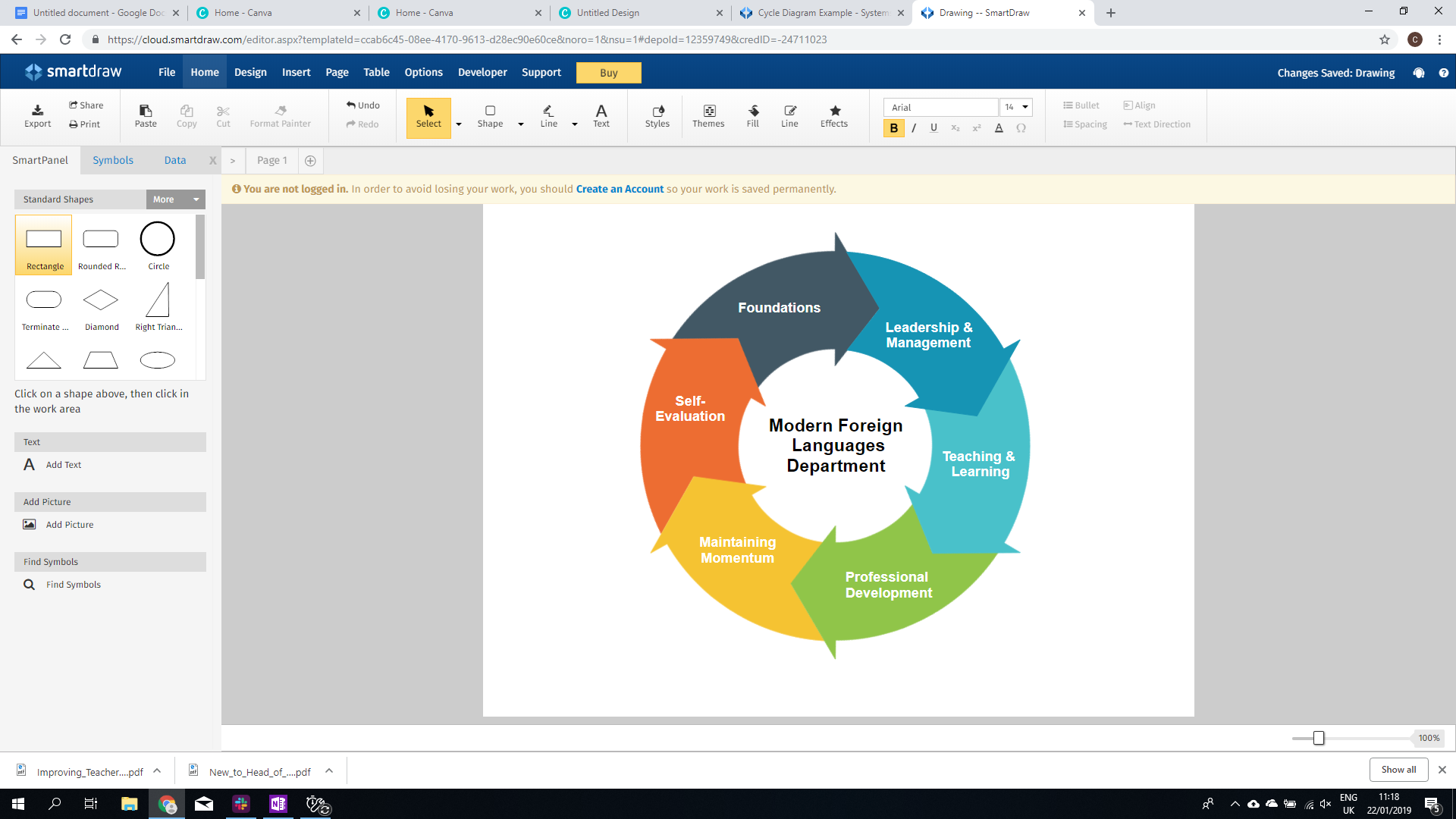


**Pedagogical Manual :** MFL Department

|  |  |
| --- | --- |
| **Section** | **Maintaining Momentum** |
| **Resource** | MM1: Developing a Protocol for Departmental Meetings |
| **Objective** | *To organise and collaboratively run a set of departmental meetings based on a fixed formula.* |
| **Outcomes** | * To make meetings an event. * To create a meeting timetable to share responsibilities required for the running of meetings * To create a template for agendas * To create a template for minutes |
| **Resources** | Example Templates |
| **Time** | 40 minutes |



|  |  |  |
| --- | --- | --- |
| Part 1: Making meetings an event | 15 mins | Firstly, it is important that meetings are made into an important event. They should be productive but also seen as being enjoyable.  In order to support this idea, it is important to set the standards for the environment in which the meeting will take place and the roles and responsibilities of those members of the department involved in the process.  **Setting**  Here are some ideas:   * Set up a room rota - it is important that meetings aren’t always in the same room. * Set up the tables in a square so that members of the department can talk to each other more easily. * Have a biscuit/fruit/cake and water rota where members of the department bring something to help maintain momentum during the meeting   *Now, create a list of expectations regarding the setting of your meetings.*  **Roles and Responsibilities**  In any standard meeting, there are a number of key roles:   1. **A Chair** - The chair is responsible of creating the agenda based on the needs of those attending the meeting, they are responsible for keeping time, for ensuring that action points are attributed to different members of the team. 2. **A Clerk** - This person is responsible for writing the minutes during the meeting as well as recording the actions. 3. **A Convenor** - This person is responsible for the setting (See above)   *Now write a rota of the different people who will be responsible for each of these roles. It is important that they rotate and that one person is not solely responsible.* |
| Part 2: *Writing an agenda - minutes - action framework* | 25 mins | Traditionally, an agenda is published before a meeting and then minutes are recorded separately. However, this is only really achievable with admin support.  **Template**  Here, we propose an all-purpose document that ensure that the creation of paperwork is not onerous and that it facilitates consultation.  The resource *MM1: Template for Agenda-Minutes-Action* provides you with this framework. Here you will see that there are dedicated sections for each agenda covering a variety of set topics. These topics are only suggestions and should be adapted based on the context in which you work. However, having such sections means that you will never neglect one particular area of your professional work. It is important to recognise that NOT ALL sections need to be covered in every meeting and that each section is time limited based on the quantity of items to be covered.  The sections are listed below with an explanation of what they might contain discussion about:   1. **Starter** - Here you should do something positive such as ‘What we are most proud of at the moment’. Here each teacher should contribute something quick and simple about something they have done related to their professional life of which they are proud. These are NOT minuted. 2. **Matters arising** - Actions on the previous set of minutes should be discussed and whether any have not been achieved and whether they should be added to this meeting as ongoing items. 3. **Teaching and Learning** - Here you should focus on methodologies, pedagogy, timetables, subject-related issues. 4. **Assessment** - This should focus on both internal and external examinations and assessments. 5. **Junior Cycle** - Issues relating to timetabling, particular students for intervention, assessment, portfolios etc. 6. **TY** - Short courses, projects, 7. **Senior Cycle** - Issues relating to timetabling, intervention, assessment, external exams, pre-exams 8. **Extra Curricular Activities** - Clubs, etwinning, exchanges etc. 9. **Whole School Matters Affecting MFL Dept** - Any whole school initiatives that will affect MFL teaching in the school.   Now, decide which areas you will keep or adapt.  **Agenda**  The chair whose turn it is to write the agenda, should ask for items to be added under the aforementioned headings at least a week before the meeting. Having a collaborative document in Google Drive or Microsoft Teams is a great way to all contribute to the agenda. The chair decides how much time should be allocated and whether any items should be removed for future meetings in consultation with colleagues.  Agenda items should be like learning objectives framed using a ‘to be able to…’ structure so that they are actionable.  **Minutes**  The CLERK will take the minutes directly onto the document as the meeting is taking place. Staff should use initials of the members and only provide a very short summary of discussion that takes place  **Actions**  The chair will bring the discussion of each item on the agenda to a close as the time limit is elapsing and will ask ‘What are our actions?’. One or more actions will be decided and the responsibility given to one, some or all members of the team as well as a due date. |
| Part 3: *After the meeting* | 5 mins | Once the minutes have been completed, they should be sent around to all members of the department who were in attendance for any further changes. |

**Pedagogical Manual :** MFL Department

MM1: Template for Agenda-Minutes-Actions

**MFL Department Agenda**

**Location:**

**Date:**

**Time:**

**Attendees:**

**Apologies:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Item** | **Time** | **Minutes** | **Actions** |
| ***Starter*** |  |  |  |  |
| ***Matters Arising*** |  |  |  |  |
| ***T&L*** |  |  |  |  |
| ***Assessment*** | 1. To define National Expectations in light of CBA 1 | 5 mins | XX offered a definition of National Expectations gleaned from SLAR meeting as:  YY suggested that this was an example of above National Expectations. ALL agreed  This information should be disseminated to students in student-speak | XX and YY to create a student speak poster that focuses on the features of quality of National Expectations (April 2019) |
| ***JC*** |  |  |  |  |
| ***TY*** |  |  |  |  |
| ***SC*** |  |  |  |  |
| ***Extra Curricular*** |  |  |  |  |
| ***Whole School*** |  |  |  |  |

**Next meeting is the:**