

**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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Indicator	Types of evidence	Ways to collect evidence
i. Do LRC staff show good knowledge and understanding of research and study skills, uses of ICT, and reader development?	<ul style="list-style-type: none"> <li>→ Observed activities of LRC staff</li> <li>→ Self-perceptions of LRC staff</li> <li>→ Staff qualifications/training and/or experience in these areas</li> </ul>	<ul style="list-style-type: none"> <li>→ Observe with checklist T</li> <li>→ Interview using questions for staff S</li> <li>→ Make record of qualifications, training and experience of LRC staff in these areas</li> </ul>
ii. Do LRC staff show knowledge and understanding of how pupils learn, including learning styles?	<ul style="list-style-type: none"> <li>→ Self-perceptions of LRC staff</li> <li>→ Staff qualifications/training and/or experience in education</li> <li>→ Lesson/session plans</li> </ul>	<ul style="list-style-type: none"> <li>→ Interview using questions for staff S</li> <li>→ Make record of relevant qualifications, training and experience of LRC staff</li> <li>→ Review lesson plans to see how well they reflect an understanding of how pupils learn, including learning styles</li> </ul>
iii. Do LRC staff use a variety of appropriate teaching methods which enable the full range of pupils to learn effectively?	<ul style="list-style-type: none"> <li>→ Lesson/session plans</li> <li>→ Observation of LRC staff</li> <li>→ Perceptions of pupils</li> <li>→ Work produced by pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Review lesson/session plans to see how well they encompass different teaching methods</li> <li>→ Observe using checklist T</li> <li>→ Interview using questions for pupils R</li> <li>→ Review examples of work produced to see whether the full range of pupils make progress</li> </ul>
iv. Do LRC staff engage and challenge pupils?	<ul style="list-style-type: none"> <li>→ Observed activities of LRC staff</li> <li>→ Perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Observe using checklist T</li> <li>→ Interview using questions for pupils R</li> </ul>

*It will be desirable to observe a range of LRC-taught sessions.*

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Indicator	Types of evidence	Ways to collect evidence
v. Do LRC staff manage classes, groups and individual pupils well?	<ul style="list-style-type: none"> <li>→ Observed activities of LRC staff</li> <li>→ Self-perceptions of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Observe using checklist T</li> <li>→ Interview using questions for staff S</li> </ul>
vi. Do LRC staff plan and evaluate their teaching and identify ways in which teaching and learning might be improved?	<ul style="list-style-type: none"> <li>→ Lesson plans</li> <li>→ Evaluation documentation (e.g. pupil questionnaires, notes of feedback)</li> <li>→ Self-perceptions of LRC staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Review clarity of learning objectives in lesson plans</li> <li>→ Identify examples of revisions to lessons/activities based on evaluation</li> <li>→ LRC staff complete reflective logs after teaching sessions</li> </ul>

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	<b>Description of a typical LRC at each level</b>
<b>Level 1 Excellent</b>	<ul style="list-style-type: none"> <li>▪ LRC staff display excellent knowledge and understanding of research and study skills, uses of ICT, and reader development, as well as insight into how pupils learn. Their understanding of learning styles enables them to respond appropriately to the needs of individuals.</li> <li>▪ A wide variety of appropriate teaching methods and resources is employed by LRC staff to enable the full range of pupils to learn effectively, achieving high standards in relation to their ability.</li> <li>▪ LRC staff engage and challenge 80% or more of the pupils, expecting the most of them, so as to deepen their knowledge and understanding.</li> <li>▪ LRC staff manage classes, groups and individual pupils extremely well and consistently achieve very high standards of behaviour from 80% or more of the pupils.</li> <li>▪ Clear learning objectives are set for all LRC-based lessons and LRC staff systematically reflect on their teaching and identify ways in which teaching and learning might be improved. Feedback from pupils and teaching staff is frequently sought to help evaluation and development.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ LRC staff display a good level of knowledge and understanding of research and study skills, uses of ICT, and reader development, as well as some understanding of how pupils learn and of learning styles. They are able to respond appropriately to the needs of individuals in most instances.</li> <li>▪ A variety of appropriate teaching methods and resources is employed to enable many different groups of pupils to learn effectively and achieve well.</li> <li>▪ LRC staff succeed in engaging and challenging 65 – 79% of pupils.</li> <li>▪ LRC staff usually manage classes, groups and individual pupils well and achieve good standards of behaviour fairly consistently with 65 – 79% of pupils.</li> <li>▪ Clear learning objectives are set for most LRC-based lessons and LRC staff usually reflect on their teaching and identify ways in which teaching and learning might be improved. Feedback from pupils and teaching staff is regularly sought to help evaluation and development.</li> </ul>
<b>Level 3 Intermediate</b>	<ul style="list-style-type: none"> <li>▪ LRC staff display good knowledge of research and study skills, uses of ICT, and reader development, but only a basic understanding of how pupils learn and learning styles. They are able to respond appropriately to the needs of individuals in many instances.</li> <li>▪ A range of teaching methods and resources is employed enabling 55 – 64% of pupils to learn effectively.</li> <li>▪ LRC staff make serious efforts to interest, engage and challenge pupils. They succeed with 55 – 64% of their pupils.</li> <li>▪ LRC staff often manage classes, groups and individual pupils well. They achieve good standards of behaviour with many pupils but not consistently.</li> <li>▪ Clear learning objectives are set for many LRC-based lessons and LRC staff usually reflect on their teaching and identify ways in which teaching and learning staff is sometimes sought to help evaluation and development.</li> </ul>

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<p><b>Level 4 Emergent</b></p>	<ul style="list-style-type: none"> <li>▪ LRC staff display adequate knowledge and understanding of research and study skills, uses of ICT, and reader development, as well as a basic understanding of learning styles. This usually allows them to respond to the needs of individuals in 50% or more instances.</li> <li>▪ LRC staff have some training in teaching methods, although this may not have been formalised, as well as a basic understanding of learning styles.</li> <li>▪ LRC staff attempt to interest, engage and challenge pupils. They succeed with 40 – 54% of pupils.</li> <li>▪ A limited number of different teaching methods and resources is employed.</li> <li>▪ LRC staff manage some classes, groups and individual pupils effectively, achieving good standard of behaviour with 40 – 54% of pupils.</li> <li>▪ Objectives are set out for many LRC-based lessons but may not be clear or focused on pupils' learning outcomes. LRC staff sometimes reflect on their teaching and identify ways in which teaching and learning might be improved. However, feedback from pupils and teaching staff is rarely sought.</li> </ul>
<p><b>Level 5 Needs development</b></p>	<ul style="list-style-type: none"> <li>▪ LRC staff do not display enough depth of subject knowledge, nor understanding or insight into how pupils learn. This prevents them from supporting pupils effectively.</li> <li>▪ A very limited number of teaching methods and resources is employed, making it difficult for some groups of pupils to learn effectively and achieve.</li> <li>▪ LRC staff make few attempts to interest, engage or challenge pupils and therefore demands made of pupils are frequently inadequate.</li> <li>▪ LRC staff often do not manage pupils well and some pupils do not behave well in the LRC.</li> <li>▪ Objectives are set for some LRC-based lessons but these may not be clear or focused on pupils' learning outcomes. LRC staff rarely reflect on teaching or identify ways in which teaching and learning might be improved. Feedback from pupils and teaching staff is rarely sought.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Ensure all LRC staff receive training to ensure they have the knowledge and skills to assist pupils in identifying and accessing information from the LRC and elsewhere; to instruct pupils in evaluating, interpreting and communicating information in different formats; to instruct pupils in using ICT etc.</p> <p>Ensure all LRC staff receive training to ensure they are able to manage classes, groups and individual pupils well.</p> <p>Maintain staff awareness of the range of methods of teaching which can be used to meet the needs of all pupils, for example, through participation in INSET.</p>	<p><i>“I was given the opportunity to attend a course offered to teaching staff to learn more about different learning styles and how I could adjust my teaching to meet the needs of pupils who prefer to learn in different ways, for example, encouraging pupils to move around the library; providing opportunities for collaborative working; and concept mapping. This also made me think about the types of resources provided in the library.”</i></p> <p><i>“I arranged with a few of the teachers to observe their lessons to see how they handled pupils with different interests, of different abilities etc. As I’ve had no training in teaching techniques, it was really interesting and I picked up a few ideas which I plan to try out in the library. It made me think about how the experience of learning in the library differs from that in the classroom for many pupils and what techniques I might use to encourage those types of learning the library is most suited to, like independent exploration.”</i></p> <p><i>“The Curriculum Support staff provide me with information about individual pupils, classes and year groups. This helps me to plan how the library can best support pupils: what resources I need to provide and what teaching techniques might work best.”</i></p> <p><i>“Whenever possible, I spend some time observing a class I don’t know very well before they come into the library so I have a better idea of their needs and previous knowledge. This helps me to plan what level to pitch the session at and what approaches might interest the pupils most.”</i></p>
<b>Further advice</b> <p>Drury, Claire, and Dubber, Geoff, <i>Managing Behaviour in the Secondary School Library</i>, SLA, 2001.</p> <p>Dubber, Geoff (1995), <i>Teaching Information Skills</i>, SLA, 1995.</p> <p>Standards and Effectiveness Unit, “Using the Library/Learning Centre”, in <i>Literacy Across the Curriculum</i>, DfES, 2001.</p> <p>Tilke, Anthony, “Skills for Learning”, in <i>Library Association Guidelines for Secondary School Libraries</i>, Library Association, 1998.</p> <p>Your local SLS or public library service may be able to provide advice or training for library staff.</p>	

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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:

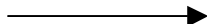
- Do you try to use what you know about how pupils learn in your sessions with them? If so, in what ways?
- What account, if any, do you take of pupils' preferred learning styles when designing your teaching sessions? Can you give an example please?
- To what extent are you able to use varied teaching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

	<b>Strong</b>				<b>Weak</b>
<b>Knowledge/ability/awareness shown:</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Limited</b>	<b>Little or none</b>	
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.*