

Summary Sheet

Key Question 3: How effective are teaching and learning?

Strand 3a : The quality of teaching provided by LRC staff

N.B. *This strand assumes that LRC staff teach lessons about research/study skills in the LRC as well as providing support for individual pupils and small groups. If your school has decided to integrate teaching about research/study skills and LRC use into the work of different subject areas, it may be better to look at question 3b instead of 3a. Question 3a could then be used to examine informal teaching and the quality of support provided to individual pupils and small groups.*

Reason for choice of key question and strand: _____

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. Do LRC staff show good knowledge and understanding of research and study skills, uses of ICT, reader development?				
ii. Do LRC staff show knowledge and understanding of how pupils learn, including learning styles?				
iii. Do LRC staff use methods which enable the full range of pupils to learn effectively?				
iv. Do LRC staff engage and challenge pupils?				
v. Do LRC staff manage classes, groups and individual pupils well?				
vi. Do LRC staff plan and evaluate their teaching?				

Support required to enable the LRC to improve:

Overall level reached:

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THE TOOLS

R Interview questions for pupils

When the LRC staff [use local term] is/are teaching you:

- Do you always do the same sort of things or are you given a range of things to do? *If a range, what sort of things do you do?*
- Do all the pupils get involved in the sessions run by the LRC? Why is this?
- Are the LRC lessons usually easy, or do they make you think?
- Do the LRC staff give you feedback during LRC lessons? If so, does this usually help you to get on with the work? Does everyone get feedback or does anyone get missed out?

S Interview questions for LRC staff involved in teaching

I'd like to ask you about three areas of teaching and learning that concern the LRC:

- How well informed are you about research and study skills? How have you acquired this knowledge? *(Any formal training?)*
- How well informed are you about using ICT to obtain information? Again, how have you acquired this knowledge? *(Any formal training?)*
- How well informed are you about developing young people as readers? Once again, how have you acquired this knowledge? *(Any formal training?)*

Turning to what you know from the education literature and from any training you may have received about how pupils learn:

- Do you try to use what you know about how pupils learn in your sessions with them? If so, in what ways?
- What account, if any, do you take of pupils' preferred learning styles when designing your teaching sessions? Can you give an example please?
- To what extent are you able to use varied teaching methods when working with pupils? Do you think that a variety of methods helps pupils to learn? If so, in what ways does this help?

On more general aspects of teaching:

- In general, how well do you think you manage classes, groups and individual pupils when you are trying to get them to learn?
- Do you usually plan your teaching well?
- What do you do to evaluate your own teaching?
- Do you use any evaluation feedback in thinking about how teaching and learning might be improved? If so, can you give an example please?

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T Observation checklist

	Strong	→			Weak
Knowledge/ability/awareness shown:	Good	Satisfactory	Limited	Little or none	
shares clear learning objectives for the lesson with the pupils.					
shows knowledge and understanding of research and study skills, uses of ICT, and of reader development, as appropriate.					
uses a variety of methods appropriate to the learning objectives of the lesson and to the ages/abilities of the pupils.					
uses appropriate language and communicates clearly.					
manages the group and individual pupils well.					
is able to engage pupils.					
challenges all pupils to perform well, when appropriate.					
encourages pupils to overcome difficulties.					
responds to the needs of individual pupils as they arise.					
insists on high standards of behaviour.					

Not all of these aspects of ability/awareness will be demonstrated in one teaching session. The observer should select in advance which of these elements to concentrate on and assess in a session (a maximum of six elements per session is advised).

Observation can be conducted by another member of LRC staff, a teacher who you feel comfortable with or a member of SLS staff.

This checklist can also be used as a self-evaluation tool.