

## AN HOLISTIC APPROACH

The development of a coherent and integrated approach to all that we do, must focus on our core work of teaching and learning. If our structures, systems, strategies or daily procedures lose sight of this fact we are, quite simply, working on the wrong agenda.

Thus the development of Accelerated Learning, and indeed this Teaching and Learning policy, is not set in isolation from our other strategies for development. All processes and practices (should) lead us towards the improvement of our capacity to put the learner at the centre of our work.

***“In the most effective schools, the best professional practices, are not locked in the minds of a few outstanding teachers and restricted to the privacy of their classrooms, but are the common property of all who might profit from them”***

***Education Epidemic  
(Hargreaves)***

- Of course, we too, are learners and our approach to our **continuing professional development** must reflect what we aspire to with our students i.e.
  - a variety of approaches
  - strategies to reflect individual need
  - learning by doing
  - learning by teaching each other  
(our Advanced Skills Teacher practitioners validate this)

## ***In St Angela's everyone's a learner***

- Our **lesson observation** agenda is a key tool in this process. If we cannot learn from each other on our core business of teaching and learning then we must question our whole approach to CPD.

Lesson observation is, therefore, at the heart of our CPD programme and our policy is to continue to develop and improve this process. All departments will have a coherent approach to observing other teachers' practice, reflecting on that practice and offering quality feedback. Heads of department will ensure that these requirements are fed into the planning process.

***So best practice has to be demonstrated, not just explained, and its replication by another practitioner in somewhat different circumstances has to be practised through trial and error. This entails creativity adapting the innovation that is being transferred. The donor and the recipient need to spend some time together if the transfer is to be successful***

***Education Epidemic  
(Hargreaves)***

- Our policy is to ensure that all staff understand and act upon the dynamic linkages between CPD, Performance Management, School and department planning, evaluation strategies and the continuing improvements for all learners in St Angela's.
- We recognise through our developments that "best practice" is at the heart of what we do and that we do not necessarily always share this practice. Thus

- **all meetings** will begin by sharing best practice

### ***In St Angela's everyone's a learner***

- departments/staff will commit effective practice to the VLE
- evaluation strategies and all forms of “action research” will be supported by the school i.e. we will focus on the impact of our actions

***Transferred innovation depends on a rigorous definition of professional best practices, namely practices that work.***

***The best way to spread new practices is through peers.***

***Education Epidemic  
(Hargreaves)***

- Our **in house CPD programme** is a reflection of our current needs and will be constantly reviewed, updated and reinvigorated. The development, delivery and involvement with this programme will be acknowledged by our performance management processes and support movement through the pay scales.
- Our **Cognitive Coaching programme** is designed to extend our ability to reflect on our practices and is a central platform of extending our capacity as teachers and learners. This programme is an entitlement of all second and third year teachers.
- Our programme for “**Leaders in Accelerated Learning**” also extends our capacity to test, model and develop our capacity as learners of learning.

## ***In St Angela's everyone's a learner***

### **Learn anywhere, anytime**

The development of the VLE, in conjunction with the roll out laptop lease scheme (Yrs 7, 8, 12 and 13 in September 2007) has transformed how, where and when students learn and interact with their teachers. All learning resources, examination syllabuses etc are uploaded onto the VLE, allowing students to revisit work covered in class, follow the curriculum when ill, complete their homework and email work to their teachers. This exciting initiative will continue to develop and grow.

At the centre of all this is our desire to ensure all staff are practising and developing the most effective teaching and learning strategies. In essence, our teaching and learning policy captures the **principles of teaching and learning** that we hold at the centre of our work. These principles are supported by a wealth of accessible material and thinking which is well documented in the appendices. We conceive these appendices to be a starting point for our ongoing journey of engaging in the best possible learning practices.

St Angela's commends this document to you as the heart of our work and a major definer of our ethos, as our mission statement states

***“the pursuit of excellence”***

M Johnson  
Headteacher