

Planning for Connecting the Learning

Case Studies of Collaborative Learning and Teaching at Key Stage 3

The Northern Ireland Curriculum promotes connecting the learning between different subject strands and Areas of Learning. Greater interaction and collaboration has the potential to be beneficial for both learners and teachers while subject integrity and rigour can be maintained.

The rationale and thinking behind collaborative planning for learning and teaching can be found in *Pathways: Proposals for Curriculum and Assessment at Key Stage 3, Part 2: Discussion Papers and Case Studies (CCEA, 2003)*.
www.ccea.org.uk/ks3/pdf/book2/bk2sect1.pdf

This document provides additional real-life case studies of how a number of schools have initiated collaborative learning and teaching in contexts relevant to their own pupils.

CCEA has also developed an exemplar Collaborative Unit which can be accessed at
www.nicurriculum.org.uk/docs/connected_learning/guidance/ArtsCollaborativeUnit20061101.pdf

One of the Key Stage 3 Regional Pilot Schools has trialled this unit, and has documented the experience which can be accessed at:
www.nicurriculum.org.uk/docs/connected_learning/case_study/cs_bangor_academy.pdf

APPENDIX 1 – Developing the Young Person as an Individual

CASE STUDY 1

School A: ‘Who Am I?’ Year 8 Induction Programme

School A is a non-selective, co-educational school. It is based on a split campus in a large town. The school has a policy of testing Year 8 students on entry and banding them into teaching groups based on academic ability.

School A focused on the bottom ranking students of the Year 8 intake. Among this group were a number of students who had been formally statemented and others with a range of learning/social difficulties. These students often find the transition from primary to secondary school most difficult, so School A set about developing a project that would make that transition easier. The project was fully supported by School A’s principal and teaching staff.

Outline of Project

School A formed a working group to manage the project. This included:

- a representative from the senior management team;
- the head of Year 8 (who was also Special Educational Needs Co-ordinator); and
- members of staff from various Areas of Learning (with a variety of teaching experience).

The working group decided to design an induction programme based on the positive behaviour management of the focus group. In keeping with the aim of the Revised Curriculum, they wanted to design a syllabus that would ‘empower young people to achieve their potential and to make informed and responsible choices throughout their lives.’ They also wanted a curriculum that would:

- run over a full calendar year;
- be governed by a system of rewards and sanctions; and
- meet the special needs of the students in the group.

The working groups had to make a number of decisions with regard to course content. They decided to focus on one of the key elements of the Revised Curriculum – Personal Understanding (subtitled “Who am I?”). They decided that the special curriculum would include a number of themed units to develop Personal Understanding and be delivered through collaborative teaching. The next step was to decide which subjects would contribute to this theme. Thinking Skills and Personal Capabilities were embedded across the curriculum.

The working group was concerned about how best to manage assessment and timetabling. However the member of staff with responsibility for the school timetable was a member of the working party and helped to resolve timetabling issues.

The pilot class was assigned a base teaching room, and a Form Period was scheduled as the first lesson on Monday mornings. To provide as much consistency as possible across the curriculum, three core teachers delivered 27 periods out of a 40 period week. This created opportunities for extended activities. The table below illustrates which subjects were taught by the three core teachers.

Teacher	Subject
Teacher 1	<ul style="list-style-type: none"> • English; • History; • Geography; and • Religious Studies.
Teacher 2	<ul style="list-style-type: none"> • Maths; and • ICT.
Teacher 3	<ul style="list-style-type: none"> • Science; • Learning for Life and Work; and • Form Tutor.

The remainder of the timetable (13 periods) was taught by five specialist staff (Art, Modern Languages, Music, P.E. and Technology).

In keeping with the whole school timetable, the pilot group worked on a 40 minute period system. Subjects were spread across the week but practical subjects were timetabled for the afternoons. Drama was embedded into the learning and teaching activities across the timetable, whereas ICT was retained as a discrete subject. Learning for Life and Work was delivered on a modular basis but was scheduled for the whole year group at the same time. Personal Development, Employability for Education and Local and Global Citizenship were each delivered for a third of the year. This meant that there were opportunities to bring in visiting speakers on occasions. Events were also planned for the target group each term. The timetable devised for the focus group is included below:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Form Period	Science	Geography	English	French
2	LLW	Science	English	English	English
3	LLW	English	RE	RE	Geography
4	History	Maths	Maths	Maths	Maths
5	French	History	French	HE	ICT
6	Maths	Geography	Science	HE	History
7	Technology and Design	PE	Music	Science	Art and Design
8	Technology and Design	PE	Music	Science	Art and Design

Findings

School A noticed the following benefits almost immediately:

- an improvement in the achievement, attendance, attitude and personal development of the students involved;
- an improvement in how quickly the Form Teacher could manage problems or incidents;
- a considerable reduction in the amount of movement in the corridors;
- a positive reaction from the parents of the students involved;
- a positive reaction from the staff involved; and
- students not involved in the project felt that they were 'missing out'.

School A realised that the relationship between the Form Teacher and the target group was crucial to the success of the project. The class felt they had ownership of the Form Teacher. The Form Teacher was, in turn, able to develop a good relationship with the students, monitor homework and provide progress reports to the working group.

School A did encounter some difficulties when carrying out the project. They met with a number of timetabling difficulties despite focusing on only one form class within a year group with 11 sets.

These scheduling difficulties were caused by the school's split site and the number of part-time teachers. The timetable created for the pilot class caused timetable restrictions across the entire school.

Future of the Project

School A was encouraged by the positive results of this project and has since decided to extend the scheme to involve Year 9 students. Both the principal and senior management team believe that students from both Year 8 and 9 will profit from this collaborative approach to delivering the Revised Curriculum.

Teachers are now busy working to meet the following challenges:

- to extend the project;
- to ensure enough staff are available to teach Year 9 students;
- to embed assessment of Thinking Skills and Personal Capabilities into the teaching and learning activities; and
- to develop Learning for Life and Work throughout the school curriculum.

CASE STUDY 2

School B: 'Myself' A Thematic Approach to Year 8 Induction

School B is a non-selective c-educational school. Years 8, 9 and 10 are banded on entry and assigned to an appropriate form class. There are three form classes in each year group, with mixed ability class sets for practical subjects. School B decided to introduce a project-based teaching approach to students in Year 8. The new teaching approach focused on skills development. This decision was discussed by the senior management team and formally agreed on as a school policy. The project was called 'Myself'.

Outline of Project – Phase One

School B decided that:

- students in Year 8 would study five core subjects: Maths, English, Geography, History and Religious Studies;
- each form class would have a dedicated teacher to deliver the core subjects;
- core subjects would account for 22 periods per week out of a possible 44;
- core subjects would be delivered to the whole year group at the same time; and
- practical subjects would be delivered by subject specialists in specialist rooms.

Teachers X, Y and Z were each given responsibility for one of the Year 8 form classes. They taught all five of the core subjects to their own form class within a 'base room.' The three base rooms were bright, welcoming and reminiscent of a primary school and were located beside each other. Teacher Y was head of the year group and also had responsibility for a moderate learning unit within the school. The Year 8 timetable is included below:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Practical	Practical	English	History	Religious Studies
2	Practical	Practical	English	History	Religious Studies
3	Practical	Practical	English	History	Practical
4	Practical	Practical	Practical	Maths	Practical
5	English	Maths	Practical	Maths	Practical
6	English	Maths	Practical	Practical	Geography
7	English	Maths	Practical	Practical	Geography
8	Practical	Practical	Geography	Religious Studies	Practical
9	Practical	Employability	Practical	Religious Studies	Home Economics

Phase One Findings

Teachers X, Y and Z reported that:

- communication and collaboration between staff was enhanced by having 'base rooms' located beside each other;
- students were much more interested in learning;
- students were more confident;
- students felt ownership of the classroom as only their work was displayed there;
- students took much more pride in their work and in the presentation of their work;
- students enjoyed 'having ownership' of a member of staff;
- Year 11 and 12 students responded negatively to being taught lessons in these base rooms as they perceived them as junior/special needs rooms.

In addition, Teacher X reported having a really thorough knowledge of the pupils in her class and, in particular, their strengths and areas which required further improvement.

Outline of Project – Phase Two

School B was encouraged by the success of the project 'Myself' and decided to roll it out to Year 9 in the next academic year. As Teacher X was head of Year 9, she was asked to lead the Year 9 project. She no longer taught Year 8 students but used her own subject specialisms of History and Geography to deliver a Year 9 teaching unit based on the Spanish Armada.

All Year 9 students were taught within the same area of the school. However, timetable limitations meant that only the form class taught by Teacher X had all core subjects delivered by one teacher. Specialist teachers of the core subjects 'visited' the other two Year 9 form classes and delivered lessons within the base rooms. The teachers responsible for delivering these core subjects to the other Year 9 form classes had whole school and management responsibilities. Teacher X reported that this made it much more difficult for them to deliver the project.

Phase Two Findings

Despite difficulties, Teacher X was convinced of the benefits of the collaborative teaching project and made the following recommendations to the senior management team:

- The project should be extended to Year 10.
- The scheme should be delivered by enthusiastic staff not weighed down by management responsibilities.
- The approach to timetabling needs to be consistent.
- Each class must have core subjects delivered by a single teacher.
- Whole year group events would be beneficial for end of term activities, particularly in June.
- Block timetabling would allow for extended activities and for the timetable to be collapsed if necessary.

CASE STUDY 3

School C – Planning for a Thematic Approach in Year 8

School C is a non-selective girls' school based on a split site. All new initiatives and teaching strategies are planned by the school's curriculum committee.

The curriculum committee set out plans to focus on pastoral issues for a full academic year. Around the same time, CCEA asked School C to take part in the KS3 Regional Pilot of the Revised Curriculum. School C's principal agreed to take part in the CCEA pilot, but realised that a lot of planning would be required to meet both the objectives of the school's curriculum committee and CCEA's Revised Curriculum. In particular, the principal wanted to ensure that the pastoral initiative created by the curriculum committee would go ahead uninterrupted.

Outline of Project

Teacher M was given responsibility for planning and managing the CCEA pilot scheme. As a member of the senior management team and a head of department, she had administration time scheduled on her timetable. She was able to dedicate this time to plan the school's introduction of the Revised Curriculum.

The main planning task that faced Teacher M was to identify which Areas of Learning would allow for collaborative teaching in keeping with CCEA's 'Big Picture.' The Learning for Life and Work subjects of Employability for Education, Local and Global Citizenship and Personal Development were already included in School C's timetable as discrete subjects.

Teacher M collated all the Year 8 schemes of work and was able to identify manage common themes and existing links between the various Areas of Learning. The following nine themes were chosen to form the basis of the Year 8 curriculum:

- Knowing Me
- Christmas
- Culture
- Armagh
- School
- My Community
- Easter
- My Local Environment
- Making Decisions

Each head of department was asked to indicate how their subject strand could contribute to each of the themes and to identify a key question or questions related to each theme. This task revealed that:

- the 'Knowing Me' and 'Making Decisions' themes were central to the curriculum and that all subject strands should contribute to these themes; and
- there were a lot of opportunities for collaborative teaching across the curriculum.

After analysis, Teacher M realised that while some of the themes could be delivered using the Webbed Model, others should be delivered using the Coordinated or Collaborative models.

Additional Staff to Help Plan the Revised Curriculum

Teachers N, O and P were invited to become part of a project team. Teacher N had received training in Thinking Skills and Instrumental Enrichment. She also had a double period of administration time (one hour and ten minutes) which coincided with that of Teacher M. This enabled them to work together. Teachers O and P were young enthusiastic teachers who taught core curriculum subjects but neither held promoted posts. Teacher M felt that it was important to involve young staff as the school's curricular initiatives were normally driven by the senior management team.

Sample Schemes

Each member of the Revised Curriculum team started to write sample schemes for their own subject area, making use of their specialist knowledge alongside their understanding of the requirements of the Revised Curriculum. The team wanted to ensure that all the teaching and learning objectives matched up to CCEA's 'Big Picture.'

Teacher M also created a teaching time frame. Every week the Revised Curriculum team examined content taught in each of the subject strands. They used tables to record how this content fulfilled the three curriculum objectives, and mapped this to the Thinking Skills and Personal Capabilities of the Revised Curriculum. In many cases, entries were not detailed, but the exercise provided vital information to help plan for the Revised Curriculum. Heads of department were very receptive to planning work carried out by the Revised Curriculum Team, because it allowed them to get on with their day to day teaching. The planning team wanted every head of department to be given a fully webbed scheme for each of the nine themed teaching units.

Staff Awareness Day

School C recently held a Staff Awareness Day to inform teachers about plans for the Revised Curriculum, to share good practice and to lessen any 'fear of change.' A CCEA Officer was invited to make a presentation on skills and capabilities, and four workshops were delivered by staff. Teacher M deliberately used young enthusiastic members of staff to deliver these workshops as she did not want teachers to feel that they were being 'preached at' by members of the senior management team. The workshops are listed below:

1. Innovative teaching methods

This workshop took place in the newly built Technology Department which is equipped with state of the art ICT equipment. The workshop leader demonstrated how he uses innovative assessment methods in his own classroom.

2. Learning NI Website

This workshop focused on how to access information on the Revised Curriculum from the Learning NI Website.

3. Thinking skills

Teacher N explained how to teach 'thinking skills' and how to build skills and capabilities teaching objectives into schemes of work.

4. Death of the text book

This workshop discussed the variety of software that can be used in conjunction with data projectors, laptops and interactive whiteboards. Each workshop asked teachers to consider the following:

- What do you do in your own classroom?
- How do you deliver learning to students?
- How can we collectively raise the standards of teaching and learning by building on the good practice that already exists?

Everyone felt that the Staff Awareness Day was a great success.

Future of the Project

Planning for the implementation of the Revised Curriculum is still ongoing. All subject strands will continue to be taught by specialist staff in specialist rooms. However, School C has made some initial plans for whole school events for the Revised Curriculum. The 'Knowing Me' theme will involve students making a time capsule. This will be designed in Art and made in Technology with involvement from other subjects. The time capsules will be stored and only returned to pupils when they leave school. Both the 'Culture' and 'Making Decisions' themes offer opportunities for the timetable to collapse: the former for a cultural day with exhibitions and events, and the latter for a debating competition.

School C is confident in its ability to meet the requirements of the Revised Curriculum. Teacher M assumed responsibility for planning and producing clearly defined whole school objectives from the beginning. This meant that, from the outset, School C had a clear vision of the Revised Curriculum. There has been a lot of co-operation from the principal and the deputy principal (who actually has overall responsibility for the curriculum within the school). Members of the project team are enthusiastic and capable individuals and have been central to the smooth running of the project. This has been excellent professional development for them.

At present, there is ongoing discussion within the school about the possibility of changing the whole school timetable to double periods. A number of core subjects are reluctant to do this, and there is also the implication that the Arts subjects would have to be taught on a carousel basis. No firm decision has been taken on this as yet.

APPENDIX 2 – Developing Young People as Contributors to Society

CASE STUDY 4

School D: 'Diversity and Inclusion' a cross-curricular project

School D is a non-selective school for girls. It wanted to introduce a collaborative teaching initiative for Year 9 students. The key concept was to investigate 'Diversity and Inclusion' within the local area so School D decided to focus on the local Indian community. The aims of the project were to provide opportunities for Year 9 students to:

- investigate factors, including religious and political, that influence individual and group identity, for example, ethnicity, community background, changing identities; and
- explore ways in which individuals and groups express their identity, for example, dress, language, music and sporting traditions.

Outline of Project

In order to plan the project, to create a timetable of activities and events, and to identify learning objectives, School D's Citizenship Coordinator organised a meeting between school representatives (including the Year 9 Pastoral team) and members of the Indian community.

All departments within the school were encouraged to take part in the project and asked to design at least one lesson to meet the requirements of Local and Global Citizenship learning objectives. The table below illustrates the activities carried out by students in class groups.

Subject/Department	Activity
Art and Design	Demonstration of henna hand painting. Students had the opportunity to create their own design.
Geography	Students looked at the multi-cultural dimensions of Belfast, completed questionnaires and a diversity map.
Music	Students listened to and performed music from a different culture.
PE	Dance lessons led by a member of the Indian community. Students were encouraged to participate. Event culminated in a pupil performance.
Home Economics	Cookery demonstration and food tasting event.

	Students created recipes using Indian ingredients and cooked a traditional Indian meal.
Pastoral time	Range of Citizenship lessons on the theme of Diversity and Inclusion.

The project culminated with a whole year group event to celebrate success and achievement. Activities included a question and answer session with representatives from the Indian community and demonstrations of dress and language. Students also created classroom and assembly hall displays.

Findings

School D felt that the project was beneficial for students and that:

- both students and their teachers enjoyed the experience and reported that they had benefited from working together on a shared theme across departments;
- all Year 9 students had a chance to experience diversity within their own community; and
- students learned a lot about the culture of the Indian community.

Future of the project

School D has ambitious plans to extend the scheme next year to involve the English and Drama departments. They plan to work with members of the Indian community to produce a dramatic performance which will be shown in the Waterfront Hall. Formal assessment will be carried out through an attitude questionnaire completed by students before and after the project.

CASE STUDY 5

School E: Addressing Diversity through the School Show

School E is a non-selective controlled school. For the past 10 years, it has produced several original musicals. This tradition started because School E wanted to use Drama, Art and Design and Music to help students identify and engage in Education for Mutual Understanding issues. Themes for past musical productions have been inspired by a variety of subject areas, both in terms of content and in utilizing staff expertise from across a number of departments. Through producing school musicals, School E believes that it can:

- encourage students to understand people who are different from themselves; and
- help to break down stereotypes about people from different backgrounds.

School E has enjoyed a lot of success with its musical productions due largely to the fact that students enjoy participating in the Arts subjects, and are so enthusiastic. Some of School E's past productions are described below.

'The Hunger'

The story was set in rural Ireland with music, dance and costumes used to portray life in the 1840s. This project brought together students who wouldn't normally mix socially, for example, talented Irish dancers came together with students who played the flute in local Loyalist bands. Together these students performed song and dance to melodies such as 'The Irish RM' and 'Merrily Kissed the Quaker.' This could have been an incongruous situation, but actually worked extremely effectively.

'The Fairy Thorn'

This production was set in North Antrim in the 1600s and focused on the relationship between the Irish and Scottish settlers. The production showed that people from North Ulster and the West of Scotland had been interacting for hundreds of years, notably in the ancient kingdom of Dalriada. Contrary to popular belief, the Scottish settlers weren't viewed as foreign invaders by the Irish. Both the native Irish and Scottish settlers spoke Gaelic and had a lot in common culturally. The one major difference between the two cultures was religion. The Irish religion centred on the worship of ancient Druidic places and Fairy Thorn trees, but the Scottish Presbyterian clergy preached that the worship of such things was evil. These differences in belief systems led to a lack of understanding between the two communities.

This project generated real enthusiasm as several members of the local community took part in the preparations and final performance. The musical score was jointly composed by staff and members of the local community. Both past and present students contributed to the musical

accompaniment for the production. The Art and Design department was responsible for the design and painting of the set. They used the expertise of a member of staff who was also a past pupil of the school. Outside 'experts' were also used to help with this creative process. Local historians were consulted regularly to source specific information.

'Twist'

The central theme of this production was forgiveness in society. The plot focused on a Jewish girl who was a student in a Northern Irish school in the 1960s. The arrival of a new teacher, an attractive native German, raised lots of issues for the girl. The show dealt with a number of sensitive issues but involved music from the sixties.

'Liberty Blues'

'Liberty Blues' featured blues and jazz music and dealt with racial issues in the Southern states of the USA during the Civil Rights period.

'O'Donnell's Daughter'

'O'Donnell's Daughter' told the story of two opposing clans, the O'Donnells and the McQuillans, who fought the Battle of Crossnadonnell near Limavady. The story was partly based on historic events and partly based on legend. The story also featured a 'Romeo and Juliet' style romance. The show featured traditional Irish musicians and dancers and the stage setting of Dunluce Castle (the home of the McQuillans) provided stunning visuals.

Most Recent Production

School E's most recent production examined interactions between foreign workers and the local population. The contemporary story line charted the experiences of six migrant workers from Eastern Europe who come to work in a factory in Coleraine. The script dealt with the serious issue of exploitation and discrimination both in the workplace and in the community. However, humour came from the migrant workers' observations and perceptions of people here in Northern Ireland.

A number of important factors have emerged for those involved in the production of School E's musicals:

1. The school musical has allowed for increased collaboration between subject strands

The school musical has brought together separate subject strands including Drama,

Art and Design, Music and History. Most recently, ICT has become involved in the school musical. A battle scene in 'O'Donnell's Daughter' was filmed in local woods and featured slow motion sword fights and battle noise. This was edited and shown as projected video collage, with the real life 'warriors' acting out the battle in real time on the stage.

2. The school musical is a good way to teach Local and Global Citizenship

Many school leaders feel that the content and style of the Local and Global Citizenship curriculum is clumsy and not teenager friendly. There is a common perception that the Citizenship curriculum tackles issues from a government agenda, rather than from a critical thinking perspective.

Teacher J believes that the school musical can be used to deliver the learning objectives of the Citizenship curriculum in a way that is enjoyable for students. The school musical has encouraged students to think critically about issues, leading to a better understanding of History and a more balanced view of society.

3. The school musical benefits special needs students

School E recognises that many students on the special needs register get more fulfilment through Drama than in any other aspect of their education. School E is committed to a policy of inclusion and determined to ensure that all students benefit from the school musicals.

4. The school musical allows for 'off-site' education

School E recognises the value of 'off-site' education. For the past few years, School E has organised a residential trip for students involved in the school musical. This trip has taken place at the end of August and has given students the opportunity to prepare for the final performance. The cast of 'O'Donnell's Daughter', teachers, and visiting tutors were taken to Bushmills for three days of intensive preparation. The cast rehearsed scenes at Dunluce Castle, the original home of the McQuillans, much to the delight of a coach party of Japanese tourists. School E believes that the contribution such residential events make to moral, enthusiasm and overall dramatic standard cannot be underestimated.

5. The school musical has contributed to School E being awarded Specialist School status in Performing and Visual Arts

Due to the success of both the Drama and Art Departments, School E has been awarded Specialist School status in the areas of Performing and Visual Arts. The musicals have proved so popular that School E has extended the number of performances to include a performance in a local theatre.

6. School E has been able to raise money for charity through performing the school musicals

The script and music for each show has been original, so School E has never had to pay any royalties or performing rights fees to external agencies. This has greatly reduced the budget, and, ultimately, the productions have evolved into an increasingly financially profitable enterprise for the school. Tickets are pre-sold, and on the evenings of the performances, pre-recorded CDs of the music and songs from the show sell well at the door. The school has been able to donate sizeable amounts of this money to charity as a result of the school musicals.

CASE STUDY 6

School F: 'The World Cup' – a thematic unit

School F is a non-selective, co-educational post-primary school.

Staff at School F decided to trial a thematic unit to see if they could develop a model for planning and delivering future collaborative units at Key Stage 3. In particular, they hoped that the experimental thematic unit would help them make informed decisions with regard to:

- planning
- implementation
- delivery
- assessment
- evaluation.

The experiment was fully supported by the senior management team. The topic chosen for the thematic unit was 'The World Cup.' Staff decided to run the thematic unit in June when the competition was actually taking place to generate enthusiasm from students and staff. June was also deemed suitable because the end of year examinations would be completed. The target student group was Year 8 and a timescale of three to four weeks was agreed for the project.

The thematic unit was co-ordinated by the vice principal. Departments could choose whether they wanted to participate in the scheme and were not put under any pressure to take part. The vice principal worked closely with each participating head of department and asked them to suggest learning outcomes for the unit. These were mapped across subject areas to avoid duplication of learning outcomes. Then the desired learning outcomes were agreed and each head of department had to plan and design units of work using sample templates developed by CCEA.

Nine departments decided to take part in the 'World Cup' thematic unit.

Department	Teaching aims
Art/Design	<ul style="list-style-type: none">• To encourage research/collection of information in a creative way• To learn about design/layout/presentation• To produce stat cards/digital photo montage
Geography	<ul style="list-style-type: none">• To locate countries which involved in the World Cup on a world map and to classify by continent• To locate qualifying countries on a world map and to classify by

	<p>continent</p> <ul style="list-style-type: none"> • To use three websites to compare some of the geographical features of Germany and England, for example, population, birth rates, rivers and cities • To compare the economy of Germany with other EU countries • To make students aware of 'fair-trade football' • To compare the climate of Brazil (cup-holders) and Germany (hosts)
Languages	<ul style="list-style-type: none"> • To undertake research about individual players • To use language skills to write a description of each player in the target language • To collate/display all student information
History	<ul style="list-style-type: none"> • To examine the history and foundation of the World Cup competition • To examine the idea of development of the World Cup • To look at key moments in the history of the tournament, for example, 'the hand of God,' 1966 controversial goal and Ronaldo
Maths	<ul style="list-style-type: none"> • To research statistics from previous World Cups • To work out appropriate statistical measures • To display results on paper or PowerPoint and write conclusions
Home Economics	<ul style="list-style-type: none"> • To research the traditional dishes of a variety of countries • To research what influences the traditional dish of a particular country • To prepare a simple dish/dishes showing traditional foods of Germany
Music	<ul style="list-style-type: none"> • To listen to and analyse the World Cup theme tune • To compose a chant – rhythm work • To perform rhythmic chants in a class composition • To evaluate their own work and that of their peers
English	<ul style="list-style-type: none"> • To listen and respond to football anthems • To analyse features of football commentary • To perform a written commentary • To explore the use of clichés/idioms in commentary • To create a newspaper report • To group sequence visual stimulus (poetry)
PE	<ul style="list-style-type: none"> • To research the progress of different countries in the World Cup competition • To produce a display showing the key players in the World Cup • To organise Year 8 classes into World Cup teams for a charity event

In total, 150 students and 28 staff were involved in the thematic unit.

Feedback

Feedback from both staff and students was very positive. Staff felt that students were more fully engaged in learning and better motivated, especially given that it was the end of term. Staff also felt that the range of learning activities allowed for more effective student participation. Students commented that they could relate their classroom learning to the real World Cup as the tournament was taking place alongside their curricular activities.

Due to the success of the thematic unit, School F decided to develop another thematic unit for Year 8 students called 'Personal Understanding.' This unit was planned in a similar way involving staff from four departments. Staff collaborated on ideas, agreed themes and learning outcomes for each subject strand. It was delivered to students during the 2006/2007 school year.

APPENDIX 3 – Developing Young People as Contributors to the Economy and Environment

CASE STUDY 7

School G: ‘Developing Enterprise’ A whole-school event

School G is a selective post-primary school. It regularly organizes whole school events such as themed whole school assemblies, themed charity days, year group events and an induction day for Year 8 students. School G plans to use these activities to meet the requirements of the Key Stage 3 Revised Curriculum. The following example illustrates how School G is going to do this.

Outline of the Project

For the past few years School G has been running an annual event called ‘*Cave Hill...whose hill?*’ This event involves Year 10 students going hill walking. The event is held in the summer term after the summer examinations, with 24 students going for a hill ramble each day over a school week. School G has identified that the learning outcomes of this event are to:

- research and manage information;
- communicate effectively;
- work in groups;
- work independently;
- demonstrate creativity;
- investigate employability issues and explore problems;
- demonstrate the use of emergency First Aid procedures;
- investigate Personal Development issues;
- apply practical skills creatively to communicate ideas, thoughts and feelings;
- act and improvise individually and as members of a group;
- express and communicate ideas and feelings through making and responding to music;
- define and refine compositions and performances;
- interpret maps;
- investigate historical issues;
- use mathematical instruments effectively, for example, a compass;

- demonstrate mental mathematics; and
- decide how to solve problems.

School G believes that this event can deliver:

- **Curriculum Objective 1** – Developing Students as Individuals; and
- **Curriculum Objective 3** – Developing Students as Contributors to the Economy and Environment.

These objectives are met through the following key elements:

- Personal Understanding;
- Mutual Understanding;
- Personal Health;
- Moral Character; and
- Sustainable Development.

School G also plans to use this event to meet the assessment for learning objectives set out in the Revised Curriculum. The table below highlights how the learning objectives will be met.

	CCEA Assessment for Learning Objectives	How Does the Project Meet the Learning Objectives?	Potential to Meet the Learning Objectives
1	Build a more open relationship between teachers and learners.	<ul style="list-style-type: none"> • Several opportunities during the ramble. 	
2	Share learning intentions with students.	<ul style="list-style-type: none"> • Learning objectives agreed in advance and explained to students. 	
3	Shared/negotiated success criteria.	<ul style="list-style-type: none"> • Success criteria discussed with students through informal discussion. 	Can be formalised with the development through the development of a pre-ramble guidance video.
4	Individual targets set.	<ul style="list-style-type: none"> • Many opportunities during the ramble. 	
5	Risk taking.	<ul style="list-style-type: none"> • Hard to avoid risks in this exercise need to be managed. 	

6	Advice on what to improve and how to improve it.	<ul style="list-style-type: none"> • Provided by staff to individual students as they walk up the hill. • Teachers try to encourage students to finish the ramble and avoid 'lagging' behind. 	Advice needs to be more consistent.
7	Peer and self assessment.	<ul style="list-style-type: none"> • Lots of peer assessment as students work in teams. • Leadership roles are rotated throughout the exercise. 	There is a danger that peer/self assessment could de-motivate to students who find the exercise physically challenging.
8	Celebrating success.	<ul style="list-style-type: none"> • 'Try and try again' ethos. • 'No blame....no shame' culture. 	Potential to develop 'Celebrating Success' through a dedicated school assembly which celebrates team work initiative, not just first finished.
9	Peer and self evaluation of learning.	<ul style="list-style-type: none"> • Informal • Verbal. • Ongoing. • Inconsistent. 	Great potential for video, photo montage, poetic, artistic or textual review assessment.

School G has also adopted a whole school theme of '**Developing Enterprise.**' The ramble event is relevant to this theme because it allows participants to:

- **Develop the ability to cope with uncertainty and change.**
For example: when paths are blocked or weather worsens.
- **Create and implement new ways of doing things.**
For example: getting over a ditch or circumnavigating a fall in the scree which has made the route impassable.
- **Make risk assessments and act on them.**
For example: how far can students walk within the time available? Is the path accessible to all individuals in the group?
- **Develop flexibility in learning.**

Even when whole group instruction is given, group members will learn by doing, asking, attempting and being allowed to make mistakes (subject to the teacher's initial and ongoing risk assessments.)

- **Show self-reliance, motivation, confidence and self-esteem.**

For example: as students complete the tasks set for them.

- **Seek new challenges that will raise their ambitions for success.**

For example: cave dwellers, park wardens, local residents, artists, poets, landed gentry and each other.

CASE STUDY 8

School H: 'Smoothie Bar' A Cross-Curricular Project

School H is a selective school located in Belfast.

As one aspect of its preparation for introduction of the Revised Curriculum, School H decided to trial a cross-curricular project. The project was designed to embrace the idea of connected learning.

The project centred on the launch of a Smoothie Bar. The following subjects were chosen to contribute to the project:

- English
- Geography
- Home Economics
- ICT
- Maths
- Science
- Technology and Design.

School H 'collapsed' the Year 8 timetable for four periods to launch the project to students. Students were divided into groups and told that their task was to write a proposal for a Smoothie company and project. Students were given six weeks to complete the project and each group had to prepare a final presentation.

Each student had to take responsibility for one of the subject strands used to deliver the project, so that everyone contributed to the overall visual and oral presentation.

During the project the term 'think and link' was used within departments to help students to make relevant connections. Each student was given a 'think and link' folder into which they placed the relevant information and learning from each of the six subject strands. Group work was undertaken in full-class teaching groups, as students were divided for practical subjects. Each group was assigned a display board and surface for their final presentation. Students were also given advice about making a successful oral presentation.

After six weeks, a collapsed timetable was used again to facilitate the final group presentations. These were assessed by a team of invited internal and external judges, including a business woman, a chef and a bank manager.

The presentations were assessed according to the following criteria:

- **Overall presentation**
(persuasive, lively, engaging)
- **Visual presentation**
(board/table items, PowerPoint presentation, quality of materials)
- **Vocal**
(clarity of voice, volume, pace)
- **Group work**
(working together, organisation, well rehearsed)

Feedback

Feedback from students revealed that students identified that they had experienced valuable learning experiences including:

- teamwork;
- connecting subjects;
- advertising;
- making oral presentations;
- product labeling; and
- new ICT skills.

Many students enjoyed making the final presentation. Although the response was generally enthusiastic, students did feel under pressure with regards to time.

Feedback from teachers revealed that enthusiasm, determination and teamwork were key learning outcomes of the project. The assessors commented on the exceptionally high standard of the presentations. Curricular work later in the year revealed that students were able to transfer their learning from the project. Many students produced impressive individual portfolios of their work across six subject strands. However, teachers also noted that group work was less suited to students with specific educational needs, but that better coordination of group work should ensure that all students achieve their goals.

In terms of professional development, staff also placed great value on the planning time during which different departments worked together towards a common goal.

Both students and teachers agreed that students would benefit by collapsing the timetable to give more time for group work. If the project were to be repeated, School H would need to reconsider how it could be delivered across the different subject strands.

CASE STUDY 9

SCHOOL J – Design a Link Road that links Tandragee to the M1 motorway at Portadown

School J is a co-educational Junior High School. It is located in a rural area and has a wide catchment area.

Planning the Project

School J's senior management team was keen to see how they could integrate some of the ideas of the Revised Curriculum into their current timetable. They decided to run a trial project with two classes from the upper band of the Year 10 intake. June was considered to be the best time to run the trial because students have completed the Key Stage 3 examinations. June is generally quiet in terms of workload.

A senior teacher was asked to co-ordinate the project. He consulted with the school principal, heads of department and a number of CASS officers to help define and plan the project. Staff involved in the planning process agreed that the project needed:

- to involve several subject strands; and
- a key theme that was relevant to each subject strand.

Staff at School J wanted to focus on a theme that would develop students' interest and awareness of the needs of the environment and the community. They finally decided that the title of the project would be '*Design a Link Road that will link Tandragee to the M1 motorway at Portadown.*' Students had to explore this theme through Mathematics, English, Geography, Science and History. Each subject strand also needed to involve the use of ICT, literacy and numeracy and to develop group work.

Staff wanted students to have the opportunity to develop the following skills through the project:

- working with others;
- thinking, decision-making and problem-solving;
- literacy;
- numeracy;
- ICT; and
- continuous writing.

General teaching staff was informed about the project at two staff meetings.

History, Geography, Maths, English and Science teachers for the trial group were asked to plan teaching and learning activities that would meet the aims and objectives for the project. These activities were discussed and refined at a further planning meeting. The project coordinator met with the heads of department to discuss ideas on group work, subject content, display, evaluation and assessment. Participating students were told about the project a week before it started.

Project in Action

Students were taken off their usual timetable for a period of one week. Each class was split into groups of five students and each group has to nominate a leader. Students had one 50-minute period per day of History, Geography, Maths, English and Science, plus a one hour practical session. The practical sessions allowed students to work independently on computers and displays or to work in their groups. The content covered in each subject strand is included in the table below:

Subject	
History	<p>Students studied:</p> <ul style="list-style-type: none"> • how the Romans built roads in England; • how the construction of roads changed with the introduction of better materials such as tar macadam; and • the influence of civil engineers such as Thomas Telford. <p>Students also produced a timeline to show the development of major civil engineering projects in the UK.</p>
Geography	<p>Students used ordnance survey maps to examine the countryside and determine the most appropriate route for the proposed link road. They also tried to determine the appropriateness of the land by studying the physical landscape and factors such as:</p> <ul style="list-style-type: none"> • accessibility; • environmental impact; • public buildings; • golf courses; • transport; • bog land; • farmland; • housing developments; and • the Land Compensation Order 1982.
Mathematics	<p>A mathematical model was created based upon knowledge obtained in Geography.</p>

	<ul style="list-style-type: none"> • Students worked with scaled maps to calculate the length of the road. This involved working with ratios. • Students completed a costing exercise for building the road including labour and material costs. Material prices were obtained from the internet. Students also talked to representatives of local community to get more information about their needs. The purpose of this exercise was to get students to design a spreadsheet and use formulae. Each group has to report their findings and conclusions in written form. Students were then asked to state how they would refine their model to make the road more appropriate and the costs more accurate.
English	<p>Students had to write responses to some of the following problems:</p> <ul style="list-style-type: none"> • Describe how a person would feel after being informed that their land is going to be used for a road. • Write a letter of complaint to the Department of the Environment Roads Service stating clearly why the road should not be built. This letter should voice concerns on issues such as air pollution, noise pollution, destruction to the natural habitat of wildlife, destruction to the hedgerows, pollution to rivers and watercourses and house depreciation. • Design a poster to advertise/promote the new road. • Produce a magazine article (two-thirds of a page in length) that gives a reporter's account of the road.
Science	<p>Pupils were asked to consider in depth how that the proposed road would impact on the environment. Students studied the consequences of damage to the natural habitat of wildlife, in particular, destroying hedgerows. The effects on plant life and inset life were also considered. Students used the school library and the internet to carry out research.</p>

The project culminated in an afternoon in which students presented their findings through visual displays and verbal presentations. CASS officers and a number of specialists from outside agencies were invited to give the students some feedback on their work. Comments about students' work were extremely positive and encouraging to students.

Feedback

The outcomes of the entire project proved to be beyond the expectations of the project coordinator. He confirmed that students were actively engaged in:

- planning
- investigating

- calculating
- analyzing
- synthesizing
- reviewing
- discussing
- writing
- debating
- creating
- presenting
- questioning.

Moreover, after the initial lessons in each subject strand, students worked independently with the teachers acting as facilitators. The group leaders ensured that all members of their groups had tasks to do by effectively dividing the workload.

95% of students who participated in the project believed that they had learned more as a result of the common theme, and stated that each subject strand had had a meaningful and understandable input. Many students believed that a common theme helped them to see the inter-relationship between subjects, and appreciate that input from each subject was necessary to cover the theme properly. While most feedback from students was positive, some individuals expressed a dislike for having a designated group leader, who, on occasion, told them what to do or sometimes did too much of the work. One student suggested that she learned more when teachers used a didactic approach.

All members of staff were happy with the overall planning of the project in terms of its implementation and outcomes. However some staff suggested that they would have preferred more planning meetings. The main criticism from staff was that the C2K computer system was upgraded during the project and therefore, computers were unavailable for two days out of the week. Also some outside agencies did not respond to the school's requests for relevant information. The project coordinator felt the project would have been even more successful if run over two weeks. This would have allowed more discussion concerning the learning outcomes.

The project coordinator believes that their experience has forced teachers and students there to rethink how teaching and learning take place in the classroom. Students enjoyed the experience of working independently and learned a great deal. They were highly motivated but keen to ask for help and advice. Teachers did not feel 'burned out' because students were responsible for the

project outcomes. Teachers felt that they were learning with the students and that the project provided a rich experience for all of those involved.

School J plans to develop the project in the future and adapted it to suit Year 9 students. Students of lower ability could explore aspects of the project through Maths and English. The project will still promote literacy, numeracy, ICT skills and team working.

The advice given by School J's project coordinator to other schools starting on the process is to start with a small team of committed teachers and build upon ideas.