

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 3...Developing Self and Working with Others				GTCNI Aspects of Competences
3.1	3.2	3.3	3.4	
<p>Builds a collaborative learning culture</p> <ul style="list-style-type: none"> Leads and influences others to secure commitment to professional development and learning Shows self-awareness of needing to learn and models this to others Involves others in making decisions and plans 	<p>Sets high expectations, identifying and feeding back on strengths and weaknesses</p> <ul style="list-style-type: none"> Makes well-informed judgements about high quality performance Provides constructive and honest feedback Enhances and develops own and others' performance 	<p>Takes opportunities for learning and development, for self and others</p> <ul style="list-style-type: none"> Leads by example Encourages enquiry and desire for improvement in others Distributes leadership and delegates effectively 	<p>Uses effective coaching and feedback skills</p> <ul style="list-style-type: none"> Coaches others to enable them to achieve their goals Knows when and how to question, reflect, support and challenge Relates well to/and is able to get the best out of others 	<p>GTCNI Aspects of Competences</p> <p>1 (a) Situate their practice within the value framework set out by GTCNI</p> <p>1(b) Demonstrate an understanding of the commitments to learners, colleagues and others in the profession</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>6 (a) Understand what is known about the factors that aid learning</p> <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>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>11 (b) Know how to use technology effectively to aid pupil learning</p>
<p>Examples</p> <ul style="list-style-type: none"> Partners regularly informed of policies and procedures Schools link with range of local community groups e.g. minority/ethnic groups Provision that meets needs of communities involved ensured by school leadership Core values of equity, diversity and inter-dependence promoted in policy and practice Policies and procedures for protection of young people generated with and communicated to parents Effective Pastoral Care policies generated with and communicated to parents Awareness raising of benefits of cross-sectoral collaboration in local community Trust in cross-sectoral collaboration established in community Parents invited and welcomed in all schools within ALC where 	<p>Examples</p> <ul style="list-style-type: none"> Realistic targets and objectives set via community consultations PRSD Programme responds to issues raised Establish opportunities for staff to communicate on emerging issues and solutions Clear understanding of the benefits of the programme provides criteria for monitoring 	<p>Examples</p> <ul style="list-style-type: none"> Young people and parents regularly informed of policies and procedures for dealing with complaints Young people access all teaching programmes irrespective of learning needs or diversity of background Leadership at all levels models core values and behaviours associated with cross-sectoral collaboration Issues identified are included in PRSD targets, subject-based planning, whole school development planning and Area Learning Community development plans 	<p>Examples</p> <ul style="list-style-type: none"> Classroom monitoring as associated with PRSD programme is used to observe and provide feedback on effective practice Opportunities are explored for school middle management to participate in collegial coaching and mentoring and dissemination of effective practice 	

<i>their children attend</i>				13 (a) Understand the statutory framework pertaining to education and schooling 14 (b) Set appropriate learning objectives taking account of the demands of the NIC 15 (b) Plan lessons showing high expectations 24 (a) Monitor pupils' progress 24 (b) Give constructive feedback 24 (c) Help pupils reflect on and improve their learning
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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>Builds a collaborative learning culture</p> <ul style="list-style-type: none"> Leads and influences others to secure commitment to professional development and learning Shows self-awareness of needing to learn and models this to others Involves others in making decisions and plans 	<p>Sets high expectations, identifying and feeding back on strengths and weaknesses</p> <ul style="list-style-type: none"> Makes well-informed judgements about high quality performance Provides constructive and honest feedback Enhances and develops own and others' performance 	<p>Takes opportunities for learning and development, for self and others</p> <ul style="list-style-type: none"> Leads by example Encourages enquiry and desire for improvement in others Distributes leadership and delegates effectively 	<p>Uses effective coaching and feedback skills</p> <ul style="list-style-type: none"> Coaches others to enable them to achieve their goals Knows when and how to question, reflect, support and challenge Relates well to/and is able to get the best out of others 	<p>GTCNI Aspects of Competences</p> <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>10 (c) Strategies for communicating effectively with colleagues and personnel from relevant child and school support agencies</p> <p>13 (b) Understand teachers' responsibilities within the statutory framework</p> <p>23 (c) Collaborate with teaching staff</p> <p>23 (d) Collaborate with support staff</p> <p>24 (b) Give constructive feedback</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 	<p>Examples</p> <ul style="list-style-type: none"> Teachers use GTCNI Teaching: The Reflective Practitioner to self-evaluate their key competences as part of PRSD and school self-evaluation 	<p>Examples</p> <ul style="list-style-type: none"> Staff seek opportunities to develop their own skill set in managing effective collaboration e.g. conflict resolution, managing effective meetings, delegation of tasks Training provided to staff on coaching and feedback skills 	<p>Examples</p> <ul style="list-style-type: none"> Communication skills enable people to share issues without risk 	

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>Builds a collaborative learning culture</p> <ul style="list-style-type: none"> • Leads and influences others to secure commitment to professional development and learning • Shows self-awareness of needing to learn and models this to others • Involves others in making decisions and plans 	<p>Sets high expectations, identifying and feeding back on strengths and weaknesses</p> <ul style="list-style-type: none"> • Makes well-informed judgements about high quality performance • Provides constructive and honest feedback • Enhances and develops own and others' performance 	<p>Takes opportunities for learning and development, for self and others</p> <ul style="list-style-type: none"> • Leads by example • Encourages enquiry and desire for improvement in others • Distributes leadership and delegates effectively 	<p>Uses effective coaching and feedback skills</p> <ul style="list-style-type: none"> • Coaches others to enable them to achieve their goals • Knows when and how to question, reflect, support and challenge • Relates well to/and is able to get the best out of others 	
	<p>Examples</p> <ul style="list-style-type: none"> • <i>Celebration of young peoples' progress and successes</i> • <i>Information relating to strengths and weaknesses via monitoring is fed into PRSD, Departmental, subject-based, whole school and Area Community Learning Development planning</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Within each school effective practice is identified and disseminated to raise capacity</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Highly effective practitioners are identified to act as local area resources for coaching and professional development purposes (see Advanced Skills Teacher Programme)</i> 	<p>7 (c) A knowledge and understanding of a range of strategies to establish an effective learning environment</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"> School has clear role and sense of identity within ALC School is seen as focal point in community for promoting cohesion and local identity Policy established to manage effective communication with parents/carers Open – door policy maintained for dealing sensitively with parental concerns 	<p>Examples</p> <ul style="list-style-type: none"> Policies and proven procedures established to promote and maintain pupil well-being Effective policies and procedures for Child Protection established Part of ethos of school to challenge division and act to break it down School Self-evaluation informed by 360 degree consultation of all stakeholders perceptions of school provision All staff involved in decision-making processes of School Development Planning (SDP) Parents and pupils consulted in generation of SDP Consideration of auditing perceptions of pupils in shared classrooms as part of SDP 	<p>Examples</p> <ul style="list-style-type: none"> All staff are thoroughly trained to enhance their participation and the outcomes of self-evaluation, Development Planning and monitoring processes Continuous professional development for staff Staff deployed according to skills, talents and interests 		