

“Young women achieve better educationally than boys at the age of 16. A higher proportion of girls than boys continue in education to degree level. Their early success, however, does not translate into similar advantages in terms of careers and pay in later life. Women are also less likely than men to work in certain sectors such as science, engineering and technology.”

-Ofsted Report Summary, *Girls' Career Aspirations*

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Teacher Talk - Spring 2018

The debates and discussions at our second Teacher Talk focused on raising the aspirations of girls across the Trust. What can we do to break down stereotypical career pathways for both boys and girls? How can we inspire and educate our girls to ensure they continue to achieve and succeed past further education?

Developing Leadership Skills

- Use of TASC wheel to encourage logical, systematical thinking
- Opportunities to lead in P.E. lessons or Sports Clubs

Role Models

- Raising the profile of strong females now and in our history
- Connecting and engaging with female role models more often

Career Pathways

- Greater knowledge of careers and job opportunities in a range of fields
- Organising a careers fair to raise awareness
- Creating a literal pathway of how to get where you want to be

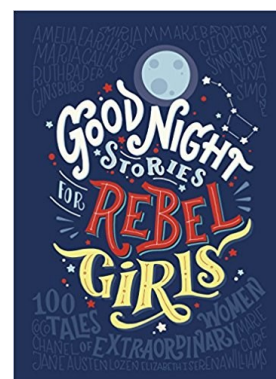
Wider Reading Material

- Reading books with female protagonists
- Posing questions that directly enquire about the role of the female in the book
- Class novel opportunity *Good Night Stories for Rebel Girls*



“You can't be a doctor, you're a girl!”

Year R boy during Discovery Time



Mel Butt and Sarah Mack led a #Vote100 campaign at Tanners Brook last term, to celebrate the 100 years since (some) women received the right to vote. Children learnt about the role of Emmeline Pankhurst and the journey towards equality.

It was inspiring to watch the rapt engagement on the boys' faces as well as horror when learning girls weren't encouraged to go to school!

Shanghai Maths - Lesson Observation

Amy Jones, Portswood Primary School

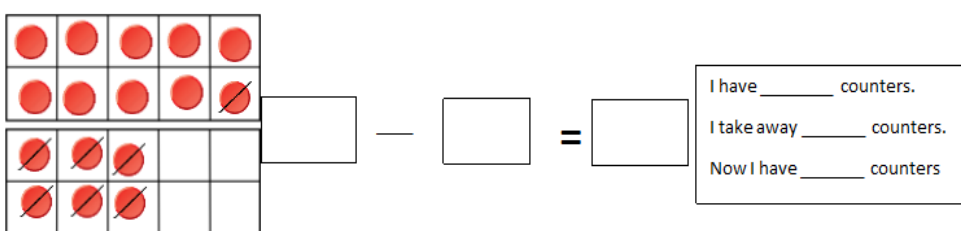
Through the Solent Maths Hub, I recently had the opportunity to watch a maths lesson taught by a Shanghai Maths specialist teacher. It was very different to other maths lessons I had observed, mostly because all children learned the same objectives and applied them through the same tasks at the same time.

What did I take away from the lesson?

- The lesson was clearly planned and had been thought through carefully so all children could follow the learning. The teacher had a deep knowledge of the 'small steps' the children needed to understand to achieve the learning objective. It has made me rethink the planning process and breaking down the learning into these 'small steps'
- There was a variety of ways in which the problems were presented to the children. The pictorial representation allowed the children to see the problems differently and deepen their understanding of the concept.

What does this mean for our practice?

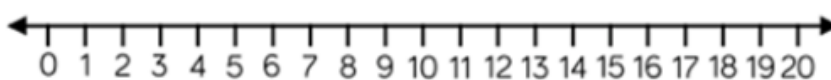
- Throughout the lesson the teacher focused on the children's reasoning. She expected deep reasoning on the knowledge behind how the children worked out the answer. This allowed the teacher to assess who understood the concept and who was finding it more difficult. In classroom practise reasoning is a key part to the lesson, however, in this lesson the reasoning underpinned the teachers pace of the lesson and assessment for learning.



I have _____ counters.
I take away _____ counters.
Now I have _____ counters



[] + [] = []



I have also explored using different representations of problems to support children's secure understanding of the concept.

Be Proud to Say ‘I am a Teacher!’

Steph Mander

CHARTERED
COLLEGE OF
TEACHING

As a member of the Chartered College of Teaching, I am currently involved in a pilot programme focused on the coaching and mentoring of teachers and deepening teaching and learning in the classroom. I attended the Annual Conference, held in London on 17 February, which was both a celebration of the profession and a synopsis of the current educational landscape. A variety of notable professionals took to the stage including Daisy Christodoulou (*No More Marking*), Jarlath O’Brian (author of *Don’t Send Him in Tomorrow*) and Lucy Rycroft-Smith (co-author of *Flip the System UK: A Teacher’s Manifesto*). Some of the key themes are outlined below:



Comparative Judgement - Daisy Christodoulou

Normally, we ask “does this writing meet the criteria?” but instead, we should ask “is this writing better than this writing?” Have we become caught up in following the rubric?

Daisy suggests setting more open-ended writing tasks to allow for better writing to flourish “I think we need to move to a system where markers have more openness and latitude to respond to children’s writing” says @DaisyChristo.

Embracing Differences - Abed Ahmed

“My stammer is my strength”

An insight into the determination and perseverance of one teacher with a severe stammer. Once told that teaching was not for him, Abed ignored this advice and has gone on to become a successful teacher, leading support for children who stammer in his school. Watch his story here: www.youtube.com/watch?v=L53vhcRaBvo



Teacher Wellbeing - A Panel Led by Dr Tim O’Brian

Enforced change, loss of agency, hyper-accountability fatigue and manic vigilance are just some of the pressures we face in the profession, says Dr Tim O’Brian, lead researcher for the CCoT Wellbeing Projects. Some ideas trialled are lesson study to replace lesson observations, choices in where PPA is taken and email embargos between 7pm and 7am.

Join the Chartered College of Teaching

Membership is £45 per annum for teachers, free for student teachers and £36 for NQTs.

Informed - The Chartered College mobilises research and evidence from across the education landscape in a way that meets the needs of members and improves outcomes for learners. Knowledge pathways provide teachers with access to high quality, relevant evidence via a range of bespoke routes connecting the worlds of research and education.

Connected - Recognising the importance of professional discussion and debate, peer support, and collaboration, the Chartered College provides opportunities for members to connect with other teachers and teaching professionals.

Inspired - By highlighting the teaching excellence that occurs daily in classrooms across the country, members are provided with insights to consider for their own practice, and encourage a culture of support and celebration.



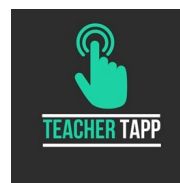
As part of its focus on research and commitment to supporting school-to-school working, NACE is launching a network of regional hubs to promote the identification and dissemination of evidence-based good practice in provision for more able learners. Portswood bid for, and was successful in, becoming one of only three schools chosen across England and Wales for this prestigious role.

Each R&D Hub school will invite fellow NACE member schools within their regions to join the project. Participants will come together to share expertise, research and resources, and will collectively work to identify areas for further investigation and development. All developments will be shared across PPAT and there will also be opportunities for PPAT staff to be involved in projects. Jeavon Leonard, Vice Principal at Portswood, will be leading the work, supporting Harriet Bryant (PPS) on a research project in conjunction with the University of Winchester.



Social Media

The app Teachers tap to make schools smarter!



Teacher Tapp is a crowd-sourcing, evidence-based app that aims to give every teacher a voice. Each day Teacher Tapp asks three multiple choice questions on your phone. Answering gives the founders an insight into the opinions and thoughts of teachers across the country.

In return, you get the results and analysis of each day's and week's questions, plus a link to a relevant blog or article related to the theme of the week (and it even tells you how long it will take to read!)

In the next issue...

- **SEND Learners - impact of paired reading intervention**
Hayley Winters
- **More Able Maths with Y5&6**
Mel Butt
- **Book Review of 'What Does this Look Like in the Classroom'**