

Some common strands from 'situations' activity

- Time management issues
- Professional development issues
- Communication issues
- Conflict issues

Common Time-wasters

- Losing things
- Meetings
- Telephone
- Interruptions
- Procrastination
- Junk paperwork
- Crises
- Reverse delegation
- Perfectionism
- Distractions

Paperwork Reduction

- Remove name from external mailing lists
- Ask colleagues to be concise
- Return unnecessary paperwork to sender
- Establish a departmental protocol for
 - reading/writing minutes of meetings
 - when to communicate in writing and when to communicate orally
 - how much to communicate in writing e.g a 'box' to write in, use bullet points
- Develop a culture of no response means 'I agree'

RAFT Technique

- REFER it
- ACT on it
- FILE it
- THROW it away
(This should keep us afloat in a sea of paper)
- Make a definite decision and act on it.

Handout 9.5A

KNOWLEDGE AND UNDERSTANDING

Secure knowledge of concepts, skills, NC policies for specialist subject
Secure knowledge of exam syllabi in specialist subject
Awareness of recent developments in teaching in subject
Knowledge of how to develop literacy / numeracy / ICT skills through subject
Understand how teaching the subject contributes to SMSC development
General understanding of legal issues relating to education (LEA, DFEE)
Understand health and safety requirements & establish a safe environment
Identify areas for their own professional development
Understand their responsibility for implementing whole school policies
Knowledge of the issues, policies and practice for pastoral guidance
General understanding of school governance
Make informed choices of exam syllabuses in subject area
Take responsibility for the development of literacy, numeracy, ICT in subject
Take responsibility for the development of SMSC in subject area
Awareness of future / potential developments of ICT
Awareness of whole school strategies to improve teaching and learning
Knowledge of the statutory framework for education
Knowledge of governance
Knowledge of legal framework
Knowledge of quality provision, effective schools and strategies to improve achievement

Handout 9.5A continued

PLANNING

Contribute to the creation & review of school aims, plans etc
Plan lessons in line with departmental scheme of work (SoW)
In consultation with team develop SoW and medium term plans for the department
Draw up departmental development plan in line with school development plan
Establish, review, and maintain departmental policy / practice/ ethos
Manage the professional development of team members
Undertake financial planning and allocate departmental resources effectively
Ensure the implementation of development plans in their area of responsibility
Plan the day to day running of the department
Plan the curriculum in line with school aims / statutory requirements
Plan the staffing of the subject effectively
Contribute to subject school priorities and the development planning process
Plan, allocate and support lines of responsibility and delegation within department
Lead strategic planning for continued or sustained improvement

CLASSROOM MANAGEMENT, TEACHING AND LEARNING

Ensure delivery of NC in line with departmental / school planning
Ensure teaching objectives are clear to students
Ensure students acquire and consolidate knowledge, skills, understanding
Use a variety of teaching styles, techniques and groupings
Maintain pace, motivation and challenge with appropriately demanding expectations
Differentiate objectives and tasks for the range of abilities
Plan and teach appropriate work for SEN students, using IEPs and appropriate guidance
Evaluate teaching performance and its impact on student learning
Establish and maintain high expectations and standards of student discipline
Sustain personal motivation, enthusiasm and innovation
Consistently apply departmental policy and practice
Demonstrate high quality teaching skills and strategies for teaching and learning
Support and guide staff to establish constructive working relationships with students
Model good practice for other staff
Monitor that teaching objectives / departmental policy are being met
Ensure curriculum continuity and progression for all students
Ensure implementation of SEN code of practice, liaising with SENCO
Monitor and evaluate teacher effectiveness and ensure consistency of practice
Ensure effective partnerships with parents
Appraise departmental team as necessary
Motivate, enthuse and innovate team
Manage curriculum design and implementation
Monitor & evaluate the effectiveness of teaching / learning across the department
Maintain an environment and clear code of behaviour to ensure quality learning
Ensure SEN systems are effective
Develop and maintain effective community links to the curriculum
Lead curriculum development in the light of changing student need / government directives
Provide a coherent account of school performance to parents, governors etc

Handout 9.5A continued

MONITORING, ASSESSMENT, RECORDING AND REPORTING

Mark student work appropriately and maintain student records
Set and monitor individual / group targets, giving constructive feedback
Implement appropriate NC assessment
Use assessment / performance data to identify and address underachievement
Use performance data to report effectively to parents
Use assessment / performance data to inform subject targets for improvement
Provide guidance to staff on assessment, recording and reporting
Maintain and review systems for analysing student performance across the subject
Use performance data to set school improvements targets

Handout 9.5A continued

PERSONAL EFFECTIVENESS

Prioritise, plan, organise
Work as a member of a team
Acknowledge and use the expertise of others
Seek advice and support as necessary
Make informed use of research / good practice from other areas
Contribute constructively to discussion in groups / meetings
Manage time effectively
Identify and take responsibility for own professional development
Set and achieve challenging goals
Secure the commitment to aims / direction in other staff
Manage others sensitively
Manage change effectively
Set and maintain high standards in teaching / learning
Direct and co-ordinate the work of others
Use personal experience and expertise to influence others
Use analysis and interpretation of data to reach decisions
Judge accurately when to make decisions and when to consult
Anticipate problems and work creatively to solve them
Negotiate and consult effectively
Communicate effectively to a wide / variety of audience
Lead working groups / meetings
Establish and maintain good communication systems with staff

Meetings

- Why do meetings go wrong?
- What to do before meetings.
- What to do during meetings.
- What to do after meetings.

Why do meetings go wrong?

Reason

Solution

Checklist before meetings

- Is it really necessary?
- Are there alternatives to meeting?
- What are your objectives for it?
- What are the pay-offs for participants?
- Practical considerations e.g. venue, etc.

During the meeting

- Start promptly!
- Stop rambling discussion
- React positively to participation
- Avoid interruptions to the meeting
- Log outcomes i.e. action/person responsible/deadline
- Remain positive throughout

After the meeting

- Reflect on objectives
- Were items covered?
- Circulate minutes promptly
- Has positive action followed on?
- How will this link into the next meeting?

Effective delegation

- Be clear about what needs to be done.
- Agree a deadline for completion.
- Let go of the task and trust the person.
- Reward successful completion of the task.
- Don't dump tasks on others.

Role Play Cards

Round One

Role Card : Mentee

You think you are a good teacher. You don't have any discipline problems and get good exam results. It's not your fault the rest of the department are hopeless, nor is it your job to do anything about it. That's what SMT get paid for. You are belligerent and don't see the need for change.

Round Two

Role Card : Mentee

You haven't got around to putting any of the suggestions the mentor made into place. You feel strongly that you didn't become a head of department to do this development stuff. You work very hard providing resources and putting up displays. You are not belligerent, but negative and don't see the need to do any more.

Round Three

Role Card : Mentee

You like the mentor being there, as it seems to be taking the pressure off you for a while. Over the years you have found the best way to avoid stress is to agree to everything and do nothing. You have an easy life in school and want it to stay that way. You are not belligerent or negative but your task-avoidance skills are well developed.

Prompt Sheet for Observers

Does the mentor:	YES	NO
■ Use appropriate language?		
■ Have affirmative 'body language'?		
■ Listen well?		
■ Relate to the issues raised without collusion?		
■ Remain professional?		
■ Summarise and synthesise what the mentee says?		
■ Express themselves clearly and succinctly?		
■ Allow the mentee to talk freely without dominating?		
■ Talk enough themselves but not dominate?		
■ Move the discussion on?		
■ Make the discussion focused?		
■ Sustain enthusiasm and interest?		
■ Make their point?		
■ Has the mentor organised their thoughts?		

DO	DO NOT
<ul style="list-style-type: none"> ■ Have a personal action plan – with timings. ■ Keep a record about questions to ask about your substantive post. ■ Keep a contact with your substantive post, e.g. through the occasional visit and newsletters. ■ Make tasks time-bound so when you leave there is nothing left to do. ■ Plan your exit strategy from Day 1. ■ Take a portfolio of teaching activities to leave in the school. ■ Start planning to make the substantive subject leader self-sustaining from Day 1 and put it in the action plan. ■ Assume that the department will regard you as an expert. ■ Set up a debriefing session with the SMT. ■ Set up a re-entry interview with your SMT. ■ Visit beforehand. ■ Be aware that preconceptions may not match reality. ■ Give yourself time for reflection. ■ Be flexible, robust and confident. ■ Be aware of your emotional resillience. ■ Network with others in same situation. ■ Remember you have a life outside school. ■ Set the experience in the context of your career. 	<ul style="list-style-type: none"> ■ Give out your telephone number unless you genuinely do not mind being contacted at all hours at home. ■ Encourage dependence. ■ Assume you will know the answer to everything. ■ Over-commit your time. ■ Make promises for things you will do when you leave the school. ■ Become too personally involved with individuals. ■ Ignore departmental dynamics. ■ Give too much information and ideas too soon and too quickly. ■ Underestimate the situation.

DO	DO NOT
<ul style="list-style-type: none"> ■ Maintain same contact with your substantive school. ■ Acknowledge the success of whomsoever has been “filling your shoes”. ■ Be positive about your learning and your experience. ■ Understand that things will have moved on. ■ Understand that things might not have moved on as much as you hoped. ■ Understand your classes may not have missed you as much as you have missed them (or conversely). ■ Expect to spend some time re-connecting and collating your resources and re-establishing classroom routines. ■ Ask your substantive school to keep some records for you. ■ Establish a protocol for re-entry e.g. when to visit. 	<ul style="list-style-type: none"> ■ Be resentful about successes that have happened during your absence. ■ Underestimate the amount of change you will have to adapt to. ■ Expect the same “adrenalin buzz” you had on your secondment. ■ Expect change in your substantive school to be as fast as in your seconded school. ■ Patronise. ■ Expect to be so central in the management of change.