

**MAXIMISING POTENTIAL:
A RESOURCE TO SUPPORT INCLUSION IN MODERN LANGUAGES**
<http://itscotland.org.uk/maximisingpotential>

SUPPLEMENTARY GUIDANCE FOR SCHOOL MANAGERS

One of the advantages of this programme is that it draws on resources that are already available within each school. That can also, however, be a **disadvantage**, if the programme does not have active support of School Management and, in particular from the person who holds management responsibility for MFL. The three main - and crucial - points are summarised here:

1. ALLOCATION OF SUPPORT STAFF TO MFL

The early stages of the Maximising Potential programme work best if a modern language teacher can be paired with a buddy from Learning Support for a period of 1 to 3 terms. This is often difficult to arrange, but pays enormous dividends in terms of professional and curriculum development. The programme provides a framework for working together and for monitoring progress.



In all the projects that we have seen, positive results quickly become apparent, and new ways of working really do tend to become established practice, even when support is withdrawn in the later stages of the project.

Without SMT support, these benefits will be less impressive and have less impact on the rest of the department and the school.

2. ENSURING THAT TIME IS AVAILABLE FOR COLLABORATION

Agreeing that teachers can work together is not enough.

In order to work together effectively, the members of the project team need to be available **at the same time as each other** for planning, and available **at the same time as the class** that is the focus of the project.



Work with pilot schools shows this is not possible without the active commitment of the SMT to the success of the project.

3. ON-GOING SUPPORT (MENTORING)



The Maximising Potential programme normally takes place over the space of a school year, during which there are many other things to do.

In order not to lose focus, schools have found it helpful to have periodic meetings with their line managers to:

- get the programme underway
- report on progress
- discuss solutions to any problems that may arise
- determine next steps for the project team, the department and the school

The section in the main programme on **Guidance for school managers** provides examples of documentation that may be customised and used to assist this process. Go to:

<http://www.ltscotland.co.uk/maximisingpotential/managers/professionaldevelopment.asp>