

CPD NEWSLETTER

GROBY COMMUNITY COLLEGE

Issue 2 October 2013

Action Research 2012-13

Groby College's inaugural Action Research conference was held at Leicester University on Tuesday 18 June. It was the culmination of a year's work of fascinating faculty based projects carried out by teaching and support staff at the college. The AR conference at Leicester University was designed to enable staff, governors, university colleagues and other interested parties to share the stories of the staff who had participated in the year long research project. Groups of colleagues following the same AR route were able to listen to the reflections of groups doing similar activities and share the ups and downs of the process. There was also time for staff to find out about completely different AR routes and share the good practice. There was a strong feeling amongst staff that first year of AR had been a rewarding and valuable experience.

Some of the conference evaluations can be found below.

"Really interesting to listen to all the work that had been going on. Having the time to reflect, share and observe has been really valuable"

"It gave us a change to identify common themes such as differentiation, assessment, literacy and homework"

"A valuable insight into others and how they addressed the challenge of AR"

"It made me question my own practice and gave me ideas to use in my classroom"

"Cross department discussion was very informative. Nice to see different approaches, techniques and processes in common"

"Great to exchange ideas with other faculties"

"The enthusiasm of staff was great; everyone obviously got a lot out of it"

"Fresh and interesting ideas"

"It highlighted the need for Maths and Science to work together"



One of the groups discussing their Action Research at the Leicester University conference in June 2013.

Action Research 2013-14

A disaggregated teacher day will continue to be dedicated Action Research in 2013-14 but rather than colleagues working together as faculties they will be grouped into the following areas of pedagogy.

- **Looking for learning**
- **Building learning power**
- **SOLO taxonomy**
- **New technologies**

Teachers will work in triads lead by either a member of the DRIVE team or the Good to Outstanding (G2O) team. The G2O groups will focus on particular teacher standards with a view to becoming outstanding in this area as well as improving their understanding of the learning process and how learners learn.

A second Action Research conference is planned for June 2014.

Special points of interest:

- LAST YEAR £2500 WAS SPENT ON TEACHING STAFF CPD
- 34 EXTERNAL COURSES WERE ATTENDED
- MORE AND MORE PROVIDERS ARE SWITCHING TO WEBINAIRES
- TWO SLT MEMBERS STUDYING FOR NPGSL
- THREE GROBY STAFF ASKED TO LEAD TWILIGHT CPD SESSIONS FOR TELA

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Welcome to new staff



GROBY COMMUNITY COLLEGE
Achieving Excellence Together

CPD NEWSLETTER



DONNA
WESTHEAD

Five new staff joined Groby Community college in the autumn term. Each have written a few words of introduction.

DONNA WESTHEAD

Donna was working at Groby on a supply basis last year and we are pleased to welcome her back as a full time member of staff for another year



CAROLINE
SHARKEY

CAROLINE SHARKEY

Prior to joining the college I worked for a pharmaceutical company as a research scientist for 15 years. I did my PGCE at Loughborough University as part of an MSc in Education. My training placements were at two 11-19 schools, Trent College in Nottingham and St Benedict in Derby. My first impressions of Groby were of the friendly, welcoming staff and students along with the peaceful surroundings. I now feel very at home in the science department and the college in general. Staff are very supportive which is great for me as an NQT. Thank you to all staff for such a warm welcome and answering my continuing questions.

EMMA BRAYNE



EMMA
BRAYNE

After completing my degree I worked in the Food Industry. My graduate training covered all aspects of food production for all the major food retailers. I moved into product and process development developing products such as yogurts, sushi, sandwiches and ready meals. After completing my PGCE I worked in inner city schools teaching 5-16 year olds aspects of Design Technology with a key focus on Food education. I am really excited about joining the ADT department at Groby and to be given the opportunity to develop the Food and Hospitality curriculum further. Being a post 16 tutor is another area of my professional development I am looking forward to developing. The first few weeks have been made easier by being made to feel very welcomed and supported by everyone at the college.

RICHARD MORRIS



RICHARD
MORRIS

It's been an absolute pleasure to join the staff at Groby Community College and establish myself with two fantastic faculties. The welcoming atmosphere and support I have received since joining the school has really been second to none, which I couldn't ask more for in my NQT year. Although this term has flown by, I have had a fantastic experience and am now looking forward to the future and preparing for the Christmas show 'Cinderella', which I know will be a lot of fun (oh yes it will!) Many thanks to all the staff and I look forward to working with you all over the course of the year.

JENNIFER SCOTT



JENNIFER
SCOTT

Great place to work, everyone is supportive. Really enjoying it.

ASHLEIGH SHERRIFF

I have spent the last year following the Teaching Advanced Maths course at Warwick University.

Evaluation points:

- developed subject knowledge
- pedagogical ideas for teaching A-Level
- learners more engaged
- deeper thinking
- lots of resources gained to use and share with department
- opportunity to be observed/coached by an A-Level Maths specialist
- masters credits gained
- opportunity to analyse and develop my own practice.



Postgraduate Certificate in Teaching
Advanced Mathematics



NQT Class of 2013

Left to right: Sarah, Rebecca, Emma, Nick and Becky

SARAH COWLEY

There have been a number of highs and lows for my first year of teaching. However, I believe that the worst time of the academic year was definitely the marking of the coursework portfolios in the spring. It was officially a crazy time staying in school till late and pestering the students for completed work.

High points of the year are much more difficult to pick as there were so many. I have enjoyed growing professionally in a dedicated department that strives for the success of every student, being mentored by a great colleague that has encouraged me to experiment and take risks in my teaching, and also becoming a member of a faculty that feels like a family environment. The results were extremely rewarding at the end of the year and it has made all of the stressing/worrying/extended support sessions worthwhile. I am very eager to continue to develop as teacher and I have high aspirations for future teaching groups. A successful first year of my career over, and I hope that it continues to flourish.

REBECCA IVIN

Whilst the NQT year brought challenges I could have never expected, I can quite honestly say that I loved every single day of it. The support I received at every level helped me feel that I quickly settled into life at Groby and was able to confidently develop my teaching style. Already the challenges have been different this year, but my NQT year has made sure I feel fully prepared to take on anything – and enjoy it!

AMELIA HAMMOND

As part of my role as ICT Champion I set up a Twitter account for my subject. Despite being a big technology fan, I was actually very sceptical about Twitter. But I cannot tell you how glad I am that I did it. Not only is it a way to stay up to date with subject specific news and information, a way to point students towards interesting articles and give them vital information in a way that engages them, but also to build a network of likeminded teachers. I joined a group called the #mfltwitterati. They are not just teachers but consultants and trainers at various universities. They have a Dropbox account in which they save and share awesome

NQT graduation

On Monday 24 June 2013, Groby Community College held their first NQT graduation. Key members of staff were invited along to celebrate the success and achievements of the NQTs. Whilst they indulged on celebration cake, tea and coffee, each of the NQTs took it in turn to deliver a brief presentation based on their first year of teaching, they shared their experiences and achievements at the college so far.

BECKY POGSON

I've found my first year teaching a challenging but enjoyable experience. Whilst my first day teaching was far from smooth, and it left me questioning myself, the rest of the year was a lot more positive. I feel I have come out of the experience a more confident and capable individual. I am so pleased to have had the support of my department around me, they have made a real difference to my overall success. I look

EMMA FULLBROOK

It's strange: I reflected a great deal on my NQT year over the end of the summer term and the summer holidays. But it's only as I begin my second year of teaching that I'm beginning to really feel enlightened. I catch myself thinking, 'hmm, I didn't do that last year, I probably should have done!' and, 'Funny, my year 11s seem to be making better progress with this module than when I taught it last time'. I think it's only as I'm teaching units for the second time around that you can really see where there might have been gaps, or where you should have maybe spent a bit more time. As I prepare a new set of data files I think, 'That needs flagging up now, I missed it this time last year'. Timely interventions are something I learned the hard way that I need to prioritize this year, as well as working on setting learning objectives.

NICK FORD

My NQT year at Groby was a real challenge, it was tough in the sense that I was the only ICT subject specialist; however this gave me the opportunity to learn so much about teaching and subject leadership all in my first year. I am now looking forward to teaching key stage 3 students at Brookvale and introducing computing to both Key Stage 3 and 4.



resources and they also provide guidance and support in the subject areas we are all struggling in. This weekend they organised a free CPD conference in Coventry – one of many it turns out, where teachers from all over the country have 5 minute slots to present their newest and coolest teaching ideas to inspire each other. I came away bouncing and full of ideas that I can't wait to try out – like Storybird.com – a website where you can create books with fabulous choices of artwork to really get the students' ideas flowing. (My first attempt: <http://storybird.com/books/meine-ferien-9/?token=7dq4vrtxxw>). The most useful thing about the day was meeting new people and networking.

TELA twilight courses

Thomas Estley in Broughton Astley have become a National Support School and have a number of opportunities on offer. The details are below.

We have four pedagogy workshops available. All sessions have inputs from outstanding practitioners from across the county and will take place from 4:00 – 5:30pm at Thomas Estley Community College.

Ensuring Outstanding Progress through Effective Use of Data

Wednesday October 30

Using Questioning to make yourself Outstanding

Monday January 13

Using class based research to move lessons from Good to Outstanding

Thursday 20 March

Outstanding Inclusion; every pupil achieving their full potential

Tuesday 13 May



School Direct and School Experience programmes

Mandy Bearne is working closely with Leicester University and colleagues in 4 local schools to recruit graduates to the new BOSGRO School Direct programme 2014-15. From 2014 PGCE placements will be replaced by School Direct placements in 6 subjects:

Maths Science English Languages
Humanities ICT

Vicky Varney on BTEC

On 25 June 2013 I attended an external CPD course on *Planning, Delivering and Assessing the New BTEC (First) Level 2 Qualifications in Health and Social Care*. With the introduction of a new series of BTEC qualifications came an enormous amount of changes, including for the first time an external examination.

The course educated me on how to plan the new programme of study, how to apply accurate assessment techniques, how to use effective assessment and recording methods, knowledge of the preparation required for the external assessment, how to maximise the new qualification grades, and how to draft imaginative assignments in order to maximise achievement. I was then able to feed this back to other members of my faculty who were also teaching this new course.

The key points I took away from my day were that students can now achieve a Level 1 qualification as a fall back if they do not meet the criteria for Level 2, students should be given one opportunity to improve their work after completing a draft copy, and as teachers we will now be asked to send moderated work for every unit to the external assessor. It was an intense day, but I took some vital information away that will inform my teaching and that of the faculty.



School Experience programme

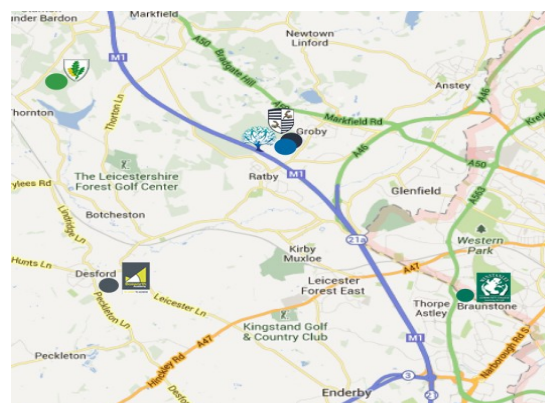
WE HAVE THREE SUBJECTS AVAILABLE:

MATHS
EATON THOMAS

SCIENCE
MARCUS MIOLA

LANGUAGES
JESSICA SANCHEZ

THE LEAD SCHOOL WE WORK WITH IS:
BROOKVALE HIGH SCHOOL



The 5 schools in the BOSGRO School Direct programme