know or what attitude they will have explored (your objectives) by the end of the session. (See notes on site entitled "Aims and Objectives)

When examining aims and objectives for any groupwork session you should ensure that:

- They can be met by using a groupwork as opposed to another type of methodology
- The activity can be completed with only infrequent input on your part
- They can be achieved within the time frame you have set yourself

2. Collect and organize resources

For groupwork to work successfully you must provide interesting initial material to stimulate discussion and debate within the group. In the session presented in the video clips, we used a role-play of a job interview to stimulate the debate (see clips in **Role Play Section**). Joyce and Weil (1996) suggest that students be presented with material that puzzles them and demands further investigation. Whatever resources you choose to use, you must engage the participants interest. Some suggestions of materials that may be used are:

- Videos
- Specialist Equipment
- Organizational documentation (e.g. safety documents, mission statements)
- Magazines
- Music
- Role Play
- Trainer presentation

3. Organize the Physical Environment

In order for groups to work successfully, the physical environment must be organized in a way that allows for maximum communication between group members. As you can see from Clip **General Introduction** the trainer in this situation uses a classic horseshoe arrangement with participants sitting in individual seats on three sides of the room. The desks that would normally be placed in front of the students have been

stacked behind them. This format is ideal for groupwork as it allows the trainer to initiate the process and present whatever stimulus material and subsequently allows participants move their seats into group circles in order to discuss issues or ideas (Clip **Facilitating Groupwork**).

It is not always possible to arrange seating in such a way, however it is important that thought be put into facilitating discussion between members of groups.

Another issue to be considered when organizing the group environment is that of the possible provision of a spare seat in every group for the trainer (Clip **Dividing into Groups**). This assists the facilitation process in that the trainer can easily become part of a group and engage with the group without having to disturb the seating or discussion patterns.

Finally if the groupwork requires any specialist materials of equipment for the successful completion of a task, you should ensure that these are in easy reach of each group and that they can be safely and successfully used by each group.

4. Decide on group size

A critical question for any trainer is "How big should I make the groups?" Petty (1998:202) has a number of interesting points to make about this. He argues that the size of the group is often decided by the activity however he does make the following observations. He says that the larger the group

- The greater the confidence the group will have in its findings and the more likely it will be to challenge the tutors findings
- The more likely it is that the group will interpret the task correctly
- The more experience the group will have to draw on
- The less time it will take the tutor to visit all groups
- The slower the decision making process and the greater the difficulty in achieving consensus

He further argues that the smaller the group

- The more activity there will be
  and therefore
- The fewer non-contributing members of the group there will be
- The faster decisions will be made

There is no ideal group size and many are task and class group defined. However most writers would suggest that an optimum size for a group is between **6 and 8.**

5. How do you decide who will be in each group?

In many ways the makeup of a group is critical for its success and for this reason there are a number of possible options to choose from when deciding how to place people in groups. Among the most popular are

- **Random grouping**

In situations such as this you literally decide on group make up by a random system. Among the most popular is the numeric random approach where you go around a group giving each student a number depending on the amount of groups you want (e.g. if you want five groups you would point to members of the class individually and list off numbers: 1,2,3,4,5 until you give everyone a number). When all participants have been given a number you tell all the number ones to form a group in

one part of the room, all the number twos in another etc. This method has the advantage of placing people in situations with individuals who they might not necessarily know very well. While this can result in original ideas and debates it can also result in a little shyness and hesitancy at the beginning, which may result in tasks taking longer to complete.

- **Relationship grouping**

In this type of grouping the trainer ask participants to form their own groups. In a class that knows each other well this normally results in friends forming groups together. This has the important advantage of ensuring that group members are comfortable speaking in from of each other. On the negative side, groups of friends are often more interested in discussing issues of a personal nature rather than the task at hand and they may need extra supervision. If you choose to use this approach, you should make sure that your decision on the size of the groups is followed by all participants.

- **Ability grouping**

Quite often groups are formed around the abilities of the class participants. Quite often this can be done by simply examining assessment results and choosing to place the top six in one group, the next six in another, the next six in a third etc. This type of ability grouping based on clustering people by results allows you to make decisions about the type of support you need provide during groupwork. You may decide that the top group would need less support than a weaker or group or even that they may be set a different task than other groups.

A variation on this is **mixed ability grouping** where that trainer deliberately tries to ensure as wide a variety of skills and abilities in each group. These groups can be very successful but must be carefully managed to ensure that no individual or set of individuals dominate them. Sometimes pre-session tests are given (e.g. Belbin tests) to try and match individuals with particular attributes in groups. While this can be time consuming it can be a fascinating process for both participants and trainers.

- **Proximity grouping**

Probably the most common form of grouping and the one used in the clips here (see clip **Dividing into Groups**). Here participants and simply divided by there physical place in the classroom. The advantage of this is that when forming the groups there is a minimum of movement of furniture etc. The major disadvantage is that if used too much the same people end up in the same group constantly and can become stale.

As you can see, the choice as to how you are going to group people requires a little thought. Quite often your level of familiarity with the individuals will help you decide which is the most appropriate method of group division.

6. Deciding on Group Tasks

A final preparatory stage involves you deciding what the groups are going to do. Closely linked to the aims and objectives, you must set a clear, concrete and achievable task for each group to do. It is recommended that you write down the task for each group on a sheet of paper or on a flip chart/ chalkboard so that there is no confusion on the part of the group members (Clip **Distributing Instructions**). You should decide whether groups should undertake:

- Similar tasks – ensuring maximum investigation of a particular area and allowing for interesting comparisons. Also can lead to repetition of similar points
- Different tasks – allows for a wide variety of areas to be investigated but possibly at the expense of thoroughness

Finally you should clearly set a **time limit** for each period of group discussion.

Facilitating Groupwork

Although groupwork is a methodology that has the input of students at its heart, the trainer still has a pivotal role in ensuring that the participants benefit from taking part in it. There are a number of stages in any groupwork session.

1. Introduction

The session should be introduced by the trainer and clearly linked to what has gone before (Clip **General Introduction**). Participants should be told that they will be spending some time working in groups in this session. If necessary, ground rules for groupwork should be suggested. These can include
- The importance of respecting other peoples contributions
- The importance of all members of the group taking part
- The importance of completing the task set

2. Introducing stimulus material

Whatever type of material you have chosen to introduce in this section, it is important that it is sufficiently iteresting and developed to act as a stimulus for later discussion in groups. In this example we used a fairly well defined role play (Clips **Role Play Section**).

3. Introducing groupwork phase

Clip **Groupwork Introduction** clearly examines the different stages involved in this critical phase. At this stage the facilitator must clearly set down the rules for the groupwork and ensure that everybody understands them. The different stages involved can include
- Introducing the topic and connecting it to the stimulus material presented or previous work
- Explaining what participants will be expected to do
- Explaing the size of the group
- Providing clear instuctions as to what will happen in each group. In this example (Clip **Groupwork Introduction**) the instructor clearly states that
  - He will divide the group
  - He will provide written instructions detailing what he wants each group to do
  - Each group will be asked to appoint a scribe to record the discussions of the group
  - Some member of the group will be asked to summarise the groups discussions on a flipchart sheet and present them to the larger class group in a plenary session

- o The time limit for this phase of the session
- o The requirment for each group to leave a seat free for the facilitator

4. Division into groups

From a session management point of view this is a critical phase. You must ensure that everbody in the group knows that they
- Are a member of a particular group
- Where that particular group is going to meet

Clip **Dividing Into Groups** shows the trainer splitting the group using a proxemic approach. As previously discussed you should have decided which approach you plan to use.
You should also clearly inform participants if they will be required to move furniture or not at this stage.

5. Provision of Instructions

Clip **Distributing Intructions** shows the provision of instructions to each group. In this example the groups are given written instructions and are each asked to provided answers to the same two questions. As well as deciding what sort of questions that group are to be asked, the facilitator should also provide information on the amount of time each group will have.

6. Facilitating Groupwork

At the beginning of the activity you should remain visible but not take part in the early interactions other than to answer any queries. After the group has settled down and has begun to investigate the task you have set them you **must** visit them.
Clip **Facilitating Groupwork** shows the trainer visiting the groups. In this part of the session the trainer should
- Check on procedures
    - o Make sure that the scribe is recording what is being said
    - o Re-inforce what they have to do
    - o Ensure as far as possible the everybody is contributing
- Check that they have interpreted the task correctly
- Answer any queries
- Remind them of the time limit

7. Reporting back

An essential element of the groupwork is the reporting back of the work that has been completed to the larger group. This can be used as a way of facilitating further discussion or as a feedback mechanism to see what the class as a whole thinks about a particular topic. Normally an individual or group of individuals is chosen from each group to do this. The format for this can vary and can include
- Reports using a flipchart (Clip **Getting Feedback**)
- Reports using an overhead
- Role Play etc

This report should be presented to the whole group and for this reason the physical environment should be returned to a whole group layout (Clip **Getting Feedback**)

8 Summary and conclusion

Every session should conclude with a summary of what has been completed by the groups from the trainer and a link to what is coming next.

Appendix F

Working in an online environment-sample resources

Online Professional Development - Virtual Development for Real Trainers?

Joe O'Hara
School of Education Studies
Dublin City University

Course Background

- Strong commitment by School of Education Studies, DCU to Initial and Continuing Professional Development
- Course provision –
  - BSc in Science Education (4 Year Concurrent Teacher Education programme)
  - BSc in Education and Training (Part time programme aimed at improving core teaching competencies of adult educators)
  - MSc in Education and Training (Part Time course aimed at leaders in education drawn from the education system, healthcare and private industry)

Our student population

- BSc in Science Education
  - 18-22 completing a primary degree with a strong vocational element. On campus but dispersed for teaching practice
- BSc in Education and Training
  - 23+ extensive vocational experience, little formal academic training, geographically dispersed
- MSc in Education and Training
  - 23+ extensive leadership and management experience, geographically disperesed

Course Philosophy

- "Educators must be provided with the opportunities to reflect critically on their practice, to construct new knowledge and beliefs about content, pedagogy and learners"
  - (Darling-Hammond & McLaughlin 1995)

Reflection and Competence
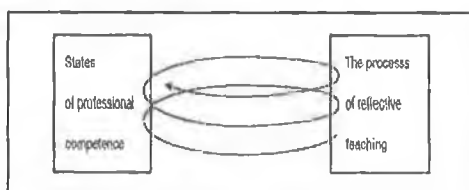
Figure 1.1 *The spiral of professional development*

"Not reflection again"- K. Williams

- Reflection is the last refuge of the lazy researcher / trainer
- Structured, hard-nosed reflection (Elliot 1994)
  - Collect data, analyse data, communicate data and defend positions taken
- Create a network or community of practice (possibly on-line??)

What we reflect on...Competencies

- Discrete, differentiated sets of skills which can be clearly defined, objectively measured and successfully combined in order to produce a "competent trainer"

Shared Reflective Engagement – Online Professional Development Project

- Concentrated in the area of Teaching and Learning Methodologies
- Seeks to provide participants with
  - Opportunity to identify needs in area
  - Resources to develop competence (written material, digital video clips, web links)
  - Online Forum to share experiences of applying methods
- Through a combination of face to face teaching and use of WebCT & Moodle Virtual Learning Environments in a group setting

Why online support?

- Because it was there!
- The part time and geographically dispersed nature of the participant group
- Claimed ideally suited to adult learning principles of Knowles, Brookfield etc (Petraglia 1998)
- Because it offered a public forum for shared reflection and communication of actual practice which might result in "reflective action" (Dewey)

Online learning – some research claims

- Online learning technologies allow learners to
  - Articulate what they know
  - Reflect on what they have learned
  - Support the internal negotiation of meaning making
  - Construct personal representations of meaning
  - Support intentional, mindful thinking
    - (Jon assen 2000)

- Multimedia VLE structures consisting of video resources, written resources and both synchronous and asynchronous discussion boards
  - Focus the development of knowledge building communities where participants share information in the pursuit of a meaning and reflect on the knowledge that they have constructed and the processes that they have used (Huang 2002)

The study – initial "raw" findings

- Student number = 37 + 1 Tutor
- Total time spent in VLE = 298:06:56
- Total number of "hits" = 11961
  - Items read hits = 9340
  - Items unread hits = 2621
  - Percentage of "useful" hits = 71.1%
- Total Discussion Postings = 942

Distribution of Total "Hits" on System (n=11961)

Students — Hits — M=314.76

Total Discussion Postings

Students — M=24.94 — Hits — N=942
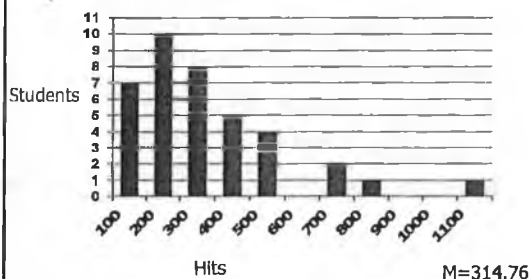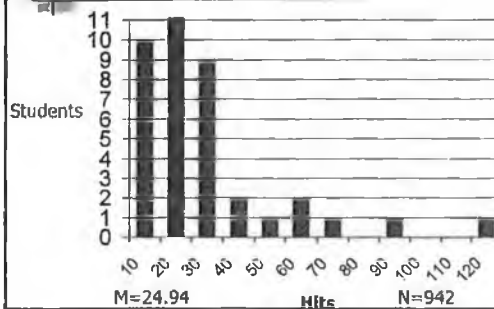
Categories of postings (Total=942)

	Student	Tutor	Total
Procedural	207	44	251 (26.65%)
Explanatory / Expository /Contextualising	311	0	311 (33.01%)
Supportive	93	55	148 (15.71 %)
Reflective Statement	126	0	126 (13.37 %)
Feedback	82	24	106 (11.25%)

What the students thought – Positive responses

- Allowed for great flexibility in terms of time and space
- Led to in-depth sharing of ideas and experiences with people from completely different backgrounds
- "Forced" individuals to reflect on what they did and why they did it

- Individuals had to clarify their own thoughts before posting
- Led to a sense of community
- Great way to "keep in touch"
- Resulted in real upgrading of ICT skills
- Group validation of individual experience

What the students thought – Negative responses

- Isolation – absence of non verbal communication cues
- Technical problems around access
- Time & Cost implications
- Difficulty of creating workable online groups

- Permanence of postings
  - Lack of spontaneity
  - Unwarranted authority given to comments because written down
  - Fear of expressing honest opinions
  - Lack of privacy

What does it mean? Some tentative conclusions

- Multi-media VLE's do have a role in supporting adult educators in acquiring core skills
  - Resource repository
  - Forum for interaction and sharing of experiences from outside normal peer group
  - Forum that encourages public reflection
- Difficult to see it working without some face to face interaction – particularly important when dealing with group / person to person dynamics

A final word from a participant

- In one of my readings I came across the idea of belonging to a "community of practice ". I really liked this idea because it seemed to me that it meant that I wasn't alone. Until I used WebCT I thought this was just an idea but when I went online and saw all those messages, some of them in reply to my ideas, for the first time I felt that I belonged to something, I felt part of a community.

Online Reflection

Issues, theories
and goals

The nature of reflection

- Revision
  - More than just "going over things in my head"
  - John Elliot speaks of a hard nosed, public communication of ideas based on careful consideration and critical evaluation
  - Includes observation, contemplation and communication

What we reflect on...Competencies

- Discrete, differentiated sets of skills which can be clearly defined, objectively measured and successfully combined in order to produce a "competent trainer"
- Particularly popular in UK, US, Australia and South Africa.

..and some reflection (again)

- "Trainers must be provided with the opportunities to reflect critically on their practice, to construct new knowledge and beliefs about content, pedagogy and learners"
 - (Darling-Hammond & McLaughlin 1995)

Reflection and Competence
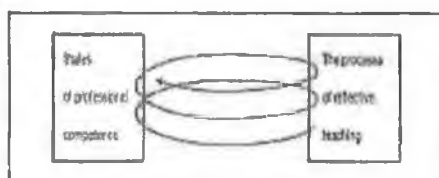
Figure 1.1 The spiral of professional development

But what does it all mean?

- The meaning of reflective teaching
  - John Dewey (1933) contrasted "routine action" with "reflective action"
  - Routine action – guided by tradition, habit authority, institutional definitions and expectations
  - Reflective action– engaging in constant self appraisal and development – implies flexibility, rigorous analysis and social awareness

1

7 Key Characteristics of Reflective Practice

- Reflective teaching implies an active concern with aims and consequences as well as means and technical efficency
  - An educator has a duty not only to be as effective as possible within their learning environment, they also have a right as well as a duty to influence broader policy debates

A cyclical process

- Reflective teaching is applied in a cyclical or spiralling process, in which teachers monitor,evaluate and revise their own practice continually
  - Traditionally educators plan, make provision and act. Reflective educators monitor, collect evidence on their own and their students intentions, actions, feelings
  - They analyse, evaluate and then communicate
  - Leads to a reappraisal, new action and new process

Reflection and Teaching
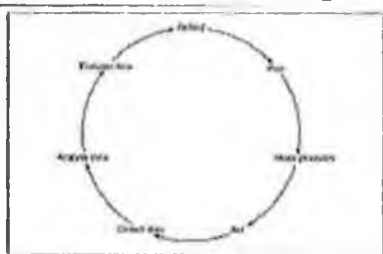
Gathering and evaluating evidence

- Reflective teaching requires competence in methods of evidence based classroom enquiry.
  - Reviewing relevant existing research
  - Gathering new evidence
  - Analysing – interpreting the evidence
  - Evaluating – Making judgements about what to do

Attitudes towards teaching

- Reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness
  - Dewey defines open-mindedness as "an active desire to listen to more sides than one, to give heed to facts from whatever source they come, to give full attention to alternative possibilities, to recognise the possibility of error even in the beliefs which are dearest to us" (Dewey 1933, 29)

- By intellectual responsibility he means
  - ..consider(ing) the consequences of a projected step; it means to be willing to adopt these consequences when they follow reasonably...Intellectual responsibility secures integrity (Dewey 1933, pg. 30)
- For consequences read moral, ethical and political which must be raised.

- Wholeheartedness implies an enthusiasm and a commitment
  - There is no greater enemy to effective thinking than divided interest....A genuine enthusiasm is an attitude that operates as an intellectual force. When a person is absorbed, the subject carries him on (1933, pg 30)

Teacher Judgement

- Reflective teaching is based on teacher judgement, informed by evidence-based enquiry and insights from other research
  - There is a value to educational knowledge
  - Much is intuitive, pragmatic "knowledge in action"
  - Schon (1983) argues that there is also a "reflection in action" – adjustments made in practice as a result of experience

Learning with colleagues

- Reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues
  - Capitalises on the social nature of learning
  - Aims are clarified, experiences shared, language and concepts for analysing practice are clarified, insecurities of innovation are reduced, evaluation becomes reciprocal.
  - Collaboration and collegiality becomes part of the culture

Creative mediation

- Reflective teaching enables educators to creatively mediate externally developed frameworks for teaching and learning
  - Protective mediation – protect what you have
  - Innovative mediation
  - Collaborative mediation

What does this tell us?

- As professionals we all reflect on our daily activities (usually informal)
- As learners we are being forced to reflect on our daily activities (usually formal)
- Tensions can arise because of
  - Format – public, online
  - Structure – Group based

A word about online groups

- Tammy Dewar (1999) after Tuckman (1965) tried to apply group stage theory to online group work (see http://calliopelearning.com/adult.htm)
- In summary there is the polite phase, why we're here, bid for power, constructive phase, esprit phase and the grieving phase

Why online?

- A powerful coalition of Technological, Cultural, and Economic interest has emerged demanding changes in Education
- Many educators instinctively uncomfortable with the idea of radical change and research is emerging to support a gradualist approach
- Not a new question- about role and impact of technology in Education
  - Clarke & Kozma – Ed. Tech controversy 1980's
  - Collis(1996) – History of failed technological innovations

But does it work?

- For much of 1980's Clarke V Kozma debate about influence of technology on quality of teaching polarized Ed Tech and ISD journals
- No decision arrived at
- Collis (1996) charts growth and decline of Educational TV, Interactive Video and Laser Disc technology amongst others
- Urges caution when approaching technology

Technological   Cultural

- Exponential development in capabilities
- Internet, search engines , e-mail
- Virtual learning environments (WebCT)
- Imperative – we can do all of these things therefore we should do all of these things

- ICT's are the wave of the future therefore institutions that don't use them are backward (Skillbeck (2001), Bates (2000) & Duguid & Brown (2000))
- Ratchet effect
- Emergence of lifelong learning model

Economic Imperative

- 1995-2001 $19 billion invested in use of ICT's in Education throughout OECD region (www.sourceOECD.org)
- In Ireland – Schools IT 2000 initiatives (€109 million since 2001)
- Imperative – Too much has been invested for it not to be successful!
- Economic model that sees teachers as a cost and ICT's as a way of reducing the cost

- End User Skills –Base line skill level improving (ECDL ?)
- Many educational utilities demand high level skills (e.g video download, online discussion etc)
- Not present (Selwyn,2001; McCaffrey 2002)

- Cost –6 times more expensive to produce multimedia than written resources
- Opportunity costs – Online tutorial takes up at least twice as much tutor time than traditional methods

(Romikowski & Ravitz 2001)

The answer to the question?

- Neither dystopian nor utopian (Kapitzke, 2001)
- As with all other educational technologies that have emerged teachers will find a way to integrate computers into their teaching for the benefit of their students
- Rather than replacing, computers will become an enabling technology that will benefit us all

Can you have online reflection leading to understanding?

- "Picture Project" – Fox & McKeogh (2001)
  - Yes – ASL (Asynchronous learning environments) can provide a forum for people to develop skills of reflection
- Revolves around "cognitive structures"
  - Vygotsky, Collins & Brown, Salomon, Globerson & Perkins, Bork, Giardana

Type of Learning

- Cognitive level- mastery of concepts and reflection on meaning facilitated by use of ASL environments (Barthick and Jones, 2002, McKeogh & Fox 2001)
- Social level -C ritical aspect of any successful learning programme is induction into "community of practice" (Brown & Duguid, Wenger)
- Can this happen for trainers online?

Discussion promotes thinking ! (even online discussion)

- Remember one of the primary goals of all education is to promote thinking skills an processes in the learner.
- Discussion (whether online or face to face) demands and encourages this.
- Four kinds of thinking usually identified with discussion
- Ascending hierarchy or taxonomy

Critical thinking

- The overarching purpose of discussion is to help learners to explore their experiences so that they can become more critical thinkers (Brookfield, 1991)
- Critical thinking involves
  - Knowledge, concept formation, analysis, reasoning and drawing inferences, recognising and avoiding contradictions etc

Higher Order Thinking

- Thinking creatively, critically or in a decision making or problem solving manner
- Savage (1998) describes higher order thinking as formulating generalizations from the information from information learned and then substantiating them

Distributed thinking

- Shared thinking occurs online because connected mental acts of thinking are spread out among a number of different individuals.
- HO thinking may occur if information is internalized, synthesized and then shared with the group

Constructive Thinking

- This constructs new knowledge from personal experience.
- Involves social interaction and collaboration to share multiple perspectives and integrating personal experience, personal interpretations of the world and the perspectives of others to create socially constructed meaning
- Both critical and creative

Barriers to constructive thinking

- Education transmits existing knowledge not newly constructed knowledge
- Teachers have not been educated in the area and don't know how to promote it
- Some educators can be frightened when their "students" are on an equal footing
- It is hard to assess

Promoting constructive discussion online

- Pose a stimulating question
- Brainstorm answers to the question
- Compare ideas
- Fuse to the curriculum
  - Manzo 1998 pg 289

Have we an end point?

- No other than to say that at the end of this process each of you will have constructed a unique view of the teaching and learning process that will have been formed by practice, informed by reflection and normed by group work.

Would I tell a lie?

Welcome to the Dublin City University Online Learning Environment.

Please log in using your Novell username and password. If you are a new user, please complete the User Profile Form. Click on your name above to access it. If you try to view a course and are prompted for an "enrolment key" - use the one that your lecturer has given you.
The best way of finding out how to use this site is to go to the help section set up at
https://moodle.dcu.ie/course/view.php?id=9 you should be automatically pre-registered for this site.

What is moodle?

Moodle is a virtual learning environment (VLE) that DCU staff can use to make course content (such as lecture notes, web pages, video files and so on) communications tools (forums and chat) and other activities (such as journals, quizzes, surveys, workshops and assignments) available via the internet.
The word Moodle was originally an acronym for Modular Object Oriented Dynamic Learning Environment. It's also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity.
You can learn more about moodle at the moodle.org site.
Happy moodling!
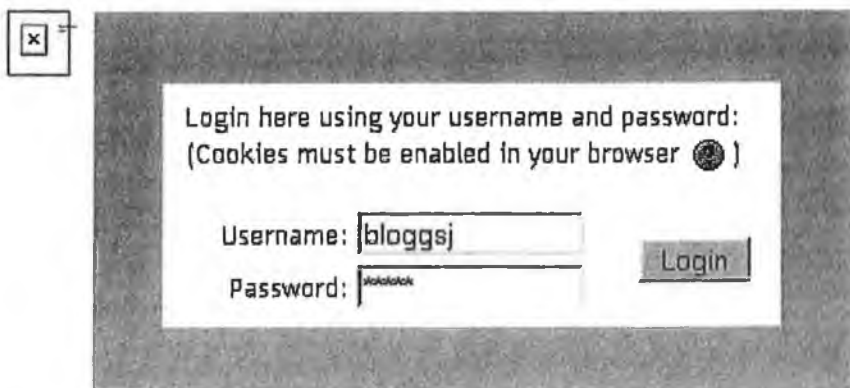
How do I log on to moodle?

To log on to moodle:

1. Go to https://moodle.dcu.ie/
2. You will be asked for your username and password. Enter your Novell username and password (the username/password that you use to log on to DCU PCs). Remember that your password is case sensitive.
   If you have forgotten your Novell account details, please contact computer services.
3. Click **Login**.

Login here using your username and password:
(Cookies must be enabled in your browser 🌐)

Username: bloggsj
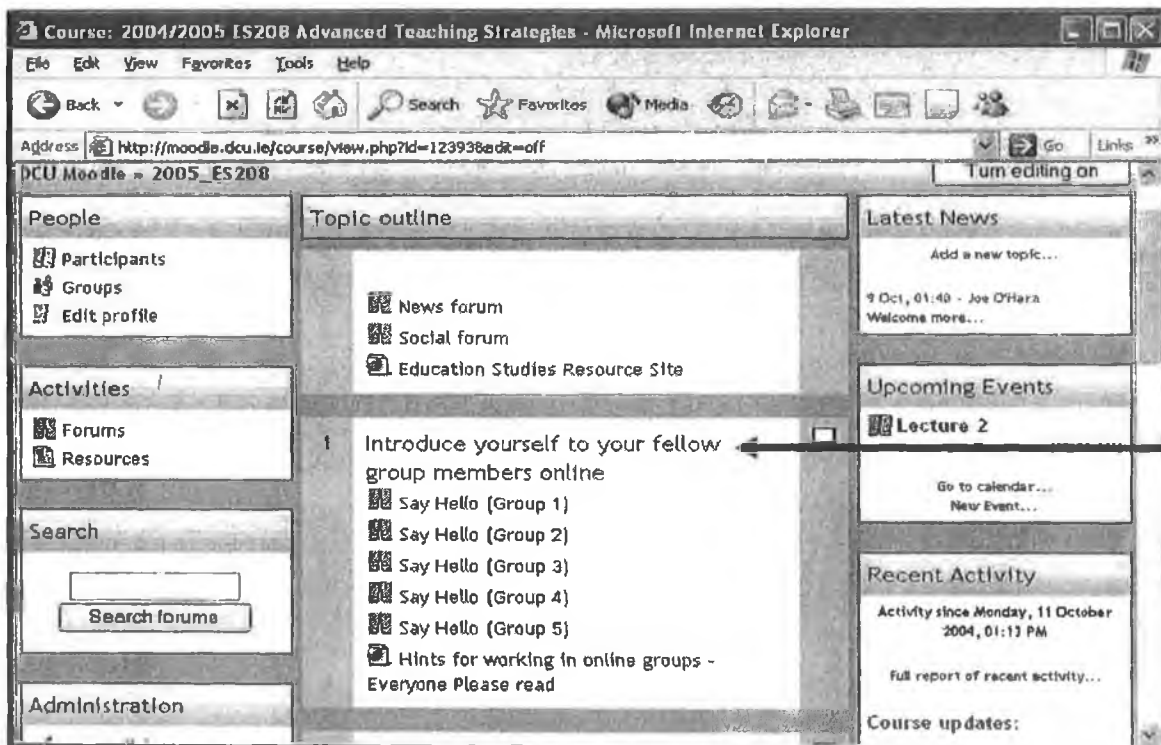
Password: ⁕⁕⁕⁕⁕⁕

Login

Your course homepage should open.

If it opens...

4. You should have been pre-registered for all courses in the DET programme. The Advanced Teaching Strategies Programme is ES208 and I can confirm that you have all been registered for this.
5. As well as registering you for this module, I have set you up in Belbin groups on the site. You will see a "Say hello" section on the site. Go in and introduce yourself to your fellow group members.

To say hello, click on your group once and you will be into the forum. See the attached notes on Forums for information on making postings

If the homepage doesn't open...

6. If you have not been pre-registered call me on 7005351 or send me an e-mail at joe.ohara@dcu.ie.
7. Even if you are not registered you will see a list of the courses on the DCU moodle server. Click the faculty your course belongs to.
8. You will see a list of courses in your faculty. Click on the course you wish to join.
9. You may be asked for an enrolment key at this point. An enrolment key is a password that you are asked to supply the first time that you try to access a particular course. The enrolment key should be supplied to you by your course tutor. (for example the enrolment key for Education Studies Resources site is pedagogy)

When you have finished saying hello...

10. When you have finished saying hello, go to the education studies resources site. There is a link to it on the top of the page just above the "say hello section"
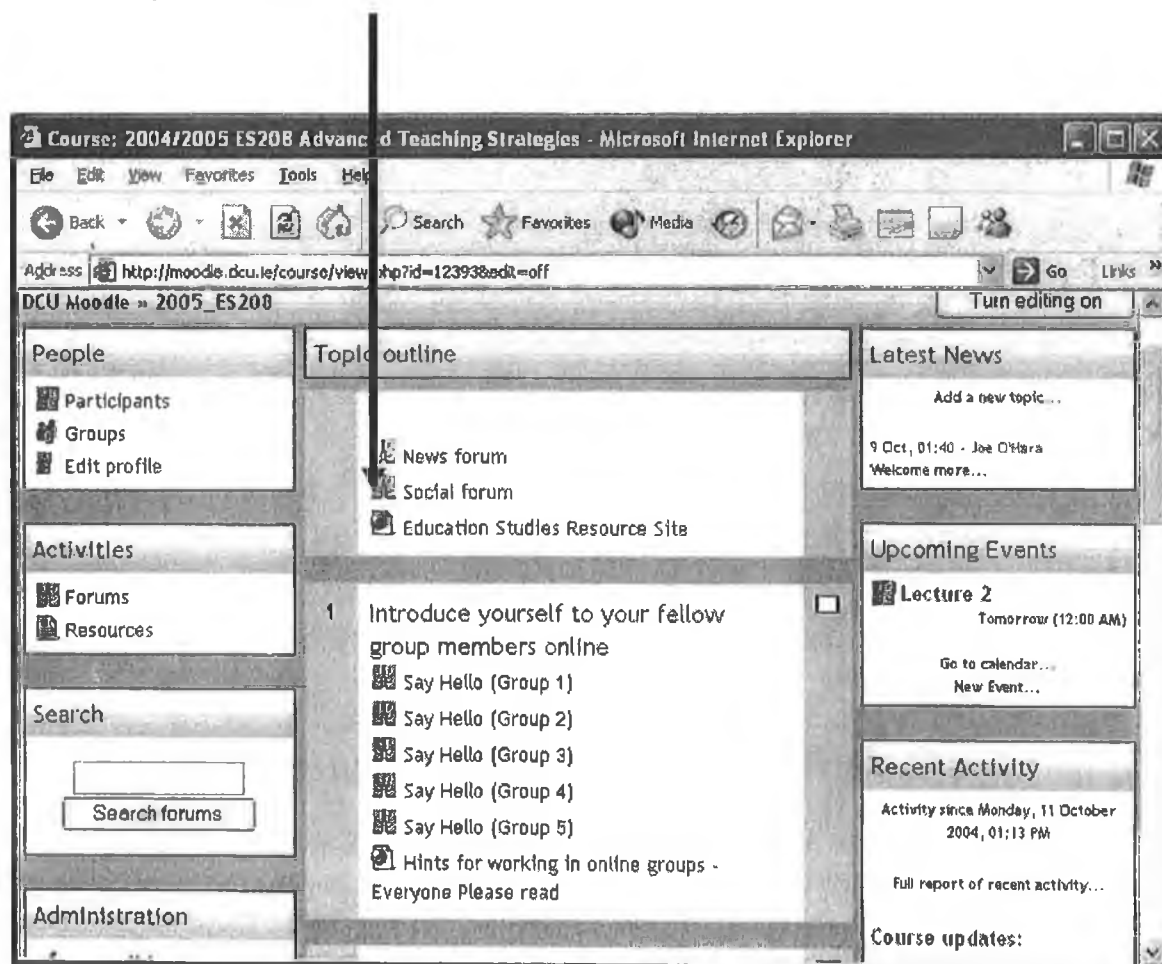
11. You will be asked for an enrolment key at this point. An enrolment key is a password that you are asked to supply the first time that you try to access a particular course. The enrolment key for Education Studies Resources site is pedagogy
12. Enter it and have a look around, there are lots of resources here and you might find some of them useful and interesting.
13. If you have problems logging in to moodle, please contact Morag Munro (morag.mumro@dcu.ie)

Appendix G

Designing self evaluation instruments – Questionnaire design resources

Designing Self Evaluation Instruments

Stage 1

Based on your group discussion and the documentation that you have been given, decide which areas you want to evaluate.

Stage 2

Try to come up with individual questions for each of the general areas

Stage 3

Decide which type of question that you would like to use in order to answer these questions.

Remember You can ask the same question using two different question types

Example

Stage 1 Area

Trainee/ Student Behaviour

Stage 2

Who is the person most responsible for student behaviour?
The Student, The teacher, the parents, the Centre, Tv

Stage 3

Hierarchical Scale , Likert Scale

Stage 1 Area

Stage 2 Questions

Stage 3 Question Type

Stage 1 Area

Stage 2 Questions

Stage 3 Question Type

Designing Self Evaluation Instruments

Summary of question types:

Question Type 1 : Numeric Scale

Please rate the importance of planning to teaching   1 2 3 4 5 6 7

Question Type 2: Hierarchical Scale

Good teaching depends on your ability to:

Control the class   _1_

Get resources   _2_

Question Type 3: The Open Question

What do you consider to be the most important training skill that you have learned in DCU?

Question Type 4 (a): The Agreement Scale

Question	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
I am really enjoying this exercise					

4 (b) Likert Scales

1 = Strongly agree, 2 = Agree, 3 = No opinion , 4 = Disagree, 5= Strongly Disagree.

I am really enjoying this exercise   1 2 3 4 5

Question Type 5: Multiple Choice Questions

The new approach to self evaluation under discussion is

    a) A waste of time   __
    b) An extra burden on teachers   __
(please choose one)

Question Type 6: Yes / No Questions

Please answer yes or no to the following question.

Do you agree with that writing class plans is important?   Yes__ No__

Designing Self Evaluation Instruments: Sample Question Categories

Question Type 1 : Numeric Scale

In this sort of question you are asked to use a numeric scale to indicate your agreement with a particular statement or idea. For example:-

Instructions : Please answer the questions using the numerical scale below(7 being the highest rating and 1 being the lowest rating) by circling the number that comes closest to your opinion.

Please rate the importance of planning to teaching   1 2 3 4 5 6 7

Please rate the extent to which you achieved your aims   1 2 3 4 5 6 7

Indicate your willingness to engage in this activity again   1 2 3 4 5 6 7

Question Type 2: Hierarchical Scale

In this type of question you rank a series of given options, usually going from the option that you agree most with to the option that you agree least with. This type of question also uses numbers. For example:-

Instructions: Please answer the question below by placing the potential options in order (1 being the answer that you agree most with , 2 the answer that is the next nearest to your opinion etc...4 being the answer that you agree least with)

Good teaching depends on your ability to:

Control the class   _1_

Get resources   _2_

Plan comprehensively   _3_

Understand your students   _4_

Question Type 3: The Open Question

In this type of question you are asking people to give their opinion. They tend to be open ended and non directive. For Example

What do you consider to be the most important training skill that you have learned in DCU?

_____

_____

_____

_____

_____

Question Type 4 (a): The Agreement Scale

In this type of question you are asking people to indicate their agreement with a particular series of statements. For example

In the following question please indicate your level of agreement by putting a mark in one of the boxes

Question	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
I am really enjoying this exercise					
I wish I was at home					
DCU is a great place					

4 (b) These questions can also take the following form and are know as *Likert Scales*

Please indicate your opinion on the following scale where 1 = Strongly agree, 2 = Agree, 3 = No opinion , 4 = Disagree, 5= Strongly Disagree.
Indicate your preference by placing a circle around the number you wish to choose

I am really enjoying this exercise   1 2 3 4 5

I wish I was at home   1 2 3 4 5

DCU is a great place to be   1 2 3 4 5

Question Type 5: Multiple Choice Questions

As their name suggests, here you are given options and asked to indicate your agreement with them. You can give the option of allowing individuals agree with one option or with a number of options. For example

When answering the question, please choose **one** of the options below

Or

When answering the question, please indicate your agreement with as many of the options as you wish

The new approach to self evaluation under discussion is

   a) A waste of time
   b) An extra burden on teachers
   c) Not appropriate to where I work
   d) A useful scheme when combined with other initiatives
   e) A useful scheme when used on its own
   f) Well presented and practical

Question Type 6: Yes / No Questions

These questions can be useful when you are trying to get definitive opinions on an issue. For example:-

Please answer yes or no to the following question.

Do you agree with that writing class plans is important?   Yes__   No__

Do you think you will ever get home?   Yes__   No__

They can also be used to "filter" individuals. For example:-

If you answered yes, please go to question 8.

If you answered no, please go to question 3.

Self Evaluation & Reflective Engagement

Evaluation asks

- How we are doing
  - consider how we are performing in relation to the aims and objectives we have identified
- How do we know?
  - What indicators do we use to measure how we are doing within key areas of provision?

- What are we going to do?
  - How are we going to communicate what we have learned to colleagues, managers & external bodies (and maybe ourselves)

http://www.hmie.gov.uk/documents/publication/cldfull.pdf

Who evaluates?

- An external, mandated, statutory organisation e.g DES, FETAC, HEA, NCCA etc.
- An internal, mandated, statutory person e.g centre manager, department head etc
- An internal, voluntary, peer focused group
- Ourselves!

Areas for investigation

- LAOS
  - Quality of School Management
  - Quality of School Planning
  - Quality of Curriculum provision
  - Quality of learning and teaching
  - Quality of support for pupils

- FENTO
  - Standards for Management in FE
  - Standards for teacher training in FE
  - Standards for teaching and learning
  - Standards for social inclusion through FE

Internal V External

- Big debate
- External = objective, value for money, transparent, democratic, summative
- Internal = sensitive, contextual, comprehensive, formative
- Solution = "Externally validated internal evaluation" (DES 1999)

What indicators do we use?

- Our self identified or externally specified competencies.
- Accepted sectoral wide performance indicators
- Agreed, organisationally generated quality indicators

How ?

- Self evaluation instruments
  - Self appraisal or self review instruments
- Indicators used can be self generated or agreed with colleagues
  - What do you think is important for your job

How

- Peer Review
  - Peer observation
  - Sharing & evaluating resources
  - Discussion and focus groups

Self evaluation

- A critical engagement with your own practice.
- Seeks to improve what you do by knowing what you do.
- Can be private but should have a communication aspect.
- Is essential!

This Project

- Identify areas to be evaluated
- Develop self evaluation instruments
- Pilot them in your workplace
- Report back

SAMPLE RESEARCH INSTRUMENT

Name (Optional)

Date

Q 1. I found the following elements of the last two weeks useful (Please indicate your opinion on the following question by marking one box for each question)

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Disagree	Strongly disagree
The entire teaching practice workshop					
The sessions on lesson planning					
The sessions on schemes					
The sessions on science in the secondary School					
The sessions on teaching in a vocational school					
The sessions on discipline					
The sessions on teaching in a secondary school					

Q2 What elements would you like to see more of in future workshops?
(Please give a reason for your answer)

Q 3 What elements would you like to see less of in future workshops ?
(Please give a reason for your answer)

Q4 Please indicate your level of comfort with the following aspects of teaching
(1 = Very comfortable, 2= Comfortable, 3= Neither comfortable nor uncomfortable, 4
= Uncomfortable, 5 = Very Uncomfortable)

a) Planning   1   2   3   4   5

b) Discipline   1   2   3   4   5

c) Teaching methods   1   2   3   4   5

d) Self evaluation   1   2   3   4   5

e) Your role as a teacher   1   2   3   4   5

f) Your scientific knowledge   1   2   3   4   5

g) Assessment   1   2   3   4   5

h) How pupils learn   1   2   3   4   5

i) How schools work   1   2   3   4   5

Q4 Please rank the following teaching skills / attributes in order of importance (1 being the most important, 2 being the next most important etc.)

Classroom management _____   Writing Aims & Objectives _____

Being able to get on with students_____ Self Evaluation_____

Lesson Planning_____   Assessing Student Learning_____

Asking Questions_____   Encouraging Students_____

Reflecting on teaching_____   Subject knowledge_____

Getting on with colleagues_____   Communication_____

Other (Please state)   _____

Q5 Do you think that it is important to reflect on your teaching? Yes No

Q6 Why / Why Not?

Q 7 How useful do you think the following methods of evaluating teaching are?

(1 = Very useful, 2= Useful, 3= No opinion, 4 = Not useful, 5 = No value at all)

External inspection	1 2 3 4 5
Internal inspection	1 2 3 4 5
Self evaluation instruments	1 2 3 4 5
Discussing issues with peers / colleagues	1 2 3 4 5
Reporting online	1 2 3 4 5
Asking students	1 2 3 4 5

Q 9 What skills should a good teacher have? (Please list)

Appendix H

Three stage instrument design process (samples)

Brainstorming Activity

What topics should be considered if you are trying to evaluate your approach assessment?

Student Feedback
Incorporation of learning styles
Statistics & Bell Curve/Pass rate
Validity and reliability
Assessment Methods
Understanding of Learning
Standards / Criteria –similar to colleagues
Currency
Ethics
Relevance
Environment
Time Allowed
Inclusive
Formative and Summative
Language / Clarity
Collaboration

Brainstorming Activity

What topics should be considered if you are trying to evaluate your approach
to classroom management?

Rules
Class contract
Interaction
Familiarity with group / target audience / abilities
Induction
Setting goals
Aims & Objectives
Validating
Positive classroom environment
Self-awareness
Motivation / enthusiasm
Positive reinforcement
Awareness
Flexibility
Act on reflection (in action / on action)
Good organisational skills
Attending behaviour
Good communication skills
Appropriate material
Evaluation time – recap time (tutor and learning evaluation)

Brainstorming Activity

What topics should be considered if you are trying to evaluate your approach to planning?

Ergonomics
Materials
Budgets
Resources
Lesson plan
Timings
Communication
Materials development
Sign offs
Audience
Training needs analysis
Certification
Content of other modules
Realistic lead in time – time management

Brainstorming Activity

What topics should be considered if you are trying to evaluate your approach
to teaching and learning methods?

Learning styles
Experiential learning –role play – facilitation etc.
Group Profile
Multiple intelligences
Groupwork
Environment
Assessment –evaluation
Teaching methods e.g. discussion range of
Resources
Results obtained
Language used

Brainstorming Activity

What topics should be considered if you are trying to evaluate your approach to participants learning?

How they learn
Doing (practical, hands on , experience)
Observation
Discovery learning
Trial and error
PECS (Picture exchange communication system)
      Non-verbal students

Through the senses

Why they learn?	Why do they not learn?
Interest	Peer pressure
Money	Literacy
Determination	Disabilities
To aid lifelong learning	Irrelevance
For life skills	Lack of belief in own ability
Motivation	Fears
Family	
Necessity	
Self confidence	
Upgrade their skills	
relevance	

Brainstorming Activity

What topics should be considered if you are trying to evaluate your approach to using teaching and learning methodiogies?

Teaching and Learning Methods

Themes for Self Evaluation (Department of Education)

1 The appropriateness of teaching strategies and methodologies employed and the account taken of the range of pupil abilities, needs, and interests

2 The extent to which lessons are structured so that content and pace are appropriate to the class and to the time available

3 The degree of variation in teaching strategies and methodologies used in the curriculum area

4 The effectiveness with which teaching strategies and methodologies in the curriculum area are used

5 The appropriateness of the range of professional and material resources used to support the teaching of the curriculum area

6 The account taken of best practice in relation to health and safety and environmental requirements in the teaching of the curriculum area

Developing and using a range of teaching and learning techniques

Educators need to be effective in selecting and using a range of appropriate methods of teaching and learning including individual and group learning. This involves developing an awareness of the effect of different styles of teaching on the learning process in order to plan and deliver suitable programmes. There is also a need for teachers to make an evaluation of the effectiveness of the learning programme based in part on feedback from learners. Standard c3 focuses on the skills and knowledge required to facilitate learning through experience. This is a particular aspect of both group and individual learning but it is identified separately. This requires teachers and teaching teams to have a **generic knowledge** of:

- learning theories and how they affect teaching and learning
- how to select appropriate teaching methods on the basis of learning theory
- resource constraints influencing the selection of teaching and learning techniques and how to make best use of available resources
- evaluation strategies and methods
- how to analyse information on teaching and learning and extract what is relevant to modify future learning strategies

    Educators need to be able to:

c1 promote and encourage individual learning

c2 facilitate learning in groups

c3 facilitate learning through experience

c1 promote and encourage individual learning

To do this, teachers:

establish and agree individual learning needs, aspirations and preferred learning styles

a. agree learning goals and targets that support individual needs and aspirations within available resources
b. produce learning plans that encourage individual learning
c. identify and produce appropriate teaching and learning materials that engage learners' interest and reinforce their learning
d. recognize and build on the experiences which learners bring to the programme
e. agree a learning contract with the learner
f. evaluate the effectiveness of learning
g. acknowledge the effect of resource constraints and make best use of available opportunities.

This requires critical understanding and **essential knowledge** of:

- ways of assisting individual learning

- the availability of resources and how this affects learning

- the difference between learning plans and learning contracts and how to use both effectively

- how to structure individual learning programmes

- different learning materials and how to produce them

- how individual learning is affected by social, cultural, or emotional factors

- specialist equipment and its uses in supporting learning

c2 facilitate learning in groups
To do this, teachers:

    a. plan and select learning opportunities that involve group activity
    b. produce learning plans that encourage learning in groups
    c. encourage learning through sound group management including appropriate interventions in group activities
    d. facilitate learning through the use of collaborative exercises and encourage learners to support each other
    e. ensure that all members of the group are involved in learning activities
    f. produce appropriate learning support materials using information learning technology where appropriate
    g. evaluate the effectiveness of learning and modify teaching plans where necessary
    h. acknowledge the effect of resource constraints and make the best use of available opportunities.

This requires critical understanding and **essential knowledge** of:
- group methods and when to use them
- group dynamics and the effective management of groups
- different learning support materials, when to use them and how to prepare them
- the importance of collaborative working practices and peer group support and how to encourage these

c3 facilitate learning through experience

To do this, teachers:

    a. identify learning objectives amenable to learning through experience
    b. produce learning plans that encourage learning through experience
    c. plan and structure opportunities for groups and individuals to learn through experience, including opportunities to demonstrate and practise skills
    d. encourage and support individuals in identifying personal experiences that enhance their learning
    e. ensure that learning is appropriately structured, safe and adequately resourced
    f. support learners as they learn
    g. provide appropriately constructive feedback to learners and reinforce the learning gained through experience
    h. evaluate the effectiveness of the learning process and modify teaching plans where necessary
    i. acknowledge the effect of resource constraints and make best use of available opportunities

This requires critical understanding and **essential knowledge** of:
- the appropriateness, advantages and disadvantages of learning through experience
- the importance of the learner's experience in practising skills
- health, safety and environmental controls during learning through experience
- appropriate opportunities for learning through experience

- the importance of ensuring that all learners have opportunities to learn through experience
- ways of conducting debriefing and providing constructive feedback to learners

Planning

Themes for Self Evaluation (Department of Education)

1 Long-term planning for the teaching of the curriculum area and its consistency with the centre / school objectives

2 The extent to which planning documents describe the work to be completed within the subject / curriculum area

3 The degree to which planning is in line with the content and guidelines provided to teachers

4 The extent to which planning allows you as a teacher / trainer introduce differentiated approaches to teaching / training in accordance with the range of participant ability, needs, and interests

5 The extent to which provision for corrective action for learning problems or difficulties is an integral part of the planning of work

6 Evidence of cross-curricular planning and integration

7 The provision for monitoring, review and evaluation in the planning of work in the teaching area
8 The inclusion in planning of an outline of the material and other resources required to support the teaching aims and objectives

9 The level and quality of provision made for health and safety requirements in the use of materials or specialist equipment, so as to provide a safe learning and teaching environment

Standards for teaching and supporting learning

b Planning and preparing teaching and learning programmes for groups and individuals

Teachers and teaching teams need to be effective in interpreting curriculum requirements in order to devise learning outcomes, programmes of study and assessment strategies as well as adopting appropriate teaching and learning strategies. This involves devising programmes of study that meet the demands of the curriculum and setting clear targets for individual learners within a supportive and flexible environment for learning. It also involves encouraging the take-up of FE provision and the widening of participation.

This requires teachers and teaching teams to have a **generic knowledge** of:

- curriculum requirements and their implications for learning programmes
- ways of learning and related learning strategies
- ways of selecting teaching methods based on appropriate learning theory
- the relationship between learning styles and the required outcomes of learning programmes
- what is involved in individual and group learning
- formative and summative assessment techniques
- appropriate local networks of colleagues and others who may contribute to learning, and how to establish and maintain these
- barriers to potential learners' participation in learning programmes and how to overcome them
- Teachers and teaching teams need to be able to:

b1 identify the required outcomes of the learning programme

b2 identify appropriate teaching and learning techniques

b3 enhance access to and participation in learning programmes

b1 identify the required outcomes of the learning programme

To do this, teachers:

    a. interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes

    b. produce learning outcomes from programmes of study

    c. establish precise learning objectives and content

    d. define the subject knowledge, technical knowledge and skills required

    e. fulfil validating and awarding bodies' requirements, where relevant

This requires critical understanding and **essential knowledge** of:

- how to select appropriate learning programmes

- ways of establishing learning outcomes for programmes of study

- the content required to achieve particular learning outcomes

- programme validation criteria and procedures

- How to write aims and objectives

- How to choose content

- How to organise content

b2 identify appropriate teaching and learning techniques

To do this, teachers:

    a. encourage learners to adopt styles of learning that are appropriate to the required outcomes and most likely to enable learners to achieve to the best of their abilities

    b. select appropriate teaching techniques to accommodate different styles of learning

    c. use individual, small-group and whole-group teaching techniques as appropriate

    d. set precise targets with individual learners that match their capacities, make the most of their potential for achievement and meet the required learning outcomes

    e. create a safe learning environment based on trust and support

    f. encourage learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts

This requires critical understanding and **essential knowledge** of:

- appropriate teaching techniques – what methods will you use?

- how to structure learning to achieve the required outcomes (e.g. how to plan a session)

- How will you build in student response?

- How will you help students remember what you have been teaching?

Participant Learning and assessment

Themes for Self Evaluation (Department of Education)

How participants work, and their levels of interest and commitment to the task in hand

How actively and independently participants engage in learning, and how the quality of their understanding is reflected in their questioning and in their responses to questions

Participants' readiness to participate, and their willingness to co-operate with their peers and with teachers in their learning

The extent to which the learning that is taking place in the curriculum area is at the level and pace appropriate to the class group

The level of independence, responsibility and perseverance shown by participants in the completion of their work

The range of assessment modes used to assess pupil achievement and progress in the curriculum area

The match between assessment modes used and the aims and the objectives of the teaching and learning programme

The degree to which assessment procedures are systematically administered

The relationship between the outcomes of assessment and the planning, evaluation and modification of teaching strategies

How effectively and sensitively assessment outcomes are used to assist participants to reflect on their learning

The extent to which assessment outcomes are used sensitively and effectively to assist and improve the effectiveness of the teaching and learning programme

Questions you might ask include:

Did I achieve my aims?   (Yes / No Question)

Why / Why Not?   (Open Question)

With regards to the session that has just finished   (Scale)
(1 = Strongly agree, 2 Agree etc)
The students were interested   1 2 3 4 5 6

The participants were challenged by the work   1 2 3 4 5 6

They knew what to do in all situations?   1 2 3 4 5 6

I use the following assessment methods

	All of the time	Some of the time	Unsure	Rarely	Never

Exam					
Debate					

NOTE : Please use the above themes as a guides and in addition to the themes you have come up with yourselves. They might give you some ideas as to areas that you should investigate. YOU DO NOT HAVE TO ADDRESS THEM ALL (although you can if you want!)

Managing the learning process

Educators need to be effective in establishing a productive learning environment and in working with learners and colleagues to structure and monitor the learning process. Central to these activities is the teacher's capacity to communicate effectively with learners and colleagues. Educatorsmust consider what encourages learners to learn as well as dealing with the practical organization of the environment, including legal requirements relating to health, safety and security. They must also consider how to provide resources for the varied approaches to teaching and learning and recognize, by forming effective working relationships with others, that successful management of teaching and learning requires collaboration. Finally, educatorsshould evaluate teaching and learning and play their part in contributing to the organization's quality-assurance system.

This requires educators to have a **generic knowledge** of:

- theories concerning motivation and ways of motivating learners
- ways of structuring and presenting information and ideas
- appropriate media and language forms for presenting information
- different teaching techniques
- different ways of learning
- their personal responsibilities for health and safety
- the organization's learning programmes and available resources
- good practice in catering for the needs of all students including learners who require additional support
- the role of information and learning technology in supporting learning and teaching
- the importance of pacing teaching and learning appropriately.

Educators need to be able to:
d1   **establish and maintain an effective learning environment**
d2   **plan and structure learning activities**

d3	**communicate effectively with learners**
d4	**review the learning process with learners**
d5	**select and develop resources to support learning**
d6	**establish and maintain effective working relationships**

d1 establish and maintain an effective learning environment

To do this, educators

a. act as an advocate for learners in attempting to secure appropriate resources
b. ensure an interactive, safe and productive learning environment that fosters learners' security and confidence
c. maintain learners' interest in, and engagement with, the learning process
d. identify and redress poor motivation and challenge inappropriate behaviour.

This requires critical understanding and **essential knowledge** of:

- the characteristics and purpose of an effective learning environment
- the value of effective interaction between those involved in teaching and learning
- what motivates learners and what constitutes acceptable levels of motivation and behaviour
- group dynamics and how to manage groups of learners
- the health and safety requirements applicable to the learning environment

d2 pan and structure learning activities

To do this, educators

    a. use local, national, comparative, organizational and other appropriate data to set clear targets for learning and individual learners' achievements

    b. set tasks for learners that will foster their curiosity, creativity and ability to work on their own

    c. structure learning in a way likely to foster and maintain learners' enthusiasm and motivation

    d. match the format and level of learning support materials to the abilities of learners and the desired learning outcomes

    e. select and develop materials of an appropriate design and format to meet the needs of a wide range of students, including those with a hearing or sight impairment

    f. use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success

    g. provide opportunities for learners to reinforce their knowledge and understanding

    h. identify and exploit opportunities to improve learners' basic skills and key skills

    i. help learners to develop study skills including time management and work organization skills

    j. encourage learners to take more responsibility for organizing their learning successfully.

This requires critical understanding and **essential knowledge** of:

- the required outcomes of learning programmes and related assessment

- requirements and opportunities

- ways of incorporating all aspects of the learning cycle in the learning process

- ways of consolidating and reinforcing learning

- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes

- the basic skills and key skills that learners need to meet the demands of their programmes of study

- study skills and how to foster these

- appropriate sources of information and learning support for learners and how to access them

- how to encourage learners to work effectively on their own

d3 communicate effectively with learners

To do this, educators

   a. select and organize relevant information clearly and concisely
   b. present information to learners clearly and in an appropriate format
   c. use a range of communication skills and methods appropriate to specific learners and to the subject being studied
   d. maintain and encourage effective communication with and between all learners
   e. foster learners' enjoyment of learning
   f. listen to and respond to learners' ideas

This requires critical understanding and **essential knowledge** of:

- how to select and organize information effectively
- ways of presenting information and ideas
- the appropriate forms and registers of language
- the conventions of grammar and spelling
- appropriate audio-visual aids and how to use them effectively
- developments in information learning technology and how these can support and promote learning

Teachers and teaching teams need to be effective in using an appropriate range of assessment methods to provide accurate information about learning and achievement. This involves ensuring that learners understand and are involved in the process and that the timing of assessment and the monitoring and recording of achievement are appropriate. Teachers and teaching teams also need to be able to use assessment information for a variety of purposes.

This requires teachers and teaching teams to have a **generic knowledge** of:

- the purposes of continuous and end-of-programme assessment
- appropriate sources of information about assessment requirements
- the principles of assessment design as they relate to assessment at the required level and for particular kinds of learning
- concepts of validity, reliability and sufficiency and their application to the assessment of learning and learners' achievements
- the role of assessment in relation to the learning cycle
- equity and inclusivity issues in relation to assessment
- ways of using assessment information to maintain standards and to reflect upon one's own teaching
- the importance of equality of opportunity in the design and application of assessment systems

Teachers and teaching teams need to be able to:

f1 use appropriate assessment methods to measure learning and achievement

f2 make use of assessment information

f1 use appropriate assessment methods to measure learning and achievement

f1 use appropriate assessment methods to measure learning and achievement

f2 make use of assessment information

To do this, teachers:

a. identify an appropriate range of assessment methods that will deliver fair, valid and reliable results
b. ensure equality of opportunity in the design and application of assessment procedures
c. ensure that the assessment process, as a whole, is coherent
d. ensure that learners understand the purpose and nature of the assessment process
e. create realistic and relevant assessment activities that encourage learning as well as assessing specified outcomes that meet college and external requirements
f. establish the required conditions for assessment and provide the necessary resources
g. use an appropriate variety of valid and reliable assessment procedures that are credible and compatible with the learning programme and the required learning outcomes
h. conduct assessments according to agreed procedures in a fair, consistent and equal manner
i. record assessment results following the organization's procedures
j. encourage learners to feel ownership of their assessment records in monitoring and reviewing their own progress
k. ensure that learners are provided with clear and constructive feedback on assessment outcomes within an appropriate timescale
l. ensure that assessment procedures conform to the organization's and national requirements, including those of external awarding bodies

This requires critical understanding and **essential knowledge** of:

- procedures for mapping assessment methods against syllabuses and standards

- how to create a whole and balanced assessment process

- distinctions between formative and summative assessment procedures

- the purpose of self, peer and tutor assessments and how these methods of assessment relate to each other

- appropriate procedures for assessing knowledge

- competence-based and non-competence-based methods of assessment

- alternative assessment opportunities for learners with special assessment requirements

- the appropriate timing and pace of assessment within a learning programme

- procedures for conducting and recording assessments including the requirements of external awarding bodies

- organizational procedures for recording assessment outcomes

- appropriate forms of feedback to learners

Planning

Themes for Self Evaluation (Department of Education)

1 Long-term planning for the teaching of the curriculum area and its consistency with the centre / school objectives

2 The extent to which planning documents describe the work to be completed within the subject / curriculum area

3 The degree to which planning is in line with the content and guidelines provided to teachers

4 The extent to which planning allows you as a teacher / trainer introduce differentiated approaches to teaching / training in accordance with the range of participant ability, needs, and interests

5 The extent to which provision for corrective action for learning problems or difficulties is an integral part of the planning of work

6 Evidence of cross-curricular planning and integration

7 The provision for monitoring, review and evaluation in the planning of work in the teaching area
8 The inclusion in planning of an outline of the material and other resources required to support the teaching aims and objectives

9 The level and quality of provision made for health and safety requirements in the use of materials or specialist equipment, so as to provide a safe learning and teaching environment

Questions you might ask include:

Do I engage in long term planning?   (Question Type – Yes / No)

If so, when?   (Open Question)

What prevents me from planning consistently?

(time, lack of resources, lack of knowledge, student demands etc.) (Likert Scale)

NOTE : Please use the above themes as a guides and in addition to the themes you have come up with yourselves. They might give you some ideas as to areas that you should investigate. YOU DO NOT HAVE TO ADDRESS THEM ALL (although you can if you want!)

Standards for teaching and supporting learning in further education in England and Wales

b Planning and preparing teaching and learning programmes for groups and individuals

Teachers and teaching teams need to be effective in interpreting curriculum requirements in order to devise learning outcomes, programmes of study and assessment strategies as well as adopting appropriate teaching and learning strategies. This involves devising programmes of study that meet the demands of the curriculum and setting clear targets for individual learners within a supportive and flexible environment for learning. It also involves encouraging the take-up of FE provision and the widening of participation.

This requires teachers and teaching teams to have a **generic knowledge** of:

- curriculum requirements and their implications for learning programmes
- ways of learning and related learning strategies
- ways of selecting teaching methods based on appropriate learning theory
- the relationship between learning styles and the required outcomes of learning programmes
- what is involved in individual and group learning
- formative and summative assessment techniques
- appropriate local networks of colleagues and others who may contribute to learning, and how to establish and maintain these
- barriers to potential learners' participation in learning programmes and how to overcome them
- Teachers and teaching teams need to be able to:

b1 identify the required outcomes of the learning programme

b2 identify appropriate teaching and learning techniques

b3 enhance access to and participation in learning programmes

b1 identify the required outcomes of the learning programme

To do this, teachers:

    a. interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes
    b. produce learning outcomes from programmes of study
    c. establish precise learning objectives and content
    d. define the subject knowledge, technical knowledge and skills required
    e. fulfil validating and awarding bodies' requirements, where relevant

This requires critical understanding and **essential knowledge** of:

- how to select appropriate learning programmes
- ways of establishing learning outcomes for programmes of study
- the content required to achieve particular learning outcomes
- programme validation criteria and procedures
- How to write aims and objectives
- How to choose content
- How to organise content

b2 identify appropriate teaching and learning techniques

To do this, teachers:

    a. encourage learners to adopt styles of learning that are appropriate to the required outcomes and most likely to enable learners to achieve to the best of their abilities
    b. select appropriate teaching techniques to accommodate different styles of learning
    c. use individual, small-group and whole-group teaching techniques as appropriate
    d. set precise targets with individual learners that match their capacities, make the most of their potential for achievement and meet the required learning outcomes
    e. create a safe learning environment based on trust and support
    f. encourage learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts

This requires critical understanding and **essential knowledge** of:

- appropriate teaching techniques – what methods will you use?
- how to structure learning to achieve the required outcomes (e.g. how to plan a session)
- How will you build in student response?
- How will you help students remember what you have been teaching?

Teaching and Learning Methods

Themes for Self Evaluation (Department of Education)

1 The appropriateness of teaching strategies and methodologies employed and the account taken of the range of pupil abilities, needs, and interests

2 The extent to which lessons are structured so that content and pace are appropriate to the class and to the time available

3 The degree of variation in teaching strategies and methodologies used in the curriculum area

4 The effectiveness with which teaching strategies and methodologies in the curriculum area are used

5 The appropriateness of the range of professional and material resources used to support the teaching of the curriculum area

6 The account taken of best practice in relation to health and safety and environmental requirements in the teaching of the curriculum area

Questions you might ask include:

Rank the following methods in order of your preference (Question Type Hierarchical Scale)

Are the methods I use appropriate to my class group? (Open Question)

Which of the following methods do I use when teaching?

Groupwork, Discussion, Role Play, Experiment   (Scale)

NOTE : Please use the above themes as a guides and in addition to the themes you have come up with yourselves. They might give you some ideas as to areas that you should investigate. YOU DO NOT HAVE TO ADDRESS THEM ALL (although you can if you want!)

Developing and using a range of teaching and learning techniques

Educators need to be effective in selecting and using a range of appropriate methods of teaching and learning including individual and group learning. This involves developing an awareness of the effect of different styles of teaching on the learning process in order to plan and deliver suitable programmes. There is also a need for teachers to make an evaluation of the effectiveness of the learning programme based in part on feedback from learners. Standard c3 focuses on the skills and knowledge required to facilitate learning through experience. This is a particular aspect of both group and individual learning but it is identified separately. This requires teachers and teaching teams to have a **generic knowledge** of:

- learning theories and how they affect teaching and learning

- how to select appropriate teaching methods on the basis of learning theory

- resource constraints influencing the selection of teaching and learning techniques and how to make best use of available resources

- evaluation strategies and methods

- how to analyse information on teaching and learning and extract what is relevant to modify future learning strategies

  Educators need to be able to:

c1 promote and encourage individual learning

c2 facilitate learning in groups

c3 facilitate learning through experience

c1 promote and encourage individual learning

To do this, teachers:

establish and agree individual learning needs, aspirations and preferred learning styles

a. agree learning goals and targets that support individual needs and aspirations within available resources
b. produce learning plans that encourage individual learning
c. identify and produce appropriate teaching and learning materials that engage learners' interest and reinforce their learning
d. recognize and build on the experiences which learners bring to the programme
e. agree a learning contract with the learner
f. evaluate the effectiveness of learning
g. acknowledge the effect of resource constraints and make best use of available opportunities.

This requires critical understanding and **essential knowledge** of:

- ways of assisting individual learning

- the availability of resources and how this affects learning

- the difference between learning plans and learning contracts and how to use both effectively

- how to structure individual learning programmes

- different learning materials and how to produce them

- how individual learning is affected by social, cultural, or emotional factors

- specialist equipment and its uses in supporting learning

c2 facilitate learning in groups
To do this, teachers:

    a. plan and select learning opportunities that involve group activity
    b. produce learning plans that encourage learning in groups
    c. encourage learning through sound group management including appropriate interventions in group activities
    d. facilitate learning through the use of collaborative exercises and encourage learners to support each other
    e. ensure that all members of the group are involved in learning activities
    f. produce appropriate learning support materials using information learning technology where appropriate
    g. evaluate the effectiveness of learning and modify teaching plans where necessary
    h. acknowledge the effect of resource constraints and make the best use of available opportunities.

This requires critical understanding and **essential knowledge** of:

- group methods and when to use them

- group dynamics and the effective management of groups

- different learning support materials, when to use them and how to prepare them

- the importance of collaborative working practices and peer group support and how to encourage these

c3 facilitate learning through experience

To do this, teachers:

    a. identify learning objectives amenable to learning through experience
    b. produce learning plans that encourage learning through experience
    c. plan and structure opportunities for groups and individuals to learn through experience, including opportunities to demonstrate and practise skills
    d. encourage and support individuals in identifying personal experiences that enhance their learning
    e. ensure that learning is appropriately structured, safe and adequately resourced
    f. support learners as they learn
    g. provide appropriately constructive feedback to learners and reinforce the learning gained through experience
    h. evaluate the effectiveness of the learning process and modify teaching plans where necessary
    i. acknowledge the effect of resource constraints and make best use of available opportunities

This requires critical understanding and **essential knowledge** of:

- the appropriateness, advantages and disadvantages of learning through experience

- the importance of the learner's experience in practising skills

- health, safety and environmental controls during learning through experience

- appropriate opportunities for learning through experience

- the importance of ensuring that all learners have opportunities to learn through experience
- ways of conducting debriefing and providing constructive feedback to learners

Participant Learning and assessment

Themes for Self Evaluation (Department of Education)

How participants work, and their levels of interest and commitment to the task in hand

How actively and independently participants engage in learning, and how the quality of their understanding is reflected in their questioning and in their responses to questions

Participants' readiness to participate, and their willingness to co-operate with their peers and with teachers in their learning

The extent to which the learning that is taking place in the curriculum area is at the level and pace appropriate to the class group

The level of independence, responsibility and perseverance shown by participants in the completion of their work

The range of assessment modes used to assess pupil achievement and progress in the curriculum area

The match between assessment modes used and the aims and the objectives of the teaching and learning programme

The degree to which assessment procedures are systematically administered

The relationship between the outcomes of assessment and the planning, evaluation and modification of teaching strategies

How effectively and sensitively assessment outcomes are used to assist participants to reflect on their learning

The extent to which assessment outcomes are used sensitively and effectively to assist and improve the effectiveness of the teaching and learning programme

Questions you might ask include:

Did I achieve my aims?   (Yes / No Question)

Why / Why Not?   (Open Question)

With regards to the session that has just finished   (Scale)
(1 = Strongly agree, 2 Agree etc)
The students were interested   1 2 3 4 5 6

The participants were challenged by the work   1 2 3 4 5 6

They knew what to do in all situations?   1 2 3 4 5 6

I use the following assessment methods

	All of the time	Some of the time	Unsure	Rarely	Never

Exam					
Debate					

NOTE : Please use the above themes as a guides and in addition to the themes you have come up with yourselves. They might give you some ideas as to areas that you should investigate. YOU DO NOT HAVE TO ADDRESS THEM ALL (although you can if you want!)

Managing the learning process

Educators need to be effective in establishing a productive learning environment and in working with learners and colleagues to structure and monitor the learning process. Central to these activities is the teacher's capacity to communicate effectively with learners and colleagues. Educatorsmust consider what encourages learners to learn as well as dealing with the practical organization of the environment, including legal requirements relating to health, safety and security. They must also consider how to provide resources for the varied approaches to teaching and learning and recognize, by forming effective working relationships with others, that successful management of teaching and learning requires collaboration. Finally, educatorsshould evaluate teaching and learning and play their part in contributing to the organization's quality-assurance system.

This requires educators to have a **generic knowledge** of:

- theories concerning motivation and ways of motivating learners
- ways of structuring and presenting information and ideas
- appropriate media and language forms for presenting information
- different teaching techniques
- different ways of learning
- their personal responsibilities for health and safety
- the organization's learning programmes and available resources
- good practice in catering for the needs of all students including learners who require additional support
- the role of information and learning technology in supporting learning and teaching
- the importance of pacing teaching and learning appropriately.

Educators need to be able to:
d1 **establish and maintain an effective learning environment**
d2 **plan and structure learning activities**

d3	communicate effectively with learners
d4	review the learning process with learners
d5	select and develop resources to support learning
d6	establish and maintain effective working relationships

d1 establish and maintain an effective learning environment

To do this, educators

a. act as an advocate for learners in attempting to secure appropriate resources
b. ensure an interactive, safe and productive learning environment that fosters learners' security and confidence
c. maintain learners' interest in, and engagement with, the learning process
d. identify and redress poor motivation and challenge inappropriate behaviour.

This requires critical understanding and **essential knowledge** of:

- the characteristics and purpose of an effective learning environment
- the value of effective interaction between those involved in teaching and learning
- what motivates learners and what constitutes acceptable levels of motivation and behaviour
- group dynamics and how to manage groups of learners
- the health and safety requirements applicable to the learning environment

d2 pan and structure learning activities

To do this, educators

    a. use local, national, comparative, organizational and other appropriate data to set clear targets for learning and individual learners' achievements

    b. set tasks for learners that will foster their curiosity, creativity and ability to work on their own

    c. structure learning in a way likely to foster and maintain learners' enthusiasm and motivation

    d. match the format and level of learning support materials to the abilities of learners and the desired learning outcomes

    e. select and develop materials of an appropriate design and format to meet the needs of a wide range of students, including those with a hearing or sight impairment

    f. use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success

    g. provide opportunities for learners to reinforce their knowledge and understanding

    h. identify and exploit opportunities to improve learners' basic skills and key skills

    i. help learners to develop study skills including time management and work organization skills

    j. encourage learners to take more responsibility for organizing their learning successfully.

This requires critical understanding and **essential knowledge** of:

- the required outcomes of learning programmes and related assessment
- requirements and opportunities
- ways of incorporating all aspects of the learning cycle in the learning process
- ways of consolidating and reinforcing learning
- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- the basic skills and key skills that learners need to meet the demands of their programmes of study
- study skills and how to foster these
- appropriate sources of information and learning support for learners and how to access them
- how to encourage learners to work effectively on their own

d3 communicate effectively with learners

To do this, educators

a. select and organize relevant information clearly and concisely
b. present information to learners clearly and in an appropriate format
c. use a range of communication skills and methods appropriate to specific learners and to the subject being studied
d. maintain and encourage effective communication with and between all learners
e. foster learners' enjoyment of learning
f. listen to and respond to learners' ideas

This requires critical understanding and **essential knowledge** of:

- how to select and organize information effectively
- ways of presenting information and ideas
- the appropriate forms and registers of language
- the conventions of grammar and spelling
- appropriate audio-visual aids and how to use them effectively
- developments in information learning technology and how these can support and promote learning

Teachers and teaching teams need to be effective in using an appropriate range of assessment methods to provide accurate information about learning and achievement. This involves ensuring that learners understand and are involved in the process and that the timing of assessment and the monitoring and recording of achievement are appropriate. Teachers and teaching teams also need to be able to use assessment information for a variety of purposes.

This requires teachers and teaching teams to have a **generic knowledge** of:

- the purposes of continuous and end-of-programme assessment
- appropriate sources of information about assessment requirements
- the principles of assessment design as they relate to assessment at the required level and for particular kinds of learning
- concepts of validity, reliability and sufficiency and their application to the assessment of learning and learners' achievements
- the role of assessment in relation to the learning cycle
- equity and inclusivity issues in relation to assessment
- ways of using assessment information to maintain standards and to reflect upon one's own teaching
- the importance of equality of opportunity in the design and application of assessment systems

Teachers and teaching teams need to be able to:

f1 use appropriate assessment methods to measure learning and achievement

f2 make use of assessment information

f1 use appropriate assessment methods to measure learning and achievement

To do this, teachers:

a. identify an appropriate range of assessment methods that will deliver fair, valid and reliable results
b. ensure equality of opportunity in the design and application of assessment procedures
c. ensure that the assessment process, as a whole, is coherent
d. ensure that learners understand the purpose and nature of the assessment process
e. create realistic and relevant assessment activities that encourage learning as well as assessing specified outcomes that meet college and external requirements
f. establish the required conditions for assessment and provide the necessary resources
g. use an appropriate variety of valid and reliable assessment procedures that are credible and compatible with the learning programme and the required learning outcomes
h. conduct assessments according to agreed procedures in a fair, consistent and equal manner
i. record assessment results following the organization's procedures
j. encourage learners to feel ownership of their assessment records in monitoring and reviewing their own progress
k. ensure that learners are provided with clear and constructive feedback on assessment outcomes within an appropriate timescale
l. ensure that assessment procedures conform to the organization's and national requirements, including those of external awarding bodies

This requires critical understanding and **essential knowledge** of:

- procedures for mapping assessment methods against syllabuses and standards
- how to create a whole and balanced assessment process
- distinctions between formative and summative assessment procedures
- the purpose of self, peer and tutor assessments and how these methods of assessment relate to each other
- appropriate procedures for assessing knowledge
- competence-based and non-competence-based methods of assessment
- alternative assessment opportunities for learners with special assessment requirements
- the appropriate timing and pace of assessment within a learning programme
- procedures for conducting and recording assessments including the requirements of external awarding bodies
- organizational procedures for recording assessment outcomes
- appropriate forms of feedback to learners

Classroom Management and Learning Athmosphere

Themes for Self Evaluation (Department of Education)

The nature and effectiveness of classroom management, and the manner by which discipline is maintained so as to be conducive to safe, orderly and participative learning

The extent to which classroom management ensures that participants are challenged and motivated by the teaching and learning activities

The quality of classroom atmosphere as it impacts on participants sense of belonging and security, the nature of learning interactions and levels of support for learning

The physical environment of the classroom in terms of suitability, attractiveness and stimulation for learning and teaching

The balance between teacher-focused classroom interaction and the level of encouragement for participant contributions to the learning process; the quality of interaction that takes place

The standard of participant behaviour and their response to the code of behaviour

Questions you might ask include:

How would I define acceptable behaviour?   (Open Question)

With regards to the session that has just finished   (Scale)
(1 = Strongly agree, 2 Agree etc)
I am happy with the general behaviour   1 2 3 4 5 6

I was always comfortable   1 2 3 4 5 6

I knew what to do in all situations   1 2 3 4 5 6

Please rate the following methods of maintaining control in a training session

Groupwork, Discussion, Role Play, Experiment   (Scale)

NOTE : Please use the above themes as a guides and in addition to the themes you have come up with yourselves. They might give you some ideas as to areas that you should investigate. YOU DO NOT HAVE TO ADDRESS THEM ALL (although you can if you want!)

Managing the learning process

Educators need to be effective in establishing a productive learning environment and in working with learners and colleagues to structure and monitor the learning process. Central to these activities is the teacher's capacity to communicate effectively with learners and colleagues. Educatorsmust consider what encourages learners to learn as well as dealing with the practical organization of the environment, including legal requirements relating to health, safety and security. They must also consider how to provide resources for the varied approaches to teaching and learning and recognize, by forming effective working relationships with others, that successful management of teaching and learning requires collaboration. Finally, educatorsshould evaluate teaching and learning and play their part in contributing to the organization's quality-assurance system.

This requires educators to have a **generic knowledge** of:

- theories concerning motivation and ways of motivating learners
- ways of structuring and presenting information and ideas
- appropriate media and language forms for presenting information
- different teaching techniques
- different ways of learning
- their personal responsibilities for health and safety
- the organization's learning programmes and available resources
- good practice in catering for the needs of all students including learners who require additional support
- the role of information and learning technology in supporting learning and teaching
- the importance of pacing teaching and learning appropriately.

Educators need to be able to:

d1   **establish and maintain an effective learning environment**
d2   **plan and structure learning activities**
d3   **communicate effectively with learners**
d4   **review the learning process with learners**
d5   **select and develop resources to support learning**
d6   **establish and maintain effective working relationships**

d1 establish and maintain an effective learning environment

To do this, educators

a. act as an advocate for learners in attempting to secure appropriate resources
b. ensure an interactive, safe and productive learning environment that fosters learners' security and confidence
c. maintain learners' interest in, and engagement with, the learning process
d. identify and redress poor motivation and challenge inappropriate behaviour.

This requires critical understanding and **essential knowledge** of:

- the characteristics and purpose of an effective learning environment

- the value of effective interaction between those involved in teaching and learning

- what motivates learners and what constitutes acceptable levels of motivation and behaviour

- group dynamics and how to manage groups of learners

- the health and safety requirements applicable to the learning environment

d2 plan and structure learning activities

To do this, educators

a. use local, national, comparative, organizational and other appropriate data to set clear targets for learning and individual learners' achievements
b. set tasks for learners that will foster their curiosity, creativity and ability to work on their own
c. structure learning in a way likely to foster and maintain learners' enthusiasm and motivation
d. match the format and level of learning support materials to the abilities of learners and the desired learning outcomes
e. select and develop materials of an appropriate design and format to meet the needs of a wide range of students, including those with a hearing or sight impairment
f. use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success
g. provide opportunities for learners to reinforce their knowledge and understanding
h. identify and exploit opportunities to improve learners' basic skills and key skills
i. help learners to develop study skills including time management and work organization skills
j. encourage learners to take more responsibility for organizing their learning successfully.

This requires critical understanding and **essential knowledge** of:

- the required outcomes of learning programmes and related assessment

- requirements and opportunities

- ways of incorporating all aspects of the learning cycle in the learning process

- ways of consolidating and reinforcing learning

- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes

- the basic skills and key skills that learners need to meet the demands of their programmes of study

- study skills and how to foster these

- appropriate sources of information and learning support for learners and how to access them

- how to encourage learners to work effectively on their own

d3 communicate effectively with learners

To do this, educators

    a.   select and organize relevant information clearly and concisely
    b.   present information to learners clearly and in an appropriate format
    c.   use a range of communication skills and methods appropriate to specific learners and to the subject being studied
    d.   maintain and encourage effective communication with and between all learners
    e.   foster learners' enjoyment of learning
    f.   listen to and respond to learners' ideas

This requires critical understanding and **essential knowledge** of:

- how to select and organize information effectively

- ways of presenting information and ideas

- the appropriate forms and registers of language

- the conventions of grammar and spelling

- appropriate audio-visual aids and how to use them effectively

- developments in information learning technology and how these can support and promote learning

Appendix I

Group Designed Self Evaluation Instruments – ITE and CPD

Self Evaluation Instrument
Planning

Name: Date

Class   Topic

Question 1
Please give your opinion on the following statements relating to your planning for this class

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I used planning effectively					
I spent too much time planning for this class					
I followed the plan strictly					
The methodologies I planned to use were successful					

Question 2 Please answer yes or no to the following questions

TIME	Yes	No
Did I use my time effectively		
Did I have enough material to fill the available time		
Did I spend too much time on material that I hadn't planned to		

Question 3 Please answer yes or no to the following questions

METHODOLOGY	Yes	No
a) Did I use all of the methodologies that I had planned to use?		
b) Could I have used a better methodology to get my point across?		
c) Did I use a methodology that wasn't suitable?		

If answer to 3 B was yes, which methodology would you have used?

Question 4 How did students respond to the methodology that I used (please circle one)

Very Well   Well   Neutral   Bad   Very Bad

Question 4 Please answer yes or no to the following questions

AIMS & OBJECTIVES	Yes	No
Did I fulfil my aims?		
Did I fulfil my objectives?		
Were my aims realistic?		
Did I have sufficient aims and objectives for the class?		

Question 5 Please answer yes or no to the following questions

RESOURCES	Yes	No
Were the resources used relevant to the topic?		
Did I use all of the resources that I had planned?		
Did I have enough resources for the class?		
Would a different resources have suited better?		

Question 6
Please give your opinion on the following statements relating to your planning for this class

PACE	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I went too quickly					
I asked too many questions					
I rushed something important					
I went too slow					

Question 7 I consciously thought of ways of including my students when I planned my class (please circle one)

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Question 8 Please give your opinion on the following statements relating to your planning for this class

Structure	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
My class was well structured					
I had an appropriate introduction to the class					
I developed the main body of the class in an interesting and informative way					
I gave the students an opportunity to respond					
I concluded the class successfully					
My plan ensured that each element of the class had sufficient time					

Q 9 How would I change my plan if I had an opportunity?

Q 10 Please rank the following aspects of planning in order of importance to you (1 being the most important, 2 being the second most important etc.)

Aims   Objectives

Methodologies   Resources

Pace   Time

Structure

Q 11 Overall, how happy were you with the class? (1 very happy, 5 not happy at all)

1   2   3   4   5

Any other comments?

Self Evaluation Instrument
Classroom Management

Name: Date

Class   Topic

Question 1 how would you rate the level of student behaviour in this class (1= Excellent, 2 =Good, 3 = Neither good nor bad, 4 = Bad, 5 = Unacceptable)

    1   **2**   **3**   **4**   **5**

Question 2 Does your school have a discipline / classroom management policy?

                                  YES   **NO**

Question 3 If it does, did you use it in today's class?   **YES**   **NO**

Question 4 Which of the following classroom management techniques did you use in the class?

	Constantly	Regularly	Neutral	Rarely	Never
Praising students					
Making eye contact					
Moving around the classroom					
Waiting for Silence					
Separating students who are talking					
Explaining material in a number of different ways					
Raising your voice					
Speaking quietly					
Referring to the school policy					

Other (Please list)

Question 5 If students misbehaved, what do you think were the main reasons for this? (Please indicate the most important reason with a 1, the next most important reason with 2 etc)

Did not understand topic   **Had not done homework**

Were not interested   **Were distracted by others**

Wanted to cause trouble   **Time of day**

Class was badly planned   **Class was boring**

Did not cater for all learning styles
Other (Please list)

Q 6 Which of the following sanctions did you use in today's class?

	Constantly	Regularly	Neutral	Rarely	Never
Speaking to a student in front of class					
Speaking to a student after class					
Giving extra homework					
Giving a punishment exercise					
Move students					
Detention					
Reporting to class teacher					
Filling out a behaviour slip / sheet					
Sending a note to parents					

Other (Please list)

Question 7 Were they effective?   **YES**   **NO**

Why do you think this is?

Question 8 When looking at the layout of a classroom, which of the following are effective in maintaining discipline?

	Very effective	Effective	Neutral	Not very effective	No value at all
Allowing students decide where they want to sit					
Assign seating					
Occasionally rotate students					
Remove posters from walls					
Place more posters on walls					

Question 8 What will you do to make sure that you maintain / improve the level of behaviour in this class for the next time you are teaching?

Self Evaluation Instrument
Planning

Name: Date

Class   Topic

Question 1
Please give your opinion on the following statements relating to your planning for this class

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I used planning effectively					
I spent too much time planning for this class					
I followed the plan strictly					
The methodologies I planned to use were successful					

Question 2 Please answer yes or no to the following questions

TIME	Yes	No
Did I use my time effectively		
Did I have enough material to fill the available time		
Did I spend too much time on material that I hadn't planned to		

Question 3 Please answer yes or no to the following questions

METHODOLOGY	Yes	No
a) Did I use all of the methodologies that I had planned to use?		
b) Could I have used a better methodology to get my point across?		
c) Did I use a methodology that wasn't suitable?		

If answer to 3 B was yes, which methodology would you have used?

Question 4 How did students respond to the methodology that I used (please circle one)

Very Well   Well   Neutral   Bad   Very Bad

Question 4 Please answer yes or no to the following questions

AIMS & OBJECTIVES	Yes	No
Did I fulfil my aims?		
Did I fulfil my objectives?		
Were my aims realistic?		
Did I have sufficient aims and objectives for the class?		

Question 5 Please answer yes or no to the following questions

RESOURCES	Yes	No
Were the resources used relevant to the topic?		
Did I use all of the resources that I had planned?		
Did I have enough resources for the class?		
Would a different resources have suited better?		

Question 6
Please give your opinion on the following statements relating to your planning for this class

PACE	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I went too quickly					
I asked too many questions					
I rushed something important					
I went too slow					

Question 7 I consciously thought of ways of including my students when I planned my class (please circle one)

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Question 8 Please give your opinion on the following statements relating to your planning for this class

Structure	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
My class was well structured					
I had an appropriate introduction to the class					
I developed the main body of the class in an interesting and informative way					
I gave the students an opportunity to respond					
I concluded the class successfully					
My plan ensured that each element of the class had sufficient time					

Q 9 How would I change my plan if I had an opportunity?

Q 10 Please rank the following aspects of planning in order of importance to you (1 being the most important, 2 being the second most important etc.)

Aims   Objectives

Methodologies   Resources

Pace   Time

Structure

Q 11 Overall, how happy were you with the class? (1 very happy, 5 not happy at all)

1   2   3   4   5

Any other comments?

Teaching Methodologies

Name   **Class**

Date   **Topic**

Q 1
In your class, which methodologies did you use?

Demonstration ☐   Group work ☐

Lecture ☐   Discussion ☐

Experiment ☐   Chalk and Talk ☐

Other (Please List)

_____

_____

_____

Q2 Why did you use these methodologies for this class?

_____

_____

_____

Q 3 What is your favourite teaching methodology? Why?

_____

_____

_____

Q 4 Did you use more than one methodology in class? Why?

_____

_____

_____

Q4 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree	NA
My teaching methods were very effective in enabling me meet my objectives						
I had sufficient resources to adequately support my teaching methods						
My teaching methods supported the development of a safe learning environment						
I used a variety of appropriate teaching methods						
I chose methods that I was comfortable with						
I thought of my students needs when choosing methods						
I catered for a variety of learning styles						
The methodologies chosen were appropriate for students aims and abilities						

Did the above questions raise any issues that you would like to comment on?

_____

_____

_____

_____

_____

_____

_____

Q.5 Please indicate your level of agreement with the following statements

	Yes	No	NA
Did students seem interested in the topic?			
Did learners learn better through interaction?			
Did learners learn better individually?			
Was the material relevant to the students' learning?			

Did the above questions raise any issues that you would like to comment on?

_____

_____

_____

Q 6 Which methodology was the most successful in today's session? Why?

_____

_____

_____

Q9 Which methodology was the least successful in today's session? Why?

_____

_____

_____

Q 10 Will you change anything in your teaching as a result of this class?

        Yes ____   **No**____

Q 10 b If yes, what will you change?

_____

_____

_____

SE3 Self Evaluation Sheet

Name   **Date**

Class

Areas of achievement	Areas for improvement

Action steps (i.e. what will I do about the issues raised for my next class)

Rating for the session

1   2   3   4   5

Section 2: Specific Areas for Investigation

Please indicate your reflections on your practice in this class using the headings below (note you need only complete sections that you consider relevant).

Classroom Management

Planning

Assessment

Teaching and Learning Methods

Participant Learning

Planning questionnaire

Question one

Rate the quality of your communication with stakeholders in relation to planning on a

scale of 1 to 5 (1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

Management _____

Peers _____

Students_____

Question two

Did you stay within your allocated budget? Please circle one of the following.

Yes

No

Non-applicable

Question three

Did you consider the content of other modules in the design of your module? Please

circle one of the following.

Yes

No

If yes, what impact did this have on your lesson?

_____

_____

_____

_____

If no, please comment.

_____

_____

_____

_____

Question four

In terms of your lesson plan, how successful was your planning in relation to the following on a scale of 1 to 5 (1=poor, 2=fair, 3=good, 4=very good, 5=excellent).

Timing_____

Teaching methodologies_____

Learning styles _____

Ability_____

Technology (ICT)_____

Learning environment_____

Resources _____

Content _____

Certification/assessment_____

Question five

Did you use a training needs analysis to identify the training needs of your target group? Please circle one of the following.

Yes

No

If no, why not?

_____

_____

_____

_____

Question six

Were the aims and objectives realistic?

Yes

No

If no, what would you do differently?

_____

_____

_____

_____

Question seven

How well did your resources/materials cater for the learning needs of your target group? Please circle one of the following.

Excellent

Good

Needs improvement

Question eight

Was there sufficient time allocated for planning, design, and development from initiation of curricular development to delivery? Please circle one of the following.

Yes

No

If no, what timeframe would you suggest?

_____

_____

_____

_____

Question nine

If certification/assessment was used, was it appropriate for your particular group?

Please circle one of the following.

Yes

No

Non-applicable

Question 10

How effective was the evaluation strategy on a scale of 1 to 5 (1=poor, 2=fair, 3=good, 4=very good, 5=excellent)?

_____

Assessment

Name   **Participant Group**

Date

Q1. In the session just completed, how did you check that the assessment mode used was valid?

	Yes	No	NA
Pilot the assessment			
Discuss the assessment with other tutors/colleagues or critical friends			
Student feedback			
None			

Other (Please detail)

_____

_____

_____

_____

Q 2

Please indicate your opinion about the following statements when reflecting on the session you have just completed

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The assessment related to the stated aims and objectives					
The assessment modes accommodated different learning styles					
The results of the assessment will inform my teaching practice?					

1

Q 3 How did I check that the assessment criteria / process was clearly understood?

	Yes	No	NA
Discussed it with students / users			
Discussed assessment mode with colleagues / friends			
Piloted the assessment			
Checked the results against planned outcomes			

Other (Please detail)

_____

_____
_____
_____

Q 4 How do I check my assessment for reliability?

_____

_____
_____
_____

Learning Atmosphere & Classroom Management Questionnaire

Name   **Participant Group**

Date

Q1. In the class just taught, did you find that the theories concerning motivation have been helpful ways of motivation learners? (Please circle one option below)

    Strongly agree   Agree No opinion   Disagree   Strongly disagree   NA

Q2. In relation to your development of an appropriate classroom management / learning atmosphere strategy in the class you have taught please give your opinion on the importance of the following activities

Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Establish & maintain an effective learning environment					
Plan & structure learning activities					
Communicate effectively with learners					
Review the learning process with learners					
Select & develop resources to support learning					
Establish & maintain effective working relationships					

Q3. Did you incorporate different ways of learning into your session?

                      YES   **NO**   **NA**

Q4   If yes, did it benefit your students and create a better learning atmosphere?

                      YES   **NO**   **NA**

Q5. **Please indicate the importance of the following activities to the creation of a positive learning atmosphere in the class you have just taught (1= Very important, 2 Important , 3 = Neither important nor unimportant, 4= Unimportant, 5 = Not applicable)**

Ground Rules	1	2	3	4	5
Class Contract	1	2	3	4	5
Interaction	1	2	3	4	5
Induction	1	2	3	4	5
Setting Goals	1	2	3	4	5
Aims + Objectives	1	2	3	4	5
Positive Classroom Environment	1	2	3	4	5
Validating	1	2	3	4	5
Self – Awareness	1	2	3	4	5
Flexibility	1	2	3	4	5
Act on reflection (In action / on action)	1	2	3	4	5
Good organisational skills	1	2	3	4	5
Attending behaviour	1	2	3	4	5
Good communication skills	1	2	3	4	5
Evaluation time – recap time	1	2	3	4	5
Facilitate learning styles	1	2	3	4	5
Group work	1	2	3	4	5
Inclusive learning	1	2	3	4	5

Q6. **A. As part of your class did you set ground rules and develop a class contract?**

Yes _____   No _____ NA _____

B. Did you refer back to the ground rules and class contract if issues arose during the class?

Yes _____   No _____ NA _____

Q7 In general do you agree that good teaching / training depends on your ability to

Please place the options in order from 1-5 (i.e. 1 being the answer you agree most with; 5 being the answer that you agree least with.)

Use different teaching techniques	_____
Structure & present info into class	_____
Knowledge of subject	_____
Organise resources	_____
Knowledge of client group	_____

Q8. A part of your classroom management / creating an appropriate learning atmosphere strategy did you allow time at the end of the class to

- **Student evaluation / reflection. Yes /   No /   NA**
- **Own evaluation / reflection.   Yes /   No /   NA**

If yes please give details: -

_____

_____

_____

_____

Q9. In general ,please indicate your opinion on the following questions

	Agree	Disagree
Good communications is key to learning		
Positive reinforcement is a useful tool		
Reflection in action requires flexibility		
Teachers / trainers are responsible for the Health & safety of the students		
Good practice in catering for the needs of all students including learners who require additional support		

Q10 **Please rate the importance of pacing teaching and learning appropriately in creating an appropriate learning environment / managing the class behaviour in the class you have just thought**

Please answer the following question using the numerical scale below (7 being the highest rating and 1 being the lowest) by circling the number that comes closest to your opinion.

     1   2   3   4   5   6   7

Teaching and Learning

Name   **Participant Group**

Date

Q1 Please indicate your level of agreement with the following statements

	Yes	No	NA
Did students seem interested in the topic?			
Did learners learn better through interaction?			
Did learners learn better individually?			
Was the material relevant to the students' learning?			
Were learners motivated to learn by receipt of a reward?			
Do you feel it is necessary to self evaluate one's practice			
Was participant learning inhibited by a disability?			

If participant learning was inhibited by a disability please comment

_____

_____

_____

Q 2
In your learning session, which methodologies did you use?

Demonstration ☐

Group work ☐

Lecture ☐

Discussion ☐

Practical Exercise ☐

Other (Please List)

_____

_____

_____

Q3 Did your environment impact on the teaching methods you chose?

Yes ___   No ___

Please explain

_____

_____

_____

Q4 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree	NA
My teaching methods were very effective in enabling me meet my objectives						
I had sufficient resources to adequately support my teaching methods						
My teaching methods supported the development of a safe learning environment						
I used a variety of appropriate teaching methods						
I completed a group learning profile at the beginning of my session						
I consulted a group learning profile at the beginning of my session						
I catered for a variety of learning styles						

Q 5 Please rate the extent to which students' learning is affected by external influences. (1 being little effect, 5 being greatly effected).

1   2   3   4   5

Q.6 Please rate the extent to which the teacher's/trainer's attitude affects the participants learning. (1 being little effect, 5 being much effect)

1   2   3   4   5

Q.7 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Peer pressure has an effect of students learning					
Low levels of literacy inhibit participants' learning					
Participant learning is affected by lack of self-esteem					
I found the self-evaluation questionnaire helpful in evaluating learner participation.					

Q 8 Which methodology was the most successful in today's session? Why?

_____

_____

_____

Q9 Which methodology was the least successful in today's session? Why?

_____

_____

_____

SURVEY C
SELF EVALUATION INSTRUMENT
CLASSROOM MANAGEMENT

Q1 How would you rate the level of student behaviour in this class?

	Frequency	Percent
Excellent	35	30.2
Good	54	46.6
Neither good nor bad	20	17.2
Bad	7	6.0
Total	116	100.0

Q2 Does your school have a discipline / classroom management policy?
All responses said yes

Q3 Did you use it in today's class?

	Frequency	Percent
Yes	19	16.4
No	97	83.6
Total	116	100.0

Q4 Which of the following classroom management techniques did you use in class?

	Constantly		Regularly		Neutral		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Praising students	25	21.7%	68	59.1%	18	15.7%	1	.9%	3	2.6%
Making eye contact	50	43.1%	59	50.9%	6	5.2%	0	0.0%	1	.9%
Moving around the classroom	61	53.0%	47	40.9%	7	6.1%	0	0.0%	0	0.0%
Waiting for silence	3	2.6%	44	38.3%	21	18.3%	30	26.1%	17	14.8%
Separating students who are talking	3	2.6%	21	18.4%	20	17.5%	16	14.0%	54	47.4%
Explaining material in a number of different ways	7	6.1%	76	66.1%	17	14.8%	6	5.2%	9	7.8%
Raising your voice	4	3.5%	24	21.2%	26	23.0%	37	32.7%	22	19.5%
Speaking quietly			17	14.7%	19	16.4%	18	15.5%	62	53.4%
Referring to the school policy	2	1.7%	15	13.0%	16	13.9%	18	15.7%	64	55.7%

Q5 If students misbehaved what do you think was the main reasons for this?

	Did not understand topic		Were distracted by others	
Most important	9	12.50%	35	48.61%
2	2	2.78%	16	22.22%
3	8	11.11%	10	13.89%
4	11	15.28%	9	12.50%
5	5	6.94%	0	0.00%
6	2	2.78%	2	2.78%
7	4	5.56%	0	0.00%
8	1	1.39%	0	0.00%
Not ranked	30	41.67%	0	0.00%
Total	72	100.00%	72	100.00%
	Had not done homework		Wanted to cause trouble	
Most important	3	4.17%	9	12.50%
2	5	6.94%	10	13.89%
3	1	1.39%	3	4.17%
4	2	2.78%	5	6.94%
5	5	6.94%	1	1.39%
6	2	2.78%	6	8.33%
7	1	1.39%	7	9.72%
8	16	22.22%	1	1.39%
Not ranked	37	51.39%	30	41.67%
Total	72	100.00%	72	100.00%
	Were not interested		Time of day	
Most important	13	18.06%	21	29.17%
2	17	23.61%	11	15.28%
3	12	16.67%	10	13.89%
4	7	9.72%	7	9.72%
5	1	1.39%	4	5.56%
6	3	4.17%	2	2.78%
7	0	0.00%	0	0.00%
8	0	0.00%	1	1.39%
Not ranked	19	26.39%	16	22.22%
Total	72	100.00%	72	100.00%
	Class was badly planned		Class was boring	
Most important	0	0.00%	2	2.78%
2	0	0.00%	4	5.56%
3	1	1.39%	5	6.94%
4	1	1.39%	2	2.78%
5	7	9.72%	9	12.50%
6	6	8.33%	8	11.11%
7	7	9.72%	3	4.17%
8	4	5.56%	1	1.39%
Not ranked	46	63.89%	38	52.78%
Total	72	100.00%	72	100.00%

Q6 Which of the following sanctions did you use in today's class?

	Constantly		Regularly		Neutral		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Speaking to a student in front of class	10	8.8%	36	31.6%	23	20.2%	18	15.8%	27	23.7%
Speaking to a student after class	2	1.8%	7	6.3%	10	9.0%	22	19.8%	70	63.1%
Giving extra homework	1	.9%	1	.9%	13	11.9%	12	11.0%	82	75.2%
Giving a punishment exercise	0	0.0%	3	2.7%	17	15.5%	9	8.2%	81	73.6%
Move students	1	.9%	10	8.9%	18	16.1%	19	17.0%	64	57.1%
Detention	0	0.0%	0	0.0%	8	7.2%	8	7.2%	95	85.6%
Reporting to class teacher	0	0.0%	10	8.9%	15	13.4%	4	3.6%	83	74.1%
Filling out a behaviour slip /sheet	2	1.8%	4	3.6%	12	10.8%	6	5.4%	87	78.4%
Sending a note to parents	1	.9%	2	1.8%	9	8.0%	2	1.8%	98	87.5%

Q7. Were they effective?

	Frequency	Percent
Yes	75	88.2
No	10	11.8
Total	85	100.0

Q8. When looking at the layout of the classroom, which of the following are effective in maintaining discipline?

	Very effective		Effective		Neutral		Not very effective		No value at all	
	N	%	N	%	N	%	N	%	N	%
Allowing students decide where they want to sit	11	9.7%	17	15.0%	18	15.9%	47	41.6%	20	17.7%
Assign seating	31	27.4%	53	46.9%	13	11.5%	9	8.0%	7	6.2%
Occasionally rotate students	13	11.6%	35	31.3%	47	42.0%	8	7.1%	9	8.0%
Remove posters from wall	0	0.0%	1	.9%	34	30.1%	9	8.0%	69	61.1%
Place more posters on the wall	3	2.7%	9	8.0%	39	34.5%	7	6.2%	55	48.7%

SURVEY D
SELF EVALUATION INSTRUMENT
PLANNING

Q1. Planning for Class

	Strongly agree		Agree		No opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
I used planning effectively	50	47.6%	48	45.7%	1	1.0%	6	5.7%	0	.0%
I spent too much time planning for this class	6	5.8%	16	15.4%	13	12.5%	58	55.8%	11	10.6%
I followed the plan strictly	18	17.1%	40	38.1%	11	10.5%	34	32.4%	2	1.9%
The methodologies I planned to use were successful	40	38.1%	52	49.5%	7	6.7%	5	4.8%	1	1.0%

Q2.

	Yes		No	
	N	%	N	%
Did I use my time effectively	93	88.6%	12	11.4%
Did I have enough material to fill the available time	92	87.6%	13	12.4%
Did I spend too much time on material that I hadn't planned to	33	31.4%	72	68.6%

Q3.

	Yes		No	
	N	%	N	%
Did I use all of the methodologies that I had planned to use	95	90.5%	10	9.5%
Could I have used a better methodology to get my point across	22	21.2%	82	78.8%
Did I use a methodology that wasn't suitable	9	8.7%	95	91.3%

Q4a How did students respond to the methodology that I used

	N	%
Very Well	38	36.2
Well	53	50.5
Neutral	12	11.4
Bad	2	1.9
Total	105	100.0

Q4b

	Yes		No	
	N	%	N	%
Did I fulfill my aims	100	95.2%	5	4.8%
Did I fulfill my objectives	97	93.3%	7	6.7%
Were my aims realistic	105	100.0%	0	.0%
Did I have sufficient aims and objectives for the class	98	94.2%	6	5.8%

Q5

	Yes		No	
	N	%	N	%
Were the resources used relevant to the topic	105	100.0%	0	.0%
Did I use all of the resources that I had planned	90	85.7%	15	14.3%
Did I have enough resources for the class	95	90.5%	10	9.5%
Would different resources have suited better	22	21.2%	82	78.8%

Q6 Planning for this Class

	Strongly agree		Agree		No opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
I went too quickly	3	2.9%	16	15.4%	6	5.8%	57	54.8%	22	21.2%
I asked too many questions	3	2.9%	3	2.9%	9	8.7%	59	56.7%	30	28.8%
I rushed something important	4	3.8%	13	12.5%	12	11.5%	54	51.9%	21	20.2%
I went too slow	4	3.8%	6	5.8%	11	10.6%	54	51.9%	29	27.9%

Q7 I consciously thought of ways of including my students when I planned my class

	N	%
Strongly agree	38	36.2
Agree	60	57.1
No opinion	4	3.8
Disagree	2	1.9
No answer	1	1.0
Total	105	100.0

Q8

	Strongly agree		Agree		No opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
I went too quickly	3	2.9%	16	15.4%	6	5.8%	57	54.8%	22	21.2%
I asked too many questions	3	2.9%	3	2.9%	9	8.7%	59	56.7%	30	28.8%
I rushed something important	4	3.8%	13	12.5%	12	11.5%	54	51.9%	21	20.2%
I went too slow	4	3.8%	6	5.8%	11	10.6%	54	51.9%	29	27.9%

Q11 Overall how happy were you with the class

	N	%
Very happy	13	12.4
2.00	28	26.7
3.00	29	27.6
4.00	14	13.3
Not happy at all	6	5.7
No answer	15	14.3
Total	105	100.0

Q10 Please rank the following aspects of Planning in order of importance to you

	Aims		Objectives	
	N	%	N	%
Most Important	13	13.7%	9	9.5%
2	4	4.2%	15	15.8%
3	7	7.4%	9	9.5%
4	8	8.4%	6	6.3%
5	4	4.2%	11	11.6%
6	10	10.5%	39	41.1%
Least Important	47	49.5%	6	6.3%
No Rank	2	2.1%	0	0.0%
Total	95	100.0%	95	100.0%

	Methodologies		Resources	
	N	%	N	%
Most Important	9	9.5%	19	20.0%
2	23	24.2%	6	6.3%
3	25	26.3%	10	10.5%
4	13	13.7%	27	28.4%
5	20	21.1%	11	11.6%
6	1	1.1%	9	9.5%
Least Important	3	3.2%	12	12.6%
No Rank	1	1.1%	1	1.1%
Total	95	100.0%	95	100.0%

	Pace		Time	
	N	%	N	%
Most Important	10	10.5%	18	18.9%
2	5	5.3%	24	25.3%
3	13	13.7%	14	14.7%
4	21	22.1%	4	4.2%
5	21	22.1%	14	14.7%
6	11	11.6%	11	11.6%
Least Important	13	13.7%	7	7.4%
No Rank	1	1.1%	3	3.2%
Total	95	100.0%	95	100.0%

	Structure	
	N	%
Most Important	17	17.9%
2	20	21.1%
3	17	17.9%
4	16	16.8%
5	12	12.6%
6	11	11.6%
Least Important	2	2.1%
No Rank	0	0.0%
Total	95	100.0%

SURVEY E
TEACHING METHODOLOGIES

Q1 In your class, with methodologies did you use?

	N	%
Discussion	45	58.4
Chalk and Talk	42	54.6
Demonstration	34	44.2
Experiment	29	37.7
Lecture	27	35.1
Group Work	26	33.8

Q4

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
My teaching methods were very effective in enabling me meet my objectives	28	37.3%	47	62.7%	0	.0%	0	.0%	0	.0%
I had sufficient resources to adequately support my teaching methods	31	41.3%	43	57.3%	0	.0%	1	1.3%	0	.0%
My teaching methods supported the development of a self learning environment	26	35.1%	45	60.8%	3	4.1%	0	.0%	0	.0%
I used a variety of appropriate teaching methods	20	26.7%	36	48.0%	7	9.3%	11	14.7%	1	1.3%
I chose methods that I was comfortable with	24	32.4%	45	60.8%	4	5.4%	0	.0%	1	1.4%
I thought of my students needs when choosing methods	30	41.1%	35	47.9%	4	5.5%	4	5.5%	0	.0%
I catered for a variety of learning styles	20	27.0%	28	37.8%	15	20.3%	10	13.5%	1	1.4%
The methodologies chosen were appropriate for students aims and abilities	26	34.7%	45	60.0%	4	5.3%	0	.0%	0	.0%

Q5

	Yes		No		N/A	
	N	%	N	%	N	%
Did students seem interested in the topic?	60	78.9%	14	18.4%	2	2.6%
Did learners learn better through Interaction?	51	73.9%	5	7.2%	13	18.8%
Did learners learn better individually?	37	55.2%	11	16.4%	19	28.4%
Was the material relevant to the students' learning?	72	97.3%	2	2.7%	0	.0%

Q10 Will you change anything in your teaching as a result of this class?

	N	%
Yes	23	29.9
No	46	59.7
No answer	8	10.4
Total	77	100.0