# PHF Teacher Development Fund – Year 2 Pilot
## Cohort Sharing Event – 12th March 2018

*Maximising the potential of working with school leaders*

# Timetable for the evening

| Time | Activity |
|---|---|
| 17:10-18:00 | Understanding the role of school leaders in supporting project legacies |
| 18:00-18:15 | Break |
| 18:15-19:05 | Working with school leaders in embedding in the curriculum |
| 19:05-19:25 | Action planning |
| 19:25-19:30 | Feedback & reflections |

# The role of tools

- Tools (including processes) are now emerging in a number of projects as a significant element of support for embedding learning through the arts in the curriculum

- Designed to both support current work & to create a legacy for the project

- However, it is vital that tools succeed in communicating a purpose that is meaningful to schools, and involve co-construction to give tools ownership

- There also needs to be sufficient emphasis on the underpinning rationale and not on purely operational issues
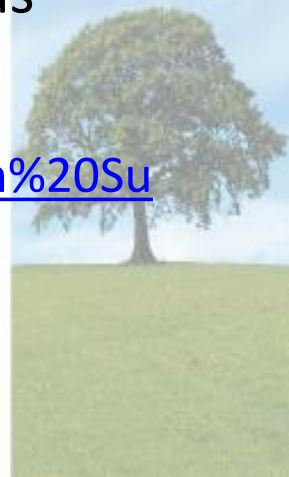
# Robinson's definition of "effective tools"

- Benefit of tools *is capacity to embody knowledge and ideas* in ways that shape/scaffold actions for *coherence*
- Tools with evidence of success are:
    - Underpinned by evidence/research based knowledge
    - Designed around sound theories re both goals and process
    - Define what good practice looks like
    - Take account of/manage the cognitive, practical and affective load
    - Designed to scaffold navigation of complexity to focus effort on depth

(Section 6.2, Dimension F – available at: http://www.curee.co.uk/files/publication/1260453707/Robinson%20Summary%20Extended%20Version.pdf)

# Planning tools for use by school leaders

| Criteria for planning tools for use by school leaders | Tools developed for our project | Ways our tools could be refined/ scaffolded to meet this criterion |
|---|---|---|
| Underpinned by evidence/research-based knowledge | | |
| Designed around sound theories re: both goals and process | | |
| Define what good practice looks like | | |
| Take account of/manage the cognitive, practical and affective load | | |
| Designed to scaffold navigation of complexity to focus effort on depth | | |

# In your groups:

- Using the grid, explore how your tools/processes and the legacy of your projects will cement and deepen the connection with school leaders

- Discuss what school leaders might need to keep the project going or to start it up in other schools – and how your tools will aim to support this

- Be ready to feed back to the rest of the group

# Revisiting the curriculum
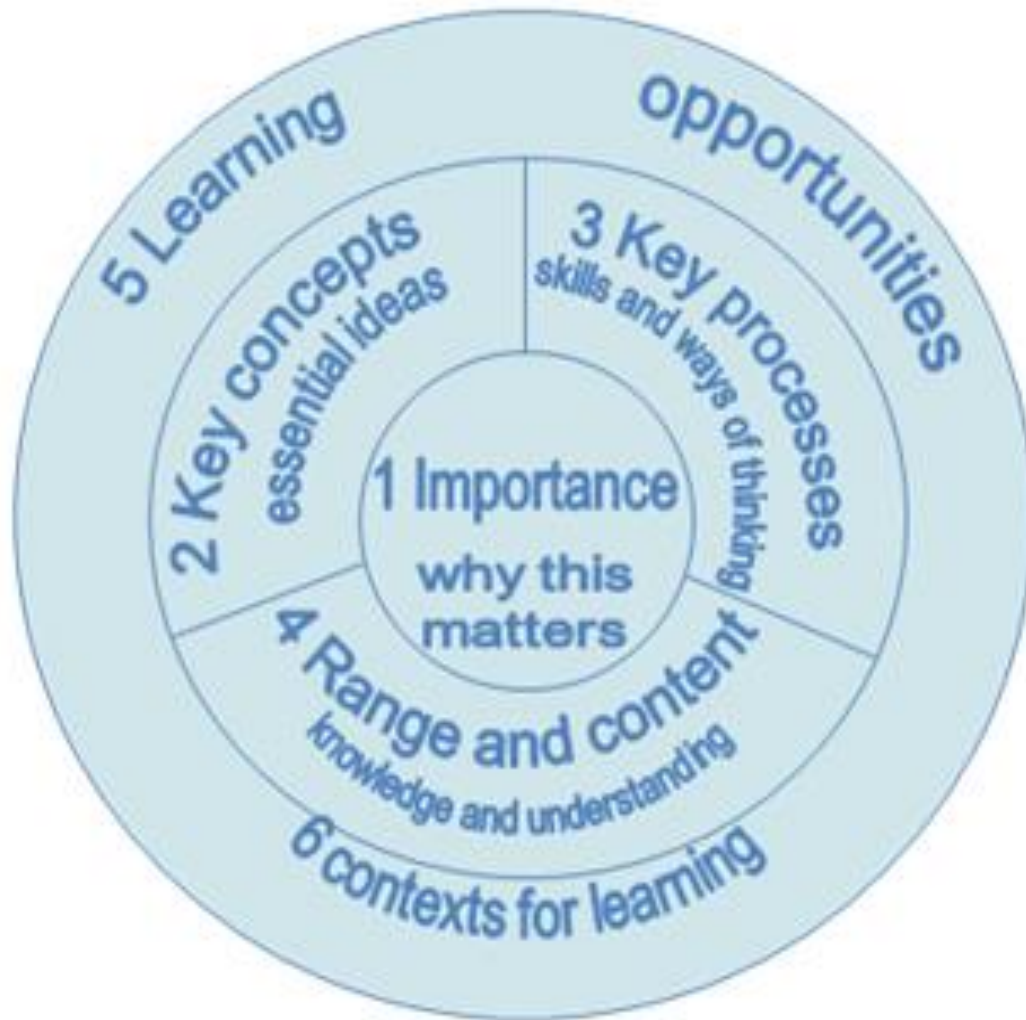
# Revisiting the curriculum

- In October, we explored this diagram to clarify the purpose and context for ELTAC across the projects

- Projects were asked to highlight in **green** the elements of the heuristic they felt were already been deeply enriched through project activity, and to highlight in **orange** those which could be richly addressed by the end of the year

# In October…

1) Importance: why this matters
   – Two thirds of projects felt this had been deeply enriched but could be addressed further this year – in particular through further involvement of senior leaders to enhance whole school development
   – "Convincing leadership teams that this has potential to inform whole school strategy rather than just making the practice of a number of teachers more effective"

# In October…

2) Key concepts, central ideas
  – Variation across the projects, with some already addressing this, and most aiming to address this more deeply this year
  – Embedding central ideas in core curriculum & empowering teachers to influence change were common areas for development

3) Key processes, skills & ways of thinking
  – Encouraging teachers to explore key processes in other areas of the curriculum, and enhancing the understanding of APs and SLs, were identified as key areas to enrich further this year

# In October…

4) Range and content, knowledge and understanding
- – "Teachers value the fact that they can easily apply the processes learnt in their daily practice. Can we support them to extend their practice in more radical re-engineering of the curriculum?"

5) Learning opportunities
- – For most projects, this was an area they felt they had deeply enriched through project activity in Y1

6) Contexts for learning
- – Most projects identified a need to engage further with contexts for learning for **all** learners – for some, this included a specific focus on APs and SLs

# Reflections

- In your groups, review the heuristics you produced in October, and reflect on what you've learnt in your projects about positioning learning through the arts in the curriculum this year. You may like to consider:
  - The role of school leaders in enhancing **whole school** curriculum development
  - Teacher & leader empowerment (e.g. to take more radical approaches and/or to support others)
  - The challenges still faced by school leaders moving forward
- Be ready to feed back to the rest of the group

# National distinctions

- We know that your projects are shaped by your national contexts and that national policies about CPD and curriculum content  affect school leaders in particular ways
- The grids on the next slide provide an overview of some of the differences
- How far do national curriculum policies shape embedding ELTAC *for your project*? For example, how do policies about:
  - a subject- or a cross-disciplinary approach to the curriculum;
  - an emphasis on knowledge/content and/or skills and capacities (What do learning objectives look like?); and
  - the role of school leaders and central government in curriculum design

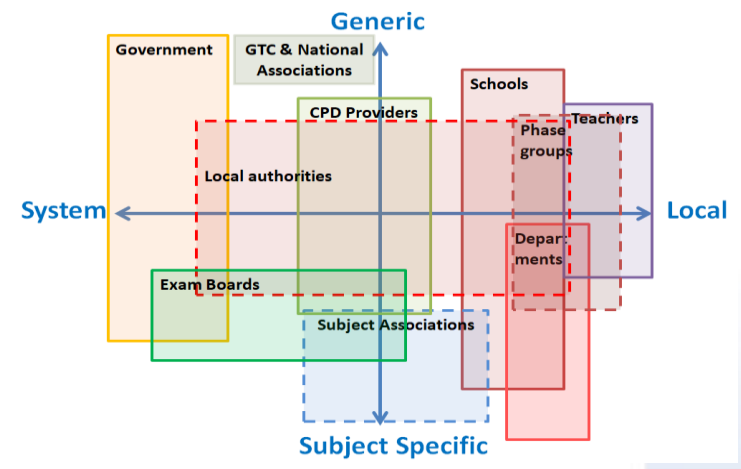  affect your work on embedding learning from your project in school leadership?

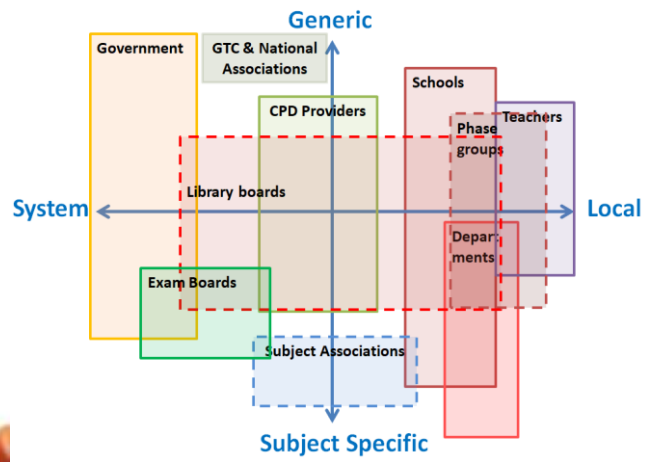# Understanding curriculum and CPD context across the 4 nations


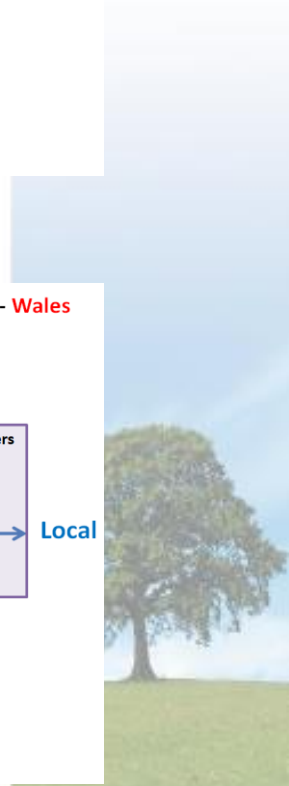
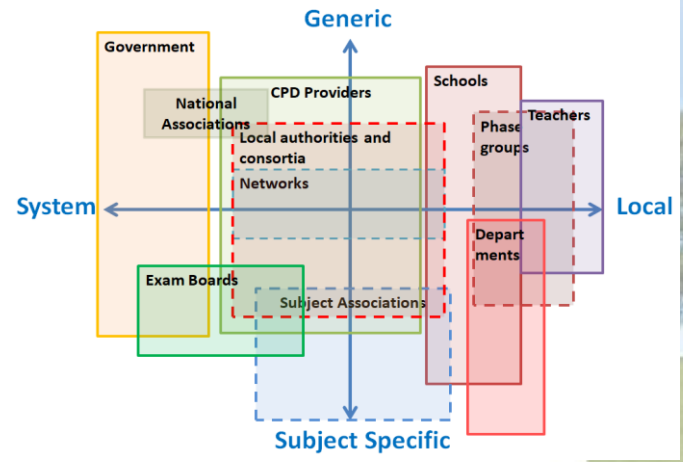Patterns in Interaction Between Key Stakeholders - England
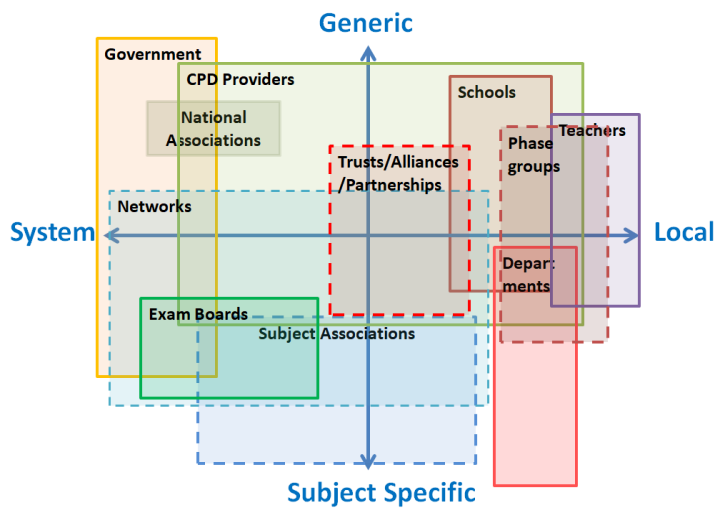


Patterns in Interaction Between Key Stakeholders - Scotland



Patterns in Interaction Between Key Stakeholders – Northern Ireland



Patterns in Interaction Between Key Stakeholders - Wales

# In mixed project tables, discuss:

- What are the common/not common factors relating to curriculum across the 4 nations? Use the questions on the previous slide as a starting point

- What are the opportunities coming up in your country context to reposition/re-emphasise learning through the arts in the curriculum?

# Upcoming evaluation activities

- **Second round of participant evaluation tools**
  - Now – end of June (depending on the end date for your project)
- **Participant interviews** – as we did last year, we would like to do phone interviews with a handful of participants from each project
  - April-June
- **Final participant surveys**
  - Running 4th – 25th June

# Time for action planning

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