

Instructional Leadership

National Conference

October, 2017



Abbey Vocational School

Towards A Whole School Approach
Identifying difficulties and enablers in
implementing IL in our school.

Aim

A brief outline of the difficulties encountered in implementing active teaching methodologies through the use of Instructional Leadership techniques and the steps taken to overcome these difficulties.



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Our Journey

2015

- Active Learning Methodologies identified as area for improvement in SSE
- 1st Cohort of staff begin IL Training

2016

- 2nd Cohort of staff begin IL Training
- IL committee set up, IL link person identified in each subject department.
- IL Booklet and Poster distributed to all staff members
- Staff surveyed on Instructional methodologies

2017

- 3rd Cohort begin IL Training
- Videos of instructional tactics being used by staff shared with all staff
- IL link person engaging in informal collaborative planning
- Collaborative lesson plans generated and shared within subject plans*



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School Context

- The largest of 15 schools administered by Donegal ETB
- Non-denominational, co-educational
- Non-DEIS
 - 5 feeder national schools have DEIS status
- Built in 1982 with a number of extensions since
- 870 students

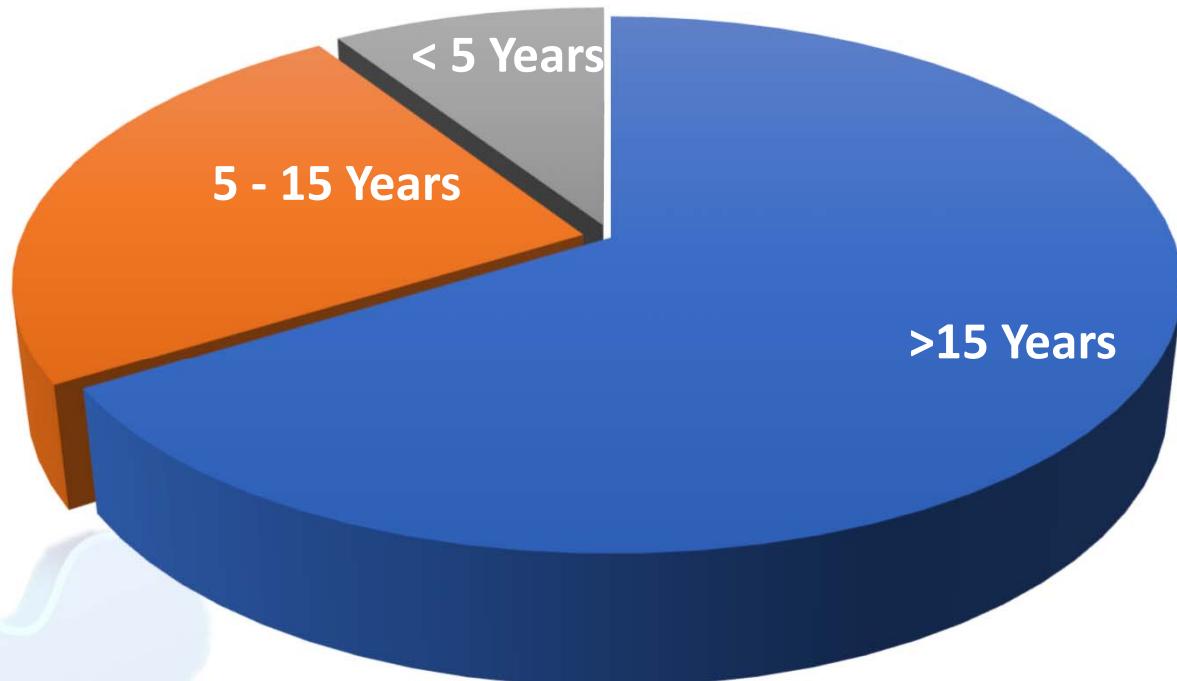


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School Context

- 65 teaching staff
 - Almost $\frac{3}{4}$ of our staff have more than 15 years teaching experience
 - 6 NQT's

Staff Profile Teaching Experience



Why IL

- WSE/MLL (September 2013)
 - Teaching methodologies review of practice

- The school underwent Whole School Evaluation Management Leadership and Learning inspection in September 2013. There are a number of recommendations being followed up from this.
 1. RSE Policy review
 2. TY Plan review
 3. Board teaching and learning five year plan
 4. Teaching methodologies review of practice
 5. SEN Department – review of timetabling



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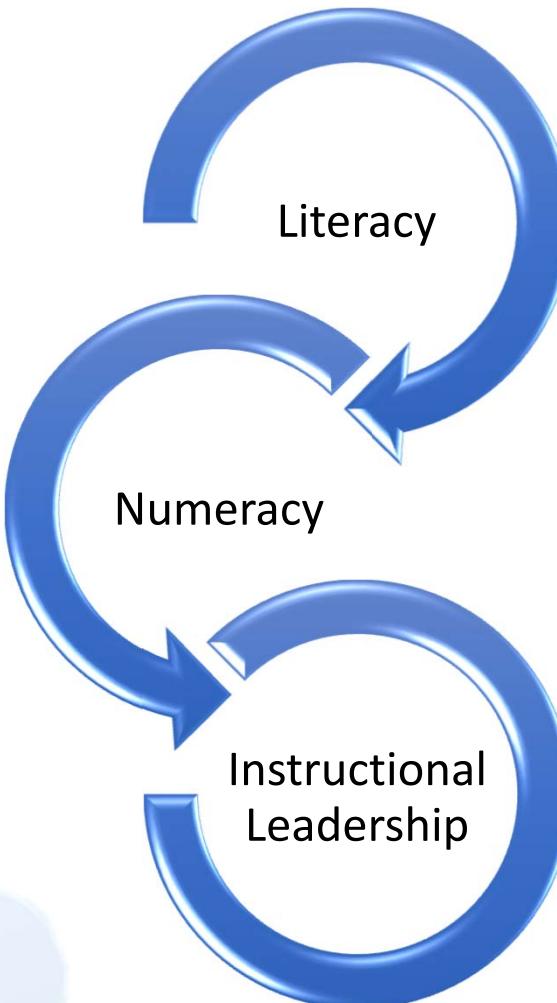
Why IL?

SSE Plan Phase 1

From 2015 -2017

From 2014 -2016

From 2016 -
Present

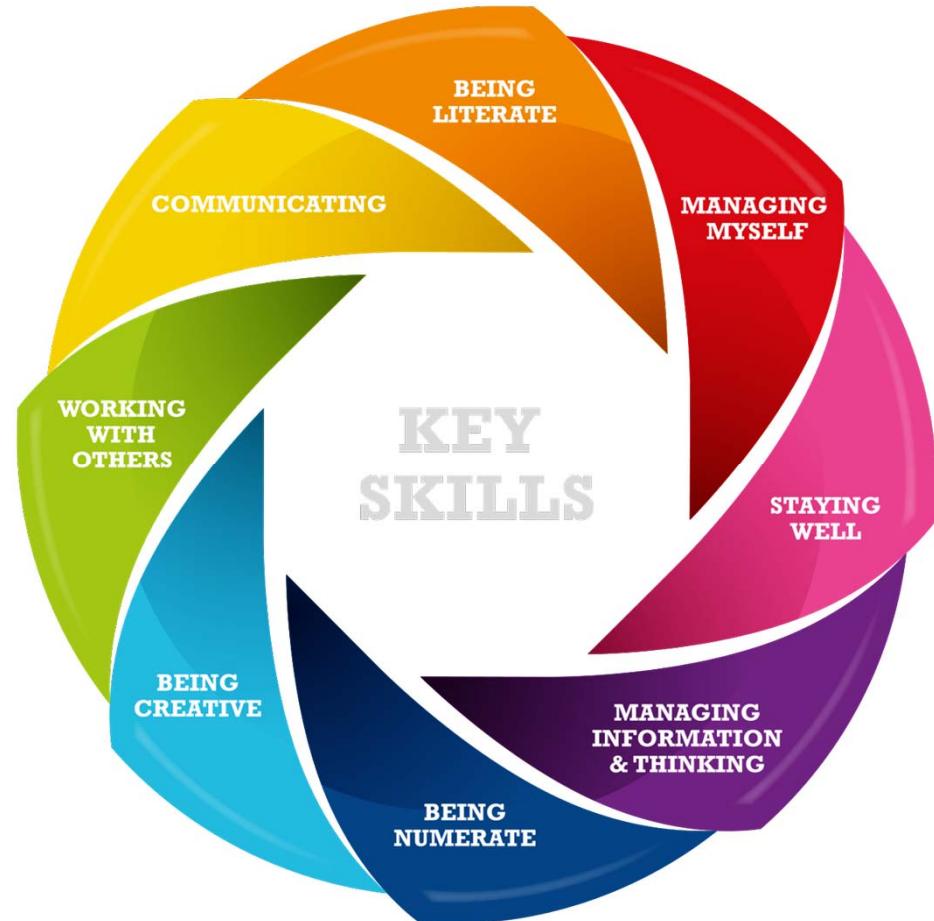


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Why IL

New Junior Cycle

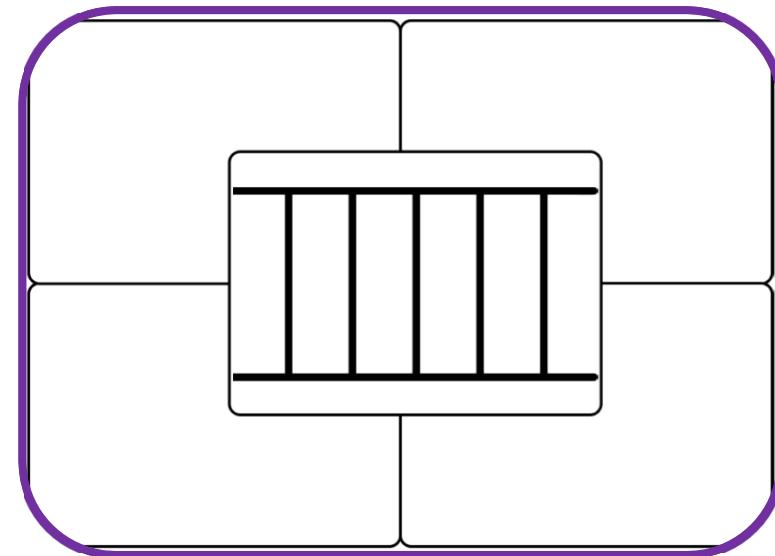
- Focus on key skills
- Active teaching methodologies



Activity

Placemat:

1. Think to yourself about difficulties you have or may encounter in introducing IL in your school.
2. List the difficulties on the placemat.
3. Discuss with your group.
4. As a group rank the 3 most pertinent difficulties in the centre of the placemat.



Difficulties



Difficulties

Peer Observation

- Staff very reluctant
- Non – Starter
- Revisit after peer collaboration becomes established



Enablers - Committee

Cohort 7

Ronan Doherty - Deputy Principal

Shane O'Neill – English, Geography and Religion

Pauline-Anne Gavigan - Maths

Chris Hegarty – Chemistry, Science and Exploring Coding

Michael Leyden – MTW, TG and Construction

Aine Cunningham – English and RSE

Cohort 8

Oliver Plunkett – Metalwork, TG and Engineering

Alison Dunion – English, History and Geography

Brian Carty - PE

Cohort 9

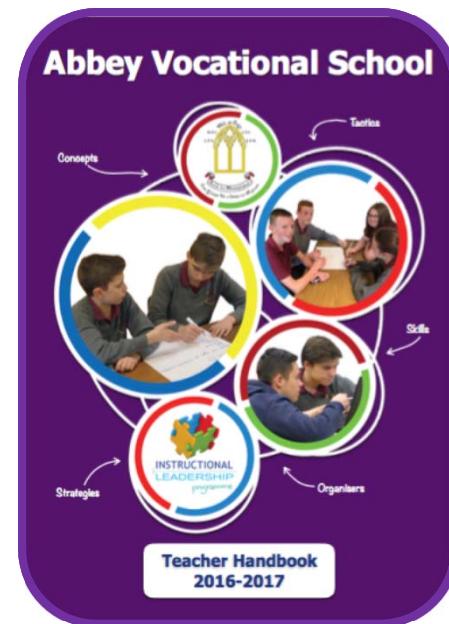
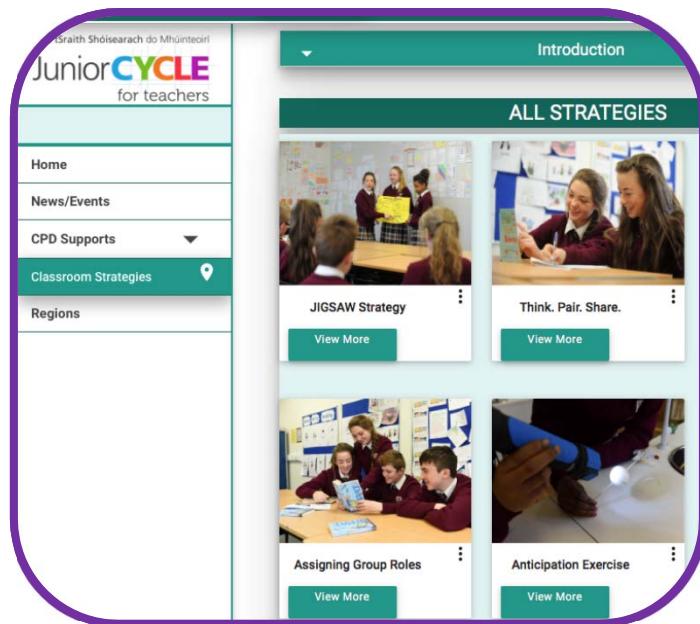


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Enablers – IL Booklet



JCT
Strategies

Selected 10

Themed
Staff
Handbook

Enablers - Poster

Classification

- Relationships between things.
- Clarify concepts.
- Develops communication skills.
- Deepens understanding of topic.



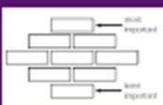
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- Structure to record understanding.
- Helps identify aspects of the lesson that requires more attention.
- Identifies areas of student interest.



Diamond 9

- Collaborative strategy to help students prioritise key factors.



Facts/Falsehoods

- Teacher and/or students devise statements.
- Students then evaluate statements.
- Decide whether they are True or False.



Think. Pair. Share.

- Provides students time and structure for thinking on a given topic.
- Enables them to develop individual ideas.
- Shares these ideas with a peer.



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Ranking Ladder

- Evaluation level of Blooms taxonomy.
- Group activity.
- Students place items on ladder from least to most important.
- Challenges students to justify why items are placed in a particular order.

None	1.
Irrelevant	2.
Worthy	3.
Important	4.
Excellent	5.
Good	6.
Very Good	7.
Outstanding	8.
Superb	9.
Excellent	10.

Mindmap-Coggle

- Gives students a structure to summarise and represent visually what they have learned.
- Improves long-term memory of factual information.
- Can be used as a brainstorming exercise at the beginning of a topic.



Placemat

- Cooperative small-group discussion.
- Gives all students the opportunity to work individually, to share ideas and learn from each other.



Peer Assessment (Using Success Criteria)

- Summarise the key steps the student needs in order to fulfil the learning intention.



Peer Feedback

- Complements Peer Assessment Using Success Criteria.
- Students have an opportunity to learn from each other and improve their own work.



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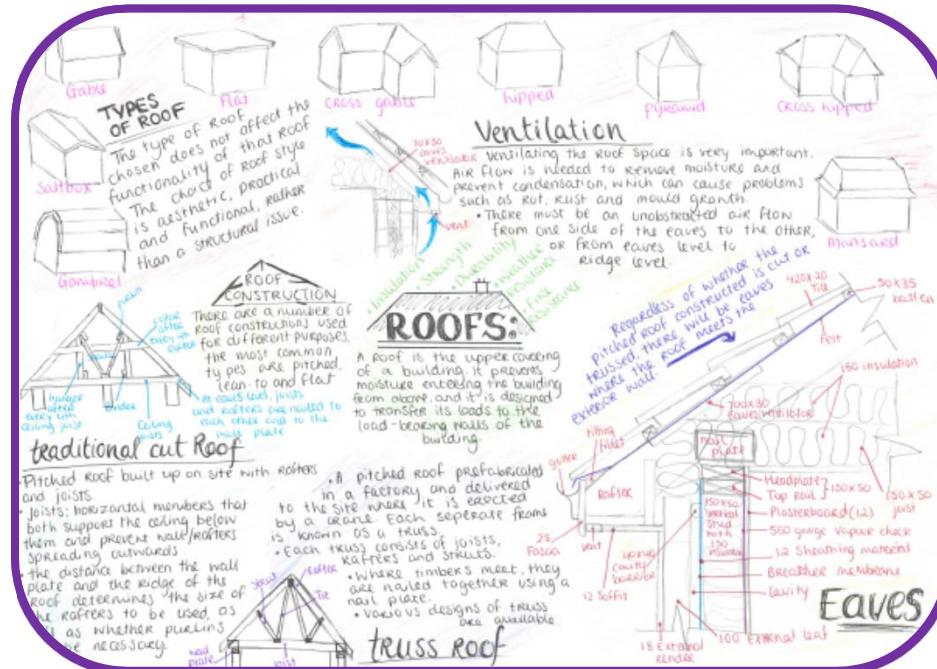
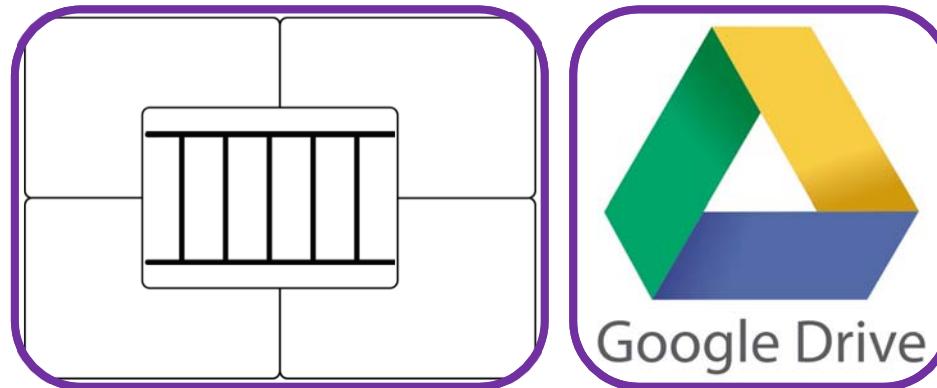
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Enablers – Shared Folder

Staff Access to:

- Examples of student work
- Blank templates
- Videos



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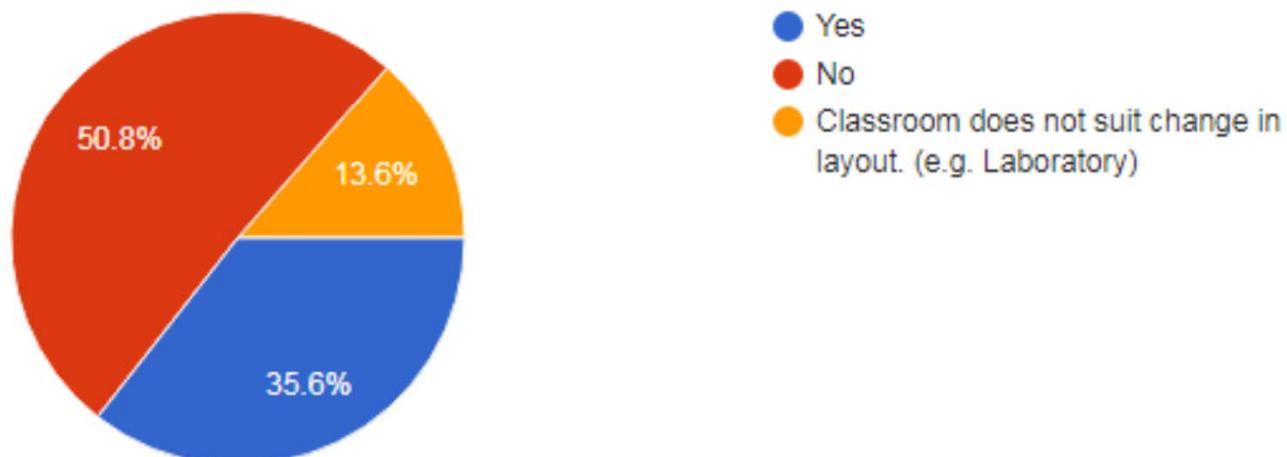
Enablers – Room Changes



Enablers – Room Changes

Have you changed the organisational layout of your classroom in order to facilitate IL?

59 responses



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Enabler – Link person



Collaborative planning



Reflect

Teach



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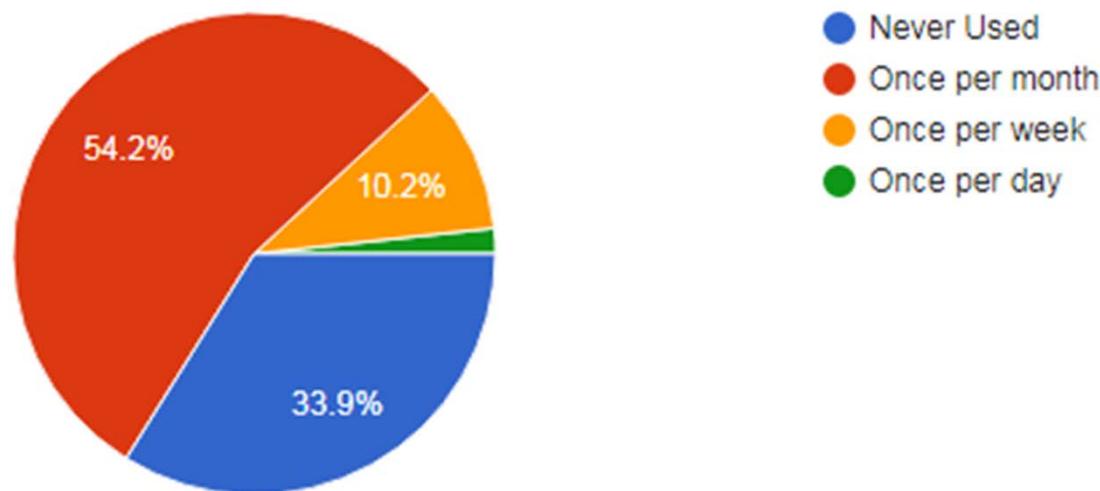
Enablers – Classroom Videos



Moving Forward - Staff Survey

Placemat

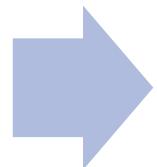
59 responses



November 2016

Moving Forward – Peer Collaboration

Informal



Formal



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**Get out of seat and find someone who is
the same colour as you.**

**Discuss one idea that you are going to
try when you return to school**



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Look at the 4 barriers you identified earlier

**Select the top one
Discuss how a school could
overcome this barrier**



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