Promoting Accreditation of Learning

DRUMCONDRA EDUCATION CENTRE

PAL
Promoting Accreditation of Learning

Continuing

Professional Development

TOOLKIT

Draft 3 (Updated February 2016)

to support peer learning and sharing of teachers and management in VET

Project Partners:

- Belfast Metropolitan College, **Northern Ireland** (Lead)
- City of Dublin Education and Training Board, **Ireland** (with support from the CDETB Curriculum Development Unit)
- Kaunas University of Technology (KTU), **Lithuania**
- Kodolanyi Janos Foiskola (KJF), **Hungary**
- University of Humanities and Economics, Lodz, **Poland**

Erasmus+

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PAL Project Overview

The PAL project is designed to promote and strengthen peer to peer learning amongst teachers and management within Vocational Education and Training (VET).

Much informal learning takes place in schools and colleges e.g. by sharing ideas, resources, expertise and strategies with others.

This act of being a "pal" or role model / champion to others often goes unrecognised. This project seeks to develop and support opportunities and methodologies that support the process of sharing and peer learning across staff and recognise champions of learning and sharing.

PAL Project Objectives / Outcomes

- Establish how the VET Sector is currently recognising & accrediting the formal Continuing Professional Development (CPD) of teachers
- Identify the breadth of informal VET sector professional learning opportunities
- Design an organisational system of recognising, recording and rewarding informal professional learning activities and achievements
- Produce a Toolkit of strategies to support the informal sharing of learning
- Produce a recording tool to monitor, track & verify individual professional learning
- Recognise role models within organisations as champions of learning/learning professionals through accreditation/certification
- Disseminate and share the project outcomes across Europe

The PAL system provides:

- a **Framework** document that explains how the PAL professional development systems works, how PAL points are earned and rewarded
- a **Toolkit** describing different methodologies that can be used to support peer learning and sharing
- a **Tracking Tool** to help teachers record their peer learning and sharing
- a **Self-evaluation Tool** to help teachers reflect
- a **PAL Learning Champion** status to recognise when a teacher has completed the PAL professional development system (achieved 30 PAL Points)

Toolkit Overview

This PAL toolkit recognises the vast experience that already exists amongst teachers and managers within educational institutions and the fact that it is not always necessary to seek expertise from outside an organisation to facilitate CPD sessions for staff.

The toolkit can be used for different purposes e.g.

- methodologies in the toolkit can simply be a source of inspiration for approaches that can be used at staff CPD sessions to support sharing of knowledge, skills and experiences
- involvement in the activities can be either as a participant or a facilitator and can take a more formalised approach where the experience and learning is tracked and recorded on a log for either personal reference or as part of the PAL Learning Champion process.

Multifarious approaches can be used to support professional sharing of knowledge, skills, practice and experience amongst colleagues. The methods and collaborative activities that follow in this toolkit are just a small example of processes that can be used to help to draw on and make explicit this wealth of experience.

This toolkit focuses on the ‘process’ and provides step by step guidelines to help to structure and facilitate CPD sessions for staff where the key purposes is to create an environment where staff can share and learn from each other.

Each methodology is presented in a structured format and depending on the methodology being describe will include headings such as:

- Description of the methodology
- Advance planning
- Number of participants
- Room set up
- Suggested timing
- Implementation
- Add on idea
- IT /Online approaches
- Useful links.

Draft Toolkits and Piloting of Methodologies

The PAL project requires the toolkit to be developed and the methodologies piloted over a two year period 2014-2016.

Four drafts of the toolkit will be produced during this period with piloting activities informing each stage of draft development and refinement. This toolkit is draft three.

The toolkit is being piloted with both teachers and management in Hungary, Ireland, Lithuania, Northern Ireland, and Poland.

Methodology: Café Style Workshop

Description of the Methodology

This methodology is based on the World Café http://www.theworldcafe.com/

The idea is that participants engage in collaborative dialogue and combine their collective knowledge and experience by moving from table to table to discuss topics / address key questions on a topic and share practice.

Advance Planning

- Agree a topic or theme for the café style workshop
- Invite participants to the café style workshop on the pre-agreed topic / theme. Participants should also receive information on the time and date of the session and location of the session
- Appoint a host for the workshop and table facilitators, one for each table. Each table will accommodate three to six participants approximately
- A number of options are available for the format of the workshop but must be agreed and planned in advance with the table facilitators e.g.
    a) An overall topic can be selected for the café style workshop and each table can discuss a different aspect of the topic. This requires a set of open ended questions to be pre written for the session i.e. a question for each table. As participants move around from table to table they have the opportunity to address and discuss several different questions on the topic
    b) A set of different topics can be selected, one topic per table. Each table facilitator prepares a short five minute (maximum) presentation on their topic and then opens up the conversation on their topic for the remaining time. Table facilitators may wish to use different media to support their five minute presentation e.g. photographs, flash cards, a presentation on a laptop, a short video etc. As participants move around the tables they have the opportunity to address and discuss several different topics

- Material and equipment are organized e.g. bell, stop watch, check tablecloths, small vases of flowers, sweets / refreshments, flip chart paper, markers etc.

Number of Participants

- The methodology works best if there are at least three tables with approximately three to six participants at each table. Four tables are ideal so that enough time can be spent at each table and the whole process doesn't go on for too long.
- One table facilitator for each table
- Workshop host to welcome everyone, explain the process, keep track of time, keep the process moving from table to table, facilitate discussion at the end, facilitate evaluation and thank everyone.

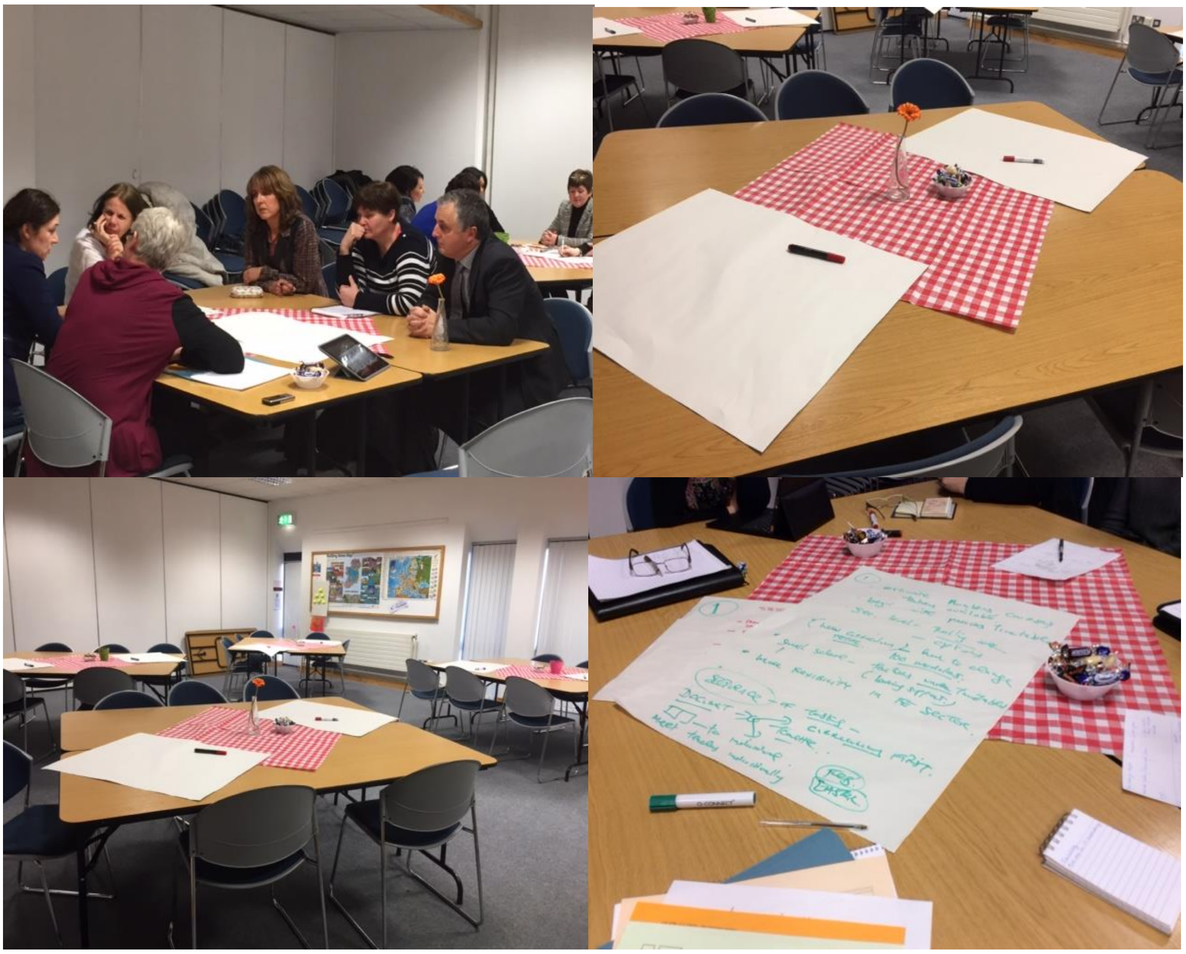
Room Set Up

- Tables are set up for group discussion with chairs placed around each table. Each table facilitator needs his / her own table.
- A café style environment is created in the room by adding check tablecloths, vases of flowers, bowls of sweets, soft drinks etc.
- A sheet of flip chart paper and a couple of markers are placed at each table for note taking

Suggested Timing

- Timing is flexible but based on four tables a workshop schedule might take 1.5 hours and look something like this:

10 minutes	Welcome, participant introductions, introduction to the workshop methodology and workshop theme / topics, breaking into groups and getting settled at each table
60 minutes	Discussion at each table (15 minutes x 4 tables)
10 minutes	Short summary of key sharing / learning points from table facilitators and participant discussion and questions / observation
10 minutes	Participants and facilitator reflect on their learning and then complete a short evaluation. The facilitator thanks participants



Implementation

1. The host starts by explaining the purpose of the session and how it will work. The host introduces the table facilitators and the topics / themes.
2. Participants are divided into groups. The session host invites each table facilitator (pre appointed) to sit at a table with their 3 - 6 participants.
3. The table facilitator welcomes everyone to their table and ensures that everyone at the table is clear about how the process is going to work at the table and what they will be discussing.
4. Each table facilitator helps to initiate and guide a conversation at their table for 20 minutes. The method of initiating the conversation will have been pre-planned with the session host. See a) and b) above.

   Participants are encouraged to capture key ideas by doodling, taking notes, drawing etc. on the flip chart page on their table.

5. After 20 minutes the session host rings a bell and invites each group to move to the next table and indicates whether this will be clockwise or anti clockwise around the room. Groups stay together. Table facilitators do not move from their tables.
6. Each table facilitator repeats the same process with the new group. During the discussion the table facilitator can make reference to ideas / points raised by previous groups.
7. This process of moving from table to table continues until all groups have been to all tables.
8. At the end of this process each table facilitator is invited to give a short report on what happened at their table and highlight a couple of key sharing / learning points.
9. Discussion is then opened up to the floor. The flip chart pages can serve as an aid memoir for participants if needed. The host facilitates a short discussion.
10. Finally, participants, the facilitators and the host reflect on the activity, and complete an evaluation of the session. The host thanks everyone for their participation.

Useful Links

The World Café Presents… A quick reference guide for putting conversations to work
http://www.theworldcafe.com/pdfs/cafetogo.pdf

What is the World Cafe.mov
https://www.youtube.com/watch?v=_LVaBNlcYiY&list=PLD0A3DEB8CE4095E4&index=10

Easy style, non threatening approach to sharing knowledge and also learning to fill gaps in ones own knowledge

Each table was well managed so that opinions and ideas were taken from participants
Hugely beneficial

A very pleasant method of learning that creates a comfortable environment for learning

It has helped me as a new Deputy Principal to pick up useful tips and good networking opportunity in a relaxed environment

Good method for sharing experience and good practice. Easy to ask questions and get suggested solutions from others

(Participants)

Methodology: Twos and Fours

Description of the Methodology

This methodology gets all participants involved by giving everyone the opportunity to share their thoughts, ideas and experience in small groups of two, then four, before opening up to the whole group for discussion.

The methodology draws on the experience of participants and facilitates a collaborative approach to problem solving, sharing practice etc. It is particularly good at involving quieter participants.

Twos and Fours is inspired by the 'Think, Pair, Share' methodology sometimes used by teachers in their own classrooms. This version however takes longer and facilitates a much more in depth discussion.

Advance Planning

- Invite participants to a session on a pre-agreed topic / theme. Participants should also receive information on the time and date of the session and location of the session.
- A facilitator is appointed and prepares an open ended question or statement on the chosen topic / theme.

No of Participants

- The methodology works best if there is a minimum of 12 participants.
- A facilitator

Room Set Up

- Tables are set up for group discussion – four chairs around each table (e.g. If there are 20 participants; five tables are needed)
- Large sheet of flip-chart paper and a marker for each table

Suggested Timing

- Timing is flexible, but depending on the number of participants and tables, might take approximately 75 minutes and look something like this:

10 minutes	Welcome from facilitator, participant introductions, introduction to the methodology and session theme / question, and dividing into pairs
5 minutes	Pairs introduce themselves and start preliminary discussion about the theme / question to get their thinking started
15 minutes	Two pairs form groups of four and continue discussion
5 minutes	Groups identify key points they wish to share with all participants in the room and appoint a reporter
15 minutes	Carousel sharing of each groups key points (Time may vary depending on the number of tables)
10 minutes	Open discussion on the theme / question
5 minutes	Concluding comments / points from facilitator
10 minutes	Participants and facilitator reflect on their learning and complete a short evaluation. The facilitator thanks participants

Implementation

1. The facilitator starts by welcoming everyone and explaining the purpose of the session and how it will work.
2. Participants are invited to stand up, walk across the room and form pairs by approaching another participant. Ideally participants should be invited to identify someone in the room that they don’t know or don’t know well. If they are meeting for the first time they should introduce themselves. The act of standing up and walking across the room rather than automatically turning to a friend or colleague sitting close by gives participants the opportunity to talk to someone that they might not usually engage with, helps them to focus on what needs to be done, energises them particularly if the session is at the end of a busy day and it helps to create a buzz in the room to indicate this session involves being ‘active’ and ‘engaged’. Each pair can, if requested by the facilitator, decide who is person ‘A’ and person ‘B’.
3. The facilitator presents an open ended question or statement on the pre-agreed topic / theme and invites each pair (while standing) to having a conversation about the question / statement (5 minutes approximately). Each participant should have the opportunity to both

listen and speak. If the facilitator wishes to make this more formal they can indicate that person 'A' speaks first and then half way through they can indicate when it is time for person 'B's to speak.

4. After the allocated time, the facilitator instructs each pair to join another pair to form a group of four. The group can now sit at a table together. The groups are invited to share what they have already discussed in their pairs and continue the discussion as a group of four (15 – 20 minutes approximately). Groups should take notes during their discussion as an aide-mémoire e.g. on the large flip chart pages supplied at each table.

5. Groups are then instructed to draw their discussion together and select three key points that they would like to share with other groups. They should appoint a speaker to report on their behalf (5 minutes approximately to do this).
6. The facilitator invites each group, in carousel style, one table after the other, to share one of their three points. When all groups have shared their first point the facilitator invites the groups to share their second point and so on. (Length of time required will depend on the number of groups).
7. When all points have been shared the facilitator can open up the topic to the floor for general discussion.
8. The facilitator draws the discussion together and summarises key learning etc. and how the learning from the session might be moved to the next stage / level.
9. Finally, participants and the facilitator reflect on the activity and complete an evaluation of the session. The facilitator thanks everyone for their participation.

Note: Sometimes numbers don't work out evenly in which case it may be necessary to have a pair which is made up of three people or a group that is made up of three pairs.

IT /Online approaches

- 'Padlet' is an online virtual "bulletin" board that facilitates people to express their thoughts on common topics It's easy to use and works like a notice board where people can add any content they want e.g. words / text, documents, images, videos etc. anywhere on the board, together with anyone, from another device. This could be done as twos, then fours etc.

Useful Links

Think-Pair-Share, Brown University
https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/think-pair-share

Think-Pair-Share, Victoria Business School
http://www.victoria.ac.nz/vbs/teaching/steps-to-teaching-success/think-pair-share

In praise of Think-Pair-Share, Cult of Pedagogy
http://www.cultofpedagogy.com/episode-10-in-praise-of-think-pair-share/

Padlet Instruction Manual PDST
http://www.pdst.ie/sites/default/files/Padlet%20Instructions.pdf

The movement from 2 to 4 allowed for new perspectives

Extremely useful and good fun

Sharing with others always a plus in learning more broadly. Enjoyed the experience

Always beneficial to share ideas and for reassurance what you are doing is ok.

(Participants)

Methodology: Shared Resource Board

Description of Methodology

Participants work with colleagues as one large group to create a shared resource board on a specific theme / topic. The board is based on creating and sharing personal ideas, experiences, tips, web links, photographs, poems etc., anything that is linked to the chosen theme / topic that can inspire, inform, motivate or be of benefit to other teachers or managers.

Advance Planning

- A facilitator for the session is appointed
- A theme / topic for the resource board is decided
- Participants are communicated with in advance. They receive information on the time and date of the session, location of the session, how the methodology will work, the theme / topic of the resource board, and a few examples of the types of resource items they might pin to the shared resource board.

No of Participants

- No limit, but enough participants to fill a board with resource ideas. If numbers are small participants can be invited to bring more than one resource item. If numbers are large more than one board can be created.

Room Set Up

- A room with a large notice board.
- Chairs for participants laid out so that everyone can see the resource board from where they are sitting.

Suggested Timing

- Timing is flexible and will depend on the number of participants.

5 minutes	Welcome, participant introductions, introduction to the workshop methodology etc.
45 minutes	Sharing resources - based on 15 people at 3 minutes each
20 minutes	Short summary of key sharing / learning points from resource board and participant discussion and questions / observation
20 minutes	Participants and facilitator reflect on their learning and then complete a short evaluation. The facilitator thanks participants

Implementation

1. On the day of the session the facilitator starts by welcoming everyone and explaining the purpose of the session and how it will work.
2. Participants are invited one by one to present their resource item, pin it to the resource board, describe it, and explain how it is linked to and supports the theme / topic. If the resource cannot be pinned to the board it can be placed on the floor or on a table located beside the board.
3. The order of the participants pinning on the board can be decided in different ways e.g. names pulled out of a hat, birthday months, etc.
4. When all participants have finished pinning the facilitator invites the participants to discuss the resources that have been shared, ask / answer questions etc.
5. Photographs of the board and individual resources can be noted for future use.

6. Finally, participants and the facilitator reflect on the activity and complete an evaluation of the session.
7. The facilitator thanks everyone for their participation.

IT / Online approaches

- An online shared resource board could be set up using ‘Pinterest’. Pinterest is a social network where users share by posting / pinning all sorts of visual media and ideas e.g. photographs, infographics, videos etc. onto boards they have created on specific themes. A pin is like a visual bookmark that you can go back to later. A pinner might own several boards. It’s also possible that one board might be shared by several pinners as a collaborative board so that they can pin their ideas and resources together to create one big board. Pinners can also visit the boards of others to find new or interesting ideas that they can pin to their own boards.

Useful Links

Video about Pinterest
https://about.pinterest.com/en

BBC Active – Using Pinterest for Education
http://www.bbcactive.com/BBCActiveIdeasandResources/UsingPinterestforEducation.aspx

The theme of the day was on Health and Well being. Participants were invited to bring along something that they could share on stress management that they found useful in their role in senior management.

The activity was quite powerful and meaningful. Everyone spoke as they pinned their resource to the board. It gave great insight into different peoples coping strategies. Everyone participated. It had everyone's full attention. (Facilitator)

I liked sharing and getting new tips

Very useful to share resources with peers - needs to be clear so people know what to bring (Paricipants)

Methodology: Professional Gallery /Exhibition

Description of Methodology

Participants work in small groups to make portable learning boards that they will share with colleagues as part of an exhibition. The boards are based on sharing personal learning, experiences, tips etc. that can be of benefit to other teachers. By working in groups to create the exhibits participants collaborate and learn from each other. The gallery space can facilitate short or longer term display depending on its location and the demands on the space.

Advance Planning

- Participants are grouped together and are provided with a brief and a set of basic materials e.g. large pieces of paper or poster board, markers, glue etc. Participants might also need to look for old magazines, pictures from the internet etc.

No of Participants

- No limit, but enough participants to make enough resource boards to create an exhibition in the designated gallery space. Groups can be of two or more.

Room Set Up

- Gallery area for the exhibits / display

Suggested Timing

- Timing is broken into two parts for this methodology. Part 2, on the day of the exhibition takes approximately 1 hour 10 minutes.

Stage 1: In advance	
Participants require a time period in advance of the exhibition to create the resource boards e.g. two weeks' notice. Allow one to two hours to make each board.	
Stage 2: On the day of the exhibition	
10 minutes	To set up and display the boards
25 minutes	Based on 5 x groups; 5 minutes for each group to present their board. More time needed if there are more groups
15 minutes	Walk around exhibition to look more closely at the boards, ask questions etc.
20 minutes	Participants and facilitator reflect on the activity and complete a short evaluation. The facilitator thanks participants

Implementation

Stage 1

1. Participants are divided into small groups and are invited to create a resource board that will be displayed and presented to colleagues as part of a professional resource gallery at some future date.
2. Participants are given a brief for their resource boards e.g.
   a. Create a resource board linked to a topic provided
   b. Create a resource board on any topic that would be of interest to participants etc.
3. Following a short briefing session re the criteria to be followed etc., the participants can work on the resource boards at a time that suits each group. Participants are given the date and time when the boards will be displayed and shared
4. Key criteria that resource boards might need to cover might include:
   - Dimensions and board weight
   - Font types, sizes, amount of text etc.
   - Use of titles, images etc.
   - A requirement that resource boards are stand-alone and self-explanatory

- A requirement for resource boards to be original and based on sharing personal learning, experiences, tips etc.
- Target audience e.g. all peers, peers from specific subject areas, etc.

Stage 2

1. On the appointed date all participants are in attendance and resource boards are displayed gallery style
2. A facilitator invites each group to present and explain their resource board to the whole group and answer questions etc. (5 minutes each approximately)
3. When all of the resource boards have been presented, participants can walk around the gallery to take a closer look at the resource boards, and ask / answer further questions etc.
4. If enough space is available the resource boards can be left up for a period of time or they can be photographed and made available to participants as a resource.
5. Finally, participants and the facilitator reflect on the activity and complete an evaluation.
6. The facilitator thanks everyone for their participation.

Add on ideas

- The resource boards can also be created digitally and displayed on laptops / emailed to the whole group.
- Ideas and resources can be shared online e.g. using PINTEREST, an online pin board or PADLET, an online bulletin board
- Participants can be provided with a certain number / type of tools and resources and be challenged to use these to create a resource board/area

IT /Online approaches

- Resource boards can be created and shared using digital boards such as Padlet. This tool can help to share and visualise any content such as images, videos, documents, text, etc. with anyone, from any device. Boards can be set up as private or public boards.

Useful Links

How teachers and educators can use PINTEREST as a resource in and out of the classroom
http://www.stevespanglerscience.com/blog/education-today/how-teachers-and-educators-can-use-pinterest-as-a-resource-in-and-out-of-the-classroom/

Methodology: Carousel Brainstorm

Description of the Methodology

A Carousel Brainstorm (sometimes called a gallery walk or rotating review) is a tecqnique designed to get participants involved and up and moving around a room in groups to engage with a series of questions or topics that are posted at different tables or stations. Each group rotates from table to table when instructed to do so and reviews the ideas of previous groups and then adds their own ideas.

Advance Planning

- For each station: a large sheet of flip chart paper and markers with a pre-determined question or topic that is the focus of the discussion / brainstorm at the particular station.

Room Set up

- Enough stations set up around the room for the numbers involved e.g. one station per group of 4-5. Each station requires a table.

No of Participants

- No fixed number but works best if there are a few groups rotating in the room as this creates a buzz and lots of ideas.

Suggested Timing

- Timing is flexible and will depend on the number of participants and stations. This example based on four stations takes approximately one hour.

5 minutes	Welcome, participant introductions, introduction to the workshop methodology etc.
30 minutes	Timing based on 4 groups of 4 – 5 participants = 16 - 20 Stage 1 – 5 minutes Stage 2 – 6 minutes Stage 3 – 7 minutes Stage 4 – 8 minutes Stage 5 – 4 minutes
15 minutes	General discussion
10 minutes	Participants and facilitator reflect on their learning and then complete a short evaluation. The facilitator thanks participants

Implementation

1. Participants are divided into small groups of four to five participants and each group is allocated a station as their starting point. For this implementation example there are four stations.
2. Stage 1 – Each group reads the statement or question on their flip chart page and starts brainstorming and writing their responses on the page with the marker provided. Time allocated is 5 minutes.
3. After 5 minutes each group leaves the table that they are at and rotates clockwise to the next table.
4. Stage 2 – Each group reads the statement or question on their flip chart page and then reads the responses / ideas from the first group. They then add their own ideas without repeating any of the last groups ideas. This time the group has 6 mins. The extra minute is to read the responses of the last group.
5. After 6 minutes each group leaves the table that they are at and rotates clockwise to the next table.
6. Stage 3 - Each group reads the statement or question on their flip chart page and then reads the responses / ideas from the two group that have been at the station before them. They then add their own ideas without repeating any of the last groups ideas. This time the group has 7 minutes. The extra two minutes is to read the responses of the last two groups
7. Stage 4 continues as above.
8. Stage 5 – Each group returns to their original starting point and reads and reviews all of the ideas / responses
9. The floor is then opened up for discussion and reflection on the activity, the ideas generated and the learning and sharing.

Add on idea

- Participants can stay seated in groups and the sheets can be passed clockwise each time to the next group instead of them getting up and moving each time.

IT / Online approaches

- Instead of setting up stations with large sheets of paper and markers, a computer or laptop can be set up at each station where participants can type in their ideas. This makes for quick and easy collating of ideas afterwards.

Useful links

What is a gallery walk?
http://serc.carleton.edu/introgeo/gallerywalk/what.html

Brainstorming and Reviewing Using the Carousel Strategy
http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html

Got them really thinking. As the sheets went around the groups it got harder to come up with ideas but this challenged participants to think harder and come up with creative ideas. Good buzz as sheets moved. Good sharing. Energizing activity.

(Facilitator)

A very good way of making you think. Thought provoking and allowed for good discussion

Movement of information is really effective

Physical reading from and writing definitely prompts reflection and focuses the mind on question at hand (Participants)

Methodology: Show and Tell

Description of Methodology

Show and tell is a methodology that involves showing an audience something and telling them about it. The 'Show and tell' expression originated in the 1940s to describe a learning exercise for young children. Each child in a group brought an object to school to show others and talk about it. Because of the methodology's simplicity, flexibility and effectiveness it is increasingly being used with adult groups. The theme can be left wide open or can be on a pre-agreed topic.

Advance Planning

- Participants are invited in advance to a 'show and tell' session.
- Participants should also receive information on the time, date and location of the session
- The range of what participants can share and tell is diverse e.g.

  Literature: A staff member who has read a useful book or article could review it and share a short piece on the highlights / areas of useful information

  Conferences, workshops, courses, webinars: A staff member or staff group could share key learning after attending a conference, workshop, course or webinar

  Field trips / visits to other settings: A staff member could share their experiences of a professional field trip or visit

  Educational videos: A staff member could recommend videos they have found useful

  Apps:A staff member could demonstrate a useful app

  Membership of a professional body: A staff member could talk about a professional organisation / body they belong to

  Skills: A staff member could demonstrate a new skill that they have learnt

  Resources: A staff member could show and tell other colleagues about a new resource that they have found useful in teaching

  Etc.
- A brief is sent in advance to participants so that they know what to expect e.g.

Dear Colleagues On Monday 5th February 16.30-17.30 we will be hosting a 'Show and Tell' CPD event for staff in Room G1. The 'Show and Tell' activity will involve you showing your colleagues something that you think will be of professional interest to them and telling them about it e.g. how it has helped you in your role as a teacher. Each participant will have 5 minutes to do this. Participants might show items such as books, magazines, brochures, photographs tools, apps etc. and share ideas, critiques, learning etc. that are inspired by or linked to the items. Please confirm your attendance and participation before 30th January by adding your name to the sign-up sheet on the staff notice board Kind regards Thomas

No of Participants

- No fixed number
- Some attendees may prefer to be observers so it is important to identify 4-6 people to present in advance
- A facilitator

Room Set Up

- Chairs arranged so that everyone can see the presentations
- Required equipment in place for the presenters

Suggested Timing

- Timing is flexible but depending on the number of participants the session might take just under one hour and look something like this:

10 minutes	Welcome from facilitator and introduction to the session methodology, guidelines etc. Introduction to the presenters and their presentation themes
20 minutes	This is an example of the timing for four presenters at five minutes each.
10 minutes	Concluding questions, comments etc.
10 minutes	Participants, presenters and the facilitator reflect on the activity and complete a short evaluation. The facilitator thanks the presenters and participants.

Implementation

1. The facilitator welcomes everyone and explains how the session is going to work.
2. Each participant comes prepared and has the opportunity to 'show and tell' and has a limited amount of time e.g. maximum 5 minutes.
3. The order of participants can go clockwise/anticlockwise around the room or the facilitator can put all the names of the participants into a hat and pull the names out one by one to determine the order of the presentations.
4. Participants should note any ideas that they would like to implement or follow up on. A template can be used to facilitate this.
5. The facilitator acts as timekeeper. The facilitator can offer, if wished, the opportunity for a couple of questions after each presentation. Time keeping has to be strictly managed though.
6. Finally, participants and the facilitator reflect on the activity and complete an evaluation of the session.
7. The facilitator thanks everyone for their participation.

Add on idea

- This methodology lends itself nicely to being followed by a café style workshop. Presenters can each sit at a table where they are joined by a group of the attendees. This is a good way to get attendees more involved and it can facilitate a Q&A session. After 5-10 minutes groups can move onto the next presenters table and so on until participants have been to all of the tables.

IT /Online approaches

- This methodology lends itself to being used as part of a webinar session where it is pre-arranged for three or four participants to each take on the role of presenter for 5 minutes during the webinar to show the other participants something online and tell them about it**.**

Useful Links

Show & Tell - an idea for adults

https://www.youtube.com/watch?v=jE6xNwsws2Q

An excellent opportunity to share resources with peers and explore other resources and to reflect on practice . Very useful - all staff should be involved in this

An excellent mechanism for sharing resources/talent/experience Very useful I would recommend using this approach

Invaluable opportunity to share practice . Excellent ideas I will steal and use!

Collaboration is the key and we just don't have time to do this effectively - this session was very effective!

(Participants)

Record of Show and Tell Presentations

Date of Show and Tell: **Venue:**

Title: **Shared by:** **Could I use? YES/NO** **Where / how can I get this?**	**Title:** **Shared by:** **Could I use? YES/NO** **Where / how can I get this?**
Title: **Shared by:** **Could I use? YES/NO** **Where / how can I get this?**	**Title:** **Shared by:** **Could I use? YES/NO** **Where / how can I get this?**
Title: **Shared by:** **Could I use? YES/NO** **Where / how can I get this?**	**Title:** **Shared by:** **Could I use? YES/NO** **Where / how can I get this?**

Methodology: Lightning Talk

Description of Methodology

A lightening session is usually made up of approximately 6-10 presenters, each giving a short lighting talk of no more than five minutes. This provides an interesting, fun and lively session for the attendees instead of them listening to one longer presentation. The purpose of a lightning talk is to give participants the opportunity to share with their colleagues. The key for each presenter is to focus on making one or two main points and explaining them as clearly and as quickly as possible. Practice beforehand is critical to ensure that the talk fits into the time allowed. Sometimes slides can be used but these should be strictly limited to about three if used.

Advance Planning

- Participants are invited in advance to give a lightning talk. Participants should also receive information on the time, date and location of the session
- The overall theme can be specified or can be left open for participants to decide on their own theme
- Lighting sessions require some advance organisation to ensure that they run smoothly. Ideally presenters/speakers should come ten minutes early. They should sit in the front row in the order that they will present. To get the order correct it helps to put each presenters name on a chair. This also helps to identify quickly if anyone is missing
- At some lightning sessions there are two data projectors and two screens. While one speaker is speaking at one podium the next speaker can be getting ready at the second podium. This avoids delays, and keeps the momentum going at a fast pace
- Paddles or signs indicating to each presenter the amount of time that is left e.g. ‘One minute’, ‘Time Up’ and a sign for the audience that says ‘Applaud’.

No of Participants

- Approximately ten presenters. There can also be additional members in the audience.
- Facilitator who can also act as a timekeeper and keep the session moving

Room Set Up

- Room is set up with a row of chairs at the front for the presenters and chairs for the audience
- One or two podiums for presenters, data projectors etc.

Suggested Timing

- Timing is flexible but the methodology is designed to be fast. Depending on the number of participants the session might take approximately 1 hour and look something like this:

5 minutes	Welcome from facilitator and short introduction to the session methodology, guidelines etc.
30 minutes	This is an example of the timing for six presenters at five minutes each.
10 minutes	Concluding questions, comments etc.
15 minutes	Participants, presenters and the facilitator reflect on the activity and complete a short evaluation. The facilitator thanks the presenters and participants.

Implementation

1. The facilitator welcomes everyone and explains how the session is going to work.
2. The facilitator manages the session, introduces each speaker very briefly and keeps the momentum going.
3. The facilitators role is to keep everyone on schedule and stick to the five minute time limit. To help with this a set of paddles can be used to signal to the presenter a one minute warning before their time is up and another paddle when the time is up. When the time is up, a paddle which faces the audience can say ‘APPLAUD’.
4. The facilitator can also build in some question / discussion time at the end if appropriate.
5. Finally, participants and the facilitator reflect on the activity and complete an evaluation of the session.
6. The facilitator thanks everyone for their participation.

Add on idea

PechaKucha

PechaKucha is a presentation format that was developed for creative people to facilitate them to get together in fun spaces and share their ideas. The methodology was developed by Astrid Klein and Mark Dytham of Klein Dytham architecture who came up with the idea PerchaKucha 20x20 which is a presentation format where a group of participants (circa 8 -14) each make a presentation showing 20 images, each one for 20 seconds (Total = 6 minutes and 40 seconds). The images are timed and advance automatically as the presenter speaks to each slide. This keeps presentations concise, tight, focused and fast paced and avoids a presenter talking too much or going over time. PechaKucha nights are held in over 700 cities worldwide. The methodology is ideal for school presentations such as presentations at internal meetings or CPD events.

Useful Links:

Giving lightning talks
http://www.perl.com/pub/2004/07/30/lightningtalk.html

PechaKucha 20x20 Grequently asked questions
www.pechakucha.org/faq

After each presenter gave their 5 minute talk we opened up to the floor for discussion / clarification.
The 5 presentations stimulated a lively discussion afterwards.
The session was rich on ideas. The best part was that the good practices / ideas shared were already going on within our own organisation in different colleges / centres.
This makes for easy follow up and access to people afterwards. As a session it was also very cost effective! (Facilitator)

Very effective way of getting an overall view of a topic/subject matter. It allows you to follow up on a topic you find interesting or relevant.
Good forum for sharing experiences and learning from others. Good for info supply purposes - a lot of info in a small amount of time.
As a participant it was interesting and enjoyable to get a variety of information from different speakers with different ideas on a particular topic. Got a real insight into how other colleges work - got new fresh ideas.
Great to get perspectives from other colleges on a range of issues. Provides great ideas without reinventing the wheel. (Participants)

Methodology: Speed Geeking

Description of Methodology

Speed Geeking facilities a large group of participants to move around a room quickly and be exposed to new information on a range of topics by visiting a number of presentations at different tables in a short time, usually five to ten minutes. Because participants are in small groups when they visit each presentation it is a more personal style of presenting and facilitates participants to make connections. Speed geeking gets its name from speed dating.

The methodology has similarities to a café style workshop but is much faster paced.

Advance Planning

- A facilitator for the session is appointed
- Attendees are invited in advance to either be a presenter or a participant.
- Attendees should receive information on the time, date and location of the session.
- The overall theme can be specified or can be left open for presenters to decide on their own theme
- Presenters should be briefed on the methodology and process
- Presenters if required for their presentations need to bring their own laptops. Extension leads or access to sockets etc. should be provided. They may also need other equipment for demonstration purposes e.g. flip chart and markers.
- A large room needs to be identified and set up for the session.

No of Participants

- Enough participants that there is ideally a minimum of four tables with four to six participants and one facilitator at each table.
- This methodology works well with larger numbers too.

Room Set up

- Small tables should be arranged in a circle around the outer parameters of the room where the presenters will be stationed. There should be a table for each presenter. Space should be left in the middle of the room where the participants can stand.
- Provide a Flip chart, markers and a jug of water at each table

Suggested Timing

Timing is flexible but the methodology is designed to be fast. Depending on the number of participants and tables the session might take an hour and look something like this:

10 minutes	Welcome from facilitator, presenter introductions and their table themes, introduction to the methodology, rules etc. and dividing into groups.
30 minutes	Groups visit each table. This is an example of the timing for six tables at five minutes each.
10 minutes	Concluding questions, comments etc.
10 minutes	Participants, presenters and facilitator reflect on the activity and complete a short evaluation. The facilitator thanks the presenters and participants.

Implementation

1. The facilitator welcomes everyone and explains how the session is going to work.
2. The facilitator introduces each speaker and theme very briefly before the session gets going
3. The facilitators role is to keep everyone on schedule and stick to the five to ten minute time limit that has been decided.
4. The facilitator divides the participants into groups. The number of tables and presenters dictates the number of groups
5. The facilitator gives the signal to get the session off to a start e.g. rings a bell
6. After the agreed time the facilitator rings the bell again and the participants rotate to the next table.
7. Presenters stay at their tables and give the same presentation to the next group
8. The session comes to an end when all groups have visited all tables and presenters.
9. The facilitator can also build in some question / discussion time at the end if appropriate.
10. Finally, participants and the facilitator reflect on the activity and complete an evaluation of the session.
11. The facilitator thanks everyone for their participation.

Useful Links

Speed Geeking
www.kstoolkit.org/Speed+geeking

Methodology: Shadowing (Job shadowing / Work shadowing)

Description of Methodology

Shadowing involves a staff member following and observing another colleague at work for a specified amount of time, usually for one day, but could be for shorter periods over a few days or weeks. It helps to give insight into how things are done elsewhere and how others carry out their work.

Advance Planning

- The staff member identifies a colleague that they would like to shadow and discusses the idea with management. The relevance of the shadowing arrangement to their current and/or future role is important.
- Management will need to consider the suitability of the person to be shadowed, the number of requests that they have previously had from other staff members and their overall work load.
- If management agree to the shadowing activity, the staff member approaches the person they would like to shadow with a request (a request could also be made by the manager on behalf of the staff member).
- The purpose and objectives of the shadowing activity are then worked out between all parties and are ideally put in writing so that everyone is clear about what it is hoped will be achieved.
- The best date and time should be agreed and take into consideration any particular activities that the shadow would like to observe and how their own job responsibilities will be covered while they are shadowing. Consideration should also be given to the person who is being shadowed as some activities may be of a confidential nature and may not be appropriate for shadowing.

No of Participants

- The two key people involved in the shadowing activity are the shadow and the person they are shadowing.
- Management will also need to be involved.

Suggested Timing

- Usually for one day, but could be for shorter periods over a few days or weeks.

Implementation

1. The shadowing activity takes place on the agreed time and date
2. Reflection and evaluation are an important part of the shadowing process for both the shadow and the person being shadowed. Management will also be interested in hearing how things went. The shadow and the person being shadowed should meet afterwards to share peer learning and feedback e.g.
    a. To what extent the shadowing experience met the purpose and objectives agreed beforehand? What worked well? Not so well?
    b. What learning took place as part of the shadowing experience and how will it be transferred into current work
    c. Would you engage in the shadowing process again? What advice would you give to others before embarking on shadowing?
3. The shadowing experience could be shared at another CPD event e.g. 'Show and Tell', Resource Gallery etc.


Useful Links

Job Shadowing Guidelines – Manchester Metropolitan University
http://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Job_Shadowing_Guidelines.pdf

Work shadowing at Birkbeck – Birbeck University of London
http://www.bbk.ac.uk/lod/services/workshadowing

Work Shadowing Project – Bucks New University
http://cpdframework.aua.ac.uk/sites/default/files/null/Appendix%204%20Work%20Shadowing%20Advice%20%26%20Preparation%20Notes.pdf

> I was totally unaware of Lync meeting and unsure if I could use it - shadowing has helped me to learn and become aware in a safe unthreatening way and I think I would like to follow this up now with further hands on training.
>
> (Participant)

Methodology: Work Based Learning

(Field trips, Industry visits, Externships)

Description of the Methodology

Work Based Learning for teachers, tutors and trainers can include a wide range of activities such as: discussions with employees in different field areas to learn about different jobs and their requirements; field trips involving a visit to a workplace or industry for a day or part of a day; and externships where teachers, tutors or trainers get to work with a company for a period of time e.g. several days to a longer more intensive work experience during School, College or Centre holidays.

Work based learning provides the opportunity to spend time at work sites and learn about and participate in real work situations, interact with employees and make connections between ones subject area and different career areas. By being in situ teachers, tutors and trainers can experience the range of knowledge, skills, and challenges of the workplace and transfer the learning into their own classrooms by offering real work place awareness and examples to their learners.

Advance Planning

A number of factors need to be considered before hand

- Field area / discipline which will be the focus of the work based learning
- Particular knowledge, skills or Learning Outcomes from a programme that need to be addressed
- Type of work based learning e.g. short field trip, longer externship
- When the work based learning will take place e.g. term time, during holidays
- How the teacher will be released if term time e.g. who will give approval, who will cover classes, will there be costs involved
- Sourcing the work based learning e.g. a placement that the school already uses for student work experience, new employer
- Expectations of all stakeholders involved i.e. teachers, schools, employers
- The work based learning process e.g. prior to, during and after
- Sharing the learning with others

Number of Participants

- Where short field trips or industry visits are being organized several teachers or a department might undertake the visit together
- Externships are likely to be carried out by individual teachers

Suggested Timing

- Timing will depend on the type of work based learning activity. Anything from half a day to several weeks is possible.

Implementation

This will depend on the type and duration of the work based learning being undertaken. It is likely to include the following stages

1. The staff member expresses a desire to undertake work based learning or is approached and offered the opportunity by management.
2. The staff member identifies the specific area that they wish to focus on and identifies how this links with a programme that they deliver and how it might inform, enhance or change their practice in the classroom.
3. The staff member identifies a suitable workplace where they feel their needs could be met e.g. this could be an employer already used by the School, College or Centre for students or could be a new company.
4. Contact is made with the employer and a meeting is set up to negotiate the placement.
5. A workplace mentor / point of contact is identified and negotiations take place to work out what suits all parties in terms of the area of work, length of placement, timing etc..
6. If the placement is planned for term time, release is negotiated with the Principal / Director
7. While on the placement the teacher, tutor, trainer keeps a learning log to reflect on their learning experiences.
8. On return to their School, College, Centre the staff member shares their learning e.g. makes a presentation at a staff meeting, writes an article for the staff, shares at a CPD event etc.

Useful Links

Externships and Beyond: Work-Based Learning for Teachers as a Promising Strategy for Increasing the Relevance of Secondary Education - Education Development Center, Inc.
http://ltd.edc.org/sites/ltd.edc.org/files/KantrovWhitePaper2.pdf

Teacher Externship Toolkit - GIECP Community
http://giecpcommunity.ning.com/teacher-externship-toolkit

Particularly impressed with this activity for gaining ideas from industry

Very informative - great for team building and to hear real challenges and plans within industry

Very worthwhile event providing opportunity to engage directly with other professionals in the industry and benchmark/share ideas

Particularly useful in developing understanding of how organisation managed change

Excellent catalyst for discussing ideas both with college and industry professionals, how to implement and refine new and old ideas into our programme delivery... (Participants)

Methodology: Closed Fish Bowl

Description of the Methodology

The FishBowl methodology involve an inner and an outer circle; a small group of participants sit in a circle to have a conversation (Fish) and a larger group sit around them forming an outer circle (bowl).

The FishBowl process provides a creative way to include a larger group in a small group discussion by getting one group to listen and reflect on the perspectives and ideas presented by others.

This is a useful methodology when the inner circle is made up of people with different views and perspectives on a topic, problem etc. or people who are experts in an area or who have their own stories or experiences to share.

Advance Planning

- A facilitator for the session is appointed
- Attendees are invited in advance. They are identified as part of either the inner or outer circle.
- Attendees receive information on the time, date and location of the session and the overall theme is specified.
- The inner circle members are briefed on the theme, methodology and their role in the process
- A large room is identified and set up for the session

Number of Participants

- A facilitator
- Approximately 4-5 members of the inner circle
- Approximately 10-12 participants forming the outer circle

Room Set Up

- Two circles of chairs need to be set up; one set forming a small inner circle and the other set forming a larger outer circle around the small circle

Suggested Timing

Timing is flexible but might take approximately 1 hour and look something like this:

10 minutes	Welcome from facilitator, inner circle introductions, introduction to the theme and the methodology, rules etc.
20 minutes	Inner circle discussion with facilitator
15 minutes	Concluding questions, comments etc. from all participants
15 minutes	Participants and facilitator reflect on their learning and then complete a short evaluation. The facilitator thanks participants

Implementation

1. The facilitator starts by explaining the purpose of the session and how it will work.
2. The facilitator gives a short input which sets out the general outline of the topic selected for the discussion and after that the inner circle starts to discuss.
3. The facilitator encourages discussion and keeps it only among the inner circle.
4. From time to time the facilitator may ask different members of the inner circle questions or add a provocative statement to keep the discussion moving.
5. The outer circle listens, observes and reflects.
6. Towards the end of the session the facilitator can build in some question / discussion / comment time as appropriate. Both the inner and outer circles can get involved at this stage.
7. Finally, the inner and outer circles and the facilitator reflect on the activity and evaluate the session.
8. The facilitator thanks everyone for their participation.

Add on idea

Open FishBowl

Place an extra chair in the fishbowl and invite participants from the outer circle to join the discussion, one at a time. Either set a time limit for how long each visitor can occupy the visitor's chair or create a rule e.g. once a contribution to the discussion has been made the seat must be vacated for a new visitor from the outer circle.

Useful Links

Sharing Knowledge Toolkit
http://www.kstoolkit.org/Fish+Bowl

Methodology: Learning Walks

Description of the Methodology

Learning walks are short focused visits where a small group of teachers and management visit multiple classrooms at their own school, college or centre to observe a specific pre determined aspect of teaching and learning. This helps to increase awareness of good practices and supports peer learning and sharing.

Learning walks are not intended to evaluate individual teachers but rather by visiting several classrooms, the viisitng group can learn and reflect on what they have seen that work well and engage in a conversation after the visit about teaching and learning practices and strategies that can be shared.

The learning walk can also help to identify areas of focus for staff development or CPD support.

Learing walk are sometimes called classroom walk-throughs, quick visits, data walks and instructional rounds.

Advance Planning

- Management explain to staff in general how learning walks will work i.e. the role of the learning walk team, the role of the receiving teacher / class, areas of focus, timeline and when to expect a visit (may not be an exact time/date but might be 'the week beginning…', protocols, confidentiality etc.
- Invite the participants that will be involved in the learning walk to a pre walk meeting to outline how and when the learning walk will be carried out, what the specific focus of the walk will be, the number of classrooms that will be visited, expectations from the group etc.
- Several learning walk teams might be formed with each team visiting different classrooms.

No of Participants

- The methodology works best if the number in the learning walk team is kept small so that they are not too intrusive when visiting classes.
- A learning walk team group might typically be made up of a leader and two to four staff

Suggested Timing

Timing is flexible but might take approx. 1.5 hours based on visiting three classrooms

5 minutes	Short meeting on the day of the Learning Walks to restate what was agreed at the pre-walk meeting
60 minutes	This is an example only of the time it might take to visit three classrooms. 20 minutes per class broken down as: 10 minutes for visiting and 10 minutes reflection and travel to next classroom
25 minutes	Final discussion on what was learnt and how this might be applied, ways to disseminate good practice and areas that might be useful to focus on for future CPD sessions.

Implementation

1. The leader / facilitator of each learning walk team calls a meeting of their group to plan for the learning walk.
2. The leader / facilitator goes through the learning walk methodology and agrees a clear area of focus for the walks. It's best to focus on just one area as the walks are short e.g. 5-10 minutes. A few examples of areas of focus for a learning walk include:
    - The first 5 minutes…what happens? Strategies for opening classes, sharing learning intentions etc.
    - Elements of the environment that are promoting / supporting learning
    - Strategies that are engaging learners
    - Differentiation approaches that are working well
    - Questioning approaches – strategies that are working
    - Classroom management strategies that are working well
    - Etc.
3. On the agreed day / time the learning walk group visits each of the selected classrooms / learner groups. They are discreet and observe on the basis of the agreed area of focus.
4. After the agreed time of 5-10 minutes approximately the learning walk group leaves their first classroom and debriefs immediately for a short time. They engage in reflective non-judgmental conversation based on the area of focus for the walk. They make some brief notes as an aide memoire.
5. The group then moves on to the next classroom and repeats the process again until all the classrooms selected for the learning walk have been visited.

6. When all the visits have been completed the group has a final debriefing session. They reflect on what they learnt and how this might be applied to their own role. The group also looks at ways to disseminate good practice that they have seen and identify areas that might be useful to focus on for future CPD sessions.

Add on idea

- It can be useful to summarise the learning from the learning walks and share this at a staff meeting or through a staff newsletter etc.
- Learning walks can focus on other areas of school, college or centre life e.g. how certain facilities or resources are used

Useful links

The Teaching Channel Video – The Learning walk
https://www.teachingchannel.org/videos/the-learning-walk

What Research Says About … / Classroom Walk-Throughs
http://www.ascd.org/publications/educational_leadership/dec07/vol65/num04/Classroom_Walk-Throughs.aspx

Learning Walks: A Reflective Practice Model That Guides Classroom Visits
https://www2.k12albemarle.org/acps/staff/tpa/documents/learning_walks_overview.pdf

How to guide: Learning walks infographic
http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/Observation-Resources/how-to-guide---learning-walks.pdf?sfvrsn=2

Methodology: Explain, Demonstrate, Imitate, Practice (EDIP)

Description of Methodology

EDIP is an acronym that stands for: **E**xplain, **D**emonstrate, **I**mitate and **P**ractice

EDIP provides a useful structure for sharing / passing on a skill to one or more participants and was originally designed by Armed Forces trainers.

Advance Planning

- Participants are invited in advance to a skills session on a pre-agreed topic / theme.
- Participants should also receive information on the time, date and venue for the session.
- The facilitator ensures that all of the equipment that is needed is available for both the skills demonstration and for participants to imitate and practice the skill.

No of Participants

- The methodology works best with just one participant or a small group of participants.
- A facilitator

Room Set Up

- Will depend on the type of skill being demonstrated and developed

Suggested Timing

- No fixed time as it is calculated based on the number of participants involved, participants previous experience, the theme, skill type, complexity etc.

Implementation

The skills session is divided into four stages:

1. **Explain:** The facilitator verbally explains to the participants what they are about to learn by talking them through what they are going to do. This stage should be kept very simple.
2. **Demonstrate:** The facilitator demonstrates the skill to participants and ensures that they can all easily see what is being demonstrated.

The facilitator should not explain and demonstrate at the same time as everyone needs to concentrate on the actual performance of the exercise. If follow-up explanations are needed its best to wait until the demonstration has been completed. The key is to show participants what to do, but not to talk.

3. **Imitate:** The facilitator engages participants in imitating the exercise by mirroring and copying the demonstration. The facilitator checks that participants are carrying out the skill correctly and offers feedback.
4. **Practice** – The facilitator invites participants to practice the skill several times. The facilitator continues to monitor whether they are carrying out the skill correctly and gives participants the opportunity to ask any questions they might have.

   If appropriate the facilitator can present different scenarios to colleagues to help them apply the skill to real situations they may encounter. The practice stage can take as much or as little time as needed. Practice makes perfect.

Useful Links

EDIP - Systems Training Method
https://www.youtube.com/watch?v=aPh_U5QKI64

Approach used is very informal and productive, great opportunity to share ...

Excellent forum for sharing of best practice and will be able to now implement in my teaching.

Should be offered to all staff - excellent teaching and learning experience.

(Participants)

Methodology: Standardisation / Moderation

Description of the Methodology

Standardisation

Standardisation ensures that all teachers, tutors and trainers, assess learners and follow quality assurance requirements in the same way and to the same standard to ensure consistency of practice.

Standardisation is a process of evaluation by comparing something against a standard. It involves a point of agreement on what is acceptable.

It is a collaborative process e.g. teachers, tutors or trainers might consider work produced by their own learners and use pre-determined criteria to reach a common agreement on standards as being typical of work at a particular level.

Moderation

Moderation helps to either confirm or adjust initial judgments. The process involves teachers, tutors or trainers sharing evidence of learning and collaborating with colleagues to establish a shared understanding of what quality looks like e.g. the quality of evidence. This can be an internal activity or can be done with a number of external Schools, Colleges, or Centres.

Moderation helps to increase the dependability of judgments made by teachers, tutors or trainers.

Advance planning

- A facilitator for a session is appointed
- The Award area, Unit, Programme etc. that is the focus of the standardisation or moderation activity is decided
- Participants are communicated with in advance. They receive information on the time and date of the session, location of the session, the assessment evidence they need to bring with them, information on the number of copies of evidence required, and how the methodology of the session might work etc.
- Ensure that enough time is given to staff to identify appropriate evidence for consideration at a session and for the preparation of the required number of copies.

Number of participants

- No fixed number but enough people to be able to have a good discussion, view sufficient evidence and make informed judgments.
- A facilitator

Room set up

- Tables are set up for group discussion - the tables and chairs should be arranged in such a way that each participant has plenty of room to view evidence and can see the faces of the other participants.

Suggested timing

- No fixed time as it is calculated based on the focus of the session, participants involved, what has to be achieved etc.

Implementation

There are multiple ways and areas of focus for standardization / moderation activities.

The areas below are ideas on a few possibilities.

Idea 1: Basic review

Stage 1

1. The simplest method of completing a standardisation review is to collate copies of learner evidence that is being presented for a unit (programme or module) accreditation
2. Invite each teacher, tutor, trainer to make a decision on the evidece based on what is in front of them (assess the evidence).
3. Invite participants to give feedback and note any queries they may have or any further information needed

Stage 2

4. A checklist of appropriate criteria can then be provided if wished and participants can be asked to review the evidence again.
5. Invite each teacher, tutor, trainer to make a decision again on the evidence
6. Discuss. Are there any differences noted? Why?

7. Keep a record of the standardization activity and any actions that need to be implemented.

Idea 2: Review of a 'problem' or 'challenging' area

This approach can be used to tease out a 'problem' or 'challenging' area that many of the team assess e.g. a unit, programme etc.

1. Invite each team member to bring along to a meeting two examples of assessment evidence relating to the specific unit that is the focus of the meeting. The evidence should have been signed off / been assessed.
2. The assessment evidence is passed around the group. Each member of the team acting in the role of an Assessor assesses the unit / evidence and completes an assessment feedback form as if they were providing feedback to a candidate.
3. Discussion follows.
4. Keep a record of the standardization activity and any actions that need to be implemented.

Idea 3: Types / sources of evidence and how they are assessed

1. Concentrate at one session on particular types / sources of evidence and how they are assessed, including the recording techniques for the assessment e.g. each Assessor could bring a number of witness testimonies from their candidates' or observation records. The testimonies are usually written by the students employer, perhaps to confirm something they have done in the workplace or to back up other assessment evidence.
2. Testimonies may be made anonymous for the purpose of the exercise.
3. The group then share constructive criticism about items tabled.
4. Keep a record of the standardization activity and any actions that need to be implemented.

Idea 4: Comparing evidence requirements between old and new award standards

This works well if when introducing new standards, or a new award or programme where there is a unit or component in a new qualification which appears to be similar to one from the old standards.

1. Bring a number of candidates assessment evidence from the old standards to a team meeting.
2. Evaluate the assessment evidence against the new standards.

3. Aim to highlight the different requirements between the old and new standards.
4. Keep a record of the standardization activity and any actions that need to be implemented.

Idea 5: Alternative forms of Evidence

Teachers, Tutors and Trainers share with their colleagues "alternative" forms of evidence, which most have not encountered or are unfamiliar with.

1. The evidence is presented at a meeting to team members
2. Discussion takes place and a consensus view is agreed of its acceptability or otherwise against the standards.
3. Keep a record of the standardization activity and any actions that need to be implemented.

Useful links

Standardising practice - fenews.co.uk
http://www.fenews.co.uk/featured-article/standardising-practice

Guidance on Internal Standardisation – NI Curriculum
http://www.nicurriculum.org.uk/docs/assessment/ACCS_Training/Inter_Standardisation_Dec11.pdf

Moderation - New South Wales Department of Education and Training
http://www.curriculumsupport.education.nsw.gov.au/consistent_teacher/moderate.htm

> Provided the opportunity for meaningful discussion of assessment criteria - this was particularly important to support new member of staff but existing staff member also benefitted.
>
> (Participant)

Standardisation Activity Record

Qualification / Award Area:

Date:

Staff members present:

Summary of standardisation activity

	Actions Agreed	Person responsible for Action	Date to be Achieved

Methodology: Professional Book Club

Description of the Methodology

A professional book club works in much the same way as a social book club. Teachers come together three to four times per academic year (or more) to discuss books that the club members have chosen to read together that are linked or can contribute in some way to their work as managers or teachers.

Advance Planning

- Book club members are recruited and advised of the book that has been selected for discussion and the date, time and place of the next book club meeting. Notices can go up in the staff room etc.
- Book club members commit to reading the book
- A comfortable room is selected and booked for the meeting and refreshments are organized
- If the school, college or centre is providing the books, they are ordered in good time and distributed in advance of the meeting to staff members who have signed up for the book club.
- Appoint a leader / moderator to prepare discussion topics / questions and facilitate the book club meeting

Book Ideas

If you are organising your first book club meeting for teachers here are a few possible book titles to help you to select your first book

- What Great Teachers Do Differently: 17 Things That Matter Most by Todd Whitaker
- Real Happiness at Work by Sharon Salzberg
- The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey F. Silver, R. Thomas Dewing, & Matthew J. Perini
- The Leader in Me by Stephen R. Covey
- Open: how we'll work, live and learn in the future by David Price
- The Element: How finding your passion changes everything by Ken Robinson

No of Participants

- Numbers need to be kept reasonably manageable. 8-10 participants is the ideal number but numbers can go up or down a little if needed.

Room Set up

- Ideally choose a confortable room where participants can relax.

Suggested Timing

- Usually it's nice to start with some refreshments and chat before getting into discussing the book. 1 ½ hours is ideal but it can be managed in less time if for example the book club is being held during the lunch break.

Implementation

1. The book club facilitator / moderator welcomes everyone
2. Following some time for participants to chat to each other / get to know each other and participate in some refreshments the facilitator opens the book club for discussion on the chose book.
3. The facilitator / moderate leads the discussion by posing some key questions. The useful links section below provides some ideas for key questions. As this is a professional book club connections with education, application or relevance to the role of a teacher / manager are important.
4. Everyone is invited / encouraged to participate in the discussion
5. Key learning is noted so that this can be summarised with members at the end of the session and/or sent to members after the book club meeting
6. Finally the group selects a book and date, place and time for the next book club meeting
7. The facilitator / moderator thanks everyone and reflects with the group for a few minutes on the book club experience in terms of professional development

IT / Online approaches

Its is possible to create an online book club. A book can be discussed via a blog. The advantage of this for many teachers is that they can contribute to the discussion at a time that suits them best.

As with a face to face book club it helps if someone leads the discussion by posing questions to get the discussion started

Useful links

Jossey – Bass Book Clubs for Professional Development
http://www.scribd.com/doc/132710748/Tips-for-Your-Professional-Development-Book-Club

Online Teacher Book Clubs: Promoting a Culture of Professional Development
http://www.edutopia.org/blog/teacher-book-clubs-promoting-professional-development-cheryl-boes

Comments from facilitators of professional book club meetings as part of the PAL pilot::

Real Happiness at Work
by Sharon Salzberg

There was a lively and wide-ranging discussion. Participants were all positive about the book and thought it very relevant to the work of teachers.

The point was made that balancing compassionately and empathically the needs of students along with the needs of teachers is another challenge for principals and year heads who are regularly expected by teachers to 'do something' about student behaviour problems. In the chapter on *Communication and Connection*, the section on *The Culture of Disparagement* was considered important in relation to speaking respectfully about our students.

The general opinion of the book club group was that the book is very interesting, but limited. It includes many 'fantastic ideas' but these may be more difficult to implement than the writer seems to assume. Price seems to place relatively little importance on the role of the teacher, quoting David Thornburg, who wrote: "Any teacher that can be replaced by a computer deserves to be". However, children, teenagers and many adults need structure, guidance and interaction with a teacher in order to learn. One group member thought that Price seems to assume wrongly that teachers are not changing or adapting to the new landscape.

Open: how we'll work, live and learn in the future by David Price

Overall, the group considered the book a great way of looking at the influence of developments in communications technology and possible future directions in education, even though viewed from a very specific perspective.

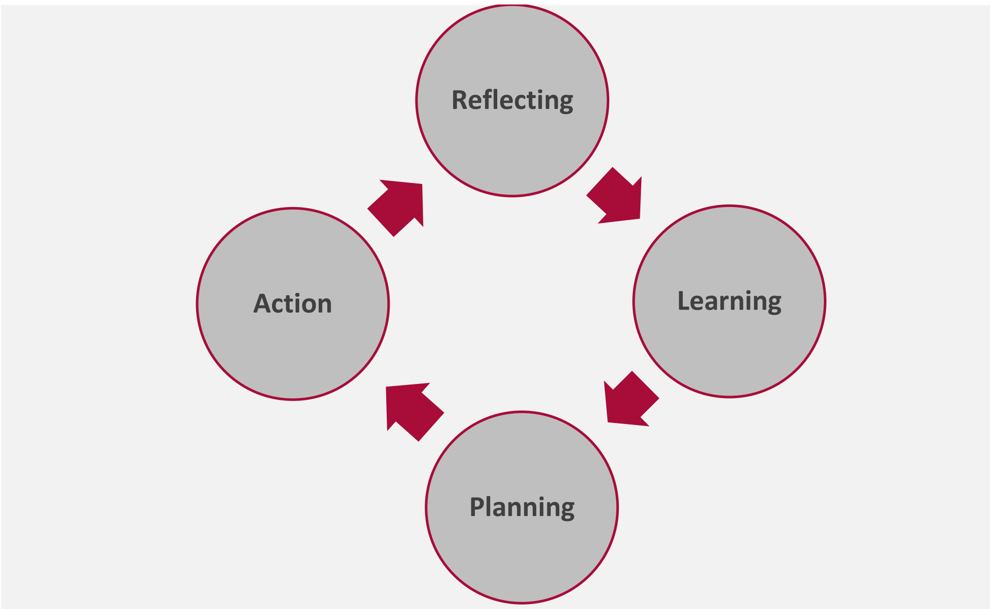
Methodology: Action Learning Sets

Description of the Methodology

Action learning sets can be used to support learning in an organisation. They involve people working together in small groups (usually peers working at similar levels of responsibility) to address real challenges and problems.

An Action Learning Set provides a structured and disciplined way of working in small groups. The group meets regularly and works collectively drawing on the knowledge and skills of the group. The emphasis is on learning from what we do i.e. our experience and then acting on that learning and improving our practice as a result.

Initially developed by Reg Revans, Action Learning is cyclical and involves: Reflecting, Learning, Planning, Action, then back to Reflecting again etc.



Advance Planning

- An action learning set is formed and a facilitator identified.

No of Participants

- An Action Learning Set is typically made up of a small group of 5 - 8 people and a facilitator

Suggested Timing

- An Action Learning Set typically commits to meeting regularly e.g. five or six times over a period of approximately six to twelve months.

Implementation

1. When the group meets the Action Learning Set members have the opportunity to introduce a challenge, problem or dilemma that they are encountering in their own work / role.
2. With the support of the facilitator the group helps to work through the problem of a 'set member' by asking them questions to clarify their problem, reflect on and analyse and understand their problem, reframe the problem and then finally helping them to identify a way forward and an action plan.
3. The action learning cycle involving: Reflecting, Learning, Planning, Action, then back to Reflecting again etc. Is important to follow this cycle because it ensures that members of the group dont jump from problem to solution without investigating possible underlying causes.
4. At the next meeting the 'set members' report back to the group on the progress they have made.

IT / Online approaches

- An action learning set could be facilitated online e.g. using skype or other webinar software or through a Blog

Useful links

Action Learning Sets, FAO United Nations Practical Guide
http://www.fao.org/elearning/course/FK/en/pdf/trainerresources/PG_ALSets.pdf

Action learning Sets, BOND Networking for International Development
https://www.bond.org.uk/data/files/resources/463/No-5.1-Action-Learning-Sets.pdf

Action Learning Sets, A Guide for Small and Diaspora NGOs, INTRAC Peer Learning Programme
http://www.intrac.org/data/files/resources/733/Action-Learning-Sets-An-INTRAC-guide.pdf

Action Learning & Action Learning Sets, Reg Revans, RapidBI
https://rapidbi.com/action-learning-sets/#whoisinanactionlearningset