The Model for Developing Outstanding Learning and Teaching

The Five C’s

We have identified a process for schools to help develop outstanding learning and teaching based around the 5C’s of Core Purpose, Clarity, Coherence, Consistency and Community.

Core Purpose – the school identifies developing high quality learning and maximising pupil achievement as its main business and reflects this in its priorities, planning, communication and decisions. Activity which threatens, or distracts from, core purpose is set aside. The pursuit of core purpose becomes relentless.

Clarity - the school asks, ‘do we know what great learning looks like?’ It identifies the features of outstanding learning and teaching with staff and, perhaps, with students. These are shared with the wider school community and begin to underpin classroom learning.

Coherence – the school community works hard to ensure that the features of outstanding learning and teaching are readily understood, are integrated into the planning of lessons and into classroom teaching and appear across the school.

Consistency - the school ensures the delivery of outstanding learning and teaching on a daily basis. This is done through a balance of support and challenge. Mechanism such as developmental classroom observations, learning walks, departmental reviews and performance management discussions.

Student performance data is monitored carefully as part of embedding consistency. Other 360 degree evaluation tools are used. School self-improvement groups can help build consistency of approach.

Community - high quality learning and teaching ought to become embedded within a school over time. This requires a collective commitment from all teaching staff, support and ancillary staff, students and parents – they need to believe it is important and it matters.

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Excellence as a habit...

Once the key features of outstanding learning and teaching are identified, schools need to work with their staff to “drill down” and identify the desired learner and teacher behaviours.

Opportunities can be created for staff to share great practice, peer observe, coach each other and build libraries of resources and strategies to inspire others. At the same time, teachers benefit from exposure to both outstanding practice from outside the school and strategies that has been shown to have impact from educational research.

Schools need to build a **Culture of Development** with an emphasis on evaluation and improvement to go alongside a **Culture of Learning** and a **Culture of Accountability** if they are to be “outstanding” and “beyond outstanding”.

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