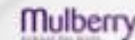


LEARNING AND INNOVATION CONFERENCE 2015

Fetch me a pen

**Great Professional Development,
Pedagogy and Practice**

Being clear about the difference you want to make.



Workshop aims:

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1. Share key messages from the Fetch Me a Pen programme
2. Share key messages from research
3. Reflect on own organisation's current practice
4. Consider next steps

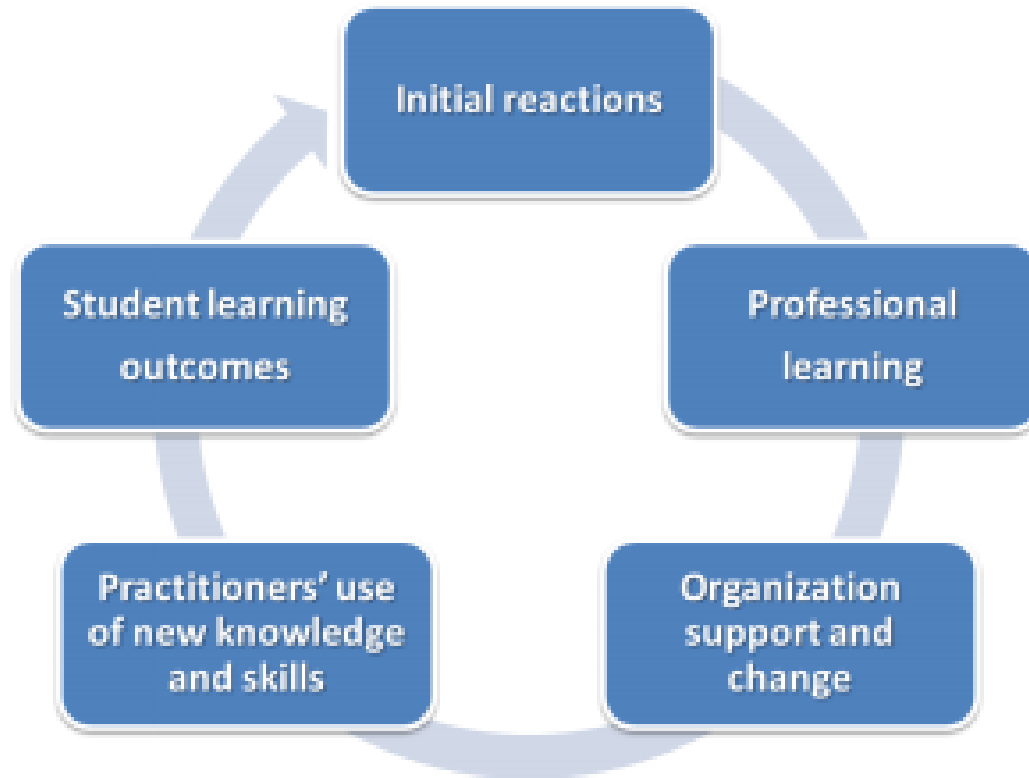


KEY MESSAGE: **Be clear about the difference you want to make**

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“Good evaluation does not need to be complex; what is necessary is good planning and paying attention to evaluation at the outset of the professional development program, not at the end.” (Guskey)

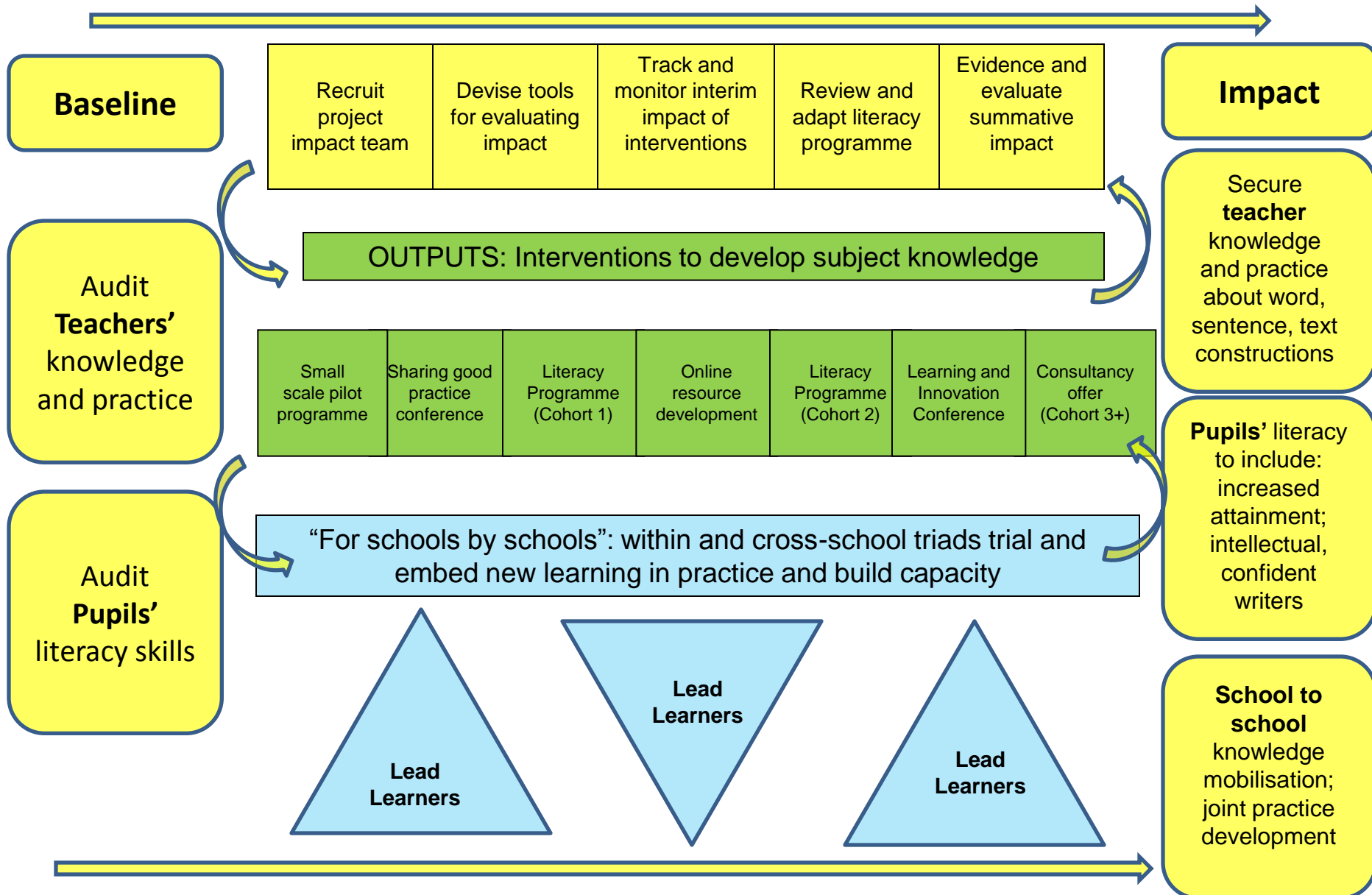
1. What is impact evaluation? Why should we do it?
2. What is your current practice, your baseline? What is the evidence to show this?
3. For whom do you want to make a difference?
4. By when?
5. Does it make a positive difference? How much of a difference?
6. How do we know? What is the evidence of impact?
7. How can we evaluate impact simply and practically?



A model for teacher professional development (T. Guskey, 2002)

'Academic Excellence in Subject Teaching' :Theory of Change model

On-going tracking of impact on teacher knowledge and practice and pupil literacy



How we measured impact: use of baseline/impact evaluation templates

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Baseline	Literacy strategies	Impact
<p>A number of pupils are struggling with precision and depth in their extended writing – especially analytical writing.</p> <p>Pupils are finding it difficult to structure a paragraph- length is erratic and ideas are under developed</p> <p>Pupils ideas come across as flimsy and ill-thought through</p> <p>Are writing in formulaic. Overly personalised way</p> <p>Step 2</p>	<ul style="list-style-type: none"> •Use the meta-language to explain to pupils how to develop their writing. •Develop skills in avoiding the overuse of pronouns and in developing noun phrases •Develop models which demonstrate how to construct a paragraph through: <ul style="list-style-type: none"> •Using topic sentences to plan out ideas •Teaching techniques which enable pupils to reference correctly •Creating resources which help pupils to develop points •Pupils need access to resources which will help them to: <ul style="list-style-type: none"> •read in more detail •form an opinion orally •discuss the ideas in context and then apply in writing •Use verbs for analysis in a more precise and appropriate way •Use vital and/or technical keywords in context •Talk for writing cards and questioning frames are possible areas to look at good practice and develop ourselves. <p>These are the interventions for Science, History and ICT. English will also develop this area once the grammar unit has been taught.</p> <p>Step 3</p>	<p>Target pupils will write:</p> <p>In greater length- or greater concision in a more specific and detailed way</p> <p>With more precision and</p> <p>With greater clarity</p> <p>using less pronouns in their writing – referencing will be clearer</p> <p>using more developed noun phrases</p> <p>Pupils will:</p> <p>be better at generating questions in order to move on their writing</p> <p>Teachers will:</p> <p>Will feel more confident in teaching pupils how to make their writing developed, concise, specific and extended</p> <p>Will be able to mark in a more precise way using meta-language in pupil dialogue</p> <p>Step 1</p>

How we measured impact: Teacher confidence surveys

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Strategies I use

- 5 Often
- 4 Fairly regularly
- 3 Sometimes
- 2 Occasionally
- 1 Never

My confidence level

- 5 Very confident
- 4 Fairly confident
- 3 Confident
- 2 Not very confident
- 1 Not confident at all

1	2	3	4	5		1	2	3	4	5
					I explicitly teach key words and subject-specific vocabulary					
					I support students to use the language of my subject in context					
					I teach the writing process for different kinds of writing					
					I mark written work for literacy in my subject					
					I can explain to students in my marking how to improve their academic writing					
					I have an explicit awareness of the grammatical features of writing in my subject					
					I reflect on my teaching of writing and trial new approaches					
					I give pupils opportunities to develop their extended writing skills					
					I can describe the language features of written genres in my subject					
					I provide models of academic writing					

How we measured impact: Writing audits

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An auditing tool to assess students' writing

Pupil name-					
Class-					
Subject-					
Level for piece of work/current working level-					
KS2 baseline -					
	Feature of academic writing	Questions to ask	Yes	No	Partial
Whole text level	Appropriate length and focus	Is the student writing enough? Is the writing relevant to the question or task?			
	Sequence and structure	Is content/thought organised in an appropriate manner?			
	Subject knowledge demonstrated	Is a clear grasp of subject matter evident? Is subject-specific vocabulary used accurately?			
Sentence level	Presence of topic/concluding sentences where appropriate	Is paragraph content signalled by clear 'points' or topic sentences? Do conclusions refer back to question/task?			
	Cohesion and logical flow within and between paragraphs	Are connectives used to good effect? Are sentences organised cohesively?			
	Fluency and precision	Are there imprecise pronouns? Are noun phrases fully realised/developed?			
	Accurate verb usage	Are subjects and verbs correctly matched? Do modals and adverbs provide tentativeness or certainty?			
	Correct tense usage	Does the writing use the accurate tense, according to the conventions of this genre?			
Word level	Subject specific vocabulary	Are key words used in the appropriate context? Are they used in syntactically accurate ways?			
	Accurate spelling				
	Accurate punctuation				

Scientists need the land in order to research further in hope to discover new animals, or even cures for fatal diseases such as Cancer. Moreover, the tribe should also have courage of the land as they are indigenous and it is in their culture to live in these environments. It is unacceptable to change their way of life. However, the land mines are something to be concerned about as they are polluting the water and harming god to themselves. Water is being wasted and it is affecting the tribes and scientists.

A Year 8 student's writing, sampled for the project

Writing audits were co-constructed by the core Delivery Impact group based on their research.

How we measured impact: Data

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Year	Lang. A*-C	Lang. A*-A	Lit. A*-C	Lit. A*-A
2010	69%	12%	70%	13%
2011	89%	18%	87%	18%
2012	79%	24%	87%	35%
2013	79%	32%	79%	39%
2014	81%	22%	97%	42%

English Language and Literature results (Mulberry)

KEY MESSAGE:

... And the main thing is learning

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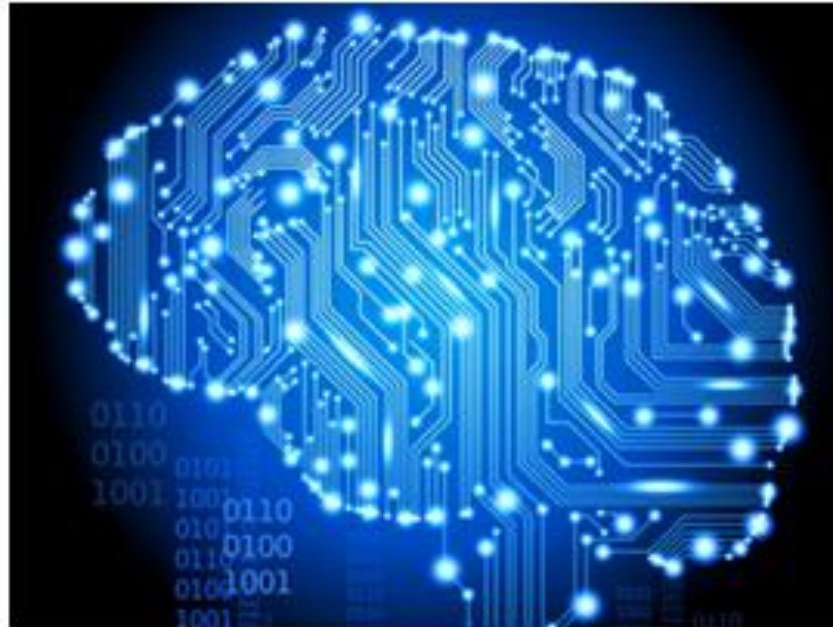
'If I know something, I can tell you in the teacher's words. But if I understand it, I can tell you in my own words.' Alex, aged 8.

“Traditional teaching was about giving students the picture; facilitating learning is about helping them join the dots”

‘There's little point in giving students ready-made meaning’

Do adults learn differently to children?

WHAT IS DEEP LEARNING AND HOW DO WE KNOW THAT IT IS TAKING PLACE?



What is the difference between knowing and understanding?

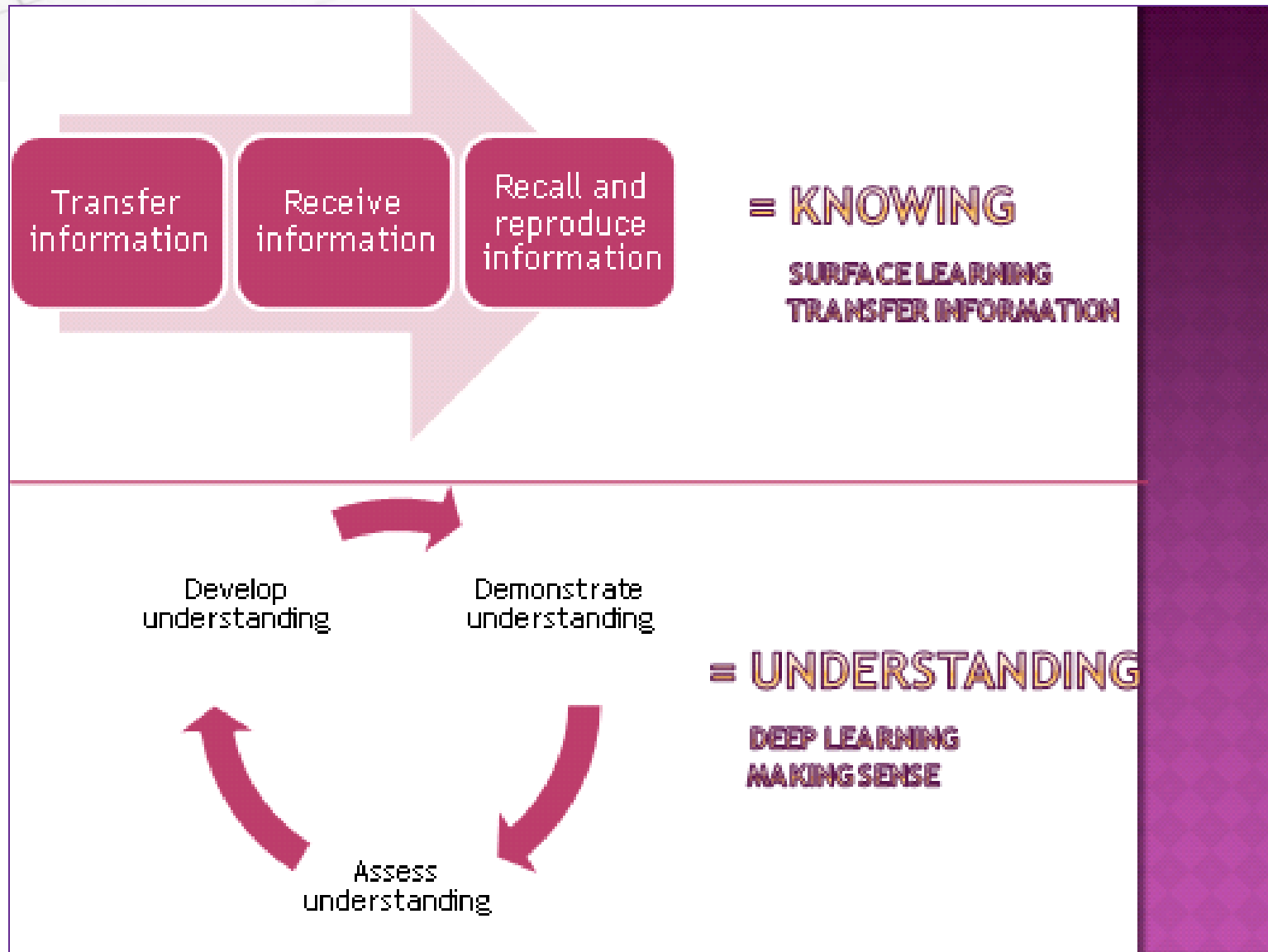
**How do you know that someone understands?
(short-term/long-term)**

Pupils are engaged in deep learning when:

- They are trying to understand and make sense of material
- They are relating ideas and information to previous knowledge and experience
- They are not accepting new information uncritically
- They are using organising principles to integrate ideas
- They are relating evidence to conclusions
- They are examining the logic of arguments

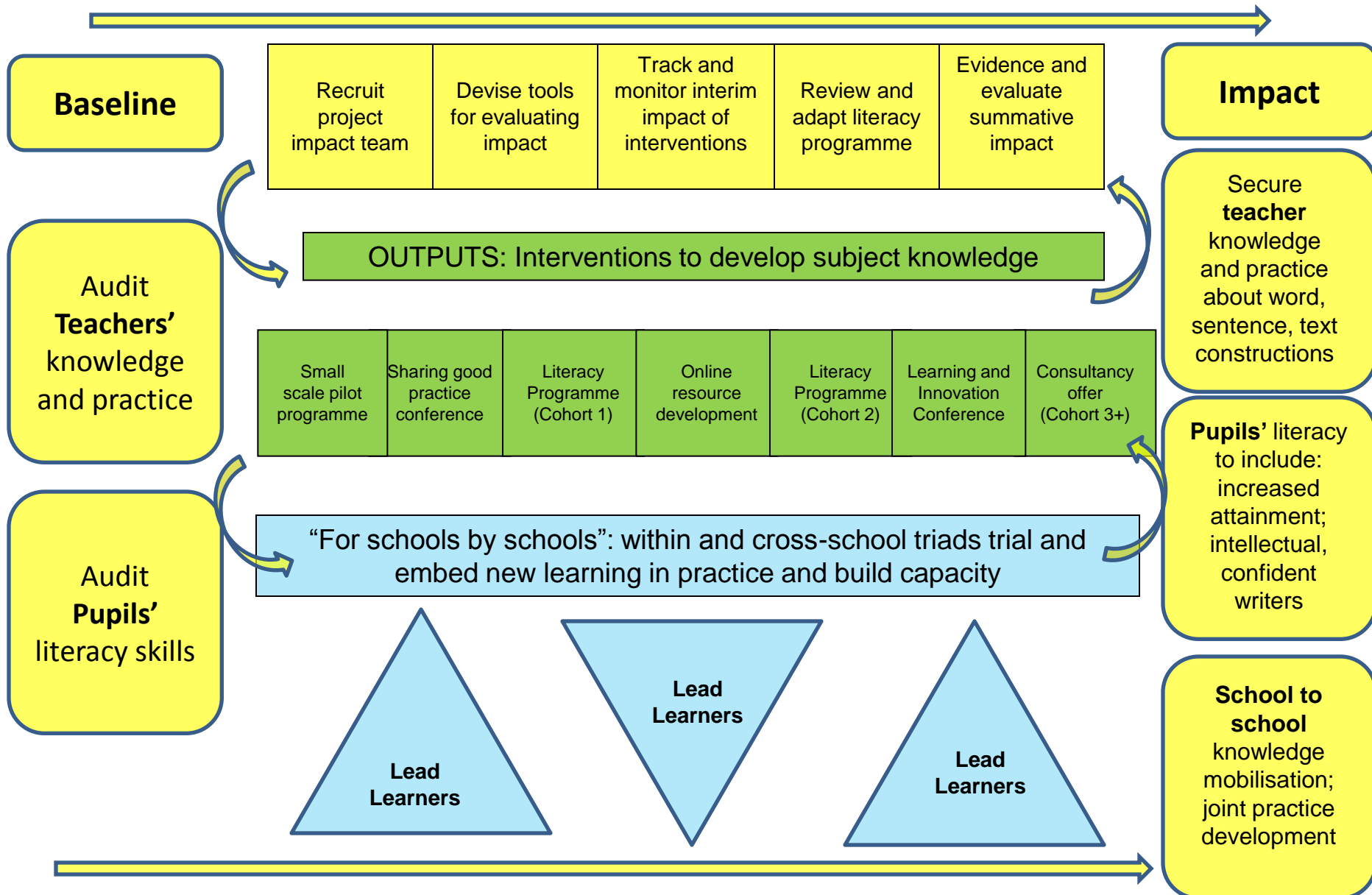
When pupils are merely reproducing or memorising given facts and information; accepting ideas and information passively; not being required to look for principles or patterns or to reflect on goals and progress – then they are only engaged in surface learning. The role of the teacher is crucial in engaging pupils in constructive, deep learning.

(Pedagogy and Practice. Unit 11 p.6)



'Academic Excellence in Subject Teaching' :Theory of Change model

On-going tracking of impact on teacher knowledge and practice and pupil literacy



KEY MESSAGE: Create a learning culture

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Mulberry's CPD menu 2014-15



Strand 1: Strategic Plan 2009-2012

Professional Dialogue: Creating an ethos where pedagogy is discussed and good practice is shared

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2009-10

- BLC working party
- Learning and Teaching Bulletins
- Student Learning Detectives
- Learning and Teaching Policy
- Lesson observation guidance
- Mulberry lesson plan
- L and T conference: independent learners

2010-11

- Learning walks
- School Improvement Groups revised
- TLCs introduced.
- Early Professional Development programme
- BLC posters produced by students
- L and T conference: language and literacy
- SIP conference: what is learning? and learning pledge

2011-12

- Personal Professional Development Plans
- Faculty directed time increased
- Coaching models
- Developing Deeper Learning Programme
- L and T conference: subject specific
- Personalised CPD
- BLC as part of PSHEE programme and registration activities for Yr 8
- 'City Excellence in Teaching' pilot

Step 2 = REALITY: <ul style="list-style-type: none"> What does teaching and learning look like now? How do you know? Specific needs of students? Target Group? 	Step 3 = ACTION PLAN: <ul style="list-style-type: none"> What practical steps will you take to achieve your goal? Who will you need to liaise with? How will you know you are having an impact? Possible time frame? 	Step 1 = GOAL: <ul style="list-style-type: none"> What do you want teaching and learning to “look like” as a result of your own professional development? Expected Outcomes/Success criteria? (How you will know that you have been successful)
<p>Teacher talk dominates classroom dialogue in Year 10 English:</p> <ul style="list-style-type: none"> Teacher is skilled at posing high quality questions that use Bloom’s taxonomy to challenge. Students do respond and demonstrate deeper thinking but their verbal responses are brief and often the teacher will offer scaffolding too quickly. Students are given thinking time but this needs to be used more routinely and time required for this needs more consideration in planning. Students work well together. Rules of collaboration were taught and used regularly last year but this needs revisiting in order to ensure all students are actively involved in group dialogues. 	<ul style="list-style-type: none"> Ask ZZ to come in and film my lesson so I can watch back the teacher/student talk ratio and who is actually involved in dialogue. Drop in to 3 colleagues lessons to capture examples of quality student talk and try out in own lessons Look at Dialogue resource pack created by Dialogue SIG last year and try out some of the activities. Speak to Head of History about how they set up debates in lessons and try out in my lessons. Get students to evaluate. Read through ‘Ped Pack’ chapter and try out some of their suggestions Work with YY and XX on creating a faculty resource to be used by whole faculty to build up consistency. Ask ZZ to film another lesson to see if teacher/student talk ratio has changed 	<p>High quality student dialogue with a reduction in teacher talk in Year 10 English:</p> <ul style="list-style-type: none"> Students can speak in extended sentences where they can qualify and justify their answers. Students have the confidence to build on and challenge each other’s thinking. Students are able to use subject specific terminology in their discussions Thinking time is built in as a common classroom routine Teacher talk is used to involve other students in dialogue. Students have learnt the rules of debate and are able to sustain discussion within minimal teacher input. Students are able to write more extensively due to oral scaffolding.
<p>Requests for the Training School Team:</p> <ul style="list-style-type: none"> Can you set up a Student Dialogue workshop with some practical strategies? Is there anyone else from a different faculty interested in looking at this that I could pair up with? Are there any recommended books on this subject? 		

Report to Governors by Headteacher: Review of the Strategic Plan 2009 - 2012

Strand 1. Learning and Teaching:

The development of BLC (Building Learning Capacity), assessment for learning and 'Steps to Success' have again formed a key part of our work in learning and teaching over the past three years. The quality of teaching has improved and audits show that around 90% of lessons are now at least good on a regular basis compared to 50% in May 2006 and 70% in May 2009. Learning Walks have played a key part in this development as have the introduction of PPDPs (Personal Professional Development Plans) for every member of teaching staff; subject specific faculty led INSET and practical guidance on lesson planning all of which have enhanced the quality of professional, reflective dialogue where good practice is shared.

Strategic Plan 2012-15

Strategic Strand 1: Learning and Teaching including professional learning

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2012-13

- Consultation on lesson plan rubric: PADDLE checklist
- Joint observations – agreed understanding of good/outstanding pedagogy and practice
- Revision of L and T policy, planning docs and observation protocol
- City Excellence in Teaching – School Direct and Shared Professional Studies piloted
- PADDLE workshops
- SEF cycles
- L and T conference: PADDLE

2013-14

- PADDLE workshops
- Faculty TLC meetings
- SEF cycles refined
- Strategic Leadership Forum (SLF) as a professional learning opportunity
- Middle leaders at heart of school improvement
- Fetch me a pen pilot
- L and T conference: Great FE pedagogy and practice

2014-15

- Teaching School Alliance established
- Fetch me a pen: pilot to programme
- Development of Leading Practitioner role: client-based consultants
- Leading Learning UCL IOE bespoke programme
- UCL IOE R+D programme: what makes great FE teaching and learning
- L and T conference: subject mastery

Outputs

Assumptions

Outcomes

Long term goals

Teacher CPD:

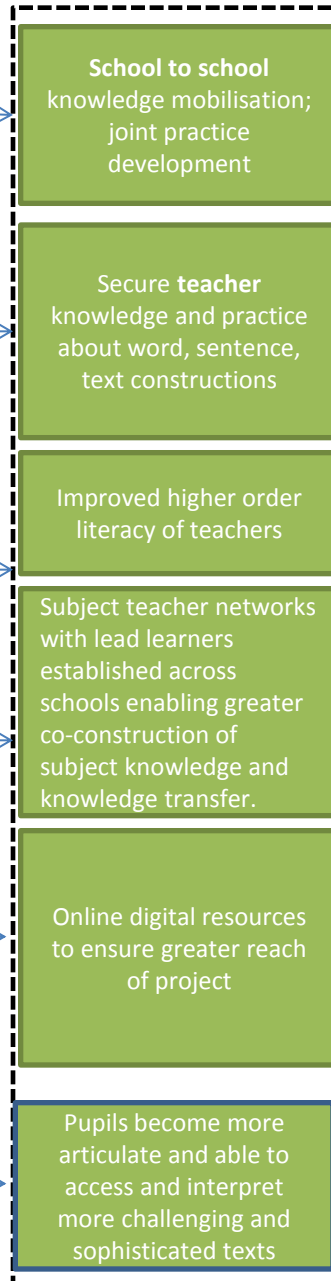
- Sharing good practice conference x2
- Small scale pilot programme
- Literacy Programme x 3
- Online resource development

Teacher CPD:

- Latin and Classics taster classes for teachers

Latin and Classics taster classes for pupils

Teachers will have the support of their school to take adv. of the face-to-face CPD courses & online support, and be able to embed what they have learnt in their lessons

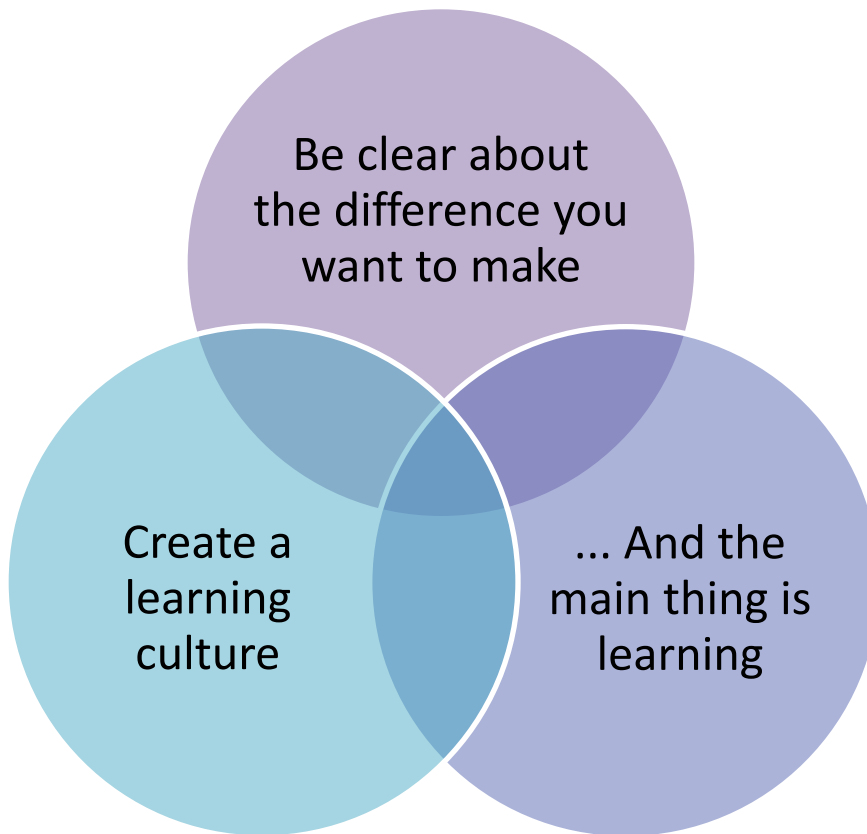


Increased attainment for
KS3 pupils (KS2 5c+) as
pupils become
independent, intellectual
writers

Reduced in-school
variation across subjects
and between FSM/non-
FSM pupils

Great Professional Development, Pedagogy and Practice

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Key learning:

- Start with the end in mind
- Deep learning and change takes time
- Be suspicious of quick fixes - encourage curiosity (one size does not fit all!)
- Build strong and trusting relationships

Across schools:

- Shared vision and core purpose
- Plan meetings for the year
- Identify and nurture change agents (naggers)
- Start small, deepen, test, before you share more widely.

A model for momentum and sustainability

Systematic reviews show that structured collaboration matters for a number of reasons

- Expands teachers' view of possibilities, and helps them grasp the essentials of different approaches as partners become familiar with each other's ways of responding to new strategies and meeting the needs of the pupils they teach.
- Involves teachers taking risks together, thus speeding up the development of trust and increasing confidence and creating a meaningful purpose; all key factors in attempting to integrate new approaches with tried and tested routines.
- Prompts teachers naturally to identify and question dialled in, tacit assumptions, skills and activities as part of shared risk taking, making it easy to clarify and analyse current approaches without being defensive.
- Deepens commitment to persisting in the face of external obstacles and distractions and temporary setbacks that inevitably accompany changing complex combinations of activities, not least because teachers working together don't want to let each other down.

Moving to a better model...

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From Knowledge Model

Occasional and irregular opportunities for out of school CPD

Cognitive change through acquired / academic knowledge

Practical skills in classroom judged by occasional visits and observations

Designed and delivered by HE; LA i.e. expert > novice mode

Cascaded down from top / central government

To Practice Model

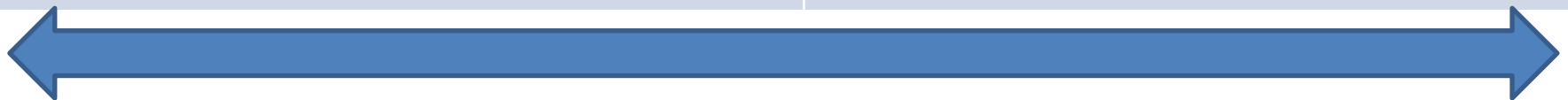
Regular opportunities throughout career for CPD

Progressive development fused with best professional practice
Learning by doing. Teachers' own research

Improving what teachers do not just what they know. Coaching and mentoring

In house design and in house facilitation

Developed by schools for schools



Hargreaves, D. NCTL, 2013

Context

TSA (England) NCTL Research and Development (R&D) Network

Collaborative R&D projects across 3 themes:

T1 – What makes great pedagogy? (IOE /SHU)

T2 – What makes great professional development which leads to consistently great pedagogy? (IOE/SHU)

T3 – How can leaders lead successful TSAs which enable the development of consistently great pedagogy? (Isos / Nottingham Uni)

Three greats for a self improving system: Ten Common Messages (Stoll, L., 2015)

1. Be clear about the difference you want to make
2. Engage interest and commitment – involve others and distribute
3. Talk about learning to build trusting relationships
4. Embrace and persist with challenge
5. Support peers' learning and growth
6. Be flexible and adaptable
7. Emphasise development over judgement
8. Take and make time
9. Draw on external expertise - don't go it alone
10. Work towards cultural change and sustainability

[Link to all reports here](#)