

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 4...Managing the Organisation				GTCNI Aspects of Competences
4.1	4.2	4.3	4.4	
<p>Takes and shares responsibility, creating an effective organisation</p> <ul style="list-style-type: none"> • Takes on leadership and management responsibility creating effective structures, systems and procedures • Distributes leadership and delegates effectively • Open to feedback about planning and quality 	<p>Shows good judgement, makes appropriate decisions; gets things done</p> <ul style="list-style-type: none"> • Focuses on important issues • Makes good decisions and sees them through • Reflects on outcomes of decisions/practices adopted and has a positive, optimistic approach 	<p>Effectively implements the school development plan</p> <ul style="list-style-type: none"> • Produces and acts on realistic, evidence-based plans/policies to improve performance • Accurately sees cause and effect • Simplifies and explains issues and tasks clearly to others 	<p>Manages resources efficiently</p> <ul style="list-style-type: none"> • Uses resources efficiently and evaluates effectiveness • Organises own work and time • Eliminates unnecessary processes, paperwork, bureaucracy 	<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>5 (b) Know and understand the relationship between the planning, implementation and evaluation of the curriculum</p> <p>7 (c) A knowledge and understanding of a range of strategies to establish an effective learning environment</p> <p>10 (a) Uses strategies for communicating effectively with pupils</p> <p>11 (a) Know how to use technology effectively</p> <p>13 (a) Understand the statutory framework pertaining to education and schooling</p> <p>14 (b) Set appropriate learning objectives taking account of the demands of the NIC</p> <p>15 (b) Plan lessons showing high expectations</p>
<p>Examples</p> <ul style="list-style-type: none"> • <i>Realistic targets and objectives set via community consultations</i> • <i>Provision that meets needs of communities involved ensured by school leadership</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>Communication is facilitated across collaborating schools to enable effective feedback and appropriate response</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Ensure key decisions, particularly ones made to solve current issues, are always referenced against key programme aims</i> • <i>Opportunities provided for young people to build upon previous experience within local and wider community</i> • <i>Core values of equity, diversity and inter-dependence promoted in policy and practice</i> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Schools link with range of local community groups e.g. minority/ethnic groups</i> • <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> 		

				24 (a) Monitor pupils' progress 25 (a) Use a range of assessment strategies to evaluate pupils' learning 26 (a) Assess the level of pupils' attainment against relevant benchmarking data
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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>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 • School leaders invite feedback on issues emerging from staff in collaborating schools 	<p>Examples</p> <ul style="list-style-type: none"> • High level of commitment invested in developing and maintaining trust between staff in collaborating schools e.g. cross-sectoral teamwork 	<p>Examples</p> <ul style="list-style-type: none"> • 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"> • Resources are shared across schools 	<p>1 (b) Demonstrate an understanding of the commitments to learners, colleagues and others and the profession</p> <p>4 (b) Be aware of curriculum requirements in preceding and subsequent key stages</p> <p>5(a) Know and understand curriculum development processes</p> <p>9 (b) Fulfil their responsibilities under the Special Educational Needs Code of Practice</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>16 (b) Guide and organise the work of other adults to support pupils' learning</p> <p>17 (b) Plan for school visits and field work</p> <p>23 (c) Collaborate with teaching staff</p> <p>23 (d) Collaborate with support staff</p>

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>Celebration of young peoples' progress and successes</i> • <i>Ensure that the dissemination model provides an accurate compelling balance of strategies and outcomes</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> 		

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>Staff deployed according to skills, talents and interests</i> • <i>School has clear role and sense of identity within ALC</i> • <i>School is seen as focal point in community for promoting cohesion and local identity</i> • <i>Policies and proven procedures established to promote and maintain pupil well-being</i> • <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> 	<p>Examples</p> <ul style="list-style-type: none"> • <i>Critically review benefits of practice and changes over time</i> • <i>Part of ethos of school to challenge division and act to break it down</i> • <i>Explore the potential for new benefits and opportunities as practice evolves</i> • <i>Re-conceptualisation of shared classrooms at appropriate points as practice evolves and benefits become clear</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> 		<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>17 (a) Plan for out –of-school learning</p> <p>17 (b) Plan for school visits and field work</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>