



Certificate in Exploring Skills in SCDL

Specification

Sharing Classrooms: Deepening Learning Project October 2012

1. Introduction

Sharing Classrooms: Deepening Learning (SCDL) is an International Fund for Ireland project managed by Northern Ireland Council for Integrated Education (NICIE) and operating in all Area Learning Communities. It provides training and development to support collaborative courses that are part of Entitlement Framework arrangements.

SCDL aims to enrich and deepen learning through developing teachers' skills for creatively using all kinds of difference in shared classrooms. Training will draw on proven practice and experience from community/good relations work, in order to increase trust, confidence and skills of teachers, working with classes comprised of students from different schools.

Early in the programme, it was recognised that many of the skills being developed aligned with competency frameworks in use by the General Teachers' Council for Northern Ireland (GTCNI) and with the Professional Qualification for Headship (PQH). Consequently, it was decided to seek professional validation of the scheme and two routes were established, an *Exploring Skills in SCDL* course and an extension course entitled *Additional Facilitator Skills in SCDL*. Both of these have been formally recognised under the auspices of *Classrooms Re-Imagined: Education in Diversity and Inclusion for Teachers (CREDIT)*. The CREDIT scheme is administered by Stranmillis University College and St. Mary's University College, whose help in the preparation of this specification is gratefully acknowledged.

2. Specification for Certificate in Exploring Skills in SCDL

SCDL facilitation sessions provide opportunities for education professionals to develop strategies and skills based on a choice of 3 from eight core modules, set out below.

| Core Modules | Strategies and Skills focus |
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| 2.1 Whole school and group preparations to support shared classrooms. | <ul style="list-style-type: none"> • Managing change to support shared classrooms • Ethos • Identity • Inclusion • Learning Environment • Learning Materials |
| 2.2 Induction Programmes | <ul style="list-style-type: none"> • Sample approaches from other schools • Action planning for own programme • Selection of relevant induction activities |
| 2.3 Welcomes; Introductions; establishing the shared class as a group. | <ul style="list-style-type: none"> • Preparations • Managing first meeting • The shared class and group dynamics • Enabling group members • Tips for facilitating discussions • Contracting with learners |
| 2.4 After the Induction – Sustaining and deepening relationships in the shared classroom | <ul style="list-style-type: none"> • Building Trust • Building identity and values in the shared class group • Motivation, learning and relationships • Responding to challenges in shared classrooms |
| 2.5 Removing Barriers to learning in shared classrooms | <ul style="list-style-type: none"> • Naming and exploring barriers • Using anti-bias methodologies • Using evaluation and feedback to deepen learning in shared classrooms. |
| 2.6 Deepening Learning in Shared Classrooms | <ul style="list-style-type: none"> • Creating conditions for collaborative learning and problem solving • Consulting with learners • Giving critical and constructive feedback • Developing learners’ skills in inclusion; purposeful enquiry; working as a team |
| 2.7 Coaching and mentoring in shared classrooms | <ul style="list-style-type: none"> • Building a collaborative learning culture • Setting expectations • Identifying, and giving feedback on strengths and areas for development • Effective coaching and feedback skills • Peer coaching |
| 2.8 Sharing and Learning Outside of the classroom: Community links | <p>Strategies and approaches to collaboration through:</p> <ul style="list-style-type: none"> • Curriculum and extra-curricular linked projects • Seasonal and whole school events • Accredited schemes; charitable and voluntary initiatives • Shared events for staff, parents, Boards of Governors learning and development |

3. Assessment for the Certificate in Exploring Skills in SCDL

3.1 Requirements

To be eligible for the award of the certificate, participating teachers will be required to:

- Select and attend 3 full days sessions from the SCDL menu of core modules

The process of allocation to each of the 3 sessions will be handled by the SCDL project team, however participants should ensure that they have recorded their attendance on the register for each training day

- Complete a series of assessment tasks including a presentation

The Assessment Tasks are specified in 3.2 below

- Complete a summary form

In addition to each of the training days, a further ½ day substitute cover is provided as assessment preparation time. Participating teachers are required to submit a summary form outlining their use of the further cover.

3.2 Assessment Tasks

Participants are required to show how they have addressed each of the 3 assessment tasks in the list below. Suggestions are provided as to the types of evidence that may be submitted, however assessors and moderators are open to a variety of approaches

- Show evidence of reflection/planning in relation to their learning and practice in SCDL

This can take a variety of forms such as a Personal Reflective Journal, E-mail correspondence or contribution to an on-line discussion forum. While, the format used to record reflections on learning and practice is a matter of personal choice some of the material recorded may also be personal. Participants should aim for a total of approximately 1,500 words. However, more important than the quantity of material will be the highlighting of key elements or critical moments in the participant's learning and practice. For this reason, reflections should be added as learning and practice evolves and recorded while fresh-in-mind.

- Show evidence of a process, relevant to their school or Area Learning Community, which applies learning from one of the SCDL training day themes

This could be evidenced in a variety of ways, including minutes from meeting(s), planning reports, lesson plans/schemes of work, and evaluation(s). Documents should show engagement with the application of the selected training theme.

- Show evidence of meeting/engaging with teachers from other schools to discuss plans

Assessors will expect to see evidence of sharing plans for the implementation of SCDL between teachers from different schools over time. Evidence then could take the form of agendas for planned meetings, notes or minutes of previous meetings. Engagement activities can many forms, and teachers are encouraged to be creative and flexible in their approaches to planning.

- Make a 10 minute presentation about their application of learning from one of the SCDL trainings.

The presentation format is flexible to suit the participant's preference, so while presentation software may be used it is not compulsory. All presentations will normally be recorded. Guidance for teachers on the SCDL Presentation will be provided at each of the training sessions.

3.3 Assessment Dates

There will be 2 opportunities for assessment in the school year, corresponding to the training sessions for SCDL. These will be in December 2012 for Year 1, and March/April 2013 for Year 2 participants. There will be a further assessment opportunity in June 2012 enabling Year 3 learners to complete.

4. Support and Further Information

A set of guidance notes to complement and support this SCDL specification will be provided at training sessions and will be downloadable.

For further information on the SCDL programmes and certification please contact:

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