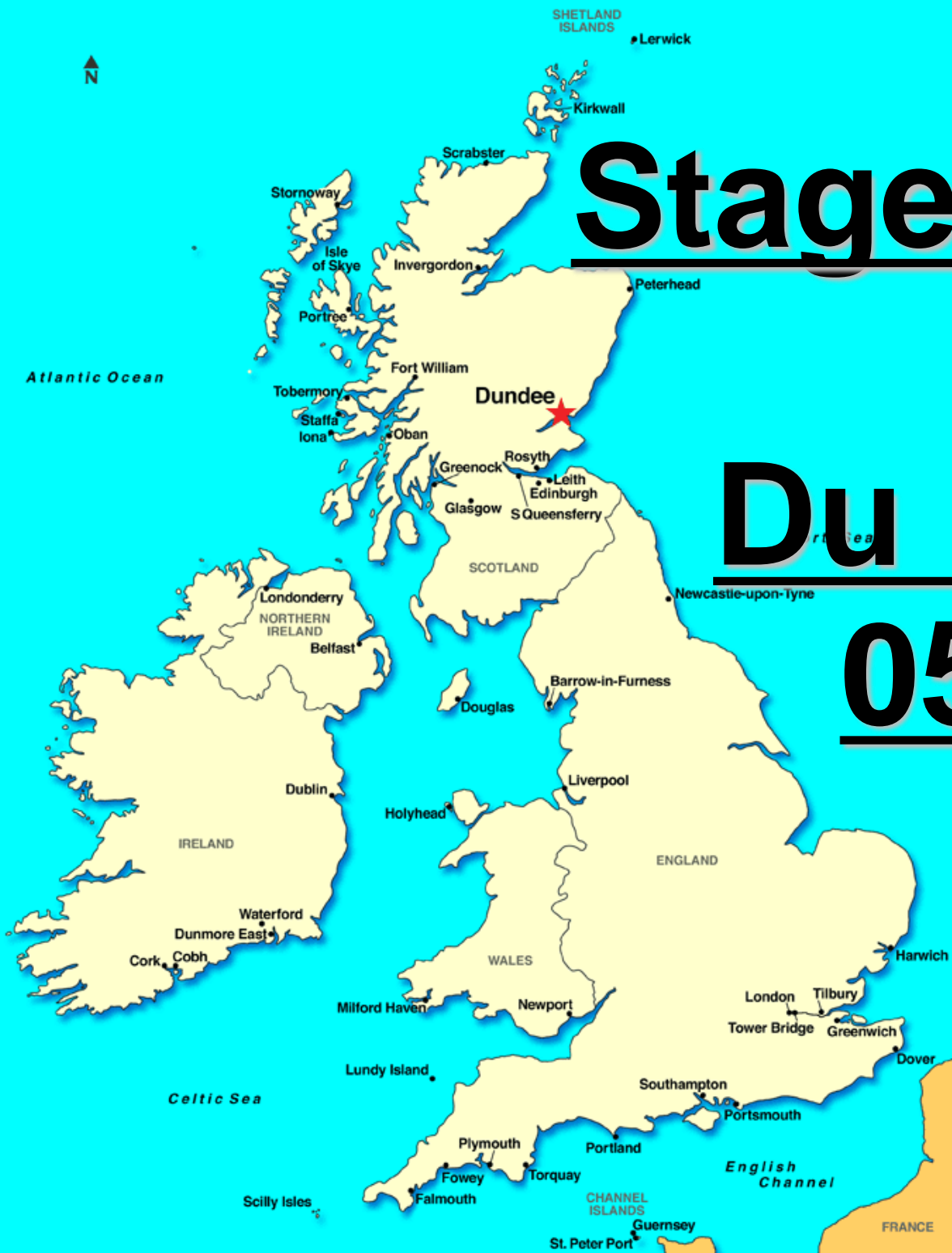
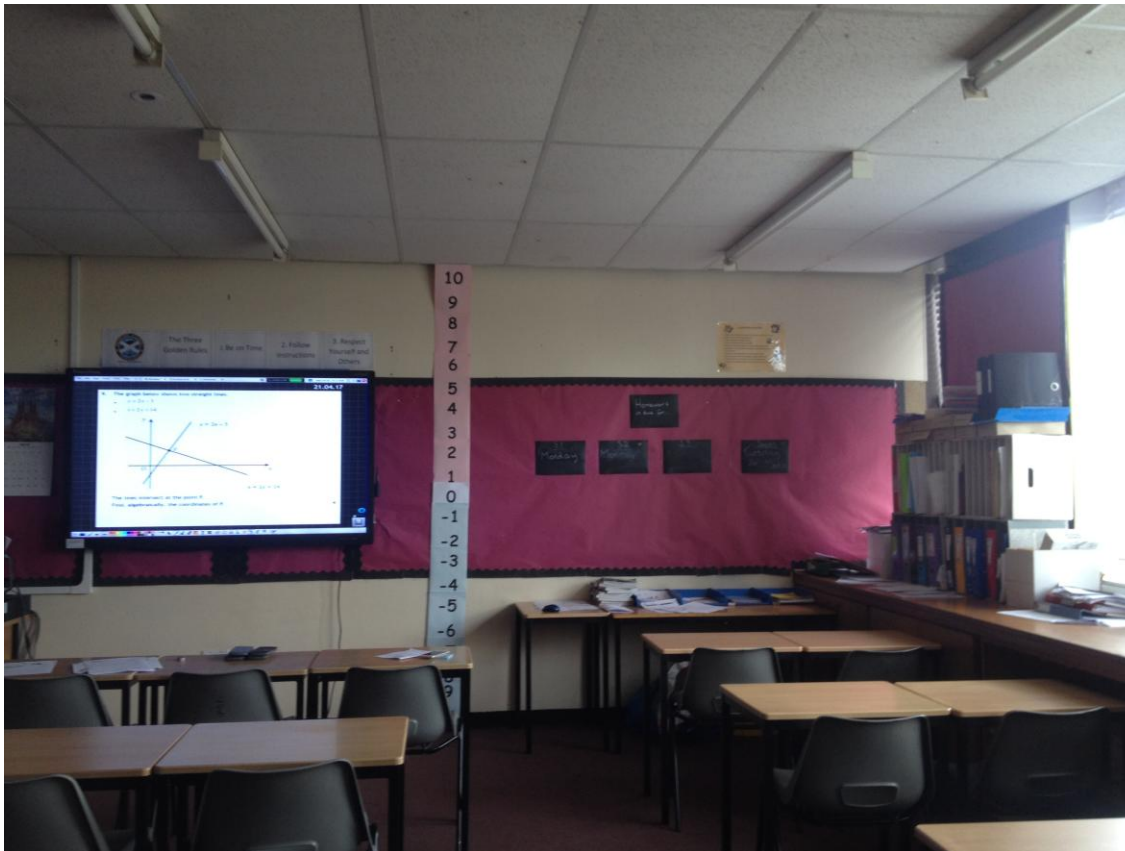


Stage à Dundee

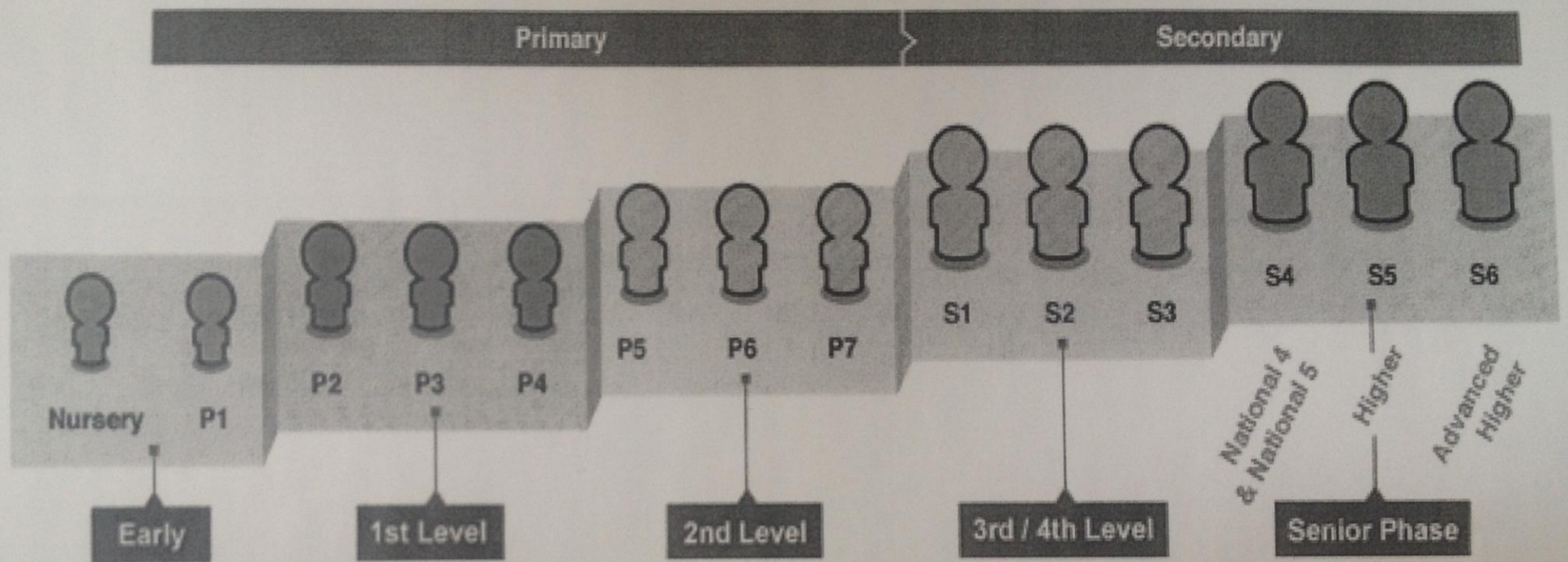
Du 18 avril au
05 mai 2017



Secondary school Braeview Academy



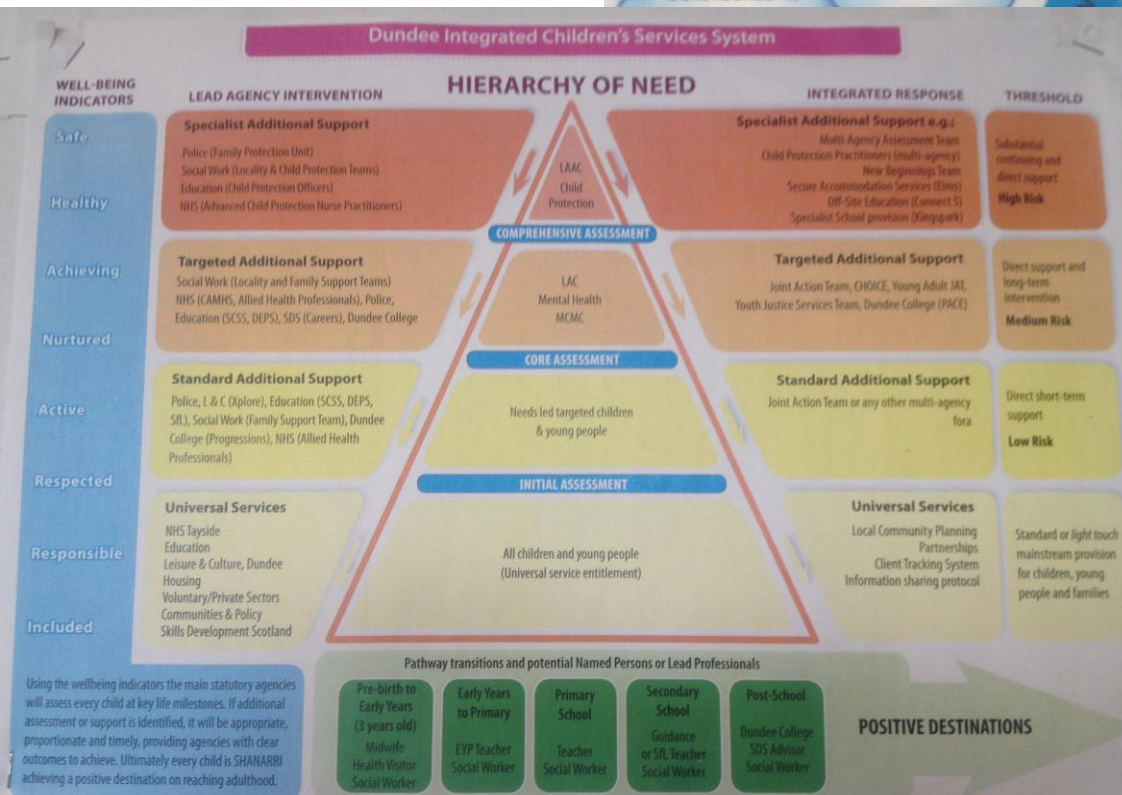
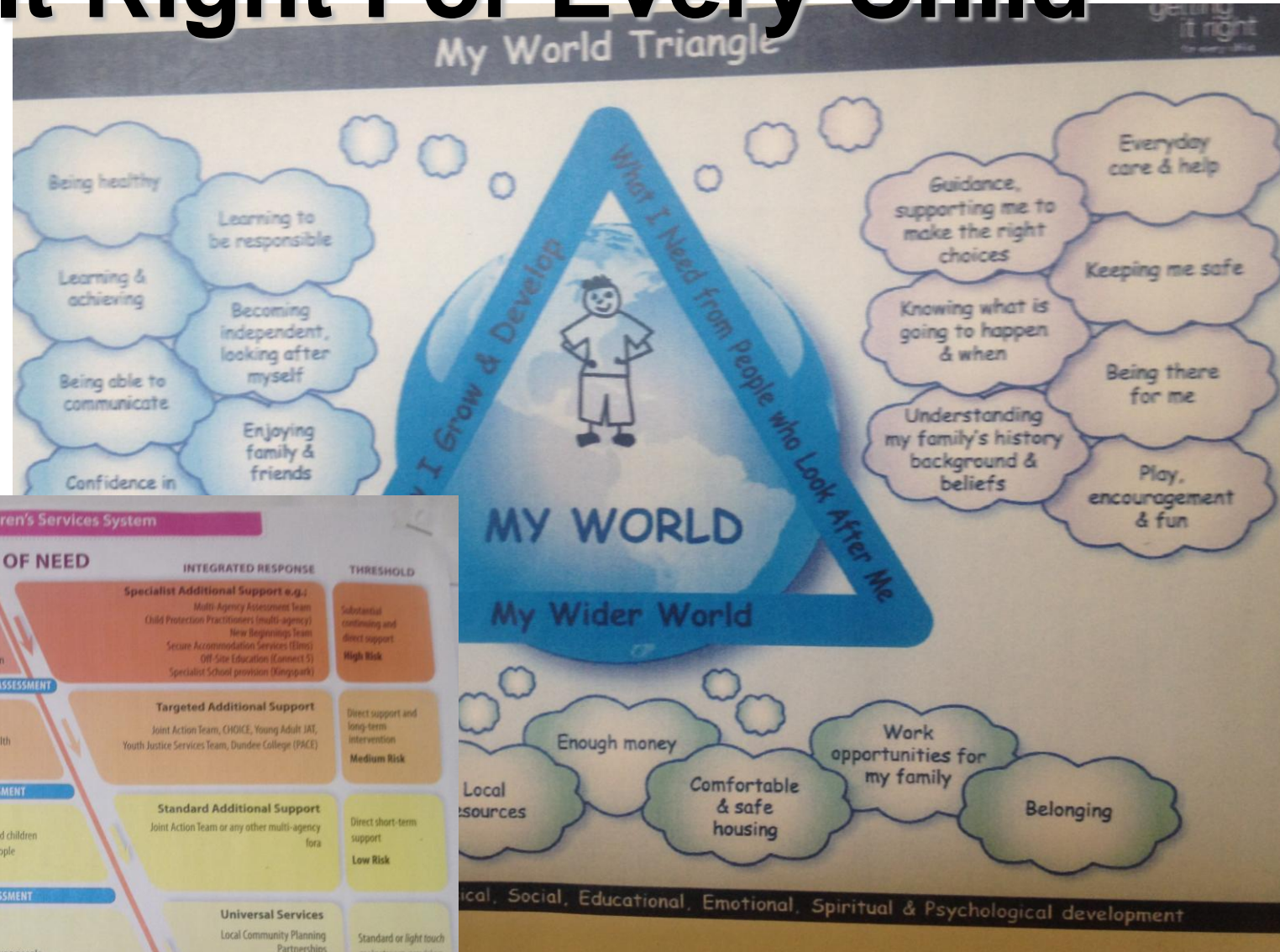
*Elèves de
11 à 16 ans*



The levels of qualifications on offer will be:

- **Access 1**
- **Access 2**
- **Access 3** (equivalent to Standard Grade Foundation)
- **National 4** (equivalent to Standard Grade General or Intermediate 1)
- **National 5** (equivalent to Standard Grade Credit or Intermediate 2)
- **Higher**
- **Advanced Higher**

Getting It Right For Every Child



EFFECTIVE LEARNING & TEACHING

TEACHER CORE DOCUMENT

Clear learning and teaching aims <ul style="list-style-type: none">• Know clearly what is to be learned• Have a limited number of aims• Discuss aims with pupils• Discuss how attainment will be identified	Motivation <ul style="list-style-type: none">• Offer interesting, varied and challenging tasks• Encourage a focussed attention to learn• Always identify and praise progress• Ensure tasks are worthwhile• Encourage a problem-solving approach
Previous experience and present abilities <ul style="list-style-type: none">• Collect information about pupils' previous experience• Know what the pupils should know or be able to do before starting new work• Match tasks to pupils' abilities and experience• Identify recent activities or developments important for the new learning• Try to identify possible difficulties in advance	Effective tasks and flexible teaching methods <ul style="list-style-type: none">• Keep an open mind about each pupil's capabilities• Design tasks which aid progress and are challenging yet attainable• Encourage a helpful, collaborative working classroom relationship• Question helpfully• Reflect on success and progress• Consider each pupil's approach to learning

Learning and Teaching Strategies

1. Learning Intentions / Success Criteria

- Teachers share the purpose of lessons with pupils.

2. Learning Approaches

- Teachers use a variety of learning and teaching approaches matched to pupils' needs.
- Learning targets take account of the different rates at which pupils learn and develop.
- Assessment/tracking information is used to plan next steps in learning.

3. Questioning

- Teachers' questioning is clear and purposeful, and pupils' responses are effectively handled.
- Teachers ask questions and build on pupils' responses and care is taken to involve all pupils.
- Pupils' contributions are encouraged and valued.

4. Feedback

- Teachers give well-considered feedback to pupils about their work and progress on a regular basis.
- Teachers' feedback to pupils clearly indicates the next steps to take to improve and make progress.
- Positive and formative comments are made on written work.

5. Self-evaluation

- Pupils have the opportunity to discuss with teachers what they need to do to improve.
- Pupils identify their own learning needs and progress and set targets through self-evaluation.
- Pupils are involved in their own learning through self-correction, effective use of homework planners and good up-to-date notes.

Threading your needle



You will need **FULL CONCENTRATION, PATIENCE** and **DETERMINATION** to successfully thread your needle.

Step 1

Pick the correct thread. This may be tacking thread OR sewing thread depending on the task.

Step 2

Extend the thread to arm's length and cut.

Step 3

Ensure the scissors you used were sharp and the end of thread is not frayed. If this happens cut the thread to create a smooth end and discard of the frayed section. Here is an example of an end that has been cut correctly.



Step 4

Moisten the end of the thread and pinch **THE END** of your thread very tightly in the tips of your fingers.



Step 5

Slide the eye of the needle **OVER** the thread and pull through.



Tacking

What is 'tacking'?

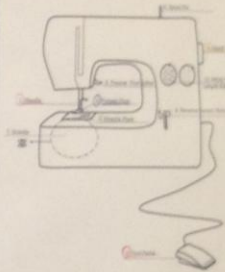
- Tacking is when you make a **quick, temporary** stitch intended to be removed.
- Tacking thread is thinner than ordinary sewing thread.
- This is why you have to use two different types of thread on your cushion. You have to 'tack' the front and back of your cushion together before you can use the sewing machine.

Here are some examples of 'tacking'...



The sewing machine

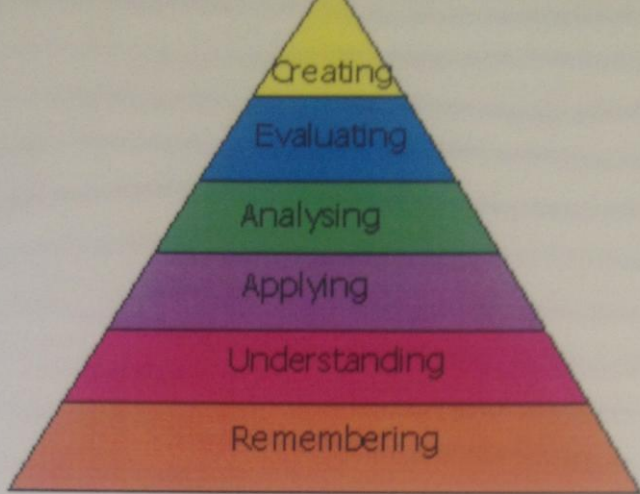
- Step 1:** Put the machine on and ensure the light comes on.
- Step 2:** Place the foot pedal on the floor in a comfortable and safe position.
- Step 3:** Place the material in the correct place.
- Step 4:** Using the hand wheel on the side of the machine insert the needle into the fabric.
- Step 5:** Ensure the presser foot is down. The 'dog teeth' on the needle plate of the machine will pull your fabric through.
- Step 6:** With a **SLOW** and **STEADY** pace press your foot down on the pedal and gently guide the fabric through.
- Step 7:** When you are finished using the machine place the needle back up in its original position and not in your fabric. Allow the presser foot to be applied and then remove your fabric from the machine. Turn the machine off and tidy the pedal away neatly to avoid a tripping hazard!



It is essential you know how to use a sewing machine properly. This prevents any damage or injury to yourself and the sewing machines. When using a sewing machine you must:

- When you are not using the machine or adjusting the fabric, keep your foot away from the pedal.
- All long hair and loose clothing must be rolled up or tucked away. Especially long hair and school ties.
- All fingers MUST be kept away from the machine's needle.
- When operating the machine keep a **SLOW** and **STEADY** pace.
- Never talk to someone who is operating a machine. Wait until they are finished and the needle has been safely removed from the fabric.
- Only ever use the machines out of a room. There must **never** be two people at one machine at the same time unless authorised to do so by a teacher.



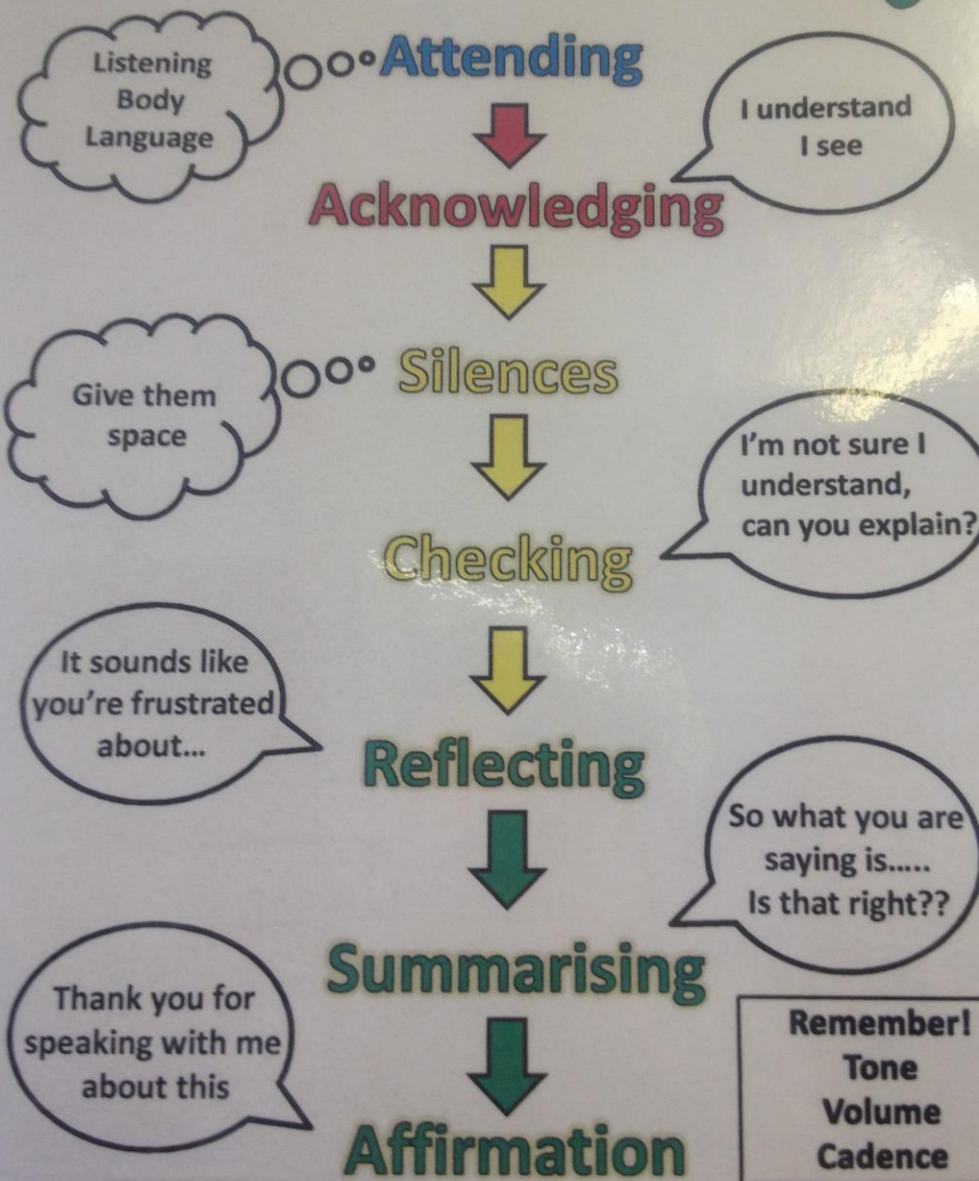


Learning Skill	Words you might hear or use when thinking and talking about this skill
Creating	Compose, assemble, organise, invent, compile, forecast, devise, propose, construct, plan, predict, improve, formulate, generate, prepare, develop, design, imagine, set up, create, produce
Evaluating	Judge, predict, assess, determine, prioritise, experiment, check, test, evaluate, defend, conclude, debate, justify, recommend, discriminate, argue, rank
Analysing	Distinguish, inspect, inquire, question, examine, research, probe, investigate, calculate, experiment, compare, contrast, survey, test, debate, sequence, relate, categorise, discriminate
Applying	Translate, illustrate, make, practise, manipulate, calculate, apply, operate, exhibit, interpret, interview, sequence, show, solve, collect, demonstrate, dramatise, use, adapt, draw, construct
Understanding	Report, recognise, review, describe, observe, outline, interpret, explain, identify, discuss, research, annotate, translate, give examples, define
Remembering	List, memorise, choose, recite, quote, record, match, select, underline, cite, relate, sort, show, locate, give an example, reproduce, quote, repeat, label, recall, outline



Active Listening

Restorative Approaches



Remember!
Tone
Volume
Cadence

What skills have you used today? Have you been a....

Organised your time well?

Leader

Accepted responsibility?

Worked for a challenge?

Identified problems and dealt with them?



What life skills have you used today? Have you....

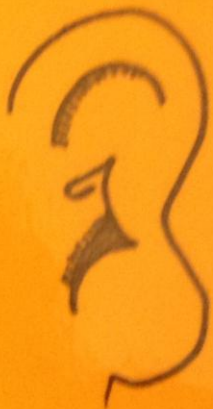
Encouraged others in the class?

Worked with others

Shown confidence?

Worked well with other people?

Been fair and considerate?



Been a good team player?

Compromised when appropriate?

Given useful feedback to somebody else?

Taken part in a discussion?

Reached agreements with other people?

Been a good listener?

co-operative

Taken responsibility

Used what you need?

Delegated to others?

Shown initiative?



An Introduction to Michelin in Dundee

MICHELIN 40 YEARS IN DUNDEE
 Employ ~600 People
 ~£45m per year into local economy
 Site 32 Hectares, 7 Hectares of Buildings

Highlights of the Michelin Group

World Major tyre industry player
 15.5% market share, No.1 or 2

Global sales of €21.7 Billion
 Operating across 170 countries

Production sites
 69 plants in 18 countries produce:
 • 176 million tyres, cycle to Space Shuttle
 • 10 million maps and guides

Highly-qualified staff
 113,000 of all backgrounds and cultures
 including 6,000 in the Group's R & D



A partnership about work



Braeview & Michelin Partnership

Expectations of Michelin mentors

- Talk about the world of work
- Include pupils in their routines
- Get pupils to think safety!
- Be another voice
- Be professional and represent Michelin
- Be an ambassador for the Michelin/Braeview partnership

Why a partnership with Braeview Academy?

- It is the nearest secondary school to Michelin
- Many of our employees are ex-pupils
- Our employees have children and family that are pupils at Braeview Academy
- Some of the pupils at Braeview will become Michelin employees in the future
- Both Michelin and Braeview Academy want this partnership to work to support Youth Employment

Braeview & Michelin Partnership

What is Work experience?

- Introduction to the world of work
- Somebody else/somebody different to talk to about work
- Opportunity to ask questions, talk to people
- Opportunity to listen - to instructions about the work, their reflections on work!
- Try and enjoy the work experience - your mentor is there to share with you their experience.

Higher Essay Feedback

redo

Name Caitlyn Rose

Class H Teacher JW

Essay Unseen Assessment 2

(Liberal Social Reform) - why introduced?

Teacher Comments

Element	Present?	Mark	Comment
Introduction			
Background	Y	2/2	Perfect.
Factors	Y		
Line of Argument	Y		
Main Body			
Evidence		6/6	Knowledge was there. But I got the sense you weren't as comfortable in your understanding as you have been in the past.
Analysis		4/6	I thought you missed a lot of opportunities for analysis. At times your analysis was barely developed enough.
Evaluation		2/4	The argument was perfect in the introduction, but this didn't come through in the evaluations.
Conclusion			
Sums up factors	N	1/2	You need to refer to all of your factors.
Makes an overall judgement	Y		

General

Study, stay on top of this topic.

Student Action Plan

Strengths	Areas for Development	Specific Actions to be Taken to Ensure Development
	*Need help With Evaluation.	

Grade for this essay: 15/20

Red Box Task

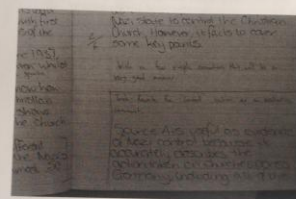
A

Red Box Marking

Traduction :
Correction à l'aide de la boîte rouge

What is Red Box Marking?

Red Box Marking is the practice of writing 'Improvement Prompts' for the pupils and can be used as part of the general AFL practice. These prompts follow an assessed piece of work and outline the next steps the student must take to progress. In order to ensure that the pupil acts on these prompts, a red box is drawn following the teacher's main comments for the pupil to respond in. This box will contain directions on what the pupil is to do next in response to the feedback given and the size of the box indicates the length of response expected by the pupil.



The prompts can take a variety of forms. These should be task orientated, linked to success criteria and focus only on one or two specific improvements at a time. An extension question can also be used or a specific task set.

This is best used for key pieces of work. Time is then set aside for pupils to read the comments on their work and then to complete the red box.

"The research shows, for example, that when the feedback focuses on what students need to do to improve, and, in particular, how to go about it... then you get very large impacts on student achievement." (William, 2012)

"This quote relates perfectly to what I am trying to do. Pupils not only can identify what they need to do to improve but the red box shows them how to go about it. So, instead of 'safety writing' you need to write more detailed answers' you add in a box with 'Write two more examples to back up your answer'."

Intended Outcomes

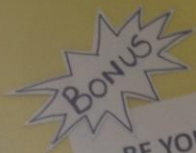
1. A clear indication of pupils engaging with feedback. (The initial answer with red box improvements should evidence this.)
2. Pupils gain confidence in answering History specific skills questions.
3. Progress over time as a result of red box tasks—pupils confidently using skills previously struggled with. Fewer common/repeated mistakes in structure and content of answers.
4. Gather evidence of progress and achievement for reporting and monitoring.
5. Secondary Outcomes
6. Increased effort on tasks as pupils aim to complete their work to high standard on initial attempt.
7. Improvements in literacy as pupils are directed towards accuracy and clarity in written work.
8. Growth mindset—pupils recognise ability is not fixed through achieving clear targets.

Le SFL

Support For Learning

Traduction : Aide à l'apprentissage

10 WAYS TO GET PEOPLE TO LIKE YOU



BE YOURSELF

Not everyone will like you no matter what you do always stay true to yourself and your true friends will love you for who you are

GO OUT OF YOUR WAY

Do something nice for someone else without them asking

SAY HELLO

Even if you don't know the person, saying hello forces them to acknowledge you and enforces interaction they will remember.

LISTEN, REALLY LISTEN

don't only pay attention, but take note of important things that people say. And bring them up later in conversation to show you have been paying attention

SAY THANK YOU

do the time and everytime you

SMILE

Simple way to make yourself seem more approachable

LOOK UP WHEN WALKING

your feet will still be there, the people walking passed may not be

DON'T LIE

Getting caught telling a lie can decrease the way that people see you

ALWAYS BE RESPECTFUL

A negative impression can stay with someone for a very long time

STAND TALL

An open body and posture does a lot for the way people approach you

LEARN PEOPLES NAMES

It is the easiest way to make people feel important and they will automatically want to help you along

THINK

Before you....



T = Is it TRUE?
H = Is it HELPFUL?
I = Is it INSPIRING?
N = Is it NECESSARY?
K = Is it KIND?

