



YGBM OLEVI Hub

When we were asked to participate in the consortium’s initiative to develop an OLEVI Hub here at Ysgol Gymraeg Bro Morgannwg, we felt extremely privileged. To share our teaching and learning strategy through the roll out of ‘the hubs’ across the Central South region enthused us. The OLEVI programme is focused on developing strong pedagogy and continuing professional development in every classroom, in every school. The approach builds on identifying and extending the great practice in teaching and learning that is already in place, building on it, extending it and sharing it for development by leaders in the context of their own school.

The potential for this programme to develop is enormous, not only as a resource for schools across the region, but as a network of schools working together to extend and develop pedagogy across the region in increasingly innovative and interesting ways.

The teachers who have been facilitating the programme have been praised across the region and this makes us extremely proud. Investing in our best teachers is crucial in order to share good practice and to develop teaching and learning leaders for the future.

Rhian Wyn Griffiths (Deputy Head) Ysgol Gymraeg Bro Morgannwg

What our OLEVI Facilitators say

“Participating in the OTP, OFP and the POC Train the Trainers in quick succession has been quite a whirlwind, but it has without a doubt been the most worthwhile professional development that I have experienced. Having a regular opportunity to reflect on my teaching and learning practice, and trading ideas and experiences with like-minded teachers, has had a profound impact on my teaching ability and my enjoyment of the job. Likewise, becoming an OLEVI Facilitator has given me the confidence to stand back during lessons and let the students take the lead more often, which was something I was unwilling to do in the past. Fortunately, facilitating the OTP and ITP has meant that I can continue to reflect on my practice, albeit with a different cohort of delegates each term. It is a privilege to share thoughts and experiences with the teachers who attend the programmes we run at the OLEVI Development Hub at Bro Morgannwg, and OLEVI Wednesdays have quickly become the days I look forward to most in my working week.”

Andrew Grabham - Facilitator

CASE STUDY: Impact of “Being an OLEVI Hub”

“Being part of the OLEVI OTP programme has been the most valuable experience of my teaching career to date, and both myself and my pupils have benefited immensely. It has changed my expectations within lessons and has given me both the courage and confidence to give my pupils more independence and freedom. This in turn has impacted on the department as our discussions are more open and focused on teaching and learning. The OTP programme allows you to reflect on what you already know, but to also look at what you know from a different perspective and with fresh eyes. It allows you to open your mind to the views and opinions of others in a balanced and thought provoking way. I have enjoyed the discussions and continue to do so on a departmental level. It is vital to listen to others and to show them that their views and opinions are valued.”

“As a facilitator of the programme, I feel that I am in a very privileged position. The fact that we have pioneered the programme through the medium of Welsh has added an exciting dimension to the whole experience and seeing the impact that it has had across so many primary and secondary school within our Consortium has been very rewarding. The programme has been a great success in translation and flows very easily in Welsh which is probably testimony to its relevance in the life of a teacher, whatever the language they speak! Being a facilitator allows you the luxury of time to listen to others and to evaluate what they are saying. I enjoy this role very much and am developing an important skills set as a result. I seem to learn more and more each time I facilitate a programme.”

Nia Rowlands - Facilitator

“As busy teachers we can sometimes feel overwhelmed as we are inundated with new initiatives and curriculum changes. In contrast to most training programmes however, the OTP has a unique approach. By working with other teachers in a supportive environment, the programme provides an opportunity to ‘tweak’ what we already do, by deepening our thinking and raising our awareness. This subtle approach however has far reaching consequences, and can inspire and transform our practice. It has given me the confidence to take more risks and has had a profound effect on the way I think, which in turn has been valuable to my students and to my own development. The opportunity to be part of such a programme has inspired me (despite being a more mature teacher!) and made me realise that it is never too late for change!”

Betsan Perrett – Facilitator

Case Study 1: Ysgol Gymraeg Bro Morgannwg Primary Phase

The OTP programme was first introduced to us as a whole school initiative. It was part of our CPD programme at the beginning of the academic year and was an attempt to raise the standards of teaching and learning within our new setting as a 3-19 school.

Two of my Primary team had already participated in the programme during the previous term and as a school leader I was highly impressed by the impact of what I saw when I

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visited their classes. Both teachers were already exceptionally good teachers but something had changed in the presentation of their lessons. The pupils were very enthused and totally engaged in their own learning. It was clear that there had been a definite impact on the teaching and learning that was being delivered within these classes.

One aspect which impressed me was the effective use of starters. The teachers would ask questions which really made the pupils think. Both teachers would probe deeper and discard the pupils’ initial answers. This in turn made the pupils think more carefully. The results were very impressive: year three pupils who had just started working through the medium of English could be heard discussing ‘rhetorical questions’ as part of their everyday vocabulary. The teachers’ modelling of answers had really worked.

Another aspect which I found useful was the use of mini plenaries dotted throughout the lessons. These kept the pupils on track and gave them a chance to evaluate their progress, re-evaluate and if necessary choose a different tack. Every pupil, regardless of their academic level, was engrossed in their work and able to move their own learning on to the next level. During the end plenary, the pupils moved naturally to their chosen zones – these were already an established feature within both teachers’ classrooms. Some pupils chose to feedback on what they had learnt during the session by standing in the ‘Learning Zone’. Others were more curious and wanted to ask a question, which they did by standing in the ‘Question Zone’.

All of this change was exciting and I wanted a part of it. I therefore decided to enrol myself on the third cycle of the OLEVI programme at our school. This has been a particularly stimulating experience and I have championed the programme to other school leaders. Everyone delivering education needs a boost now and again and attending the programme reignited my enthusiasm for the career I chose many moons ago!

Menna J Roberts (Assistant Head)

Case Study 2: Ysgol Llanhari

As a 3-19 Welsh medium school, Ysgol Llanhari places outstanding teaching and learning at the heart of its drive for improving standards. Subsequently, a programme of in-house INSET delivered by staff has ensured that there is constant focus on teaching and learning.

Two members of staff attended the inaugural OTP Programme delivered in Ysgol Gymraeg Bro Morgannwg during the Autumn Term 2015 with the aim of benefiting from personal professional development as well as leading INSET back at school. Having completed the programme, it was felt that there were ample opportunities to reflect on current practice and to forge ahead with strategies such as DR ICE and the “zones”.

It was evident that participating on the course encouraged us, as teachers, to develop independent learners, consistently thriving on challenges within the classroom. By means of interesting discussions facilitated professionally by the three teachers from Bro Morgannwg,

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we were encouraged to return to our teaching and learning roots and to consider the elements of outstanding lessons which will have a far-reaching effect on our pupils’ learning.

The programme contains interactive activities as well as an opportunity to reflect and discuss and when facilitating INSET at Ysgol Llanhari, we followed the same interactive method when presenting e.g. when looking at starters and “shallow, deep, profound” learning. Teachers responded enthusiastically to the interaction and were encouraged to develop the ideas within their own context.

Teachers from the primary and secondary sector attended the training at Bro Morgannwg and it was therefore relevant for our whole school training at Ysgol Llanhari. Our programme of observation triads during the Spring term have been based on two sessions of the OTP, namely differentiation and questioning. Positive feedback and further aims for improvement have been identified. Building in time to staff INSET for discussion, as was allowed on the OTP programme, results in an elevated and focused discussion on specific topics.

Meinir Thomas (Deputy Head)

