



Why?

“The key to the development of great teaching in classrooms and schools is the strength of a school’s professional learning culture. Professional learning can be an individual activity or it can be collaborative. Generally, it is far more powerful when staff learn with and from one another, rather than alone. In learning schools, the culture is one of collaboration, not isolation. Collaborative professional learning is key to the development of a strong professional learning culture.” Bruce Robertson

To this end we are inviting you to the Channing Teaching and Learning Community (TLC)

The first meeting will be at the SS from 4.15 in A3 on Oct 9

What?

- To build on the successes of The Journal Club last year
- To develop T&L across the SS and JS
- Meet once every half-term before school
- Open to everyone
- Joiners will be invited to suggest how the TLC can have an impact on T&L across the school



Specifically what.....It is your TLC.....

(this draft list is not exhaustive; come along and suggest something):

- Act as a Journal Club
- Action based: try different T&L approaches
- Share best practice between departments and JS/SS
- Act as a focus for cross curricular links
- Plan and lead whole school CPD / workshops
- Lead T&L Briefings
- Contribute to the Spotlight ‘one-pagers’
- Support HoDs / Subject Leads with professional reading
- Develop systems to share practice across the school
- Develop systems to gather student feedback
- Curate The T&L Knowledge Interactive Toolkit
- Review the toolkit
- Support the writing of the whole school T&L Strategic Objective
- Develop a Role in Open Classroom



Why join us?

- Research has shown that successful in-school T&L communities develop:
- Positive attitudes towards evidence informed practice
- Increased use of evidence to inform practice
- Increased knowledge of research design
- Reduced feelings of isolation
- Forming of professional relationships
- Increased subject knowledge/ professional growth
- Increased motivation and morale

(Hutchinson, 1970; Coomarasamy and Khan, 2004; Denhy, 2004; Barak and Dori, 2009).