

Leading professional development through collaborative curriculum development

Introduction

A very effective way for subject leaders to support the professional development of their departmental colleagues is to lead them in collaborative curriculum development activities. Overleaf is a list of resources provided to assist you in this process.

A key objective in using these materials is to develop approaches to teaching which improve standards by engaging pupils more actively in their learning. Throughout, we have selected the context of a Year 11 class working on shape and space problems (illustrated in the accompanying DVD) but the principles can be applied much more widely. The model assumes a joint meeting of all those involved followed by smaller groups following up the work prior to sharing outcomes with colleagues. Where new approaches and materials are found to be successful, they should be captured and incorporated into the departmental scheme of work.

The themes

The **five handouts** which follow each have a specific theme:

- Handout 1.2: Year 11 shape and space revision lesson
- Handout 1.3: Analysing examination scripts
- Handout 1.4: Using visualisations
- Handout 1.5: Classifying examination questions
- Handout 1.6: Pupils solving problems collaboratively

It would be unwise to tackle them all at once. Depending upon your choice of focus and the range of materials you use, one handout would support an initial session lasting between 30 and 45 minutes.

The handouts all follow a similar structure. The **Stimulus** section is designed to initiate discussion. It uses mostly video sequences from the DVD *Year 11 shape and space revision lesson*. As well as the main (10 minute) sequence, shorter extracts are provided to support particular themes. Sometimes additional resources available from the *Subject leader development folder summer term 2006 CD-ROM* are referenced. Using these in addition to the video would make the initial session longer but would engage colleagues with the tasks in a deeper way, for example by experiencing a classification task.

The **Prompts for discussion** suggest leading questions to promote discussion among colleagues in the department. These should be selected, adapted and followed up appropriately. You may wish to project them on a screen or write them on a flipchart.

The **Action points** are intended to provide realistic suggestions about how teachers could work together to consider and trial changes to teaching and learning in a particular area of the curriculum. They often recommend two or three teachers working together to plan, teach and review a lesson or a sequence of lessons.

The outcome of most action points should be something which becomes part of the departmental scheme of work or contributes to future development work.

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Resources list

In the summer 2006 inserts for the Subject leader development **folder**:

- Handout 1.1: Leading professional development through collaborative curriculum development (this handout)
- Handout 1.2: Year 11 shape and space revision lesson
- Handout 1.3: Analysing examination scripts
- Handout 1.4: Using visualisations
- Handout 1.5: Classifying examination questions
- Handout 1.6: Pupils solving problems collaboratively
- A collection of GCSE shape and space questions
- A selection of pupil scripts: 'Pupils' attempts at a Pythagoras question'

On the Subject leader development folder summer 2006 **CD-ROM**:

- Copies of the Handouts 1.1 – 1.6 above
- *Teaching mental mathematics from level 5: shape and space* (DfES 0009-2006DCL-EN)

On the summer 2006 Subject leader development folder **DVD**:

Year 11 shape and space revision lesson

- All episodes: parts of discussion and a lesson
- Excerpt **1** Reflecting on the mock exam
- Excerpt **2** Developing and supporting visualisations
- Excerpt **3** Classifying examination questions
- Excerpt **4** Solving the Pythagoras questions
- Additional sequence: Triangles in the real world