Sauce for the Goose: learning environments that work for pupils and staff

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Sauce for the Goose

The aims of this session are to:

- show you how to maximise the impact of CPDL in all its forms on teaching, learning and school performance

- explore 5 features of effective CPDL environments linked to high impact for pupils – and one in more detail

- identify next steps in evaluating how well you connect staff and pupil learning

A starter activity

In pairs think, pair, share 1-2 activities which:

- help you most to ensure professional learning is personalised and effectively connected with staff and pupil learning

Wroxham School

- Head is an active researcher E.g. Creating Learning without Limits and chair of TS R&D Advisory group

- R&D based around Research Lesson Study

- Whole school CPD sessions focussed on big developments e.g. the big bus project involves

  - diagnostic activity in launch workshop via pupil voice

  - illustration of possibilities and extending possibilities by specialists

  - Small group problem solving, planning and enquiry

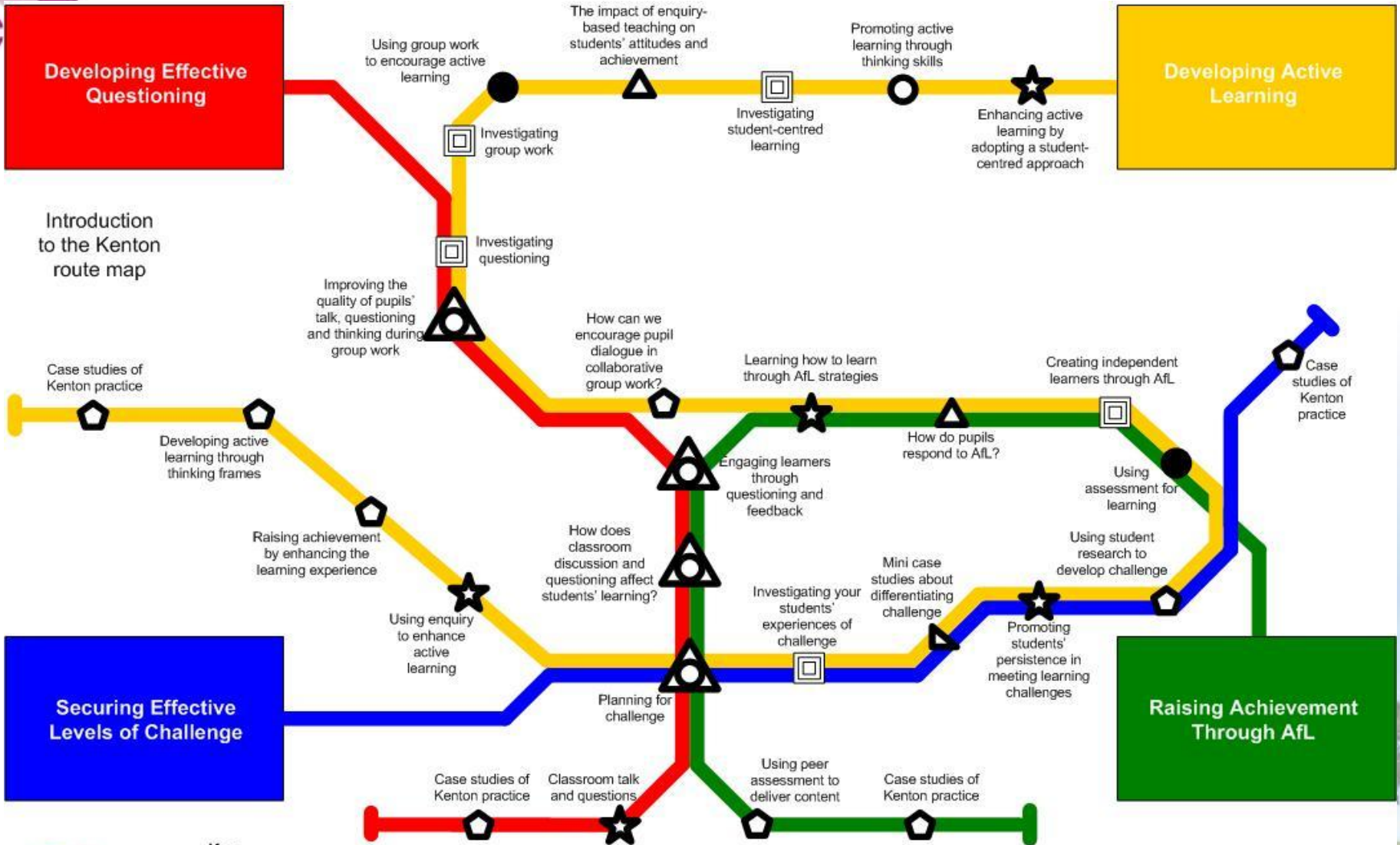 - Embedded coaching and shared, public planning

Kenton

- Deputy head and CPDL leader designs and leads a Professional Learning Programme (PLP) for *all staff*

- PLP via 2.30- 4.30 sessions each Wednesday, 3 full day sessions, multiple enquiry/ R&D groups and sponsorships of degree and M level study

- PLP provides a mix of CPDL approaches e.g. Open space, interactive whole school sessions, departmental groups and special interest research and development groups

Kenton school

- PLP underpinned by co-coaching approach for *all* staff - partners work across departments and roles
  - supported by trained co-coaching champions and practical tools (especially video) to secure quality.
  - route maps providing a guided pathway through research summaries, micro enquiry tools, extensive use of video etc
- Staff choose support/activities, from wide programme based on meta analysis of PM & focus groups
- Requests accommodated if case made re pupil benefits

What do these case studies tell us about effective learning environments for staff?

In pairs/groups unpick one case study and your examples to identify something you thought might be important for ensuring quality in relation to 2-3 of the following:

- Formative and summative needs assessment

- Collaborative learning

- Drawing on in-depth expertise

- Using evidence to deepen learning

- Leading professional development

Sauce for the Goose

- Too much focus on *teaching & leading* teachers instead of focussing on their learning?

- Learning for staff, as for young people means recognising, challenging and building on what people know & believe

- It means teaching teachers what amounts to learning how to learn skills e.g. how to make best use of coaching sessions

http://www.curee.co.uk/products-we-offer/effective mentoring-and-coaching-suite/samples/taking-hold

- And also on helping teachers wrap such skills around the day job

http://www.curee.org.uk/content/saucgo ose-learning-entitlements-work-teachers-well-their-pupils

"I'll have what he's having!"

Importance of effective learning environments

Quality of teaching is key to improvement…

- teacher learning and support for it is key to improving teaching and learning…

- effectiveness of these relies on factors combining to create a learning community…

- design and operation of the learning environment is what makes this happen…

- i.e. A pedagogy for effective staff and pupil learning

A mature international evidence base:

- The impact of CPD and the contribution of specialists - systematic reviews EPPI 4

- Best Evidence syntheses
  - Robinson – review of the impact of leadership
  - Timperley – re CPD

- A read across Leaders' and teachers' learning – CUREE for Pearson

- Professional Learning Communities – Stoll

Links to the evidence base

- Sauce for the Goose - **http://tinyurl.com/bs24e83**

- EPPI 4 - **http://tinyurl.com/d98986w**

- Robinson - **http://tinyurl.com/bwamjrc**

- Timperley- **http://tinyurl.com/8vnhxhl**

- Pearson – **http://tinyurl.com/9ahw58k**

- PLC -**http://tinyurl.com/9upfk6c**

- AITSL - **http://tinyurl.com/8w6gvl3**

Key element 1 needs assessment (AfL for staff)

In depth, formative and summative systematic identification of *individual and collective professional learning needs* via

- Performance Management; and

- Embedded in CPDL processes, e.g. via pre INSET questionnaires, self /peer evaluation in workshops, use of benchmarks/models, or standards

Key element 2 collaboration

Use of **Collaboration** to embed and secure ownership. Reciprocal vulnerability:

- deepens ownership – speeds up trust building,

- makes tacit explicit,

- widens perspectives and

- embeds specialist contribution

E.g. Co-coaching, R&D teams , peer planning and teaching *plus debriefing*

Key element 3 in depth expertise

Drawing on and in in-depth expertise within and beyond the school to raise expectations, to:

- illustrate possibilities,

- challenge "group think" &

- focus on highest impact/*doing a few things really well*

E.g. Via the Challenge partnership, NLEs, SLT, SLEs, subject coordinators, HoDs from own or other schools, LAs or universities

Key element 4 use of evidence

Use of evidence about processes as well as outcomes to secure depth means:

- Embedding evidence in learning conversations to secure connections with pupil learning
- Working backwards from aspirations about pupil learning activities and outcomes

E.g. Research tasters for co-coaching, evidence collected by R&D groups, debriefing of videos of practice, student tracking, work scrutiny & learning walks

Key element 5 leadership of professional learning

Leadership - Modelling, prioritising, evaluating impact, tools

- Modelling – e.g. SLT join in Research and development and co-coaching , explicit about their own learning

- Prioritising CPDL – e.g. using real jobs as CPDL drivers (curriculum development , planning SOW)

- Evaluation – e.g. meta analysis of PM targets, staff learning confidence and enquiries e.g. focus groups

- Tools – e.g. protocols for coaching, debriefing work scrutiny, department/phase meetings, learning walks
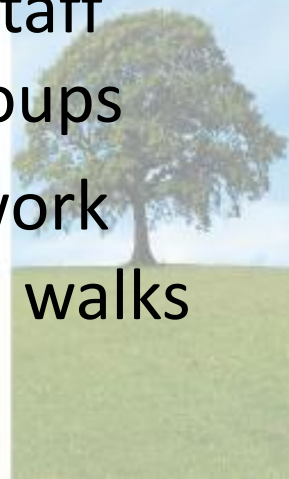
Translated into a school improvement/ CPD evaluation tool that:

- Focuses on what makes a difference for pupils and staff

- Ensures evidence collection is useful to those involved as well as in answering questions wherever possible

- Evidences efficiency and effectiveness in 5 key areas:

- Identifies next steps/strengths to build on

- Tracks progress over time

- Builds capacity and reduces dependency on external providers

- Puts schools in touch with network of other SKEIN schools
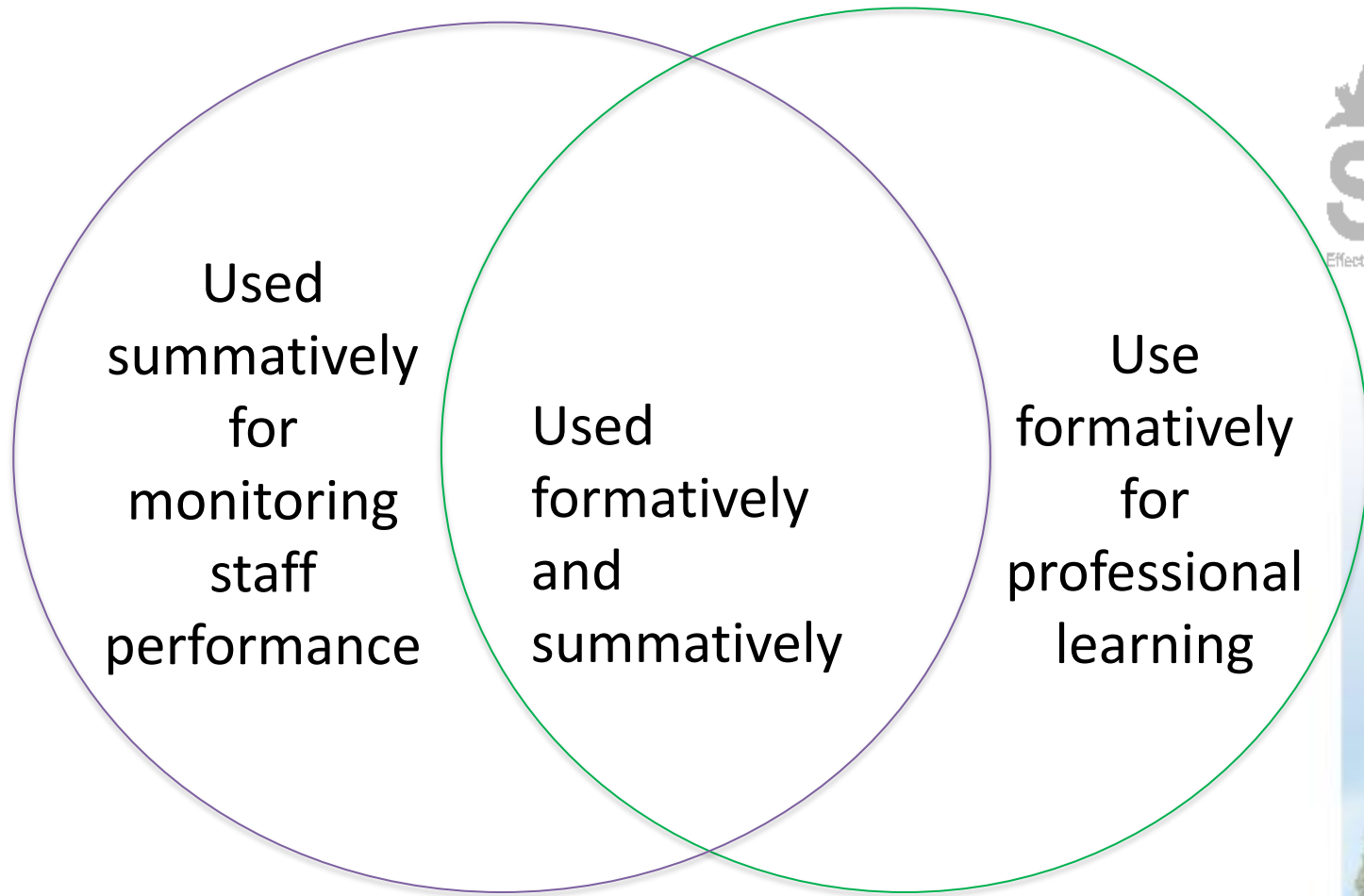
- Links to tools and resources

# AfL type tools for exploring your learning environment

- Evaluating your own learning environment has the double benefit of modelling professional learning and getting you information you need

- Here is an AFL type tool to give you a window into your staff's experience of CPDL

- It is focussed on the range and kinds of evidence we use in CPDL to deepen learning

  - Because without roots in evidence from teaching and learning exchanges, professional learning dialogue is NOT linked with benefits for pupils
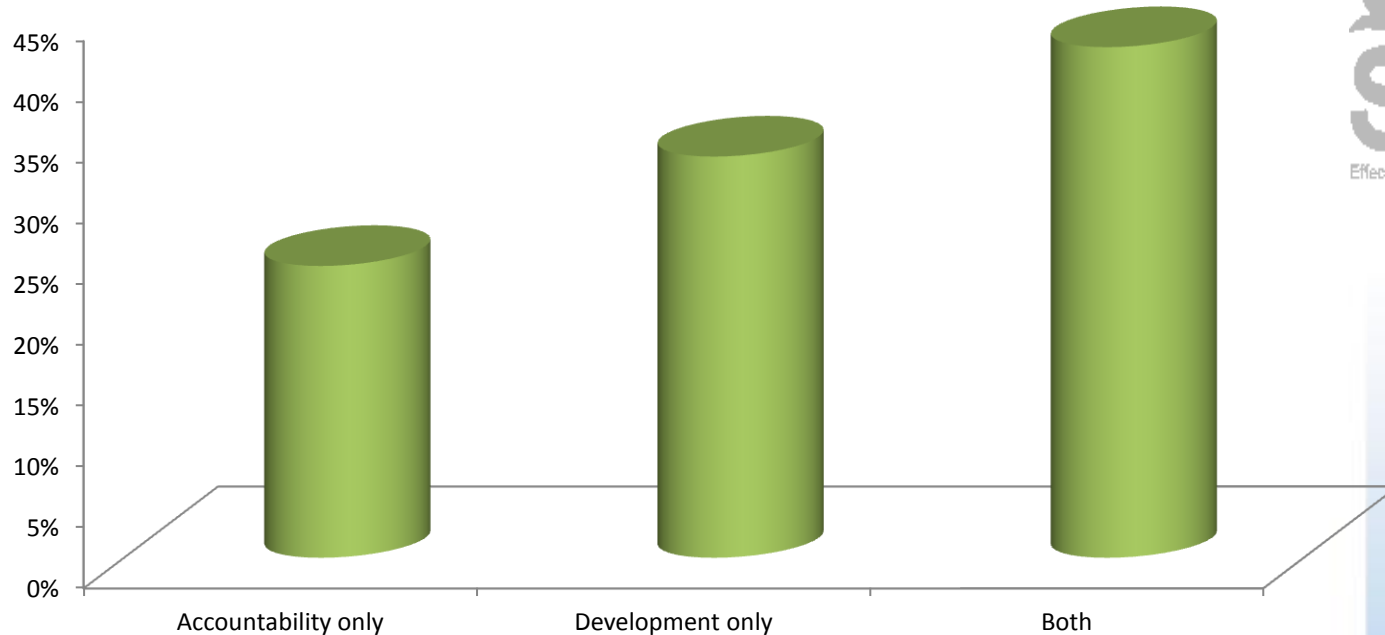
Use of evidence in staff development

Used summatively for monitoring staff performance

Used formatively and summatively

Use formatively for professional learning

Ask staff in pairs to identify different kinds of evidence used in school on cards – and to locate how it is/could be used on the circles
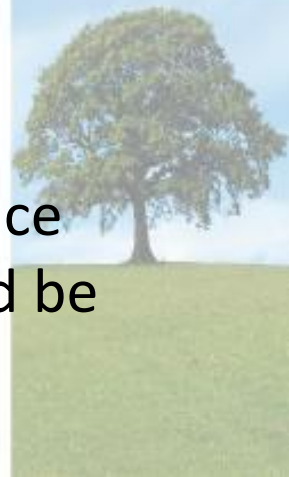
How is the evidence used: overview

- Proportion of evidence used for development *and* accountability (PM) was identical in pri and sec,

- proportion used for **only one** purpose reversed:
  - Sec: circa 40% development, 20% accountability
  - Pri: circa, 20% development, 40% accountability

Planning next steps

Identify:

Something you want to review or do in the light of what you have explored in this session

Something you would like to know more about

Come to our stand if you would like to know more

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