

Shared Classrooms/ Deepening Learning Programme Aim 1:

To increase awareness of the benefits of cross-sectoral collaboration in terms of deepening the learning experience for pupils involved in Area learning Communities.

PQH Positive Indicators: Key Area 2...Leading Learning and Teaching				GTCNI Aspects of Competences
2.1	2.2	2.3	2.4	
<p>Sets high expectations which focus on improvement of learning and teaching</p> <ul style="list-style-type: none"> • Demonstrates consistently high aspirations • Sets challenging goals • Uses training and development opportunities effectively to develop skills/strategies 	<p>Evaluates, identifies actions and secures improvement</p> <ul style="list-style-type: none"> • Uses data to initiate improvement • Seeks ideas from beyond school to improve quality of learning and teaching • Uses logic and analysis to address issues and bring about improvement 	<p>Works with others to raise pupil achievement</p> <ul style="list-style-type: none"> • Models excellence as learner, teacher and leader • Simplifies and explains complex issues for other people • Provides resources and advice, engaging with others to raise standards 	<p>Challenges and addresses pupil underachievement</p> <ul style="list-style-type: none"> • Questions/investigates evidence of unsatisfactory outcomes • Identifies and removes barriers to learning • Takes action to develop and improve ineffective teaching 	<p>GTCNI Aspects of Competences</p> <p>1 (a) Situate their practice within the value framework set out by GTCNI</p> <p>3 (a) Have knowledge and understanding of the learning area/ subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning</p> <p>4 (a) Know and understand how the learning area/subject(s) they teach contributes to the achievement and objectives of NIC</p> <p>6 (a) Understand what is known about the factors that aid learning</p> <p>6 (b) Understand what is known about the factors that hinder learning</p> <p>7 (c) A knowledge and understanding of a range of strategies to establish an effective learning environment</p> <p>9 (b) Fulfil their responsibilities under the Special Educational Needs Code of Practice</p> <p>10 (a) Uses strategies for communicating effectively with pupils</p>
<p>Examples</p> <ul style="list-style-type: none"> • <i>Challenging yet realistic targets and objectives set via community consultations</i> • <i>Provision that meets needs of communities involved ensured by school leadership</i> • <i>Young people access all teaching programmes irrespective of learning needs or diversity of background</i> • <i>Demonstrate the capacity to sustain continuous improvement to raise attainment</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Use a range of appropriate assessment processes to both recognise success and identify underachievement</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Young people and parents regularly informed of policies and procedures for dealing with complaints</i> • <i>Policies and procedures for protection of young people generated with and communicated to parents</i> • <i>Awareness raising of benefits of cross-sectoral collaboration in local community</i> • <i>Trust in cross-sectoral collaboration established in community</i> • <i>Parents invited and welcomed in all schools within ALC where their children attend</i> • <i>Effective Pastoral Care policies generated with and communicated to parents</i> • <i>Stakeholders regularly informed of policies and procedures</i> • <i>Schools link with range of local community groups e.g.</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Opportunities provided for young people to build upon previous experience within local and wider community</i> • <i>Young people supported in representing themselves in local and wider contexts</i> • <i>Young people empowered to develop critical understanding of community services</i> • <i>Ensure young people are given appropriate and tailored support and advice</i> • <i>Impact of tailored intervention programmes is monitored against agreed criteria</i> • <i>Intervention programmes are adapted in the light of regular monitoring to ensure maximum impact on learning</i> 	

		<p><i>minority/ethnic groups</i></p> <ul style="list-style-type: none"> • <i>Base interventions on research from effective communication with relevant partners and stakeholders</i> • <i>Make effective use of local knowledge, expertise to adapt the programme to the needs of young people</i> • <i>Young people contribute to the evaluation of their own achievements and those of others in the programme</i> 		<p>11 (b) Know how to use technology effectively to aid pupil learning</p> <p>14 (a) Set appropriate learning outcomes taking into account of what pupils know, understand and can do</p> <p>14 (b) Set appropriate learning objectives taking account of the demands of the NIC</p> <p>15 (a) Plan lessons that enable all pupils to meet the learning objectives</p> <p>15 (b) Plan lessons showing high expectations</p> <p>15 (c) Plan lessons showing an awareness of potential areas of difficulty and confusion for pupils</p> <p>19 (a) Create and maintain a safe, interactive and challenging learning environment</p> <p>20 (a) Use a range of teaching strategies that enable learning to take place</p> <p>24 (a) Monitor pupils' progress</p> <p>24 (b) Give constructive feedback</p> <p>24 (c) Help pupils reflect on and improve their learning</p> <p>25 (a) Use a range of assessment strategies to evaluate pupils' learning</p> <p>25 (b) Use this information in planning to make teaching more effective</p> <p>26 (a) Assess the level of pupils' attainment against relevant benchmarking data</p> <p>26 (b) Understand the relationship between pupil assessment and target setting</p>
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Shared Classrooms/ Deepening Learning Programme Aim 2:

To break down barriers and develop trust between educators on a cross-sectoral/cross-community basis.

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<p>Sets high expectations which focus on improvement of learning and teaching</p> <ul style="list-style-type: none"> • Demonstrates consistently high aspirations • Sets challenging goals • Uses training and development opportunities effectively to develop skills/strategies 	<p>Evaluates, identifies actions and secures improvement</p> <ul style="list-style-type: none"> • Uses data to initiate improvement • Seeks ideas from beyond school to improve quality of learning and teaching • Uses logic and analysis to address issues and bring about improvement 	<p>Works with others to raise pupil achievement</p> <ul style="list-style-type: none"> • Models excellence as learner, teacher and leader • Simplifies and explains complex issues for other people • Provides resources and advice, engaging with others to raise standards 	<p>Challenges and addresses pupil underachievement</p> <ul style="list-style-type: none"> • Questions/investigates evidence of unsatisfactory outcomes • Identifies and removes barriers to learning • Takes action to develop and improve ineffective teaching 	<p>1 (b) Demonstrate an understanding of the commitments to learners, colleagues and others and the profession</p> <p>3 (b) Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues</p> <p>5 (a) Know and understand curriculum development processes</p> <p>5 (b) Know and understand the relationship between the planning, implementation and evaluation of the curriculum</p> <p>10 (c) Strategies for communicating effectively with colleagues and personnel from relevant child and school support agencies</p> <p>13 (a) Understand the statutory framework pertaining to education and schooling</p> <p>13 (b) Understand teachers' responsibilities within the statutory framework</p> <p>16 (b) Guide and organise the work of other adults to support pupils' learning</p> <p>23 (c) Collaborate with teaching staff</p> <p>23 (d) Collaborate with support staff</p>
<p>Examples</p> <ul style="list-style-type: none"> • All school staff understand aims of cross-sectoral collaboration • Code of Conduct established to guide staff on effective collaboration • Leaders model the values and behaviours they wish to realise in school 	<p>Examples</p> <ul style="list-style-type: none"> • Use data to indicate positive impact on young people's learning and accreditation from cross-sectoral shared classroom practice 	<p>Examples</p> <ul style="list-style-type: none"> • All school staff understand aims of cross-sectoral collaboration • Code of Conduct established to guide staff on effective collaboration • Leaders model the values and behaviours they wish to realise in school • School leaders collaborate at a strategic level to maintain clarity of vision and consistency of practice across schools • Collaboration outlined above is explicitly modelled to staff 	<p>Examples</p> <ul style="list-style-type: none"> • All school staff understand aims of cross-sectoral collaboration • Code of Conduct established to guide staff on effective collaboration • Leaders model the values and behaviours they wish to realise in school • School leaders become leaders of learning both at school and Area Learning Community level 	

Shared Classrooms/ Deepening Learning Programme Aim 3:

To widely disseminate a model for integrating pupils taking part in shared classrooms.

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	<p>Examples</p> <ul style="list-style-type: none"> • <i>Impact of shared classroom practice on young peoples' learning behaviours and learning outcomes is indicated by agreed data</i> • <i>Celebration of young peoples' progress and successes</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Young people involved in dissemination</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Shared classroom practice is seen as part of a range of solutions to tackling underachievement</i> 	<p>7 (b) An understanding of the significance of pupil voice</p> <p>7 (c) A knowledge and understanding of a range of strategies to establish an effective learning environment</p> <p>12 (a) Understand the relationship between schools and the communities they serve</p> <p>23 (b) Contributes to the development of the school</p>

Shared Classrooms/ Deepening Learning Programme Aim 4:

To create a mechanism to ensure the sustainability of cross-sectoral shared classrooms and relationship building at a deeper level.

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<p>Examples</p> <ul style="list-style-type: none"> • <i>Continuous professional development for staff</i> • <i>School has clear role and sense of identity within ALC</i> • <i>Clear shared understanding of the benefits of shared classroom experiences</i> • <i>Part of ethos of school to challenge division and act to break it down</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>School Self-evaluation informed by 360 degree consultation of all stakeholders perceptions of school provision</i> • <i>All staff involved in decision-making processes of School Development Planning (SDP)</i> • <i>Parents and pupils consulted in generation of SDP</i> • <i>Consideration of auditing perceptions of pupils in shared classrooms as part of SDP</i> • <i>Agreed format for individual pupil records at Area Learning Community level</i> • <i>Agreed protocols for sharing pupil data</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Policy established to manage effective communication with parents/carers</i> • <i>Effective policies and procedures for Child Protection established</i> • <i>Open – door policy maintained for dealing sensitively with parental concerns</i> • <i>Area Learning Community wide learning and teaching policies generated</i> • <i>Area Learning Community wide assessment strategies agreed</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>School is seen as focal point in community for promoting cohesion and local identity</i> • <i>Staff deployed according to skills, talents and interests</i> • <i>Policies and proven procedures established to promote and maintain pupil well-being</i> • <i>Strong level of co-operation between SEN Co-ordinators across Area Learning Community regarding identification, intervention and monitoring strategies</i> 	<p>12 (a) Understands the interrelationship between schools and communities they serve</p> <p>12 (b) Understand the potential for mutual development and well-being</p> <p>15 (c) Plan lessons showing an awareness of potential areas of difficulty and confusion for pupils</p> <p>19 (b) Create and maintain a learning environment with appropriate clarity of purpose for activities</p> <p>23 (a) Contribute to the life of the school</p>