

Hints and tips for efficient completion of self-directed study in NPQ programmes

Self-Reporting:

Remember to tick the boxes when you have attended the training events or watched the recording and have completed the Micro Implementation Tasks for this Block. You will tick 'Micro-Implementation tasks' to self-report that you have completed these for the current block.

Scroll to the bottom of each unit:

When you have completed a unit, open the references and scroll to the bottom of this page. This will tell the NPQ platform that you have completed the unit which is then reflected in the dial on the left of the screen. Failure to do this will not log that you have completed the unit.

Micro-Implementation Tasks (MIT):

Reflecting on your diagnostic assessment, you may choose to prioritise some micro-implementation tasks and for others where you feel your practice is strong, you may simply note your reflections of previous work. If a MIT is not relevant, do not add to your workload by completing it unnecessarily.

Note Taking:

Responses to tasks and activities can be brief notes or bullet points to avoid unnecessary workload as these are for your records only. You may prefer to make handwritten notes. There is no expectation that you make notes on the NPQ platform and any notes you do make are for your reference only.

Allocating time in your schedule for self-directed study:

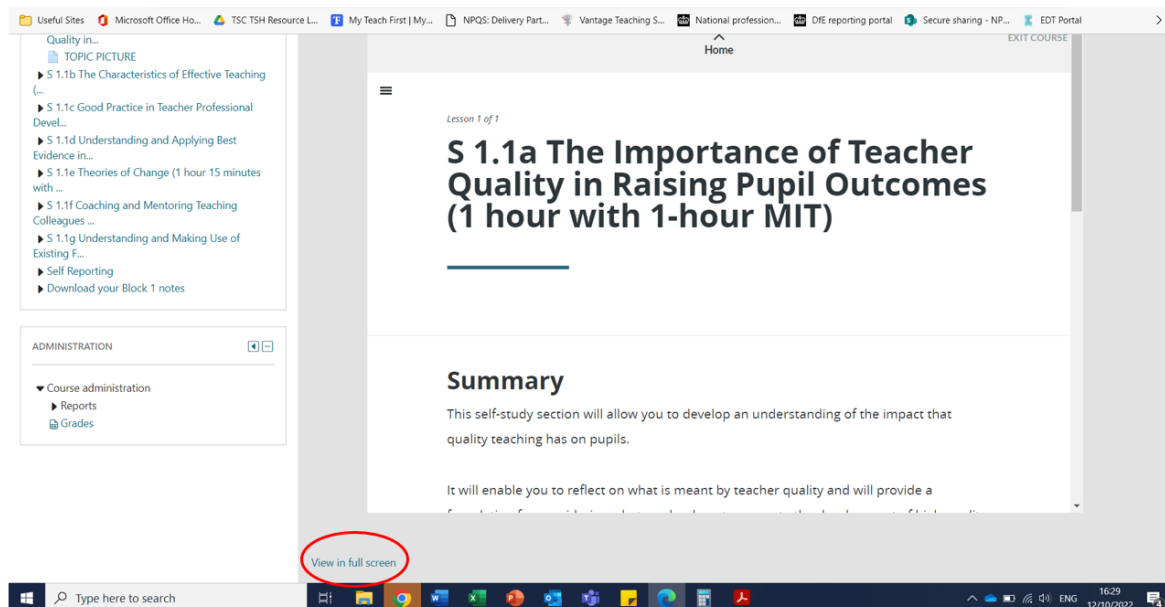
Try to allocate a little time each week to engage in the self-directed study. For example, if you allocate time each week to respond to emails, try to substitute this for 30 minutes of self-directed study. Your professional development is a priority in helping you develop as a leader and will likely have more of an impact on children's outcomes than onerous administration activities.

Read Aloud function:

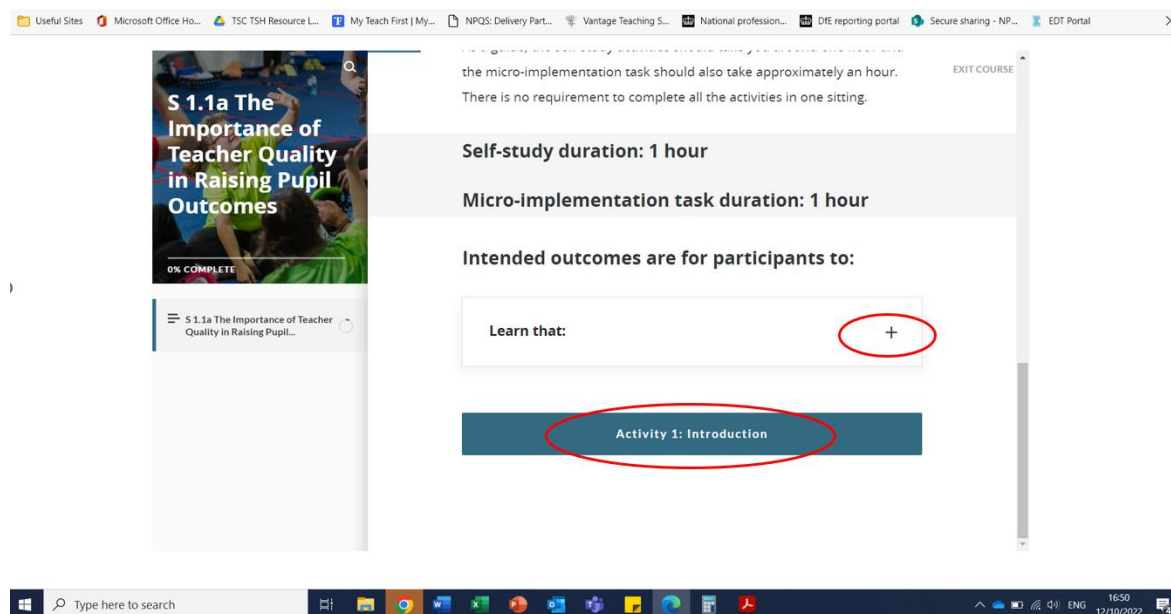
Use the 'Read Aloud' function on your computer if you find that you need to read something more than once to comprehend it. Busy school leaders are often managing multiple conflicting priorities and this can impact on your cognitive load leading to intrusive thoughts which distract you while you are reading.

The screen shots below provide step-by-step instructions on how to do this and many programme members are reporting that it helps them complete units more quickly and with greater understanding.

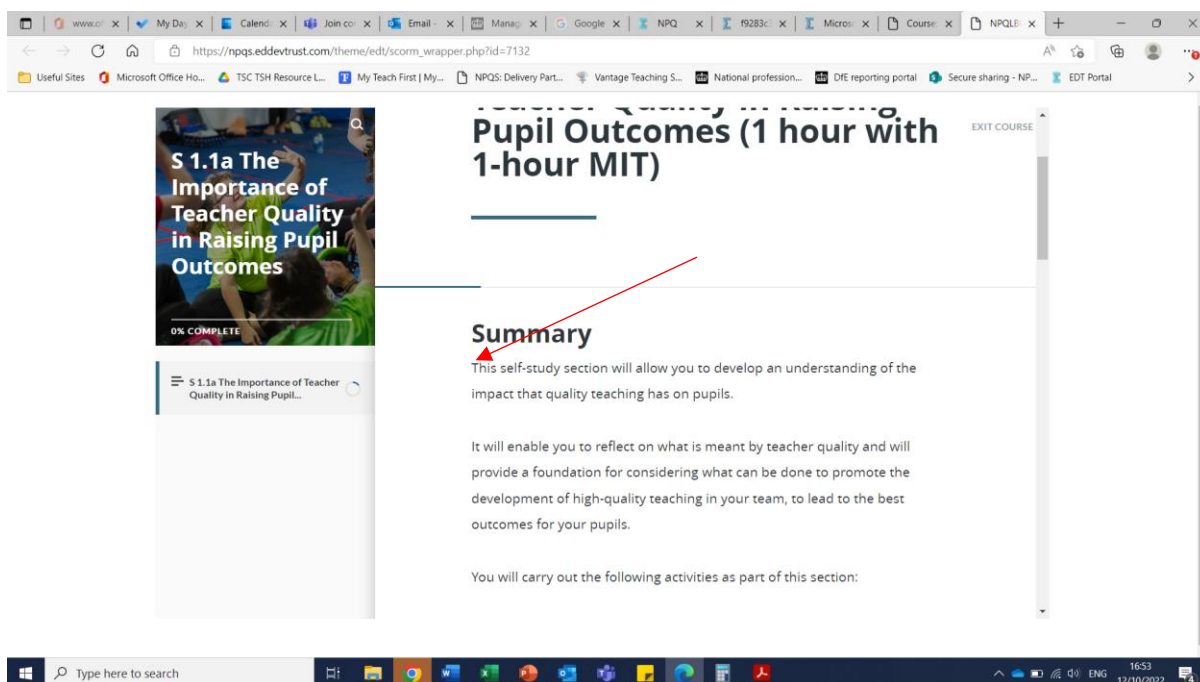
STEP 1: Open unit in full screen



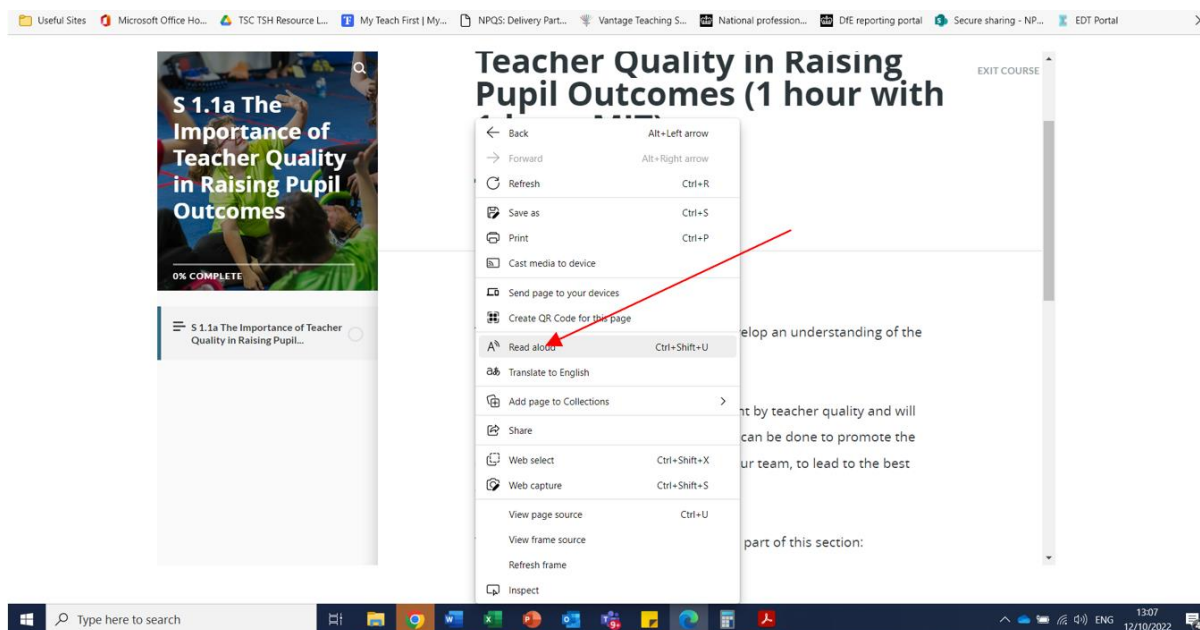
STEP 2: Open all drop down links within the unit



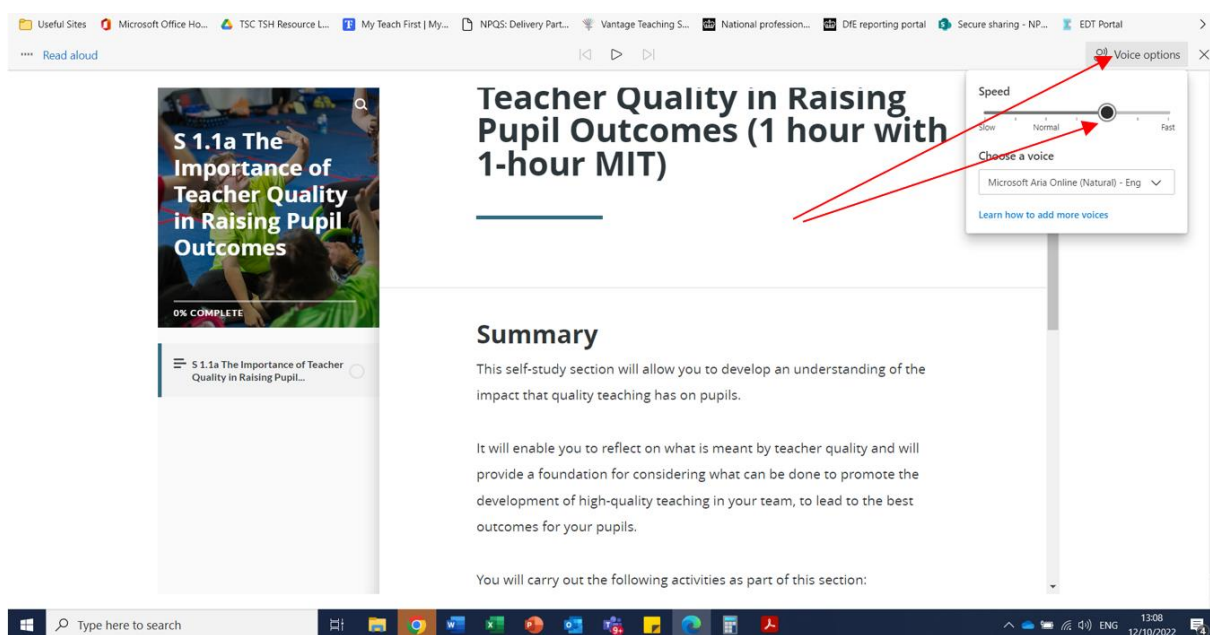
STEP 3: Scroll to the top and right click at the start of the text



STEP 4: Select the 'Read aloud' function



STEP 5: Click on 'Voice options' to increase or decrease the speed of the reader



The screenshot shows a web browser window with several tabs open. The active tab is titled "Read aloud" and displays a self-study section titled "S 1.1a The Importance of Teacher Quality in Raising Pupil Outcomes (1 hour with 1-hour MIT)". The page content includes a "Summary" section with the following text:

Summary

This self-study section will allow you to develop an understanding of the impact that quality teaching has on pupils.

It will enable you to reflect on what is meant by teacher quality and will provide a foundation for considering what can be done to promote the development of high-quality teaching in your team, to lead to the best outcomes for your pupils.

You will carry out the following activities as part of this section:

The "Voice options" menu is open, showing a "Speed" slider with markers for "Slow", "Normal", and "Fast". The slider is currently set to "Normal". Below the slider is a "Choose a voice" dropdown menu showing "Microsoft Aria Online (Natural) - Eng". A red arrow points from the "Voice options" button to the speed slider.