

This an example of a high-quality submission for IE9D5. Be aware that 75% is not the same as “perfect”, so read critically and think about how it could be improved upon.

## MASTERS PROGRAMME

<b>Student number: BLANK</b>	Agreed Grade:
<b>Module: IE9D5 – Teach First – Independent Self-Study Module</b>	A
<b>Assignment Title: Reflective Portfolio: Applications of Leading Learning and Leading People.</b>	Percentage:  75
<b>Overall Comment</b>  This is an impressive critical reflection on the ways in which your leadership skills have developed through the different types of training that you have received and your subsequent practices. The understanding and scholarship on display here bodes very well for the dissertation, though there is still some room for improvement.	
<b>Subject Knowledge</b>  The assignment opens by clearly defining both elements that will be under study, showing a good appreciation of the literature and the implications for developing such elements. Impressive. The whole document demonstrates solid knowledge and understanding of the concepts it addresses and arguments are well grounded in the literature.	
<b>Analysis and Critique</b>  The assignment successfully evaluates the training that you have received with regard to your leadership development, though it must be said that the second element does this rather more successfully than the first. This could be improved by remembering to consistently link the literature around the leadership elements with the processes that you have undergone. In the description of the two elements, for example, you explicitly make the link for leading people, but not for leading learning.	
<b>Presentation</b>  This is generally a very well-presented piece. There are one or two issues around where dates or page numbers should go, plus the occasional odd use of a reference, but this does not detract from the overall high quality of the piece.	
<b>Advice for Future Work</b>  The areas that I have highlighted here are no more than niggles, which I feel that you should be able to work out. You seem to have a good grounding in leadership concepts, it is only worth me reminding you to emphasise this aspect in your dissertation. Well done.	
<b>Signed (first marker): BLANK</b>	<b>Date: BLANK</b>

**Moderator/ Second Marker's Comments (where applicable):**

**Signed (Second Marker):**

**Date:**

**\* PLEASE NOTE ALL MARKS ARE PROVISIONAL AND SUBJECT TO CONFIRMATION AT EXAMINATION BOARD.**

Grade	Subject Knowledge	Analysis and Critique	Presentation
A*/A (Mark of 80 or above = A*; 70 -79 = A)	Demonstrates a highly developed understanding of relevant concepts, theories and/or research methodologies. A wide range of relevant sources, which are well understood, are deployed to support arguments.	Recognises the demands of the question providing a well-focused, relevant answer. Sets sources and viewpoints in a wide context and makes a comprehensive assessment of issues involved. Displays awareness of methodological and theoretical considerations. High levels of ability to analyse, synthesise and apply knowledge and concepts. Detailed examination of issues with reasons for conclusions clearly indicated. Persuasively argued with main issues convincingly evaluated. Some originality of thought and creativity.	Material is very well-organised and the structure complements the content. A high level of written communication with very few errors of spelling, grammar and syntax. Mastery of referencing conventions with very few errors or omissions. Appropriate length.
B (Mark of 60 - 69)	Sound and thorough grasp of relevant concepts, theories and/or research methodologies although lacking in depth at some points. The work is supported by references to a good range of relevant sources which are used in a relevant way.	Recognises the demands of the question providing a focused, relevant answer which brings out useful points and substantiates them. A good attempt at analysis, synthesis and application of knowledge and concepts. Appreciates main issues and able to make appropriate critical points. Perceptive commentary on evidence and materials used.	Well-structured work displaying attention to the logic and development of the piece. A clear written style. Spelling, grammar and syntax are generally good. Most features of the referencing system are used correctly. Appropriate length.
C (Mark of 50 - 59) Pass Mark 50	Understanding of main concepts, theories and/or research methodologies is fair but lacks depth and/or breadth. There may be some gaps or areas of confusion. An adequate range of relevant source materials is used.	Although the demands of the question have been recognised, only the basic requirements are covered and there may be some irrelevant material. The attempt at analysis, synthesis and application of knowledge and concepts is competent but lacks depth and breadth. Sensible commentary on evidence and materials used though some points may be unsubstantiated.	A generally satisfactory overall structure although it may lack balance in parts or fail to integrate some material. An adequate written style which is not impaired by the occasional errors of spelling, grammar and/or syntax. The recommended referencing system is used but with some errors and omissions. Control of length may be less secure.
D (Mark of 40 - 49)	Some evidence of reading but understanding of the subject matter is limited. The work displays major gaps in knowledge, serious misconceptions and/or factual inaccuracies.	Introduction of basic concepts and effort made to relate them to the demands of the question which have been only partially understood. Mainly descriptive with much irrelevance and unsubstantiated conclusions. No sustained analysis and an inability to apply knowledge and synthesise material. Uncritical exegesis.	Weak structure. Expression of ideas is sometimes confused or unclear. Communication may also be impaired by errors of spelling, grammar and/or syntax. Referencing marred by frequent errors and omissions. May exceed or fail to meet length requirements.
E (Mark below 40)	Few relevant sources used. Serious gaps and/or errors in knowledge and understanding indicate that the student has failed to engage seriously with the subject matter.	The question may have been ignored or badly misunderstood. Few or none of the basic requirements of the study have been achieved. Superficial treatment of the topic much of which is descriptive, irrelevant and unsubstantiated. Lacks appropriate critical or theoretical framework.	Unstructured presentation, lacking coherence. Expression of ideas is poor. Communication may also be impaired by frequent errors of spelling, grammar and/or syntax. The recommended referencing system has not been mastered. Length requirements not met.

**80+ An outstanding piece of work**, showing total mastery of the subject-matter, with a highly developed ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and there is evidence of critical reflection, originality of thought and creativity. The work is free of errors with a very high level of technical competence. Ideas are expressed with fluency.

**70-79 An excellent piece of work**, showing a high degree of mastery of the subject-matter, with a very well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and there is evidence of critical reflection. The work is free of all but very minor errors, with a high level of technical competence. Ideas are expressed with fluency.

**60-69 A good piece of work**, showing a sound and thorough grasp of the subject-matter, though lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but more limited in scope than that required for a mark of 70+. Most objectives of the work set are covered and there is some evidence of critical reflection. Work is generally technically competent. Ideas are expressed with clarity, with minor exceptions.

**50-59 A fair piece of work**, showing a grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Little critical reflection. Some confusion in expression of ideas.

**40-49 Not of a passable level for a postgraduate programme.** A poor piece of work, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. There is little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence, with many errors. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured.

**Below 40 Work not of passable standard**, with serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The level of expression and structure is very inadequate. The student has failed to engage seriously with any of the subject-matter involved.

*Reflective Portfolio: Applications of Leading Learning  
and Leading People.*

MA in Educational Leadership (Teach First): Independent Self-  
Study Module (IE9D5)

# **Table of Contents**

<b>Introduction.....</b>	<b>2</b>
<b>Description of the Two Elements.....</b>	<b>3</b>
<b>Leading Learning.....</b>	<b>3</b>
<b>Leading People .....</b>	<b>5</b>
<b>Critical Commentary.....</b>	<b>9</b>
<b>Leading Learning.....</b>	<b>9</b>
<b>Leading People .....</b>	<b>12</b>
<b>Conclusion .....</b>	<b>17</b>
<b>References.....</b>	<b>18</b>
<b>Appendices.....</b>	<b>23</b>

## Introduction

This reflective assignment will explore how, in my second year of the Teach First Leadership Development Programme (TFLDP), I have started to apply my learning by demonstrating leadership. In discussing my experiences of leading people and learning, I will evaluate the training and continuing professional development (CPD) opportunities that prepared me for these leadership experiences, and explore these within the context of my school, government policy and wider literature.

Reflecting on my practice has been essential to this assignment and in allowing me to develop my leadership capabilities, as evaluating the leadership opportunities I have had has allowed me to “learn from experience” (Bolton, 2010: 3) and consider how to improve for future opportunities. The particular leadership experiences I will reflect on are the leading learning and leading people strands.

Leading learning refers to improving students’ learning through being a leader “of learning in the school and the classroom” (Hill, 2012: 19), and is, according to Teach First, the “core strand” (2012: 19) of the TFLDP. In their typology of teacher leadership roles, Harrison and Killion (2007) identify the role of ‘resource provider’, which involves sharing professional resources such as lesson and unit plans (2007: 74); my experience of leading involved planning the English department transition programme for incoming year seven pupils, and therefore combined the ‘resource provider’ role with leading on a particular aspect of pupils’ learning. As this leadership experience involved organising an event, Levin and Schrum, however, would identify this as ‘organisational leadership’ (2016: 9).

The leading people strand, on the other hand, “develops participants’ abilities to manage themselves, teams and stakeholders” (Hill, 2012: 19). Although leadership is often demonstrated through formal roles with designated responsibilities, it may also be manifest

less formally, emerging “as teachers interact with their peers” (Harrison & Killion, 2007: 77). My opportunity to lead people came from informally mentoring those in their initial teacher training (ITT) year; in this less formal capacity, I supported a new trainee in the English department, and led a training session for new Teach First participants.

School X, situated in a coastal town in the north-east of England, is a secondary school of a size slightly above the national average (Department for Education, 2014), with a proportion of students entitled to free school meals almost twice that of national average (OfSTED, 2015: 7). In accordance with the guidelines of the British Educational Research Association (2011), School X has been pseudonymised to protect its anonymity, and that of those who attend or work at the school. My primary role at School X is as an English teacher at both KS3 and KS4, but as the school is structured according to the ‘schools-within-schools’ organisational model, whereby the school is separated into learning community sub-schools based on year groups, I am primarily attached to year eight, where I have a pastoral role as a learning guide.

This assignment will first outline the training I have received as part of the leading learning and leading people strands of the TFLDP. I will then demonstrate how I have applied this training and explore my experiences within the context of relevant literature and government policy, before reflecting on how these experiences have influenced my leadership capabilities and future practice.

## Description of the Two Elements

This year, my training has come from a number of sources and providers, and it is a combination of these CPD opportunities that has prepared me for leading people and leading learning. My training has primarily been delivered by Teach First at conference days, and by School X’s local education authority (LEA), which arranges town-wide CPD opportunities

for all newly qualified teachers (NQTs). However, the explicitly stated purpose of the TFLDP is to equip “the nation’s graduates with the experience and skills to be leaders of social change to help transform the education system” (Hill, 2012: 11); consequently, much of the CPD opportunities available in the second year of the programme focus on leadership. At the start of their NQT year, TFLDP participants meet with their Leadership Development Officer (LDO) to choose a focus (*Appendix #1*) for their coaching meetings throughout the year. In my meeting, I selected leadership and educational theory as areas on which I wished to focus, and the TFLDP therefore allowed me to tailor my CPD to my perceived needs.

The town-wide CPD organised by the LEA, however, includes NQTs who have qualified through more traditional routes, in addition to TFLDP and Schools Direct participants, both of whom effectively already have a year’s classroom experience, and therefore arguably have different needs with regards to CPD. Admittedly, developing the leadership capabilities of NQTs is not an objective of the LEA (Town X Local Education Authority, 2016), and therefore, as the schedule of CPD sessions for 2016-2017 indicates (*Appendix #2*), the focus has been exclusively on pedagogy and classroom practice. I feel that these training opportunities would have been far more helpful in my ITT year, at which point I was already fully responsible for my classes – a position that those entering the profession through more traditional routes may only find themselves in when starting their NQT year. This view is shared by Pye *et al.*, (2016) who, in a survey of NQTs, found that, owing to the “unique nature of the Teach First training route” (2016:5), Teach First NQTs “might feel that the training given in the NQT year isn’t sufficiently tailored for their needs” (2016:52).

With regards to in-school training, I have also received coaching from my subject mentor. Whereas Monday evenings last year were dedicated to whole-school CPD on a range of topics, this year, CPD has taken place exclusively within departments. Especially as I have had two GCSE classes this year, having a weekly opportunity to review the new

specification, standardise papers and plan targeted interventions has been very useful to my classroom practice. However, I feel that, compared to last year, the opportunities for breadth in my training – and thereby my ability to seek support in specific areas – has been limited.

## Leading Learning

As is befitting when my training this year has been so multifaceted, the experiences I drew on when leading learning are similarly varied. In organising the year six transition unit for the English department, I used knowledge gained from the following training sessions: a departmental briefing about learning at key stage two; in-school NQT training about making lessons engaging; and a workshop, which I attended at a Teach First conference, entitled ‘Access: Bringing Post-School Pathways to Life in the Classroom’. I will outline these training sessions, highlighting in particular elements that were beneficial to me in organising the lessons and resources for the English year six transition unit.

With regards to the training about key stage two, this was delivered by the primary link, a member of the English department who liaises with the feeder primaries throughout the year and relays important information about prospective students and their needs, promoting teacher collegiality and fulfilling the role of peer consultant by facilitating “dialogue about the... teaching context and individual teachers’ concerns” (Blase & Blase, 2014: xi). We were presented with a selection of written work from year six students and compared it to that of our current year seven pupils. Upon reflection, it was evident that the primaries had high expectations of year six pupils with regards to presentation, and the books demonstrated an impressive level of English subject terminology. The primary link also gave us exemplar grammar, punctuation and spelling papers for the year six standard attainment tests (SATs) to test our own subject knowledge. As the teachers’ standards dictate, it is essential that teachers be “aware of pupils’... prior knowledge, and plan teaching to build on

these” (Department for Education, 2011: 1); this activity, combined with seeing year six written work, highlighted to me the high expectations at primary school, which made me determined to build a high level of challenge into the transition unit.

Additionally, I also attended a workshop, entitled ‘Engaging Students in Learning’, which was delivered in-school by a lead practitioner. This workshop was delivered to the school’s NQTs, the vast majority of whom trained through school-based routes, and are therefore at similar stages of development with regards to their practice. This helped with the discussion component of the workshop, as we were paired up in subjects to discuss an engaging lesson we had taught recently – in order to share best practice – and an unengaging lesson – so as to share ideas for improvement. By structuring this CPD session with a heavy focus on teacher collaboration and reflection, the session facilitator helped develop a “teacher learning community” (William, 2014: 416), through which we were able to “share, discuss, network – and thus develop... [our] practice”. In particular, being encouraged to reflect on my practice allowed me to realise that the most engaging lessons I had taught recently involved drama, and some form of sensory or audio-visual stimuli (*Appendix #3*). Being given the opportunity to analyse the lessons of the other English NQT revealed this to be a common trend, and therefore, drama and sensory activities were chosen as key elements of the transition unit. This experience supports the assertion, made by Pollard, that reflective practice is a means “to the improvement of teaching” (2014: x) and “the enhancement of learning”.

Finally, I also attended a Teach First conference workshop entitled ‘Access: Bringing Post-School Pathways to Life in the Classroom’. This session, although predominantly aimed at helping teachers guide pupils towards post-16 education and employment, began by asking attendees to consider all of the periods of change in a pupil’s life; attendees were asked to arrange themselves in a line, with each person representing a transition period. What struck

me was the number of transitions that pupils face before even reaching secondary school. We then debated which transitions would be most significant in a child's life. As the primary to secondary transition involves a substantial change of learning environment, we concluded that this was one of the most significant periods of transition. Although the workshop then moved to focus more on the transition from secondary school, the session facilitator pointed me in the direction of a report by Teach First, which outlines ways to support this transition. This report supported my belief that the transition to secondary school is hugely significant in a child's life, but identified a number of contributing factors as to why adjusting to secondary school can be challenging for pupils: different teaching styles, being taught by different teachers and insufficient communication between key stages (Teach First, 2015: 7). In particular, the report identified pupils with disadvantaged pupils as being more prone to negative experiences of transition (2015: 6). As School X serves a particularly disadvantaged catchment, I realised the importance of introducing the prospective year seven pupils to the English department's routines as part of the transition unit's objectives.

As such, the range of training I have received throughout the year has informed my planning of the year six transition unit by drawing my attention to the importance of this transition, the need for challenge, and ways to engage prospective students with English.

## Leading People

The leading people strand of the TFLDP refers to improving the practice of colleagues. Although this may be relevant to more formal roles, such as instructional or curriculum specialists (Harrison & Killion, 2007: 74), in recent years, opportunities for leading people in education have also emerged through "more collegial support roles with teachers serving, for example, as mentors or advisors" (Levin & Schrum, 2016: 3). The training I have received has not been directly related to mentoring English ITTs, but has

developed my pedagogy and knowledge in such a way that I was in a position to offer informed advice and support. I will describe this training, drawing particular attention to elements that were beneficial to me in mentoring the English department's ITT, and coordinating a training opportunity for the region's new English participants.

As mentioned above, the range of CPD opportunities available to me this year has been limited by School X's increased focus on departmental time. Given that English is amongst the first two subjects working on the new 1-9 GCSE, much of the CPD I have received in this increased departmental time has related to securing understanding of the new exams – knowledge which enabled me to support the English department's ITT. At the start of the year, the exam board visited our department and delivered training on the new specifications. However, much of the session, as evidenced by my notes (*Appendix #4*), was largely a promotion of their teacher resources and activities available to schools.

Additionally, by the session leader's own admission, as the changes to the English specification were still very recent, the available information was liable to change. Of far more value to my own professional development with regards to the new specification, was the CPD run within my own department later in the year, once there was greater clarity about the new requirements. After key stage four pupils sat their mock exams, as part of our departmental training, we standardised a sample as a department, before each being given a stack of papers to mark. Compared to the training from the exam board itself, I felt that this practical experience enabled me to understand the differentiating descriptors between grade boundaries far more clearly, and visualise what students were working towards.

In addition to formal CPD opportunities which developed my subject knowledge and understanding of the new curriculum, my own experiences of Teach First and being mentored both as an ITT and NQT demonstrated to me the 'soft' skills that are useful in a mentoring relationship. For example, both my mentor and LDO for the last two year have helped me

reflect on my successes and areas for development through Socratic questioning. By delving deeper into issues I am facing in the classroom, I have been able to develop my practice and identify possible solutions. As Forde *et al.* (2009) write, questioning can help generate new perspectives on experiences, as it often “generates new questions and ideas” (2009:53), as I have found to be the case. This experience has shaped how I have approached my informal mentoring role, preferring to help people reflect on their own experiences, rather than immediately offering suggestions. Additionally, my own experiences as a TFLDP participant allowed me to empathise with incoming participants, and anticipate their immediate needs.

Overall, my training relating to the new curriculum, in addition to my own experiences of coaching and mentoring, have developed my ability to lead people by supporting and informally mentoring ITTs.

## Critical Commentary

### Leading Learning

The particular example on which I will focus for the leading learning strand is my role in organising the English department’s year six transition unit, which gave me the opportunity to apply my CPD about key stage two, making lessons engaging, and the importance of transitions in pupils’ lives. I will structure my analysis by first outlining the event and the application of my training, before applying policy and relevant literature, and relating this experience to my future development.

At School X, year six pupils from feeder primary schools attend School X for the final two weeks of term. In previous years, this has been quite disorganised, both in terms of staffing and the lessons delivered, which is particularly concerning, as these two weeks shape pupils’ first impressions of secondary school. Consequently, my primary objectives were to

make this year's transition unit engaging for pupils, whilst at the same time exposing them to the routines and teaching styles typical of the English department at School X.

In terms of applying my training, to ensure that pupils were given a representative experience of English at KS3, I planned a range of lessons with a focus on drama, reading and writing skills (*Appendix #5*). Each lesson included opportunities for pupils to familiarise themselves with resources – such as model answers and planning templates for extended writing – that will feature in their lessons from September. The rationale for this was to expose pupils to secondary teaching styles and routines at School X, which my training at the Teach First conference highlighted as a contributing factor to easing transitions. Drawing upon my training about engagement in lessons, I ensured that each lesson included opportunities for drama, creativity, or multisensory elements. This was particularly crucial to me, as many of the students had only previously been taught 'literacy' (Parker, 2011: 111), and I wanted the pupils to be enthusiastic about English. Additionally, to aid the execution of lessons, I delivered a briefing to my department about the lessons and the resources. In an attempt to improve the organisation of the lessons, which were to be delivered by a range of teachers, I created an online system for sharing information about the classes, but this was hindered by technical difficulties experienced by some teachers.

Government reports about key stage transitions further support the training I received, and subsequently also the decisions I made when organising lessons for the English department transition. Writing for the Department for Education in 2003, Galton *et al.* note the need for improved communication between year six and year seven staff, so as to better understand the level of challenge, the teaching styles to which pupils are accustomed, and the implications that SATs have on teaching (*2003: ii*). Given the age of this report, it is positive to see that its recommendations have been adhered to; without the training by School X's primary link and the opportunity to sit a SATs paper, it would not be difficult to misjudge

pupils' ability and deliver a year seven curriculum that is "not sufficiently challenging" (Galton *et al.*, 2003: ii) or varied. As this factor has been attributed to the hiatus or in academic progress after transitioning from primary to secondary school (McLellan & Galton, 2015: 2), the opportunity to meet incoming pupils through the transition weeks is invaluable (Horne, 2015). Additionally, in the current education climate, with the number of secondary school pupils in England being taught in classes of at least 36 trebling in the last five years (Rhodes, 2017), allowing year six pupils to adjust to a new school environment is important not only to their academic progress, but their wellbeing (Box of Ideas, 2009).

Empirical research also supports the decisions I made when planning the transition unit. For example, in a survey exploring a year seven pupils' perceptions of English, Parker found that out of 125 pupils, only eight said that they had been taught 'English' at primary (2011: 111). Although my training from the primary link demonstrated that primary pupils nonetheless had a firm grasp of the English language and subject terminology, this finding suggests the importance of ensuring that year six pupils are given an engaging introduction to English, and are excited about studying what they regard as a new subject. However, arguably transition projects should do more to emphasise the continuity between 'literacy' and 'English' – perhaps pupils not transferring their skills from primary to secondary, or realising that their prior learning is applicable to this new subject, contributes to the post-transition decline in attainment. Indeed, Teach First's (2015) empirical analysis of data suggests that almost "40% of children fail to make expected progress during the year immediately following the change of schools" (2015: 6). To ameliorate this, perhaps further training is required at secondary schools to inform teachers of their new cohort's prior attainment, and to aid understanding of the previous key stage curriculum requirements.

Additionally, Parker's (2011) survey found that pupils identified writing stories, poetry, drama and games as the English activities that they most enjoyed (2011: 111). This

supports the reflections of both myself and my colleague, when we were prompted to reflect on activities that engaged our pupils most. Similar findings were found by McLellan and Galton (2015), who, in a study comprising four case studies of transitions to secondary school, found that students' preferred transition activities were those that "allowed them to plan or design an activity, then make or perform it, and finally have one's peers offer a critical appraisal of the product" (2015:47). This finding is applicable to the transition unit I planned (Appendix #5), particularly with regards to the drama lesson, where pupils worked in groups to create a tableau, which was then performed to the rest of the class.

As for my future professional development, reflecting on this leadership experience has identified areas I can learn from and improve for future opportunities – in particular, coordinating the team of teachers who delivered the lessons and facilitating improved communication between them. At the start of my NQT year – due, perhaps, to School X's emphasis on the learning guide programme as a means of providing disadvantaged pupils with an additional network of support – I felt quite strongly about progressing down the pastoral route. Owing to the 'schools-within-schools' structure, the department is stratified across year groups, and each year group has a year group English coordinator who is responsible for planning schemes of work, resourcing lessons and analysing data. Consequently, there have been minimal opportunities for me to be involved in long-term planning. As a result of planning the year six transition unit, however, I have realised that I enjoy planning strategically and conducting research to provide a rationale for my decisions.

## Leading People

Personally, I found developing my abilities to lead people to be far more challenging than leading learning; whereas leading pupils' learning forms the basis of my everyday practice, as an NQT in a department of fifteen people where the vast majority have over five

years' teaching experience, I have not felt comfortable in leading the development of my colleagues' practice. Therefore, when I was able to lead people by informally mentoring an ITT within the department, and leading a workshop for incoming Teach First ITTs, I was glad of the opportunity to apply my training. In analysing how I have developed within the leading people strand, I will first outline my experience of leadership through mentoring colleagues, applying policy and relevant literature to this experience, before following the same structure in analysing my experience of leading a training session, and considering how these two experiences may assist me in my future development.

With regards to informally mentoring the ITT in the English department, it is important to consider the context of School X, which is structured according to the 'schools-within-schools' organisational model. As the resultant sub-schools are "better at accommodating individual students and their pastoral needs" (Raywid, 1996: 4), particularly for disadvantaged pupils, this model is therefore appropriate to School X's intake. However, structuring the school into subunits means that departments are stratified across year groups, and may be fragmented as a result. My experiences as an ITT last year certainly reflected Raywid's (1996) assertions that this structure can weaken departmental connections (1996: 43); as the English department is divided between the year groups, I tend only to see the two other year eight English teachers on a daily basis, and last year I not only found this very isolating, but felt that the number of people to whom I could turn for help in developing my teaching practice was limited, especially as this school structure also meant that I often did not encounter my mentor outside of our weekly meetings.

As this year's English ITT found herself in a similar position, I made sure I was available to support her. This mentoring took the form of inviting her to observe lessons, standardising marking, and reviewing her lesson plans and resources. One of the classes that she was responsible for was a year ten class, and as they sat their Literature GCSE this year,

she understandably felt pressured to prepare them for the examination. Using the knowledge gained from departmental CPD earlier in the year, and having marked and standardised a wide range of mock examinations as part of this CPD, I was in a position to check that her marking was in line with the new mark schemes. Additionally, I was able to review her lesson plans to make sure that they addressed the relevant assessment objectives. When reviewing her lesson plans, rather than immediately identify any potential pitfalls, I used my own experiences to help her begin to independently identify areas for improvement; as stated above, both my LDO and subject mentor use Socratic questioning in our coaching sessions, and not only have I found this to be helpful for my own practice, but I also felt that it helped my mentee successfully reflect on her practice.

With regards to relevant government policy and literature, my experience of leading people through informal mentoring matches what Levin and Schrum (2016) would identify as ‘instructional leadership’ (2016:9). Although mentoring of trainees became a formal component of teacher training after the 1992 Department for Education circular (Hobson, 2002:6), Levin and Schrum (2016) regard the recognition of informal mentoring and “more collegial support roles” (2016:3) as a more recent development. Both Blase and Blase (2014: xi), and Inzer and Crawford (2005) regard informal mentoring as a relationship that should develop organically (2005:31). This was certainly the case here, as the ITT initially approached me about observing a lesson because her formal mentor recommended that she watch some of my differentiation techniques, and this soon developed into informal mentoring. Informal lesson observations formed a substantial portion of the support I gave, although there are a few interpretations in the literature as to why this is beneficial to ITTs. Firstly, Killion *et al.* (2012) argue that it is the mentor’s greater classroom teaching experience that makes observing others a valuable experience (2012:30). However, Vygotskian and sociocultural theories which suggest that learning happens not in isolation

(Hobson, 2002:6), but through social interaction and learning from more experienced individuals, provide further justification for encouraging ITTs to observe lessons.

Additionally, my decision to apply my experiences of Socratic questioning is supported by recommendations in relevant literature about coaching; Killion *et al.* (2012) regard “effective questioning skills” (2012:28) as crucial to assisting new practitioners with the reflective process. Moreover, empirical studies also support the decisions I made in informally mentoring, as Hobson’s (2002) survey of ITTs found that 60% found mentors observing their lessons and providing feedback, assisting in lesson planning, and modelling teaching practice most valuable (2002:3). Although the latter two activities were certainly present in our mentoring relationship, in order to progress to being a formal mentor in the future, I feel that I would need support in how to assess teachers and apply the Teachers’ Standards to observed lessons. Overall, the relevant literature broadly supports the decisions I made in my first experience of leading people within a school context.

Compared to my first experience of leading people, the opportunity I had to lead a training session for incoming Teach First participants was considerably more formal. I was initially approached by the English subject leader from my ITT year about suggestions for what to include in the workshops for the incoming cohort of participants, and when I suggested a ‘September ready’ checklist of practical advice, this led into me facilitating a meeting of English participants from my cohort, and delivering a training session for the new participants. Firstly, I used my experiences of being encouraged to be reflective – a skill which I had honed through coaching from my subject mentor and LDO – to reflect on what I would have found useful to know when I first entered the classroom two years ago. By reflecting on my practice, I was able to identify mistakes I had made in my first few weeks as a teacher, and identify potential solutions. Using this knowledge, I collated a list of practical advice that would be useful to new participants, and coordinated with English teachers from

my Teach First cohort to add to this list (*Appendix #6*). In terms of collating and delivering this information, I decided who was to share what information based on what individuals identified as their own strengths. I also asked current participants to bring examples of their marking and books, such that the new ITTs could carousel around the older participants and see practical examples of resources and best practice. In planning this workshop to develop the practice of new ITTs, it was necessary for me to draw upon my own experiences of the TFLDP, as well as the skills of reflection I have developed through my coaching.

With regards to policy and relevant theory, my objective in developing a workshop to advise the new TFLDP participants was to help others avoid the pitfalls that my colleagues and I had made as ITTs, and reflect on how these could have been avoided in order to devise practical strategies for success. This objective emphasises the importance of reflection to the success of this experience of leading people, as Griffiths (2000) defines reflective action as “careful consideration in order to solve a particular problem” (2000:540). Additionally, Blase and Blase (2014) would arguably classify this example of leading people as peer-coaching – which they define as “a leadership approach that has yielded answers to teaching and learning problems” (2014:xi) and can lead to instructional improvement – as the more experienced TFLDP participants were supporting new participants and sharing best practice. In terms of government policy, under the coalition government, external organisations such as Teach First were encouraged to extend their influence in the education sector in order to involve “a wide range of organisations to develop different provision models” (Abbott *et al.*, 2012: 186). In the current climate of the teacher shortage crisis, with teacher vacancies having risen by 26% in the past year (Shantry, 2017), Teach First is touted as a solution to attract people to the profession, as this route is not only salaried, but offers more school-based experience than traditional university or higher education institution routes. However, the literature acknowledges that this route is “markedly different” (Pye *et al.*, 2016: 15) from

other routes into teaching, and as such, it can be inferred that the needs of participants on the TFLDP have different needs and require different support in order to allow them to be successful. As such, reflecting upon my own experiences of what sort of information and help I needed in my first weeks of teaching was of benefit to the incoming participants – more so than it would have been to ITTs whose first weeks are more based upon observation than teaching.

In terms of my future progression, I felt more comfortable offering advice and supporting newcomers to the profession, than I have done in situations where I have shared my practice with the considerably more experienced members of my department. The opportunity to informally mentor an ITT within my department, and to deliver a training workshop to new TFLDP participants, therefore, developed my confidence with regards to the leading people strand. Both of these opportunities allowed me to reflect on my own knowledge and experiences, and it was encouraging to realise not simply how much information and knowledge I have gained in two years, but also how useful sharing this knowledge can be to others. I found mentoring to be very rewarding, and although this was not a progression route that I had considered, both of my experiences of facilitating the development of other teachers arose naturally from conversations with colleagues and friends, and these chance occurrences have encouraged me to consider a more formal mentoring role in the future.

## Conclusion

Overall, this opportunity to reflect on the skills and knowledge my training has given me, and how it has helped me develop my ability to lead both learning and others, has highlighted to me my strengths as a practitioner and as a leader. Reflecting on my experiences of organising the year six transition unit and of mentoring ITTs in an informal

capacity has also highlighted to me areas that I would like to develop with regards to my career progression. Qing (2014) writes that teachers assuming leadership roles may allow them to gain “a broader view of the education system” (2014:5); this has certainly been the case for me, as both of these leadership experiences have afforded me a greater understanding of key areas of the education system – specifically, key stage transitions and initial teacher training – and how I may be able to use this understanding to aid me in my career progression as a leader.

## References

Abbott, I., Rathbone, M. & Whitehead, P. (2012) *Education Policy*. London: SAGE Publications Ltd.

Bell, L & Stevenson, H. (2006) *Education Policy: Process, Themes and Impact*. London: Routledge.

Blase, J. & Blase, J. (2014) *Teacher Bringing Out the Best in Teachers: A Guide to Peer Consultation for Administrators and Teachers*. New York: Skyhorse Publishing.

Bolton, G. (2010) *Reflective Practice: Writing and Professional Development*. London: SAGE.

Box of Ideas (2009) *Transition from Primary to Secondary School*. [online] Available from: <http://www.boxofideas.org/ideas/practical-skills-in-education/primary-school-2/transition-from-primary-to-secondary-school/> (Accessed on 14<sup>th</sup> July, 2017).

British Educational Research Association (BERA) (2011) *Ethical Guidelines for Educational Research*. London: British Educational Research Association. [online] Available from: <https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf> (Accessed on 15<sup>th</sup> October, 2017).

Department for Education (2011) *Teachers' Standards*. London: Department for Education.

[online] Available from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283566/Teachers\\_standard\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf) (Accessed on 18th July, 2017).

Department for Education (2014) *Number of Secondary Schools and Their Size in Student Numbers*. London: Department for Education. [online] Available from:

<https://www.gov.uk/government/publications/number-of-secondary-schools-and-their-size-in-student-numbers> (Accessed on 18<sup>th</sup> July, 2017).

Forde, C., McMahon, M. & Reeves, J. (2009) *Putting Together Professional Portfolios*.

London: SAGE Publications Inc.

Galton, M., Gray, J. & Ruddock, J. (2003) Transfer and Transitions in the Middle Years of Schooling (7-14): Continuities and Discontinuities in Learning. *Department for Education and Skills*, Research Report 443: 1-120. [online] Available from: <http://www.lotc.org.uk/wp-content/uploads/2010/12/DfES-Research-Report-RR443-2003.pdf> (Accessed on 14th July, 2017).

Griffiths, V. (2000) The Reflective Dimension in Teacher Education. *International Journal of Educational Research*, 3 (5): 539-555. [online] Available from: [http://ac.els-](http://ac.els-cdn.com/S0883035500000331/1-s2.0-S0883035500000331-main.pdf?_tid=d35a3c0a-673b-11e7-b937-00000aacb35d&acdnat=1499889410_25d336556bb9351fc98de95c04761047)

[cdn.com/S0883035500000331/1-s2.0-S0883035500000331-main.pdf?\\_tid=d35a3c0a-673b-11e7-b937-00000aacb35d&acdnat=1499889410\\_25d336556bb9351fc98de95c04761047](http://ac.els-cdn.com/S0883035500000331/1-s2.0-S0883035500000331-main.pdf?_tid=d35a3c0a-673b-11e7-b937-00000aacb35d&acdnat=1499889410_25d336556bb9351fc98de95c04761047)

(Accessed on 12<sup>th</sup> July, 2017).

Harrison, C. & Killion, J. (2007) Ten Roles for Teacher Leaders. *Educational Leadership*, 65 (1): 74-77. [online] Available from [http://www.ascd.org/publications/educational-](http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx)

[leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx](http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx) (Accessed on 12<sup>th</sup> July, 2017).

Hill, R. (2012) *Teach First: ten years of impact*. London: Teach First. [online] Available from:

[https://www.teachfirst.org.uk/sites/default/files/press/pdf/TF\\_ImpactReport\\_201235835\\_1728.pdf](https://www.teachfirst.org.uk/sites/default/files/press/pdf/TF_ImpactReport_201235835_1728.pdf) (Accessed on 17<sup>th</sup> July, 2017).

Hobson, A. J. (2002) Student Teachers' Perceptions of School-Based Mentoring in Initial Teacher Training (ITT). *Mentoring and Tutoring*, 10 (1): 5-20. [online] Available from:

[https://www.researchgate.net/profile/Andrew\\_Hobson3/publication/261632758\\_Student\\_Teachers'\\_Perceptions\\_of\\_School-based\\_Mentoring\\_in\\_Initial\\_Teacher\\_Training\\_ITT/links/567c840108aebccc4e01214c/Student-Teachers-Perceptions-of-School-based-Mentoring-in-Initial-Teacher-Training-ITT.pdf](https://www.researchgate.net/profile/Andrew_Hobson3/publication/261632758_Student_Teachers'_Perceptions_of_School-based_Mentoring_in_Initial_Teacher_Training_ITT/links/567c840108aebccc4e01214c/Student-Teachers-Perceptions-of-School-based-Mentoring-in-Initial-Teacher-Training-ITT.pdf) (Accessed on 14<sup>th</sup> July, 2017).

Horne, V. (2015) *Five useful ways teachers can help pupils transition to secondary school*.

[online] Available from: <https://www.theguardian.com/teacher-network/2015/jul/01/five-useful-ways-teachers-pupils-transition-secondary-school> (Accessed on 14<sup>th</sup> July, 2017).

Inzer, L. & Crawford, C. (2005) A Review of Formal and Informal Mentoring: Processes, Problems, and Design. *Journal of Leadership Education*, 4 (1): 31-50. [online] Available from:

[http://www.journalofleadershiped.org/attachments/article/137/JOLE\\_4\\_1\\_Inzer\\_Crawford.pdf](http://www.journalofleadershiped.org/attachments/article/137/JOLE_4_1_Inzer_Crawford.pdf) (Accessed on 14<sup>th</sup> July, 2017).

Killion, J., Harrison, C., Bryan, C. & Clifton, H. (2012) *Coaching Matters*. Oxford: Learning Forward.

Levin, B. & Schrum, L. (2016) *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge and Skills for Teacher Leaders*. London: Corwin.

McLellan, R & Galton, M. (2015) The Impact of Primary-Secondary Transition on Students' Wellbeing. *The Nuffield Foundation*. [online] Available from

<http://www.nuffieldfoundation.org/sites/default/files/files/McLellan%20-%20Final-Report-June-2015.pdf> (Accessed on 14<sup>th</sup> July, 2017).

Office for Standards in Education (OfSTED) (2015) School X Inspection Report. London: H.M.S.O.

Parker, G. (2011) Transition from Year 6 to Year 7 in the English Department. *The Use of English*, 62 (2): 109-115. [online] Available from: <https://www2.le.ac.uk/offices/english-association/schools/resources-for-trainee-teachers-and-nqts/Y6%20to7%2062.2.pdf>

(Accessed on 14<sup>th</sup> July, 2017).

Pollard, A. (2014) *Reflective Teaching in Schools*. London: Bloomsbury.

Pye, J., Stobart, R., Lindley, L. & Ipsos MORI, (2016) *Newly Qualified Teachers: Annual Survey 2016*. London: National College for Teaching & Leadership. [online] Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570147/NQT2016\\_National\\_Survey\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/570147/NQT2016_National_Survey_FINAL.pdf) (Accessed on 17<sup>th</sup> July, 2017).

Qing, G. (2014) Being a Teacher in Times of Change. In Pollard, A. ed. *Readings for Reflective Teaching in Schools*. London: Bloomsbury Publishing Plc: 4-6.

Raywid, M. (1996). *Taking Stock: The Movement to Create Mini-Schools, Schools-Within-Schools, and Separate Small Schools*. New York: ERIC Clearinghouse.

Rhodes, D. (2017) *Number of children taught in large classes trebles*. [online] Available from: <http://www.bbc.co.uk/news/uk-england-38506305> (Accessed on 20<sup>th</sup> July, 2017).

Shantry, C. (2017) *Teacher shortage crisis deepens, new DfE figures show*. [online] Available from: <https://www.tes.com/news/school-news/breaking-news/teacher-shortage-crisis-deepens-new-dfe-figures-show> (Accessed on 15<sup>th</sup> July, 2017).

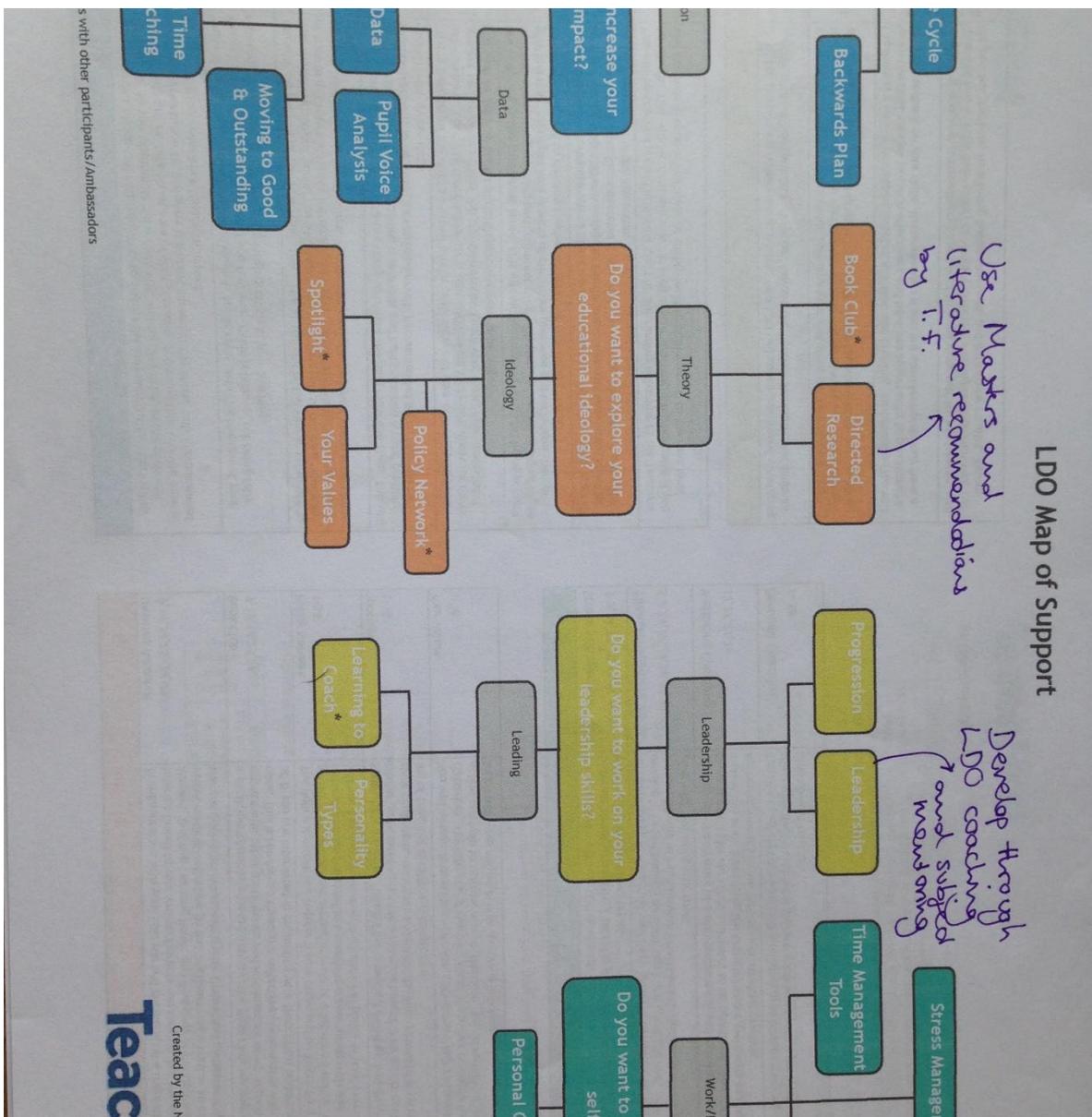
Teach First (2015) *Cross-Phase Handbook: supporting smooth transitions for pupils between the phases of formal education*. London: Teach First.

Town X Local Education Authority (2016) *Secondary Programme 2016-2017*. [online]  
Available from: (website redacted for anonymity) (Accessed on 16<sup>th</sup> July, 2017).

William, D. (2014) Improving Teacher Expertise. In Pollard, A. ed. *Readings for Reflective Teaching in Schools*. London: Bloomsbury Publishing Plc: 411-416.

# Appendices

## Appendix #1 – LDO Map of Support



## Appendix #2 – Town X Schedule of CPD

<u>Event</u>	<u>Date</u>	<u>Time</u>
Professional conduct/ Lesson planning	Thursday 6 Oct	3.45 – 5.15
Behaviour for learning	Thursday 8 Nov	3.45 – 5.15
Assessment, Marking and Feedback	Thursday 9 Feb	3.45 – 5.15
Differentiation	Wednesday 9 March	3.45 – 5.45
British Values	Thursday 18 May	3.45 – 5.45

Appendix #3 – resources from in-school CPD on engaging students in learning

<p><b>Engaging Students In Learning</b> Comprehensive Induction Program</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>What Is Student Engagement</b></p> <p>Student Engagement</p>	<p>* <u>Compliance ≠ engagement</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><input type="checkbox"/> Alone: Three minutes—think of a time (as teacher, learner or observer) when you experienced high levels of student engagement.</p> <p><input type="checkbox"/> Group: Share your experience.</p> <p><input type="checkbox"/> Brainstorm a list on chart paper: What does student engagement look like?</p> <p>Activity</p>	<p>* <u>Dramatic re-enactment of 'The Crucible' as tableaux</u></p> <p>* <u>Watching current affairs videos as stimuli</u></p> <p>* <u>Quotation explosion bushido</u></p> <hr/> <hr/> <hr/> <hr/>

Appendix #4 – notes from OCR training

- \* New mocks available December
- \* Free digital poetry anthology
  - [www.english.ocr.org.uk](http://www.english.ocr.org.uk)
  - activities per poem
- \* ~20% 7 or above (A\*/A) will get 9.
- \* T+L resources → delivery guide tool
- \* T+L resources → "The Little Book of SPAG"
- \* Short quotations / phrases can be effective - it's how you analyse, not recalling exactly.
- \* Don't have to compartmentalise language and structure
- \* Elsewhere in the text / Another moment
  - don't just have to talk about one moment

# Year Six Transition – The Tempest

Stema Activity	Reading Activity	Writing Activity	Writing Activity
<p>5. plot of 'The Tempest', readers and moments from 'The Tempest'.</p> <p>6. you notice about the images? that come to mind when you think of 'The Tempest'?</p>	<p>To develop word-level analysis. To begin to analyse how the tempest is presented as powerful and destructive.</p> <p>Reflection: match up the word type to the definition.</p> <p>Extension: come up with examples of the different word classes.</p> <p>Shape the learning: shared reading of act 1, scene 1. Allocate characters to pupils and read aloud. Question for understanding about what is happening during the tempest and shipwreck.</p> <p>Learning Activity: lower-attaining pupils will be given statements about the extract, and will have to find quotations to support the statements. Higher-attaining pupils will be given quotations, and have to explain how these present the storm as powerful and destructive.</p>	<p>To use sensory language to describe a desert island.</p> <p>To use a hand plan to structure a diary entry.</p> <p>Reflection: what are the five senses?</p> <p>Check for learning: recap and model examples of sensory language.</p> <p>Learning Activity: carousel around different sensory stations (videos of a beach, sound recording of a storm at sea, tubs of sand and shells, cups of salt water). At each station, pupils are to write sentences using sensory language to describe being shipwrecked on a desert island.</p> <p>Check for learning: recap the features of a diary entry.</p> <p>Main Activity: introduce hand plan of diary entry. Your diary entry should include:</p> <ul style="list-style-type: none"> <li>-How you ended up on the island</li> <li>-Describing your surroundings on the island</li> <li>-Describing what you are doing on the island and how you feel</li> <li>-How you plan to escape off the island</li> </ul> <p>Extension: write examples of sentences using higher-level punctuation and language features you can also include in your diary entry.</p> <p>Plenary: peer-assess plans. Can you think of any other ideas your partner can add to their plan?</p>	<p>To identify and explore successful features of creative writing.</p> <p>To write a diary entry using sensory language and ambitious vocabulary to describe being shipwrecked on a desert island.</p> <p>Reflection: what should a diary entry include? Think pair-share and list ideas on the board.</p> <p>Learning Activity: shared reading of model introduction. Question pupils for what is odd about the model.</p> <p>Check for learning: use the model example to create a checklist of what to include in your creative writing.</p> <p>Main Activity: write a diary entry description you have been shipwrecked on a desert island. Your diary entry should include:</p> <ul style="list-style-type: none"> <li>-How you ended up on the island</li> <li>-Describing your surroundings on the island and how you feel</li> <li>-How you plan to escape off the island</li> <li>-How you escape the island</li> </ul> <p>Mini-plenary: halfway check point using the success criteria checklist to make sure you a including language features and ambitious vocabulary.</p> <p>Plenary: peer-assess your partner's work. Highlight three vocabulary words for your friend to up-level using a thesaurus.</p>
<p>7. think pair-share – check summarising the plot of the play</p> <p>8. groups, students are given a key play to explore. They must identify which character, and create frames of that moment.</p> <p>9. present their tableaux to the 'thought-tap' students, who can use frame to explain who their that they might be feeling in</p>	<p>Main Activity: model word-level analysis (word class, connotation/ meaning and effect). Pupils will have words highlighted on their extract, and will have to explore how these words convey the power and destructiveness of the tempest. Annotate extracts with word class, connotations and effect.</p> <p>Extension: pupils who finish can identify other language or structural features in the extract, and comment on the effect – how do these present the storm?</p> <p>Plenary: write up 'zoom in' sentence about how a word presents the storm as powerful and destructive.</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How do words present the storm?</li> <li>• Which quotations present the tempest and characters?</li> </ul> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Can select relevant quotations</li> <li>• Can explain the effect of quotations</li> <li>• Can accurately identify word class</li> <li>• Can begin to suggest connotations of word choice</li> </ul> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Extension task for reflection</li> <li>• Lower- and higher-attaining tasks</li> </ul>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How could you describe how you feel?</li> <li>• How could you vividly describe your surroundings on the island?</li> </ul> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Can use sensory language</li> <li>• Can accurately recall conventions of a diary</li> <li>• Can effectively structure a diary entry</li> </ul> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Interactive task to engage</li> <li>• Teacher-led modelling</li> </ul>
<p>10. characters be feeling at this lot and why?</p> <p>11. of focal expressions to convey summarise the plot of the play</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How do words present the storm?</li> <li>• Which quotations present the tempest and characters?</li> </ul> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Can select relevant quotations</li> <li>• Can explain the effect of quotations</li> <li>• Can accurately identify word class</li> <li>• Can begin to suggest connotations of word choice</li> </ul> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Extension task for reflection</li> <li>• Lower- and higher-attaining tasks</li> </ul>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How could you describe how you feel?</li> <li>• How could you vividly describe your surroundings on the island?</li> </ul> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Can use sensory language</li> <li>• Can accurately recall conventions of a diary</li> <li>• Can effectively structure a diary entry</li> </ul> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Interactive task to engage</li> <li>• Teacher-led modelling</li> </ul>	<p>Key Questions:</p> <ul style="list-style-type: none"> <li>• How could you describe how you feel?</li> <li>• How could you vividly describe your surroundings on the island?</li> </ul> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Can use ambitious vocabulary effectively</li> <li>• Can structure a diary entry using correct the form</li> <li>• Can use sensory language to write descriptively</li> </ul> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Teacher-led modelling</li> <li>• Peer-assessment</li> </ul>
<p>12. to engage pupils</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Extension task for reflection</li> <li>• Lower- and higher-attaining tasks</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Interactive task to engage</li> <li>• Teacher-led modelling</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Teacher-led modelling</li> <li>• Peer-assessment</li> </ul>

## Appendix #5 – Lesson plans for year six transition unit

## Appendix #6 – ‘September Ready’ Checklist

### First day/ week checklist

- Check your timetable, colour code it, take a picture of it on your phone and stick it on a wall/ in your planner
- Print out your class lists and make a seating plan for each class
- Read the school behaviour policy
- Check you know your way to key areas of the school and get a map if you need one (normally available from reception)
- Check you have all the correct keys/ access cards needed
- Ask what time the school opens and closes
- Ensure all paperwork (CRB check, contract, payroll forms etc) has been completed by the school
- Make sure your computer works, obtain usernames and passwords for school systems and your school email
- Get a calendar listing the school term dates and other important events (ie inset days, parents evenings)
- Find out how to print resources
- Get a school planner and fill in all key dates
- Make sure you have met key colleagues ie mentors and HoD
- Get schemes of work (if available)
- Check which exam board(s) your department uses
- Find out if you have any TAs in your classes and if possible meet them
- Get a list of key staff members (heads of department, heads of year, safeguarding team)
- Read the safeguarding policy, know who is on the safeguarding team and how to raise any concerns with them
- Read any other staff policies available
- Find out who you need to contact if you are late or ill
- Find out how to make absence requests and make these for all the Teach First subject studies days (and put the dates in your diary so you don't forget!)
- Find out who the caretaker is, find out what time they lock the school and how to get things in your room repaired