

# Outstanding team management



**What is your 'Impact' strategy? Answer the six 'impact' key questions to identify good practice to be endorsed and consistently applied by the whole team. The 'Impact' questions are mapped against Ofsted criteria and will drive meaningful self-assessment.**



## Inspire

Our core purpose is to stir curiosity, develop self-belief, challenge but most of all to enthuse and inspire our learners to achieve their personal best. Many of our students are uncertain of the challenges and the career and higher study possibilities arising from their programmes. Students with a career goal are more likely to apply effort to succeed.

**Key Question: How will you inspire, challenge and raise the ambitions of your students?**

### Raising ambitions

Present your learners with an opportunity rich learning environment and set high expectations

- Role model case studies?
- Exam successes?
- Learners of the Month?
- Prize / Award winners?
- Subject / topic displays?
- Visiting speakers?
- External visits?
- Latest research, innovations?
- Local and national employment opportunities?
- European and world employment opportunities?
- Self-employment?
- Applications to Oxford or Cambridge?
- Applications to a Russell Group university?
- Applications to a European or U.S. university?
- Regional and National competitions?
- World Skills championships?
- Charitable / fundraising successes?
- Sports and social activities?
- Cultural and Faith events?
- Committee memberships?
- Community links?



### Milestones

We do not teach classes but individuals who all happen to be in the same room.

When you think individual it changes your perspective. Beyond genetic inheritance there are significant 'environmental' influences on student progress. Gender, ethnicity and disability have significant impacts on learning outcomes but peer groups and home backgrounds can also significantly enhance or suppress learning attitudes to learning. The capture of an individual profile at induction should inform the setting of the first milestones or targets for each learner. Avoid bland milestones but set directive targets with short timescales for review. Aim for success in 'six weeks' i.e. the achievement of first milestones within the first six weeks. Review progress of each individual as a team, identify 'at risk' learners and decide and monitor your team interventions. Within the classroom study targets should be set for each lesson and progress should be reviewed lesson by lesson and week by week. How far are all attending and maintaining or exceeding the pace set? **Key Question: How do you set and monitor the achievement of significant personal learning targets by all of your students?**



## Planning for Learning

Our significant goal is to promote independent learning. Our most successful learners tend to be independent learners i.e. they examine the specification, identify the key topics and research and study outside of the classroom to a greater depth than their less successful peers.

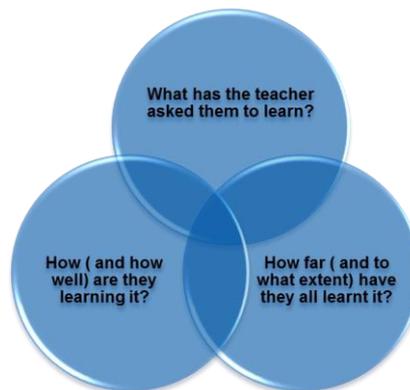
We need to coach 'how to learn' and to facilitate independent learning by explicitly detailing 'what to learn'. In today's electronic era the Virtual Learning Environment (VLE) coupled with tablet computers provide unrivalled means to support and direct independent learning anyplace and anytime. It is common to hear learners say, 'I'm no good at...' but how much time and effort have they applied? What are their learning difficulties and what actions will they take to improve? Vygotsky (1896-1934) promoted the mindset of '*Can do*' and '*Can do with help*' rather than '*Can do*' and '*Can't do*'. Build a positive 'mindset' that it is not question of ability that brings results but effort. How much time have you put into this? Ensure clarity of learning intentions by introducing 'Learning Plans and the 'Big Picture' lesson student lesson plan as displayed on the home page of the Collegenet website. **Key question: *How do you share the major curriculum goals and drive independent learning with all of your students?***

## Assessment for learning

***"Using assessment for learning increased student engagement and doubled the speed of learning".***

Dylan Wiliam, Emeritus  
Professor, University of  
London

[www.dylanwiliam.net](http://www.dylanwiliam.net)



Assessment for Learning (AFL) highlights the importance of gaining learner feedback in every lesson to check for misunderstandings. Few learners immediately grasp a concept but equally few will volunteer that they do not understand. Use AFL techniques during your lessons to check and confirm learning. Consider the above three questions as part of your lesson planning to ensure a firm focus on learning outcomes rather than information input. Equally when marking learners' work ensure clear 'how to improve' guidance and monitor that the guidance is applied. **Key Question: *How do you show all students how to improve their work and offer real time (in-lesson) improvement guidance?***

## Core employability skills



What is the socio-economic profile of your catchment area and wider region in terms of the employment opportunities and the major qualification and skill requirements of employers? How have the patterns of employment altered over the past thirty years? The British economy is 78% Service Sector based but High-tech industry is also a major employer. Self-employment is also a significant possibility and raises a need for high personal and employability skills.

Employment in the Knowledge and Service Sectors demands not just good qualifications but also high employability and Functional skills. Employers have always sought good employability skills but according to the OECD what is new for the 21<sup>st</sup> Century is a high demand for Digital skills and Creativity. Bloom's taxonomy has been re-written for the 21<sup>st</sup> Century with 'creativity' rather than 'evaluation' regarded as the highest cognitive ability. The CBI ([cbi.org.uk](http://cbi.org.uk)) details seven key aspects of employability skills, Self-management, Teamwork, Business and Customer Awareness, Problem solving, ICT, Communication and Numeracy. **Key Question: How do you define and develop employability skills for successful study and later university and employment?**

## Team good practice



Improving teaching, learning and assessment is a team rather than an individual effort. It is important for all staff to hold high expectations and to discuss and agree common policies and standards that are consistently applied.

The Mckinsey report, *'How the world's most improved school systems keep getting better'* published in November 2010 identified the importance of reflection and professional development to establish a consensus on team good practice. All teaching teams contain a wealth of experience and through collaboration, sharing and dissemination good practice can be confirmed and adopted by all staff. In essence, teaching is a craft which we can learn, rehearse, review and perfect. Of particular value is active experimentation and confirmation of what works in pairs and small groups which may involve mutual peer observation. Partnership Action Learning (Pals) is an invitation to find a partner(s) with a similar development interest and to jointly discuss an improvement to an aspect of teaching, learning and/or assessment. Trial new ideas in the classroom and evaluate and confirm the most effective strategies. Record and publish your tried and tested strategies and develop a self-sustaining autonomous system that knows what good practice is and inducts all newcomers to the standards and routinely encourages, innovation and experimentation. **Key Question: What are the most effective teaching, learning and assessment strategies for your programmes and how are they developed and disseminated?**