

PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT
PROTOCOL FOR MONITORING LEARNING & TEACHING

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 9 May 2005. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

John Fyffe, Executive Director (Education & Children's Services), on behalf of
Perth and Kinross Council:

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Douglas Stewart (EIS), on behalf of Teachers' Trade Unions:

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Preparation for the Visit

It is essential that the monitoring activities which are likely to be a combination of looking at planning and assessment information and class visits are contextualised and that the member of staff should be thoroughly prepared prior to carrying out any monitoring activities. The member of staff needs to know the classroom, the plan of work, methodology, the teaching style and the pupils in order to carry out the work effectively.

The Place of the Protocol

This protocol for monitoring learning and teaching should not be part of any disciplinary system but should be an essential part of the continuous improvement process of the school.

Monitoring learning and teaching is an essential part of the work of schools but often less important activities take priority and due to time constraints the monitoring activities are not carried out. It is recommended that staff ring-fence time for monitoring activities on a weekly basis on the premise that a little and often is more effective and better than nothing.



Protocol for

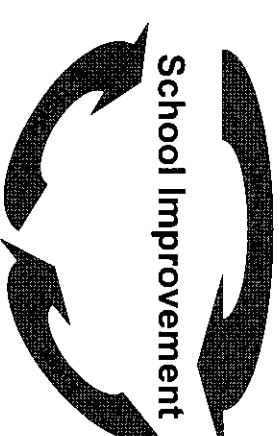
Monitoring

Learning and

Teaching

(as part of Audit/Evaluation)

Education & Children's Services
Perth & Kinross Council
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PERTH
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Introduction

Monitoring Strategies

Visiting the Classroom

The School Improvement Framework provides the foundation for ensuring continuous improvement in our schools. It is rooted in principles of partnership, responsibility and accountability. The process of ensuring continuous improvement involves support and challenge for all based on rigorous audit and evaluation.

It is the responsibility of all schools to report on the quality of provision offered and the quality of learning and teaching is a fundamental aspect of this work. Monitoring learning and teaching is concerned with identifying and sharing good practice as well as about identifying areas for further improvement. It should be a supportive mechanism which allows staff to view it in a positive light and it should encompass self reflection and self evaluation approaches.

Head Teachers should ensure that the monitoring calendar is in place for the beginning of Term 1.

A variety of strategies will be employed over time to obtain a picture of the quality of learning and teaching. These include:

- Viewing teachers' plans and school improvement plans
- Looking at the outcomes of assessments in terms of recorded and reported information
- Tracking pupils' progress and attainment and identifying patterns and trends
- Looking at pupils' work
- Listening and talking to pupils
- Listening and talking to members of staff
- Listening and talking to parents/carers
- Viewing displays on classroom walls and around the school
- Individual meetings with staff
- Departmental meetings
- Sitting in on planning sessions
- Visiting classrooms and related learning environments
- Observing learning and teaching

The use of peer support mechanisms to assist in the self reflection and self evaluation process should also be considered as part of the range of mechanisms available for monitoring.

The School Improvement Framework operates at various levels and will involve a variety of staff. Monitoring activities will be carried out by Head Teacher, Depute Head Teacher, Principal Teacher, Class Teachers and the Service Manager (Improvement) depending on the School's Improvement Plan and the nature of the core visit from the School Improvement Framework.

Class visits are an essential part of the monitoring activities and these should be carried out in an unobtrusive way. Staff should be given clear notice of when the visit is likely to take place and the purpose and agreed focus of the monitoring activities in the classroom. Staff carrying out the monitoring activities can be involved in the activities of the class either through team teaching or taking a group of pupils or relieving the class teacher in order that he/she can carry out some other particular task or work with another group of pupils.

The formal crit lesson has no part to play in the monitoring activities and such an approach is not in the spirit of the supported self evaluation process which the Council has promoted through its School Improvement Framework. As with all monitoring mechanisms feedback should be given as soon as possible to the member(s) of staff concerned on the outcome of the monitoring activities as a result of the class visits.