

# **Unit 5**

# **Planning**

# In this unit we will cover:

- Schemes of work (SOWs).
- Standard Operating Procedures (SOPs).
- Key Performance Indicators (KPIs).
- Dealing with external awarding bodies.
- Another look at learners' needs, specifically, inclusion.

# Schemes of work (SOWs)

- Think of an SOW as an extension of lesson planning.
- It covers a bigger time period such as a term or semester.
- It will be coordinated by a Head of Department.
- All teachers in that department must follow it.
- The implications not having an SOW (e.g. staff illness).

# Standard operating procedures (SOPs)

SOPs will affect all departments of a successful school. As far as teaching staff are concerned, the following criteria usually apply:

- School structures vary between countries and educational systems, but most institutions require clear lines of responsibility and communication.
- SOWs within departments will cover (but are not restricted to):
  - Timetabling, class size, teacher allocation, teaching load, teacher evaluations.
  - Health and safety of students.
  - Discipline and/or pastoral problems (e.g. referral to a counsellor).
  - Record keeping, tests, item archiving, resource sharing

# Key performance indicators (KPIs)

Traditionally, KPIs were used in industry to measure productivity.

In education, they:

- Monitor results and examination success generally.
- Identify staff attendance at extracurricular events and out-of-hours commitments.
- Check staff attendance, punctuality and involvement in the life of the school.
- Observe teamwork and collaboration with colleagues.
- Meet deadlines for submission of records, reports and other important documents.
- Effective KPIs should support professional growth rather than simply measure compliance.

# Professional Learning Communities

PLCS:

- Peer observation
- Mentoring and coaching
- Collaborative planning
- Professional networks
- Lifelong learning

Effective teachers continue learning throughout their careers.

# Dealing with external awarding bodies

Teachers should understand the requirements of any curriculum, qualification or assessment framework used by their institution.

This will mainly mean being *au fait* with the requirements of examinations, namely:

- Having detailed knowledge of the syllabus.
- Knowing how to time the delivery of syllabus content.
- Having full knowledge of the external examination structure.
- Possessing the ability to adequately prepare students for examinations.
- Knowing the precise duties of an examination invigilator.

# Dealing with inclusion

For many years, students who had severe learning or physical difficulties did not attend mainstream schools. Modern educationists believe that inclusion should integrate such students into standard institutions as much as possible. However:

- Not all students can attend mainstream schools. Why not?
- Schools may need to provide specialist units with suitably qualified staff.
- Any student can become disabled for a limited period (e.g. with a broken leg).
- School facilities should be flexible enough to deal with most eventualities.
- Professional development programmes should be available for interested staff.



# The Reflective Professional

- Good teachers never stop learning.
- Reflection is a professional responsibility.
- Effective teaching combines knowledge, skill and empathy.
- Every class provides an opportunity for growth.
- Professional development is a lifelong journey.

