

## 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: <b>Key Area 5... Securing Accountability</b>				<b>GTCNI Aspects of Competences</b>
<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	
<p><b>Makes accountabilities clear; secures high standards of performance and behaviour</b></p> <ul style="list-style-type: none"> <li>Clearly defines outcomes and how progress will be measured</li> <li>Establishes targets and objectives</li> <li>Manages performance holding others accountable for delivering agreed outcomes</li> </ul>	<p><b>Analyses and evaluates school performance</b></p> <ul style="list-style-type: none"> <li>Focus on evaluation of outcomes</li> <li>Effective analysis of performance data and evidence</li> <li>Analysis used to raise pertinent questions</li> </ul>	<p><b>Recognises good practice and addresses unacceptable performance</b></p> <ul style="list-style-type: none"> <li>Celebrates success</li> <li>Judges and communicates quality of performance accurately</li> <li>Balances criticism with support</li> </ul>	<p><b>Accounts to a range of stakeholders</b></p> <ul style="list-style-type: none"> <li>Reports effectively to governors</li> <li>Demonstrates understanding of data and its implications when reporting to stakeholders</li> <li>Undertakes accurate self-evaluation and is confident in discussing school performance</li> </ul>	<p><b>GTCNI Aspects of Competences</b></p> <p>1 (a) Situate their practice within the value framework set out by GTCNI</p> <p>5 (b) Know and understand the relationship between the planning, implementation and evaluation of the curriculum</p> <p>7 (a) A knowledge and understanding of a range of strategies to promote and maintain positive behaviour</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 (c) Know how to use technology effectively to support their professional role</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 NIC</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li><i>Realistic targets and objectives set via community consultations</i></li> <li><i>Provision that meets needs of communities involved ensured by school leadership</i></li> <li><i>Roles and responsibilities clearly defined and agreed for staff involved in shared classroom practice</i></li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li><i>Enumerating the benefits of shared classroom practice for the purposes of analysis and monitoring of performance</i></li> </ul>		<p><b>Examples</b></p> <ul style="list-style-type: none"> <li><i>Awareness raising of benefits of cross-sectoral collaboration in local community</i></li> <li><i>Trust in cross-sectoral collaboration established in community</i></li> <li><i>Parents invited and welcomed in all schools within ALC where their children attend</i></li> <li><i>Young people and parents regularly informed of policies and procedures for dealing with complaints</i></li> <li><i>Schools link with range of local community groups e.g. minority/ethnic groups</i></li> <li><i>Purposes and benefits of shared classroom practice are presented in terminology and formats for accessibility by non-teaching professionals</i></li> <li><i>Merits, obstacles and issues are identified and shared honestly</i></li> </ul>	

				<p>15 (b) Plan lessons showing high expectations</p> <p>19 (a) Create and maintain a safe, interactive and challenging learning environment</p> <p>20 (c) Use a range of teaching strategies and resources that maintain pace within lessons and over time</p> <p>22 (a) Secure and promote a standard of behaviour that enables all pupils to learn</p> <p>24 (a) Monitor pupils' progress</p> <p>24 (b) Give constructive feedback</p> <p>24 (c) Help pupils reflect on and improve 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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<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	
<p><b>Makes accountabilities clear; secures high standards of performance and behaviour</b></p> <ul style="list-style-type: none"> <li>Clearly defines outcomes and how progress will be measured</li> <li>Establishes targets and objectives</li> <li>Manages performance holding others accountable for delivering agreed outcomes</li> </ul>	<p><b>Analyses and evaluates school performance</b></p> <ul style="list-style-type: none"> <li>Focus on evaluation of outcomes</li> <li>Effective analysis of performance data and evidence</li> <li>Analysis used to raise pertinent questions</li> </ul>	<p><b>Recognises good practice and addresses unacceptable performance</b></p> <ul style="list-style-type: none"> <li>Celebrates success</li> <li>Judges and communicates quality of performance accurately</li> <li>Balances criticism with support</li> </ul>	<p><b>Accounts to a range of stakeholders</b></p> <ul style="list-style-type: none"> <li>Reports effectively to governors</li> <li>Demonstrates understanding of data and its implications when reporting to stakeholders</li> <li>Undertakes accurate self-evaluation and is confident in discussing school performance</li> </ul>	<p><b>GTCNI Aspects of Competences</b></p> <p>1 (b) Demonstrate an understanding of the commitments to learners, colleagues and others and the profession</p> <p>2 (b) Know and understand the social and policy contexts in which the aims of education are defined and implemented</p> <p>3(a) Keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues</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>5 (a) Know and understand curriculum development processes</p> <p>7(a) A knowledge and understanding of a range of strategies to promote and maintain positive behaviour</p> <p>12 (a) Understand the interrelationship between schools and the communities they serve</p> <p>13(a) Understand teachers' responsibilities within the statutory</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>All school staff understand aims of cross-sectoral collaboration</li> <li>Code of Conduct established to guide staff on effective collaboration</li> <li>Agreed Positive Behaviour and Discipline policies (specific practices may not be agreed)</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Schools will be open and honest in discussing and negotiating the issues surrounding the perceived effects of shared classroom practice on performance</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Ensure that the dissemination model provides an accurate compelling balance of strategies and outcomes</li> <li>Classroom monitoring as associated with PRSD programme is used to observe and provide feedback on effective practice</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Shared Board of Governor meetings for purposes of discussing shared classroom practice and its benefits</li> <li>Dissemination reports to representatives of ALC Board of Governor by staff from schools involved</li> </ul>	

				framework 16 (b) Guide and organise the work of other adults to support pupils' learning
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### 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><b>Makes accountabilities clear; secures high standards of performance and behaviour</b></p> <ul style="list-style-type: none"> <li>Clearly defines outcomes and how progress will be measured</li> <li>Establishes targets and objectives</li> <li>Manages performance holding others accountable for delivering agreed outcomes</li> </ul>	<p><b>Analyses and evaluates school performance</b></p> <ul style="list-style-type: none"> <li>Focus on evaluation of outcomes</li> <li>Effective analysis of performance data and evidence</li> <li>Analysis used to raise pertinent questions</li> </ul>	<p><b>Recognises good practice and addresses unacceptable performance</b></p> <ul style="list-style-type: none"> <li>Celebrates success</li> <li>Judges and communicates quality of performance accurately</li> <li>Balances criticism with support</li> </ul>	<p><b>Accounts to a range of stakeholders</b></p> <ul style="list-style-type: none"> <li>Reports effectively to governors</li> <li>Demonstrates understanding of data and its implications when reporting to stakeholders</li> <li>Undertakes accurate self-evaluation and is confident in discussing school performance</li> </ul>	
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Middle management receives and interprets dissemination and adapts it for own area of responsibility</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Model is used to compare against existing school practice</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Celebration of young peoples' progress and successes</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Shared Board of Governor meetings for purposes of discussing shared classroom practice and its benefits</li> <li>Dissemination reports to representatives of ALC Board of Governor by staff from schools involved</li> <li>Dissemination information is adapted for non-teaching professionals</li> </ul>	<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 (b) Understand the potential for mutual development and well-being</p> <p>23 (c) Collaborate with teaching staff</p> <p>23(d) Collaborate with support staff</p> <p>23 (e) Collaborate with parents</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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<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	<b>5.4</b>	
<p><b>Makes accountabilities clear; secures high standards of performance and behaviour</b></p> <ul style="list-style-type: none"> <li>Clearly defines outcomes and how progress will be measured</li> <li>Establishes targets and objectives</li> <li>Manages performance holding others accountable for delivering agreed outcomes</li> </ul>	<p><b>Analyses and evaluates school performance</b></p> <ul style="list-style-type: none"> <li>Focus on evaluation of outcomes</li> <li>Effective analysis of performance data and evidence</li> <li>Analysis used to raise pertinent questions</li> </ul>	<p><b>Recognises good practice and addresses unacceptable performance</b></p> <ul style="list-style-type: none"> <li>Celebrates success</li> <li>Judges and communicates quality of performance accurately</li> <li>Balances criticism with support</li> </ul>	<p><b>Accounts to a range of stakeholders</b></p> <ul style="list-style-type: none"> <li>Reports effectively to governors</li> <li>Demonstrates understanding of data and its implications when reporting to stakeholders</li> <li>Undertakes accurate self-evaluation and is confident in discussing school performance</li> </ul>	<p>10 (a) Strategies for communicating effectively with pupils</p> <p>10 (b) Strategies for communicating effectively with parents</p> <p>10 (c) Strategies for communicating effectively with colleagues and personnel from relevant child and school support agencies</p> <p>12 (a) Understands the interrelationship between schools and communities they serve</p> <p>19 (a) Create and maintain a safe, interactive and challenging learning environment</p> <p>23 (c) Collaborate with teaching staff</p> <p>23 (d) Collaborate with support staff</p> <p>23 (e) Collaborate with parents</p> <p>23 (f) Collaborate with external agencies</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Staff deployed according to skills, talents and interests</li> <li>School has clear role and sense of own identity within ALC</li> <li>Part of ethos of school to challenge division and act to break it down</li> <li>Job descriptions and responsibilities are reviewed over time to ensure sustainability of key programme issues</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Ensure data is selected re fitness for purpose and presented in a format which enables ease of interpretation and identification of critical issues</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Monitors practice and provides balanced feedback identifying effective practice and disseminating it</li> </ul>	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Policy established to manage effective communication with parents/carers and Boards of Governors</li> <li>Open – door policy maintained for dealing sensitively with parental concerns</li> <li>Ensure data is selected re fitness for purpose and presented in a format accessible for lay persons</li> </ul>	