

Chartered College of Teaching
Early Career Webinar
6th May 2020

Learn-AT and COVID-19



- 10 >>>> 7
- Learn-AT Home
- Prioritising well-being
- Staffing rotas
- Collaboration via Microsoft Teams
- Contingency Planning > Recovery Planning
- Keeping the main thing the main thing and doing the right thing the right way



Recruiting via video call



Day 1 – initial shortlist (6)

- Asked to plan a lesson for the relevant year group with specific objectives explaining the sequence of learning the lesson fits into
- General conversation intro
- Conversational questions specific to the application
- Virtual teaching of the introduction to the lesson to the interviewers
- Talked through the rest of the lesson
- Interviewers asked questions about choices made, pedagogical rationale
- 40-50 minutes
- Invited 3 of 6 back to formal interview the following day



Recruiting via video call



Day 2 – second shortlist (3)

First question was sent overnight

'Learn Academies Trust is a research-informed trust – tell us about a piece of research that has informed some of your most innovative practice.'

Followed by more formal interview questions



Qualities



- Moral purpose
- Professional and intellectual curiosity:
 - o an inquiry mindset
 - RIPPLE research-informed practice, professional learning and evidence
 - Someone who is committed to professional learning throughout their career – novice to expert
 - o Someone who finds teaching and learning exciting
 - Someone who values working in collaboration with others

Cultural fit:

 Sociability, emotional intelligence, common sense, empathy, humour, conscientiousness, professional collaboration, balance...



Standing out



- First impressions are important
- Pay attention to details
- Make sure the application is specific to the school
- Be authentic; be succinct
- Let the person specification be your guide
- Make it very clear that you really want to work there; explain why...
- Do your homework



Questions



- What made you want to teach?
- Tell us a little bit about how you feel about education. How should education prepare today's children for tomorrow's world?
- Tell us about your best lesson. What made it successful?
- Tell us about your worst lesson. What went wrong? What did you learn?
- Safeguarding scenario know your KCSIE document and Child Protection policies
- What did you learn from your placements?
- What excites you about this school?
- What are you reading professionally speaking? How is it informing your thinking about teaching and learning?

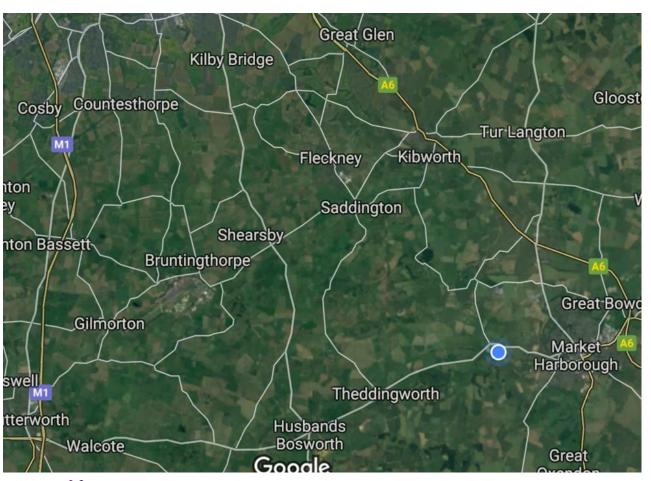


Learn-AT



South Leicestershire

- Market Harborough
- Blaby
- Narborough





Learn-AT schools

- Learn-AT
 Learning ~ Fellowship
 - BLABY STOKES CE PRIMARY SCHOOL CHURCH LANGTON CE PRIMARY SCHOOL





HUSBANDS BOSWORTH CE PRIMARY SCHOOL

















- Great Bowden Academy
- Market Harborough CE Academy
- Ridgeway Primary Academy
- Meadowdale Primary School
- Lubenham All Saints CE Primary School

- Husbands Bosworth CE Primary School
- St Andrews CE Primary School
- Church Langton CE Primary School
- Blaby Stokes CE Primary School
- Red Hill Field Primary School



Learn-AT's Mission



A professional learning community in which colleagues thrive and pupils flourish

Learning

John 10:10

I have come in order that you might have life - life in all its fullness.

Fellowship

Matthew 22:39

Love your neighbour as you love yourself.

A rich, rigorous, coherent curriculum.

The Golden Rule - Matthew 7:12

Do for others what you want them to do for you

Values and Vision



This Trust works on behalf of all of its children in all of its schools

- Learning is the main thing
- Keep the main thing, the main thing
- Do the right thing, the right way.



Learn-AT Commitments



- We believe in the power of education and learning to transform children's life chances and choices
- We care about the wellbeing of our pupils, colleagues, governors and school communities
- We promise to work together, with integrity and in the spirit of fellowship, to build a professional learning community in which colleagues thrive and pupils flourish



Learning



Learning

- Pupil Learning: Curriculum, Pedagogy & Assessment
- Adult learning: RIPPLE; whole workforce development
- Learning from mistakes

Fellowship

- Professional collaboration
- collective agency and efficacy not autonomy
- Integrity, kindness, generosity of spirit

Key Goals

- Improve pupil achievement in all year groups
- Diminish the differences in achievement between disadvantaged pupils and others nationally
- Develop shared principles of quality in. pedagogy and curriculum
- Make research-informed decisions/
- Develop leadership from the middle (LFTM)

School Improvement Leadership groups (LFTM): HT Strategy Group

- Curriculum and Pedagogy Group (CPG)
- RIPPLE Group
- School Improvement/TSA Team
- Sencos/DSLs/Office Mgrs/TBMs/Premises Mgrs
- Phase/Faculty Groups
- Learn-AT Leaders

Research Lesson Study (with IRIS Connect) Incremental Coaching

Lateral Partnerships: Learn-ATTS/Associate Research School; other TSAs; DBE: Kyra Research School; civic partnerships (e.g. LAs) Leadership Matters; Whole Education; UoL; Chartered College of Teaching; other trusts

Leadership

Direction Cultures

Focus Collaborative

Internal Accountability

- Strong Board of Trustees
- Authentic, engaged local governance
- Facilitated internal review
- Whole-school Peer Review (SPP)
- Learn-AT Assessment Framework
- Research-engaged/datainformed RIPL
- Focussed Intervention Partnership for schools in difficulties

External Accountability

- External Review (achievement visits/safeguarding/HTPM)
- Ofsted
- . RSC

Deeper Accountability Learning

Shared key principles of researchinformed pedagogy and curriculum

Rich, rounded, rigorous (John 10-10) coherent curriculum

Knowledge	Skills (6 ⊂s)	Personal Development & Well-being
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RIPPLE ~ Research-informed Practice, Professional Learning & Evidence:

- Research Lesson Study
- Instructional Coaching
- High quality CPDL and training programmes for whole workforce
- Supported by Lead Practitioners, Specialist/Evidence Leads, Teaching & Research School, authoritative experts in their fields



The SeHarborough/Blaby/Narborough Reading **Curriculum Rope**

Learn-A'

The many strands woven into creating engaged learners with deeper conceptual understanding

Curriculum:

- Domain specific, substantive, disciplinary and procedural knowledge (skills) - planned sequentially in precise detail
- Cultural knowledge
- Threshold and key concepts
- The Big Ideas of subject disciplines
- Vocabulary
- · Reading, writing and maths
- Coherent links and connections made within, between and across domains and subjects

Pedagogy

- Authentic purposes, contexts, audiences
- Cognitive science retrieval, spaced learning, interleaving
- Pedagogical context knowledge
- Organisation connections/themes/topics/projects
- Oracy embedded/dialogic teaching
- Planned, contextualised opportunities for the Six Cs: Collaboration, Critical Thinking & Problem Solving, Citizenship, Creativity & Imagination, Character, Communication

Assessment

- Curriculum as the progression model
- Responsive teaching, formative assessment
- Diagnostic, summative assessment



Grownupness (Biesta 2017)

Engaged Learners



www.learnat.uk

Top Tips



- Join the Chartered College of Teaching
- Make use of the Education Endowment Foundation
- Take advantage of amazing online free CPD opportunities: ResearchED Home on YouTube; Teacher Development Trust #CPDConnectUP
- Watch Oak National Academy lessons
- Use DfE Teaching Vacancies Service
- Build your professional networks Twitter
- Find your marigolds https://www.cultofpedagogy.com/marigolds/

