Leadership and Management 1 (LMM1)

Resource 4: ‘A Day in the Life’ card sort

| Switch on PC, kettle and IWB in classroom. Check pigeon-hole, staffroom notice board and cover list. Check for urgent emails. Make coffee. Show colleague where the new video clips are on the shared drive.  **A** | Show Spanish Assistant the Head of Year office and explain to be careful about certain things and the sanctions and rewards arrangements. Introduce her to a couple of staff at morning briefing.  **B** |
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| Check emails, reply to most important ones. Look up ’phone number of exam board contact. Put note in registers for 2 boys to come at lunch about incident yesterday and 2 girls for persistent homework problems and detentions.  **C** | Break: Listen to Head of Year sounding off about dysfunctional family moving into the area and the school having to take the two children.  **D** |
| Check stationery order and email bursar for action. Ring caretaker about dripping ceiling in a colleague’s room. Print off risk assessment for the Dresden trip.  **E** | See deputy head for weekly 30 minute meeting and discuss the agenda planned for the next languages meeting (focus on staff development).  **F** |
| Lunch in languages office and chat for 10 minutes with NQT about her sharing her use of the IWB to develop intercultural understanding at the next languages  meeting.  **G** | Discuss bottom set Year 9 group with new but experienced colleague. Conversation about how the new strategies are working and quick look at planning the next lesson with him.  **H** |
| Check CiLT website for ideas and resources on transition and trawl the rest of the web to prepare for activity with colleagues at the next languages meeting, hoping to inspire some change.  **I** | Respond to emails. Take ’phone call from publisher’s rep. Collect new dry-wipe board markers from reception and put into store cupboard.  **J** |
| Speak to colleague who hasn’t marked books in eight weeks with Year 7, following parental complaint. Hear about difficulties at home and compromise over how to proceed so that the work is done but is manageable.  **K** | Speak to deputy head about accepting so many new pupils in the town and how it is difficult to place them in languages sets if they have learned French.  **L** |
| Email to colleague who has just changed a corridor display to promote languages and the visit to Dresden. Email another colleague to confirm her slot on IWB and ICU at the next languages meeting. Email another colleague about next steps with tricky pupil after ringing parent.  **M** | Defend colleague accused by deputy head of writing too many referrals, saying he is responding to advice with the Year 9 group and is simply following school policies over disruption in lessons.    **N** |