



**HOW OUR VISION FOR
PROFESSIONAL LEARNING IS
'POWERING' OUR DRIVE FOR
SCHOOL IMPROVEMENT...**

Where were we...

‘A Special Measures School...but without the MEASURES!’

- Rapidly declining standards across all phases, especially end of KS2
 - A spiralling trend of underachievement/ LOW expectations of a highly disadvantaged area
 - Broken ‘Teaching and Learning’ Culture
 - Deep-rooted legacy of a poorly managed amalgamation
 - Failed federation
 - Disillusioned and de-skilled staff across all roles within the organisation
 - Lack of CPD and resources
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What Were We Faced With?

Zero evidence based teaching

....ZERO!

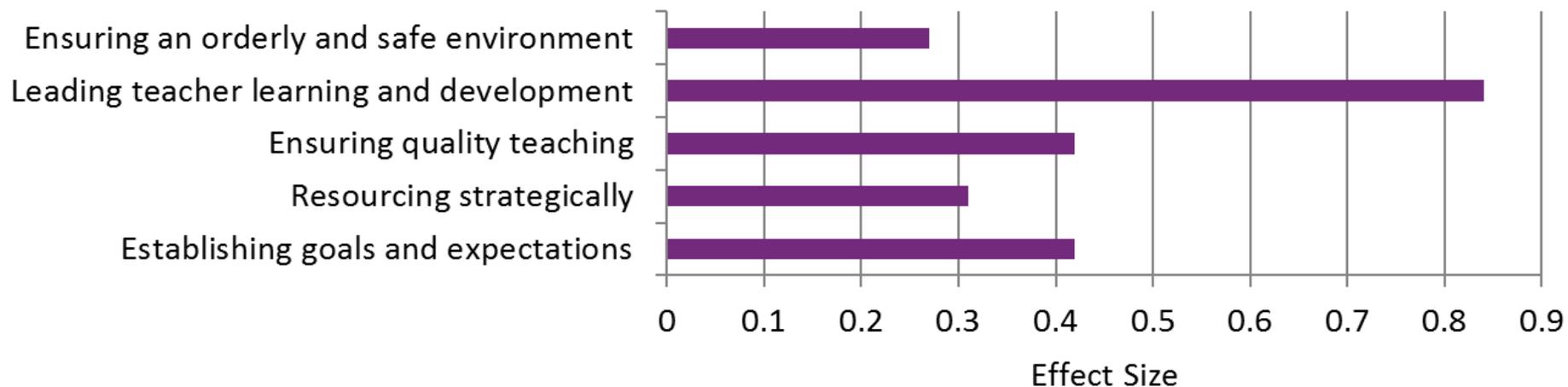
No focus on specific pupil needs.



What's the Most Effective Way to Improve Outcomes for Pupils?

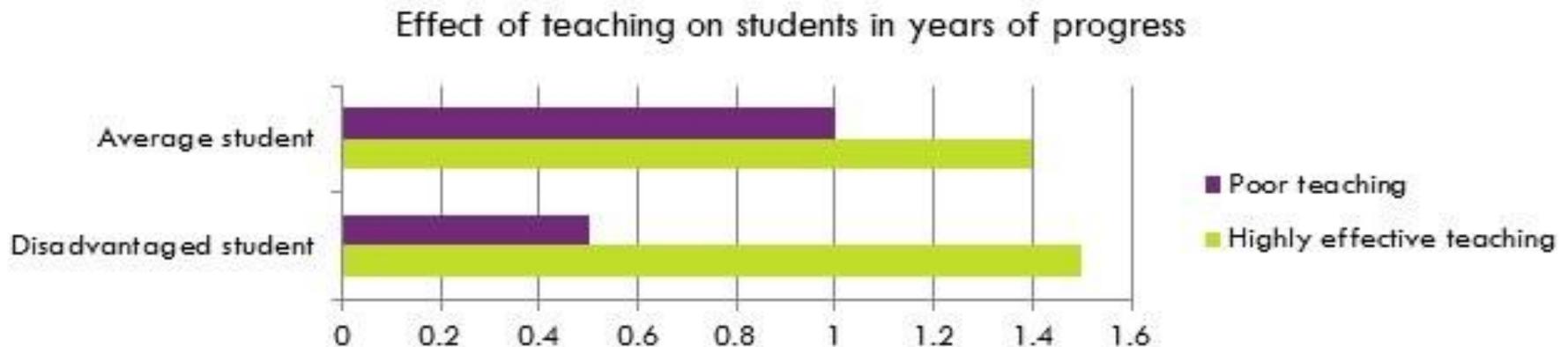
Viviane Robinson's Research

Effectiveness of different leadership aspects in improving learning outcomes



We Serve a Highly Disadvantaged Community

- Sutton Trust research demonstrates that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students.



There's No Such Thing as a Good School...

- Another way of saying this is that in terms of value-added it doesn't make that much difference what school you go to, but it matters very much which teachers you get in that school. If you get one of the best teachers you will learn in six months what it takes an average teacher a whole year to teach you. If you get one of the worst teachers, the same learning will take you over two years.

Dylan Wiliam





MOTIVATION

IF A PRETTY POSTER AND A CUTE SAYING ARE ALL IT TAKES TO MOTIVATE YOU,
YOU PROBABLY HAVE A VERY EASY JOB. THE KIND ROBOTS WILL BE DOING SOON.

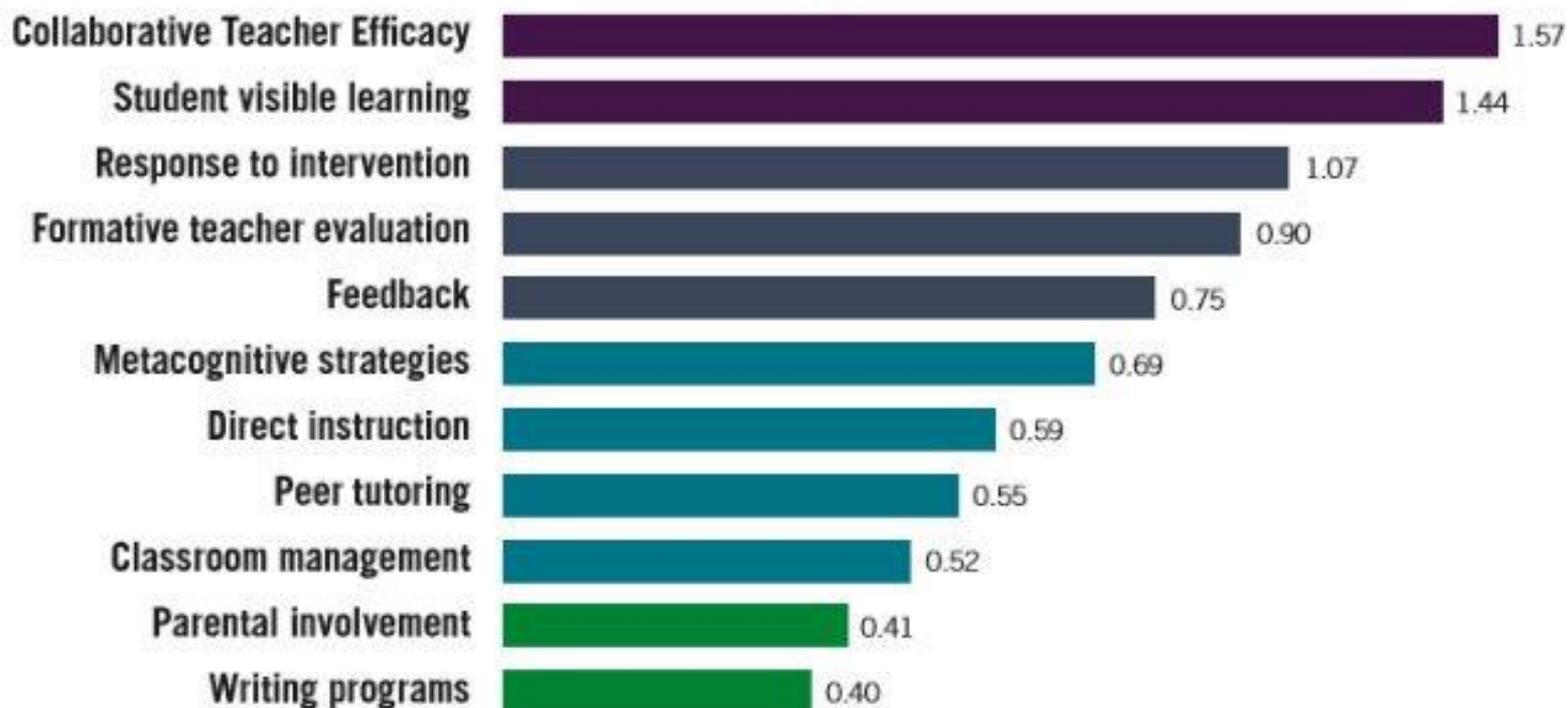
Collective Efficacy

- When teachers believe that together, they and their colleagues can impact student achievement, they share a sense of collective efficacy.
 - When efficacy is high, educators show greater persistence and are more likely to try new teaching approaches.
- 

- Bandura (1993) demonstrated that the effect of perceived collective efficacy on student achievement was stronger than the link between socio-economic status and student achievement.
 - More recently, Hattie ranked collective teacher efficacy as the number one factor amongst all of the influences that impact student achievement (personal communication, November 19th, 2015).
- 

The Visible Learning Research

What Matters Most in Raising Student Achievement?



School Improvement and CPD are Intrinsicly Linked

- CPD is strategically mapped to all aspects of the SDP.
 - It is an integral part of our termly Governor scrutiny meetings looking specifically at the impact of CPD on pupil progress. ***What difference is it making?***
 - We've undertaken a redeployment of resources in challenging times to protect a growing CPD budget that's grown from ***£6,000 to £25,0000***.
 - Additional DHT - Teaching, Learning and Assessment.
- 

Time and Money

Rarely is it about finding more time but instead ensuring that the time you have is **QUALITY** time.

How can we find more quality time? What small changes would make a big impact? Where aren't we using peoples talents to the greatest impact?



Establishing a School Culture

Appreciate...Inquire...IMPROVE

**How do you build a 'culture of trust'...
one conversation at a time!**

Pupil Voice

Parent Voice

Staff Voice

**Series of 1-1 and group conversations with
colleagues and a series of skills audits –
identifying strengths and highlighting where we
could be...EVEN BETTER.**

Starting Point Identified...What now?

What does it mean to facilitate true professional learning?

What do we need to put in place for professional learning to truly be about... 'LEARNING'?



Challenging Existing Beliefs about Effective Teaching and Learning

'Ofsted want to see...'



'We've always done it like this...'



...but what do our outcomes for pupils show us?

Challenging Existing Beliefs about CPD

“...the training is at Sans Souci, you’ll love it; they do a really nice lunch and you can drink coffee in the conservatory.”

“...it never actually works like that in the classroom, though.”

“Oooh, I love a good course and a day out of school. Whatever’s going, I’ll go on IT.”

Barriers – Clutter and Activity...

- **Ballroom PD.**
 - **What have you actually learned? You've been told but what's the ownership?**
 - **Courses – pre-planned and unlikely to be differentiated or contextually relevant as required.**
- 

The Long Term Focus

The What?

The How?

The Follow-up?

The Consolidation?

The Support activities?

The Evaluation of Impact?

Where to next?

**VISION IS THE
TRUE CREATIVE
RHYTHM.**

Robert Delaunay

PICTUREQUOTES.COM

A Shared Vision for CHS

'EVERY CHILD, EVERY DAY'

At Coleshill Heath, we work towards **ONE** priority:

To adopt a high performing culture so that **EVERY** child receives access to a **safe, successful and highly positive** Learning environment...**every day.**

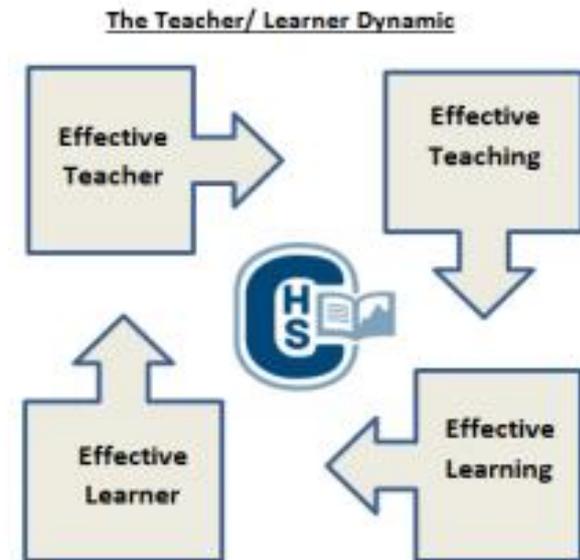


Creating a Collective Definition of Learning

‘Permanent change in thinking and/or behaviour.’

How will we know?

The true test of our PD has been whether it results in a ***change in practices*** that make a significant difference for pupils.



A Shared Vision for a Teaching and Learning Community



- Instead of a non-negotiable list, we created a ‘tool’ that would support inward reflection and begin to bridge the gap between the classroom and evidence informed practice.

Contents Page

*Learning and
innovation go hand in
hand. The arrogance
of success is to think
that what you did
yesterday will be
sufficient tomorrow.*

- William Pollard

1). **THE MISSION:** A culture built on learning: *unleashing potential and unleashing talent.*

- Vision & Values
- **The Why, The What, The How at CHS**
- The teacher learner dynamic
- **Personal Reflection**
- The 'Classroom Teacher' versus the 'School Teacher:
a Climate of Partnership and Collaboration
- **Personal Reflection**
- A Holistic Overview of the CHS Teaching and Learning Culture

2) **The RESEARCH**

- *The 8 Characteristics of the Innovator's Mindset*
- *Personal Reflection*

3). **THE ACTION:** Creating 'Effective' Teaching

- *Effective Teaching: expectation, challenge, explanation/ modelling, questioning and feedback*
- *Planning and lesson elements*
- *RECIPE for teachers*
- *Reflective Criterion*

4). **THE EFFECT:** Creating 'Effective' Learning:

- *Assessment*
- *A shared language of learning.*
- *Speaking 'Learnish'*
- *Learning Powers Overview*

5). Appendix.

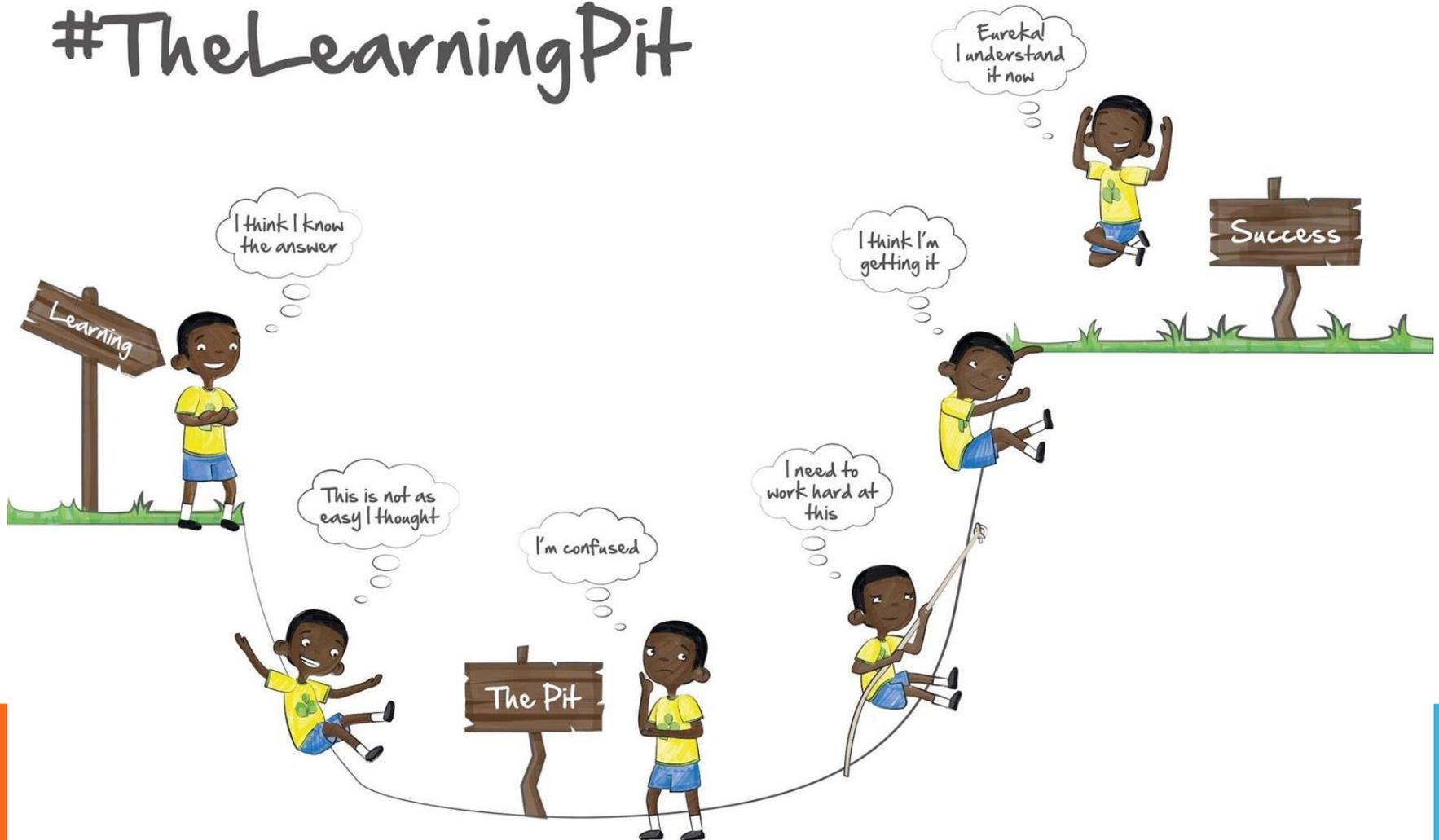
- *Solo Taxonomy Research Task*
- *Self/ Peer book Review Task*
- *Carol Dweck Article on Intelligence*
- *Suggested Reading List*

THE CULTURE OF TRUST

- **Cognitive discomfort – an essential prerequisite to learning.**
 - **How well do colleagues understand their problems of practice?**
 - **Problem analysis is key!**
- 

Avoidance to Change

#TheLearningPit



Shifting From a Done to Model

At CHS, we use *'Tweak of the week'* as a whole school approach to constantly reflecting upon what is working well within our classrooms and then sharing this practice so that we become CHS school teachers, as opposed to a teacher of a class. This collaborative spirit is a trait of all practitioners at CHS and includes teachers, support staff, office staff and any other roles within the school.

Reflecting upon your practice during the last term, what sorts of things have you tweaked? In what way has this impacted upon the progress of your learners?

What are some of the barriers your learners have in your classroom that you would like to investigate through a collaborative approach with colleagues?

One Size Does NOT Fit All!

- What are the needs of the pupils?
- What are the needs of staff in terms of both subject knowledge and pedagogy?



Developing a Self Improvement Mindset

Pedagogy Audits and Subject Knowledge

Empower Learning, Unleash Talent:
A Culture of Excellence

 COLESHILL HEALTH SCHOOL

CHS Reflective Criterion

Aspect: High Expectations

	This is always part of my practice	I sometimes do this	I never do this
I demonstrate high expectations for my learners by regarding target grades as a minimum expectation.			
I expect learners to give their best for every topic.			
I train learners how to become more resilient (eg. how to behave when they are stuck or confused).			
I model high expectations around quality of work in various ways for learners.			
I induct my classes and share my expectations from the outset.			
I seek feedback from many sources whether my expectations are as high as I think they are.			

A A A 

Search

Working collaboratively to enhance

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You are here: [Self-evaluation](#)

Personal Learning Space

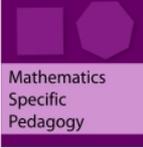
Kathryn22
(Coleshill Heath School)

-  My Details
-  My Communities
-  My Files & Folders
-  My Favourites & Notes

-  My Self-evaluation
-  My Online CPD
-  My Learning Journal
-  My Career Portfolio

Mathematics Teaching Self-evaluation Tools


Mathematics Content Knowledge


Mathematics Specific Pedagogy


Embedding in Practice

Self-evaluation Tools

Use these self-evaluation tools to check your understanding of the mathematics you are teaching and to explore ideas on how to develop your practice.

There are two ways to work through the Self-evaluations pages on this website.

The first option, by clicking on the three graphic buttons above, enables you to take the self-evaluation test and save your answers.

And the second option, by clicking on the **Browse the self-evaluation topics** link, enables you to browse through all the questions, and look at the background information, without answering any questions.

Complete a range of **Mathematics content knowledge** activities for all stages from Early Years learning to Adult Education (spanning Key Stages 1-5) and **Mathematics-specific pedagogy** activities from Early Years learning, to Key Stage 4, with Key Stage 5 and Adult Education services.

Effective CPD Programmes

- Professional learning is bespoke; specific to the individual and the needs of the pupils they serve.
- ✓ Balance subject knowledge and Pedagogy
- ✓ Balance between INTERNAL and EXTERNAL CPD.
- ✓ Ensuring quality 'time' not necessarily more time!
- ✓ New learning has driven the impetus to change.
- ✓ Half-termly Learning Reviews (Teacher learning/pupil learning).

Paced-PD – revisit, refine,
reflect...re-think.

Quality Assurance

tdtrust.org/cpd-quality-audit



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TEACHER DEVELOPMENT TRUST NETWORK

learning" refers to all activities that have an impact on your practice. For example, discussions, joint planning or peer observation are forms of CPD.

How many years have you been teaching?

1 2 3 4 5 6-10 11-15 16-20 21-25 25+

I believe that the main purpose of CPD is to help me help pupils.

CPD - any activity that has an impact on your practice. This could be a course or an event, but also collaborating with colleagues, peer observations, discussions around teaching and learning etc.

Strongly Agree Agree Disagree Strongly Disagree

Frequently Sometimes Rarely Never

Collect data about staff members' experience of CPD

Senior and middle leaders, but openly model how they reflect and learn and encourage in CPD with other

For example, senior and middle leaders take part in peer observations, sharing practice, coaching etc., as well as specific CPD events.

CPD Quality Audit

Cutting edge approaches to professional development not only boost staff performance, retention, morale and recruitment, but they can have a strong impact on pupil outcomes.



TEACHER DEVELOPMENT TRUST NETWORK

CPD QUALITY AUDIT SELF-EVALUATION

Please enter the name of your school and the name of the person responsible for the audit. Please tick the appropriate boxes to indicate your level of agreement with the statements below.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe that the main purpose of CPD is to help me help pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPD - any activity that has an impact on your practice. This could be a course or an event, but also collaborating with colleagues, peer observations, discussions around teaching and learning etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior and middle leaders, but openly model how they reflect and learn and encourage in CPD with other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For example, senior and middle leaders take part in peer observations, sharing practice, coaching etc., as well as specific CPD events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School leadership teams engage in an online self-audit against our detailed framework



Things That Have Worked For Us: Internal

- An additional DHT to lead on T&L and CPD
 - Learning Improvement Plans
 - Learning and Standards Reviews
 - Learning Reflections
 - Collaborative Inquiry
 - CPD Friday Sessions
 - Releasing colleagues for joint PPA
 - Staff Meetings at the start of the day rather than the end
- **Extended release during the day**
 - **CPD menu to personalise learning**
 - **Partnership with external, expert CPD providers**



Learning Improvement Plans



LEARNING IMPROVEMENT PLAN

October 2015 – April 2016



TEAM GOALS

1. Radical focus on learning rather than teaching by all **practitioners including leaders at the classroom level**

Teacher mind-frame: I talk about learning not about teaching.

2. Reflect and **evaluate the impact** of individual and team actions **on our learners**

Teacher mind-frame: I am an evaluator.

3. Build collective teacher efficacy through professional networking, **support and challenge**

Teacher mind-frame: I see assessment as feedback to me

Actions: where are we going?

Use and develop learning dialogue with pupils by:

- agreeing a shared language for learning – display, use and share with the school community;
- ensuring the consistency of feedback through CTG marking;
- continuing to embed formative assessment (in particular learning targets), SC, Los and modelling high expectations using WAGOLLS, as part of the learning and teaching process;
- teachers giving all additional adults purposeful direction to impact upon learning and ensure effective engagement with pupils from the start of allocated learning time;
- co-constructed visual mapping of the learning

Actions: where are we going?

- Gather a broad and deep evidence base of pupil progress examples through use of on-going formative assessment, anecdotal pieces and evidence of progress in pupils' books.
- Carry out pupil voice activities linked to learning and progress:
 - *Where are you going?*
 - *How are you doing?*
 - *Where are you going next?*
- Complete peer and self-reflections through learning and standards reviews/book reviews.
- Professional conversations between teachers and support staff about learning and the impact of that support on learners.

Actions: where are we going?

- Gain precise clarity of when and how we are building opportunities for collective efficacy.
- Engage in impact CPD, lesson study and other opportunities to develop classroom practice.
- Use and understand our T and L Handbook, as a means of engaging in proven educational research.
- Strategically deploy leaders to support the development of learning and teaching quality.
- Create and execute year group T and L plans that detail appropriate, tailored actions for colleagues and cohorts where

Using a Culture of Conversation to Empower Professional Learning

Learning and Standards Reviews

Building on strengths (AI approach). Teachers must be able to transfer their learning into their classroom.

Inquire. Experiment. Evaluate.

Appreciative Coaching conversations

An inquiry into current conditions, paradigms and aspirations.

Building a sense of self-efficacy which in turn fuels collective efficacy to improve outcomes for pupils.

Learning and Standards Review

KEY INFORMATION					
Name:		Year Group:		Date and Term:	
Are you on-track to meet your appraisal targets?			Are you on-track to meet your appraisal targets?		
Self-Audit			School Audit		
R	A	G	R	A	G
Document Audit					
Professional Development Portfolio			Yes	No	
Teacher Standards			Yes	No	
Inspection Framework			Yes	No	
Performance Management			Yes	No	
Visible Learning Statement Audit			Yes	No	
T&L Handbook Criterion			Yes	No	
Updated Class Profile			Yes	No	

Reflection: I am an evaluator

My fundamental task is to evaluate the effect of my teaching on pupils' learning and achievement.

- 1). Describe how the CPD activities that you have engaged in this half-term have impacted upon your teaching practice.

- 2). Describe how have the actions that you have taken (*What have you done differently?*) directly impacted upon pupils' learning?

- 3). Describe what success has looked like?

Feed Forward Action Plan: Self Efficacy

What areas of **strength** are you hoping to develop and what actions do you intend to take?

What main areas have you selected for **development**? Why have you chosen these? Are there any colleagues, you feel could support you with this?

What specific steps will you take to achieve these goals and when will you take them?

Describe what success will look and feel like in terms of outcomes for learners and your own teaching 'experience'?

Collaborative Inquiry...a Stepping Stone into Lesson Study



Impact CPD - Building teacher efficacy through collaboration and support.

Whole School T & L Development Area linked to Feedback (LA Review 2016)

- Review consistency in written feedback for pupils.

Focus of CPD Tool: Building learning through feedback

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback”
 Professor John Hattie (Influences on Student Learning)

Feedback Coaches

A CHS Feedback Coach is:

- Non-judgemental
- Asks pertinent and challenging questions
- Enables a colleague to find the best answer/ strategy for them
- Reflects upon their own impact as a coach

Feedback Coaching Partners Summer 1

RF/ LRD KR/CW AR/ MB AK/DJ HP/HG LCH/JH VU/GB

Rationale

- Building opportunities for collective efficacy through reflective partnership.
- Creating a culture centred upon self and peer reflection so we see learning through the eyes of the learner.



Feedback Coaching: Evaluation

<u>Aspect</u>	<u>Description of what you can see – evidence and examples</u>	<u>Impact What difference is it making to learners</u>
The Learning Environment Models Feedback Expectations		
The Language of Feedback is Modelled within the Learning Process		
Multiple Models of Feedback are Co-constructed Through Behaviours, Actions and		

Evaluate the Next Steps



Evaluating Impact of CPD Teaching and Learning - Feed Forward Action Plan

Date of session			
Context			
Focus of session			
Following this session, what actions will you take?	When?	How will you know it has made a difference? What will success look like?	
Completed by			
Date			

What's worked for us: external PROVIDERS

- Whilst some CPD has been personal to colleagues, we've also established whole-school foci based on pupil outcomes, pupil voice and teacher voice.
- Our collective and individual starting points have been shared with external providers, ensuring that the CPD which we pay for is fit for purpose and pertinent to our next steps.



Obstacles - it's all about the implementation

- Respect for the **psychological definition of learning**.
- PD can often be about 'content' rather than a conceptual change.
- Ensuring that when working with external providers, they are fully are of the bigger picture.

SUSTAINABILITY....

Be brave and stay focused. There is a danger to 'react' if the desired outcomes aren't seen straight-away.

