

## TEACHING & LEARNING JOURNAL - EDITION 10

### CPD Journal Entry Vol 1, Ed 2

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#### Progress of Boys

During the first phase of our progress with boys group we investigated and trialled strategies to improve boys engagement and progress through reward and praise. Successfully, I was able to encourage boys to complete work to higher standards using a point reward system. Students could earn more points for improving the quality in their work, engage in 3D design club or complete HL tasks. Once 5 points were achieved, they would receive a 'Golden ticket'. The 'Golden ticket' is a whole school year 11 initiative which works as a raffle for a free prom ticket or leavers hoodie. I was particularly pleased to see this strategy seemed to engage the more able boys who had previously switched off from the tasks. Overall, leading this working party has helped me to see that a small group of colleagues with a similar area of interest can openly bring examples, strategies and resources together to drastically improve teaching and learning when used consistently. When free and comfortable to have these professional conversations, some peer mentoring started to occur which lead to improving strategies in differentiation to engage boys successfully.

#### ResearchEd

Back in November, I was lucky enough to attend the ResearchEd event. Being previously sceptical about the day, I was pleasantly surprised with the range and quality of seminars available. I was very pleased to choose from a menu of seminars that interested me most. I particularly enjoyed the session on applied dual-coding. Technology is largely a practical and visual subject, so dual-coding is habitually common practise to learn key words and concepts. In the past this has been used successfully with EAL and SEN students. However, this session helped me to consider the importance of students sharing their learning with peers in the same manner, by 'following with their finger' to recall the same concepts. I understand how this cycle would help considerably to embed the key learning. Undertaking my study of an NPQSL, I particularly found the sessions on slow burn leadership and inquiry questions most beneficial in preparing my whole school project for success. By having SMART targets, being open to the 'unknown unknown' and slowing down to enable doing 'less, but better' I believe I've been more successful in my project and my overall team leadership. If the opportunity to attend another researched event comes up, I would certainly recommend going.

#### School Closure CPD

Early on with the school closure I enjoyed participating in webinars. The webinar on curriculum planning, led by a head teacher and Ofsted inspector, was particularly helpful as shared her thoughts on a wide and varied curriculum. This was very helpful at a stage of re-writing our own study programmes as it helped me to think about how we sequence learning through the years, build upon prior learning and invest in cultural capital. In my planning I have now looked at how subject learning links to other subjects, students life experiences as well as extra-curricular and home learning. As a middle leader, I also found the stress management risk assessment webinar helpful as I had had experiences of managing a colleague battling with stress. This training helped me feel more confident in supporting and managing staff to enable positive mental health.

