

A large, diagonal, semi-transparent image of a classroom scene. A teacher is leaning over a desk, looking at a laptop screen. A young boy is sitting at the desk, looking at the screen. A young girl is sitting next to him, also looking at the screen. The image is overlaid with a green and blue gradient and a grid pattern.

**TEACHER  
DEVELOPMENT  
TRUST**

# TDT Lesson Study Seminar

Tuesday 23<sup>rd</sup> May

# Agenda

- 9.30am Arrival and registration
- 10.00am Introduction and welcome
- 10.15am Effective CPD: an overview & discussion  
The new National Standard for CPD
- 11.15am Case Study –  
Elthorne Park High School & Lesson Study
- 12.00pm Lunch
- 12.45pm What is Lesson Study? An overview and introduction  
The Lesson Study process: the diagnostic stage
- 1.30pm Lesson Study in Practice  
Workshop: Implementation and challenges
- 2.30pm Tea/coffee break
- 2.45pm Examples of Implementation:  
TDT Case Study schools
- 3.30pm TDT Network support for Lesson Study
- 3.45pm Questions and close



# About me



**Jessica Brosnan**

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Senior Network Programme  
Officer, Teacher Development  
Trust.

Former Music teacher in  
Australia

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# Welcome

## ■ Introductions

- Name
- Role
- Organisation
- Your career-best CPD moment so far... in 10 words max!



# The Teacher Development Trust

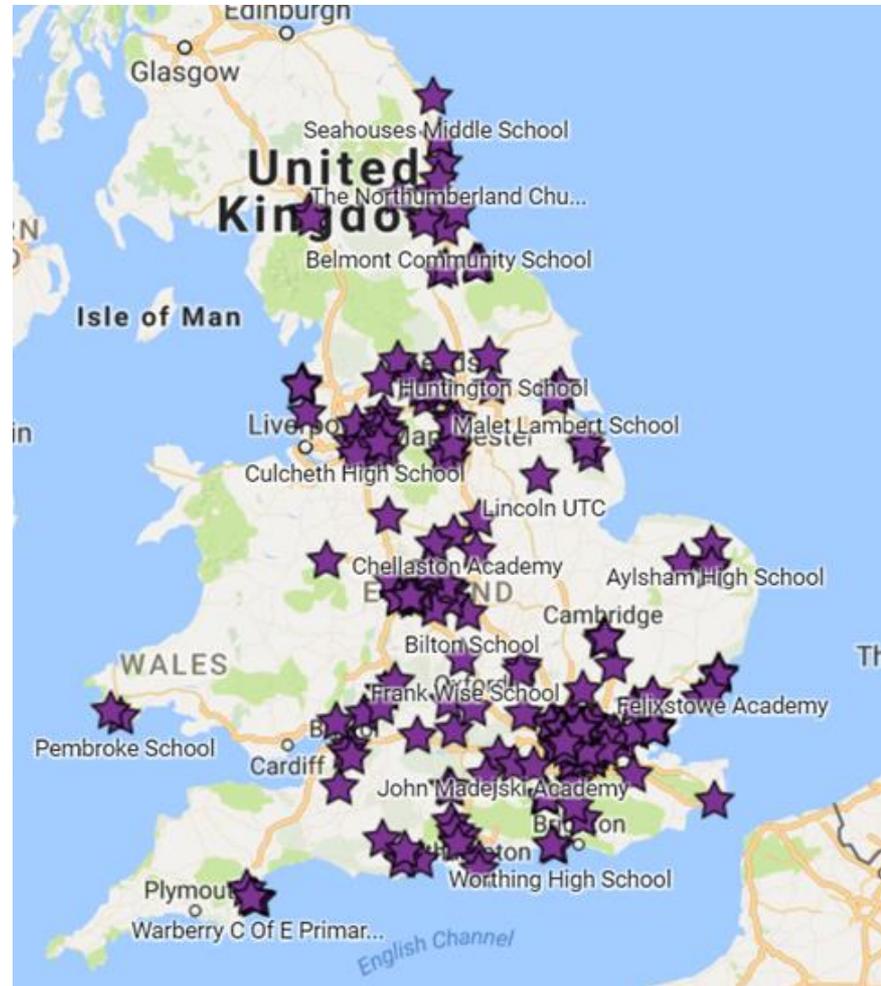




**Over 200** schools and college members of the Network

Cutting edge staff development in every school and college:

- Access to research
- Audit tools
- Collaborative CPD & Lesson Study

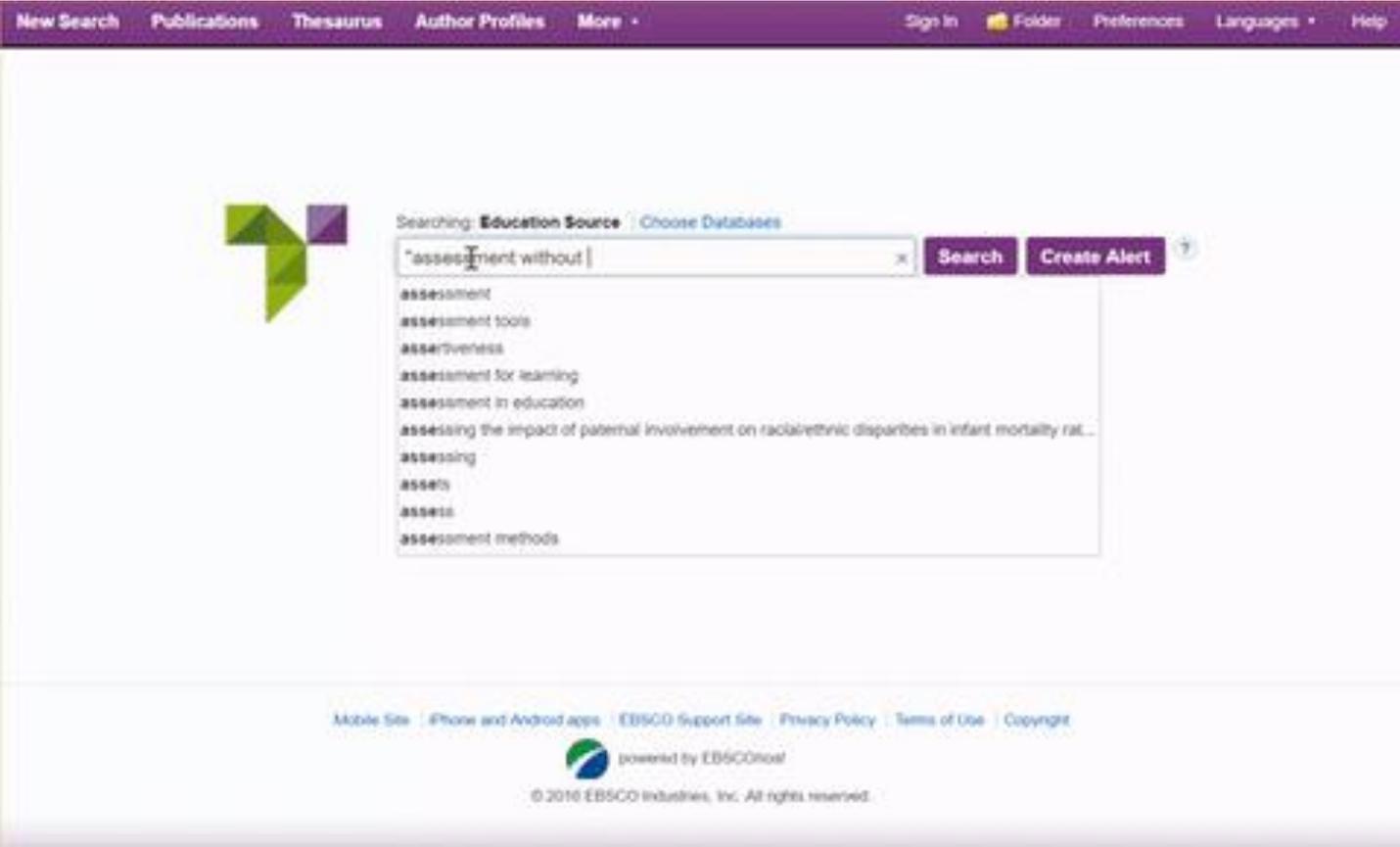


<http://TDTrust.org/network>



# TDT Network

## Library



The screenshot displays the search interface of the TDT Network Library. At the top, a navigation bar includes links for 'New Search', 'Publications', 'Thesaurus', 'Author Profiles', 'More', 'Sign In', 'Folder', 'Preferences', 'Languages', and 'Help'. The main search area features a search box with the text 'assessment without' and a dropdown menu of suggestions. The suggestions include 'assessment', 'assessment tools', 'assessment', 'assessment for learning', 'assessment in education', 'assessment the impact of paternal involvement on racial/ethnic disparities in infant mortality rat...', 'assessment', 'assess', 'assess', and 'assessment methods'. Below the search area, there are links for 'Mobile Site', 'iPhone and Android apps', 'EBSCO Support Site', 'Privacy Policy', 'Terms of Use', and 'Copyright'. At the bottom, the EBSCO logo is visible with the text 'powered by EBSCOhost' and '© 2016 EBSCO Industries, Inc. All rights reserved.'

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assessment without | Search Create Alert

- assessment
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# TDT Network

## CPD Audit

**TEACHER DEVELOPMENT TRUST NETWORK**

Home Dashboard My Profile Child's Password CPD Owner Log Out

1 Culture and Wellbeing 2 Focus 3 Needs Analysis and Evaluation 4 Home Support and Challenge 5 Use of Debn's Knowledge 6 Processes and Structures of CPD 7 Research, Innovation and Evidence

x1 x2 x3 Hide All

Emergency Bronze Silver Gold

**A** Teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

**Bronze :**  
Some teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

**Silver :**  
Most teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

**Gold :**  
All teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

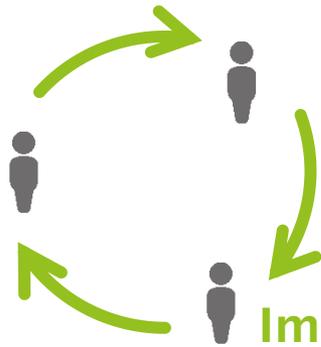


# School Clusters

Support for MATs, TSAs, Federations and LAs

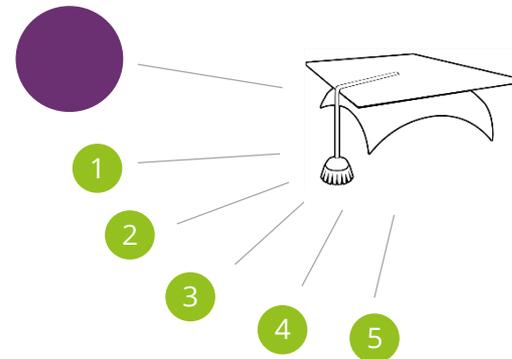


**Audit** development culture & practices across your cluster



Implement shared collaborative development models

Research and training shared across your cluster



# Events, training and accreditation

Date	Event Name	Location
11/07/2017	Teacher Development Trust Annual Conference <i>Member Schools Only</i>	London Nautical School
19/10/2017	TDT Practitioner Course: Implementing Lesson Study (Day 2: 11/1/18, Day 3: 14/06/18)	Institute of Education, Sheffield Hallam University
20/10/2017	TDT Practitioner Course: Leading a Lesson Study Programme (Day 2: 17/1/18, Day 3: 20/06/18)	Institute of Education, Sheffield Hallam University
30/10/2017	TDT Practitioner Course: Implementing Lesson Study (Day 2: 16/1/18, Day 3: 19/06/18)	TDT Office, Central London
01/11/2017	TDT Practitioner Course: Leading a Lesson Study Programme (Day 2: 16/1/18, Day 3: 19/06/18)	TDT Office, Central London
09/11/2017	TDT Associate Qualification in CPD Leadership (Day 2: 06/12/17, Day 3: 07/03/18)	TDT Office, Central London
16/11/2017	<i>Save the date:</i> Professional Development Conference for Schools and CPD Providers	TBC

# DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



- A **'trip advisor'** for professional development services and courses.
- >500 providers and >3000 listings
- Links to and from the EEF Teaching & Learning Toolkit.
- Prioritised listings for providers supplying research, evidence and evaluation information.



# What do you see?





# Research on professional development

# There is no such thing as a good school

- At the secondary level, attainment at the end of primary school is the most dominant factor in explaining pupil performance at GCSE.
- At the primary level, pupil-level factors (e.g. family income, parental education) that were present before entry into schooling explain the majority of variation in pupil performance.
- Most research points towards there being little variation in the relative effectiveness of schools.

*'How intake and other external factors affect school performance' –RISE REVIEW,  
RESEARCH AND INFORMATION ON STATE EDUCATION January 2013*



## We need to focus on classrooms, not schools

- School-level differences in value-added are relatively small.
- Classroom-level differences in value-added are large.

### Conclusion

**As long as you go to school, it doesn't matter very much which school you go to.**

**But it matters very much which classrooms you are in.**



# And most of all, on teachers

The difference between a very effective teacher and a poorly performing teacher is large.

- During one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.

Furthermore it matters more for disadvantaged pupils.

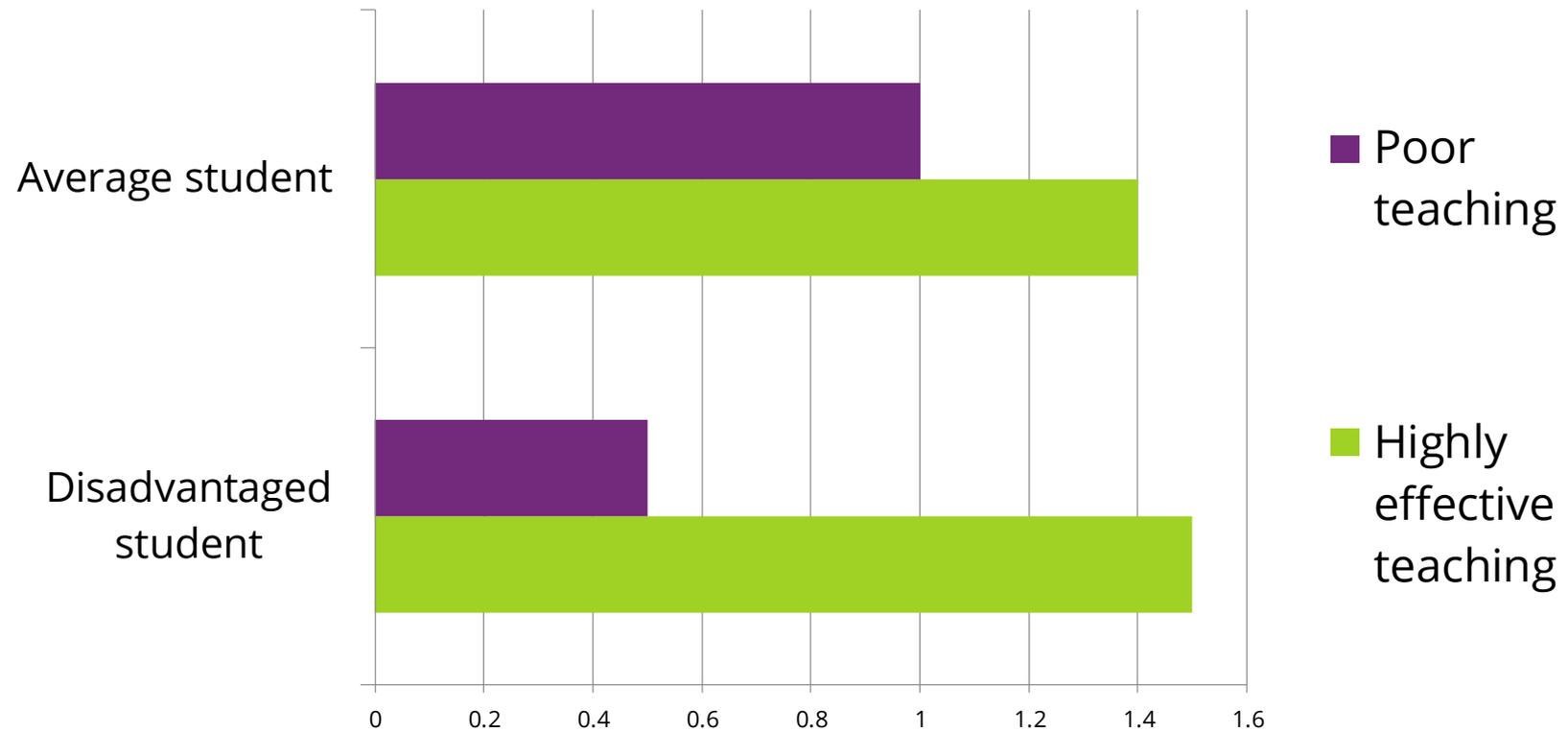
- Over a school year, for disadvantaged pupils the difference between a good teacher and a bad teacher is a whole year's learning.

Sutton Trust Report 2011



# Effect of teaching on students in years of progress

Source: Sutton Trust (2011)



What makes an effective professional learning culture?



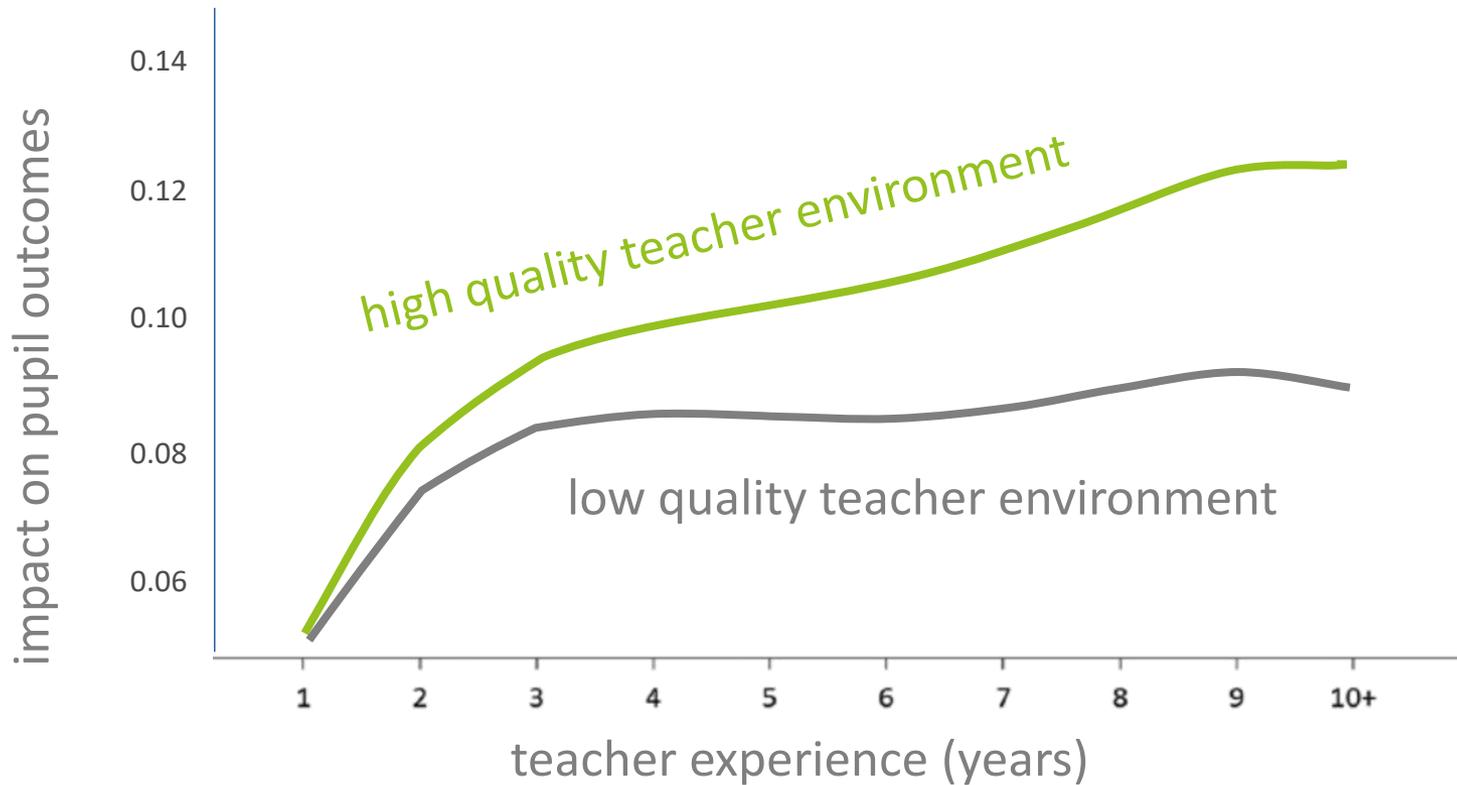
# What makes professional learning?

It ain't what you do,  
it's the way that you do it.



# Helping teachers to help pupils

Support, trust, feedback & culture



# The school environment → outcomes

Kraft & Papay 2014 → North Carolina

- **ORDER & DISCIPLINE:** the extent to which the school is a safe environment where rules are consistently enforced and administrators assist teachers in their efforts to maintain an orderly classroom;
- **PEER COLLABORATION:** the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;
- **PRINCIPAL LEADERSHIP:** the extent to which school leaders support teachers and address their concerns about school issues;
- **PROFESSIONAL DEVELOPMENT:** the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teachers' instructional abilities;
- **SCHOOL CULTURE:** the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement;
- **TEACHER EVALUATION:** the extent to which teacher evaluation provides meaningful feedback that helps teachers improve their instruction, and is conducted in an objective and consistent manner.

# Conditions for collaboration

- A legacy of dynamic interactions:
  - Energizing experiences
  - Clear parameters for collective work
  - Collaborators working as co-investigators

- A legacy of poor interactions:
  - Lack of consultation and time to work together
  - Build up of resentment
  - Lack of skilled collaborators

*(Sharratt and Blanch, 2016)*

# Conditions for collaboration

- The involvement of flexible leadership:
  - Visible and supportive principals, deputies and teacher-leaders
  - Leaders that facilitate
  - Leaders who distribute leadership
- The involvement of ineffective leadership:
  - Forced collaboration driven by accountability
  - Leadership that is not visible
  - Formality or lack of relationship that intimidates
  - Leaders who have favourites

*(Sharratt and Blanch, 2016)*

## Pause for reflection

What's the most interesting, surprising, or challenging thing you have heard so far?

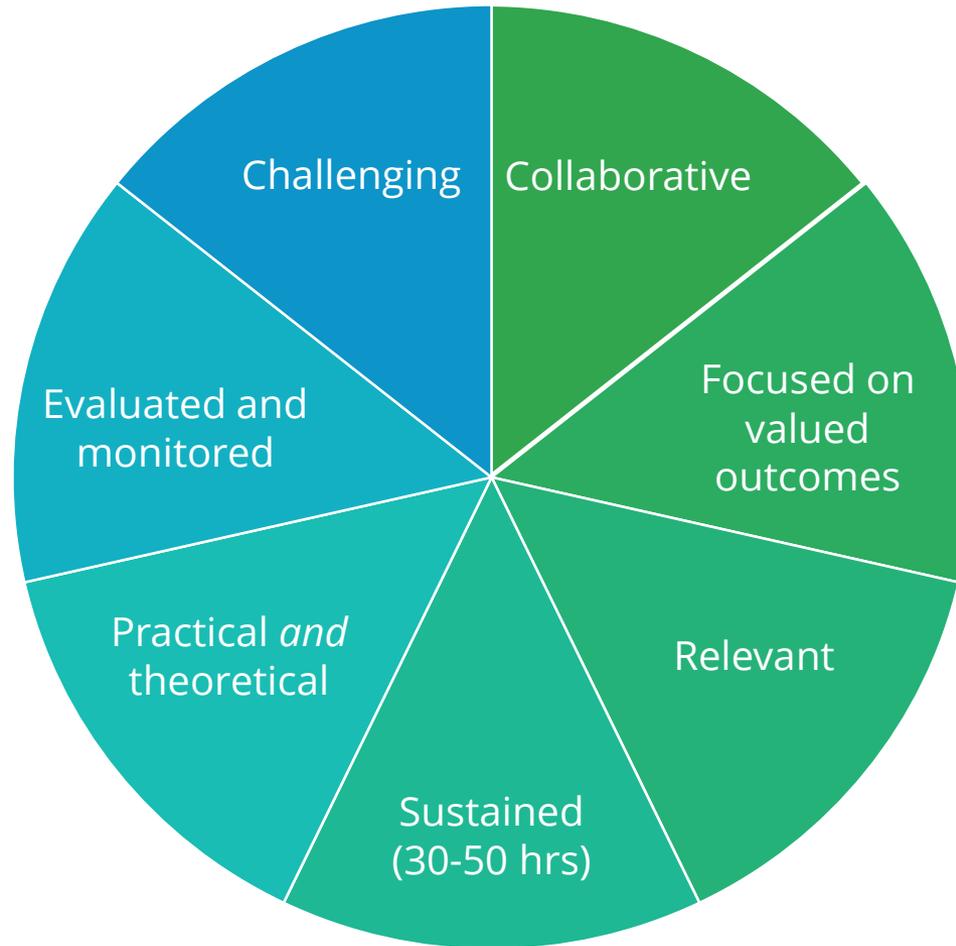
See if you can get consensus with your neighbours.



# Professional Learning



# Professional Learning



# DEVELOPING GREAT TEACHING

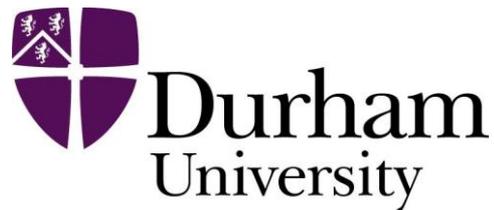
Lessons from the international reviews into effective professional development



<http://TDTrust.org/dgt>



Cordingley et. al.



## Some of the key ideas (but not all)

- Collaborating in sustained & iterative improvement with peers
- Focused on specific, valued outcomes for specific pupils drawn from common vision
- Practical in own class/school & engagement with theory
- Deep participant buy-in, driven by embedded school development culture, aligned with school plans
- Expert external support & challenge + facilitation & coaching
- Support for improving and using formative assessment throughout
- Subject/topic-specific content and pedagogy + how students learn

## Things that don't generally work *in isolation*:

- Generic pedagogy CPD
- Providing resources and materials
- One-off inputs
- A focus on changing practice without focused aspirations for specific learners

# DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development

## CPD Methods vs evidence

Any of these methods of delivering/facilitating CPD can be worthwhile in certain circumstances, or when used alongside others.

Rate each method for how it meets the evidence \*\*\* =Excellent \*\* =Good \* = Limited ! =Poor

	Professional qualification (e.g. Masters, NPQH)	One-off Inset/presentation	Lesson Study	Peer coaching	Teach Meets	In-house course
Collaborating and sharing best-practice with peers						
Making sure any collaboration is sustained over time						
Focused on specific, valued outcomes for specific pupils drawn from common vision						
Practical in own class/school & engagement with theory						
Deep participant buy-in, ensuring relevance to teachers (aligned with whole school priorities)						
Subject/topic-specific content and pedagogy + how students learn						

# Self-Evaluation

*The CPD Standard*

# The CPD Standard

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam



# CPD Expert Group

- DfE: Nicky Morgan, David Laws, Nick Gibb
- Civil servants: Stuart Mathers, Henry Clarke, Kay Graham, Jonathan Savage

David Weston (Chair)    Simon Knight

Alex Quigley

Hélène Galdin-  
O'Shea (Vice Chair)

Stéphanie Lefort

Jonathan Sharples

Professor Rob Coe

Micon Metcalfe

Professor Jonathan  
Shepherd

Philippa Cordingley

Dame Alison  
Peacock

Sean Harford  
(observer)



# CPD Expert Group

- March 2015 → July 2016
- Meetings with teaching unions March → June 2016
- Call for Evidence Sep 2015 → Oct 2015
- Review of international evidence and standards
- Focus groups: Nov 2015
- Writing and finalisation, 2016.
- Publication: **12 July 2016**



# DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



<http://TDTrust.org/dgt>



Cordingley et. al.



# Standard for Teachers' Professional Development

## Direct Professional Development

Directly seeks to improve specific pupil outcomes (academic and wider)

### Indirect Professional Development

Links to pupil outcomes less clearly, and may contribute by helping to improve the running of a school or by developing teachers in other ways. Indirect professional development could include, for example:

- leadership development;
- training in operational or procedural tasks;
- attending education conferences to increase awareness of new ideas; or
- statutory training around particular approaches.



Improved Practice



Improved Pupil Outcomes

#### Briefing and administrative information exchange

There is an important place for briefing, administrative information exchange and statutory updates; however, this is not the same as professional development and should not be seen as part of the time or resource allocated to it.

#### Appraisal and monitoring of teaching

Systems for appraisal and monitoring of teaching are necessary, and can help to determine starting points for professional development. In themselves, however, they are not direct teacher development processes and should not be seen as part of the time and resource allocated to them.

Care should be taken so that these systems do not impede effective professional development by reducing motivation, undermining trust or generating excessive workload.



# Standard for Teachers' Professional Development

## Part 5 – Professional development must be prioritised by school leadership

Professional development is most effective when it is led well as part of a wider culture of evidence-informed reflection and discussion of teaching practice. **In particular, effective leadership of professional development:**

- is clear about how it improves pupil outcomes;
- **complements a clear, ambitious curriculum and vision for pupil success;**
- involves **leaders modelling & championing effective professional development** as an expectation for all;
- **ensures that sufficient time and resource is available;**
- **balances** school, subject and individual teachers' **priorities;** and,
- develops **genuine professional trust**

Professional development is most effective when:



# Standard for Teachers' Professional Development

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
<ol style="list-style-type: none"> <li>1. Make evidence-informed development a major <b>leadership</b> priority.</li> <li>2. Build a culture of <b>trust</b> professional engagement and challenge with evidence and knowledge.</li> <li>3. Ensure that <b>school, subject, phase and individual development plans</b> are coherent and supported.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Take responsibility</b> for their own professional development.</li> <li>2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of <b>trust</b>, respect and scholarship.</li> <li>3. Fully <b>commit</b> to effective professional development practices and <b>challenge</b> poor or ineffective ones.</li> </ol>	<ol style="list-style-type: none"> <li>1. Help schools and participants to develop effective <b>school leadership</b> systems and processes.</li> <li>2. <b>Challenge</b> school leaders and participants to be clear about their requirements, and offer tools and resources to support this.</li> <li>3. Are explicit about the <b>role of teachers and school leaders</b> before and after the programme.</li> </ol>

**Table 5: Professional development must be prioritised by school leadership**



# Standard for Teachers' Professional Development

1. Professional development should have a focus on improving and evaluating **pupil outcomes**.
2. Professional development should be underpinned by **robust evidence and expertise**.
3. Professional development should include **collaboration and expert challenge**.
4. Professional development programmes should be **sustained over time**.

**And all this is underpinned by, and requires that:**

5. Professional development must be **prioritised by school leadership**.



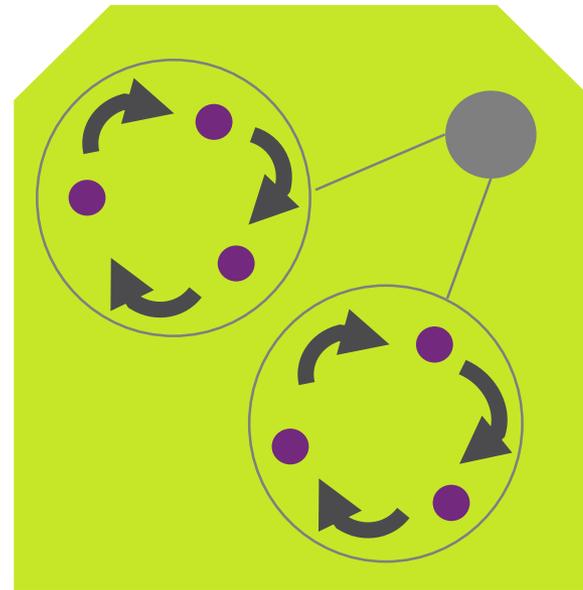
# Lesson Study:

## *Stages and Process*

# So what is lesson study?

## Network Lesson Study

1. Teacher-led, collaborative and evidence-informed professional development
2. Strong collaborative and supportive focus on observing pupil learning
3. Absolutely not about performance-management style observations and Ofsted judgements.



# Why Lesson Study?



Supporting teachers to become reflective practitioners, who evaluate their practice with a pupil focus.

Helping teachers to embed and contextualise new research and best practice into their schools and classrooms.

# Lesson Study cycle

## 1. Plan

- Plan a lesson together.
- Address each activity to a *specific* learning goal and predict how pupils will react and how you will assess this.
- Pick 3 case pupils.

## 2. Observe

- Teach the lesson with your colleagues observing.
- Pay particular attention to the case pupils
- Conduct any assessments and/or interviews during & after.

## 3. Reflect & Plan

- As soon after the lesson as possible, reflect how each activity elicited the sought-after change. Were your predictions correct? Why?



# Lesson Study process

## Diagnosis stage

- Observing/  
interviewing pupils
- Really analyse the  
'issue'
- Take a baseline



## Research an intervention

- Find an evidence-  
informed  
intervention to try  
out and develop in  
your classroom



## Embed and refine the intervention in your class

- Plan intervention
- Measure impact
- Refine process
- Take post-test



# Diagnostic stage:

Watch this short video!!

The key thing about Lesson Study is you *do not know* your pupils as well as you think you do...

The Diagnostic stage helps participants answer the following questions:

- How are individual pupils learning and behaving in their lessons?
- How are they each experiencing the lesson in a different way?
- What obstacles or issues are standing in their way?
- How do teacher preconceptions of these issues compare to the reality for this group of pupils?



# Zoom in:

What is something you are currently doing in your practice, that you *assume* is working/impacting on pupil outcomes?

How do you know?

Does it work for all pupils?

# The tricky bits!

*Enquiry questions*

*Research*

*Expertise*

## Forming an enquiry question

How does <intervention x> impact on <pupil learning need y> for <pupils z>?

- Variety
- Indicators
- Mixture of quantitative and qualitative



# How to form an enquiry question?

- Identifying/diagnosing pupil learning needs
- Asking the question, what would success look like?
- How will I know if my pupils have benefitted?
- What measures will I use to evaluate?

Activity: enquiry question discussions

Activity: how to measure engagement?

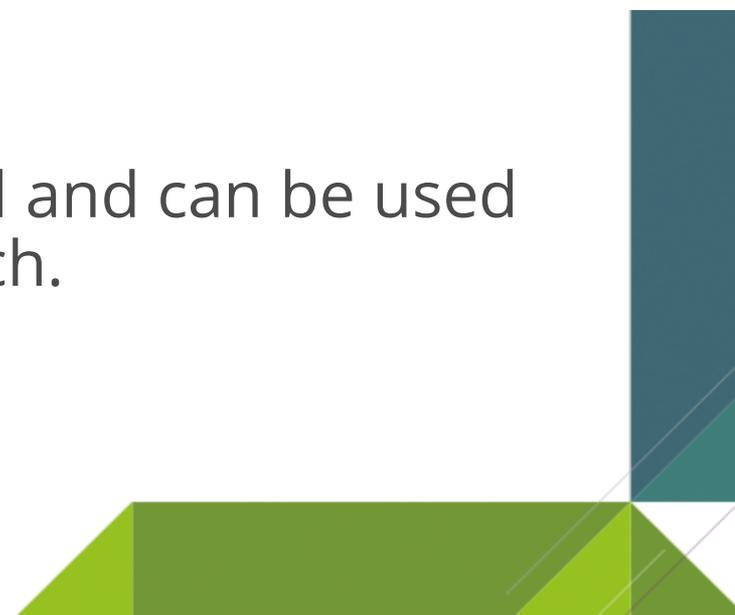


# Research & expertise

Needs to be external expertise

- Within school
- Within Network
- From research
- From a blog

Does need to be evidence-informed and can be used to embed and contextualise research.



# Sharing your findings

- Evaluation
- Write-up and share
- Implications for wider staff
- Accessibility
- Context



# Workshop:

## *Lesson Study – Barriers and Drivers*

# Groups for workshop:

■ Ones – **TIME**

■ Twos – **CULTURE**

■ Threes – **RESEARCH**



# Steps:

- Contribute ideas around *time, culture and research*
- These will be collated and shared
- Post-its! Hearts  and Stars 

n.b. Your idea can be something you would want in an ideal world



# Case Studies

## Making Lesson Study work

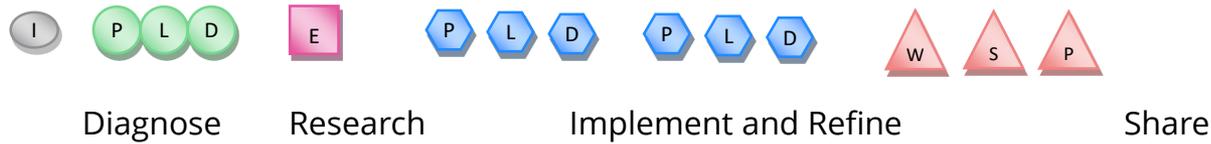
We think you need to carefully consider...

- Clear backing from SLT (Culture)
- The staff involved (Relationships)
- What support is on offer (training, mentors, access to research)
- Structures and time to enable Lesson Study to take place
- Making time to share results and evaluate the impact

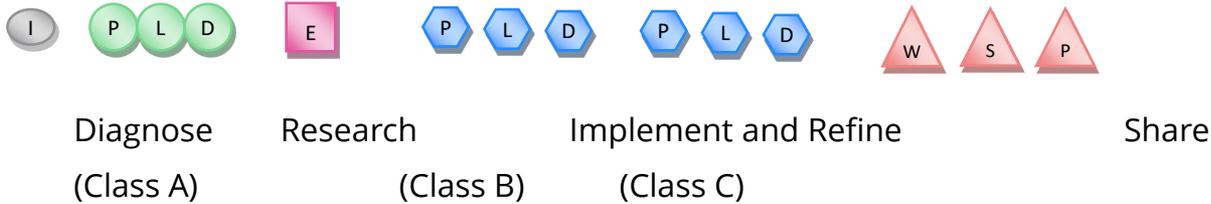


# How Lesson Study can be structured

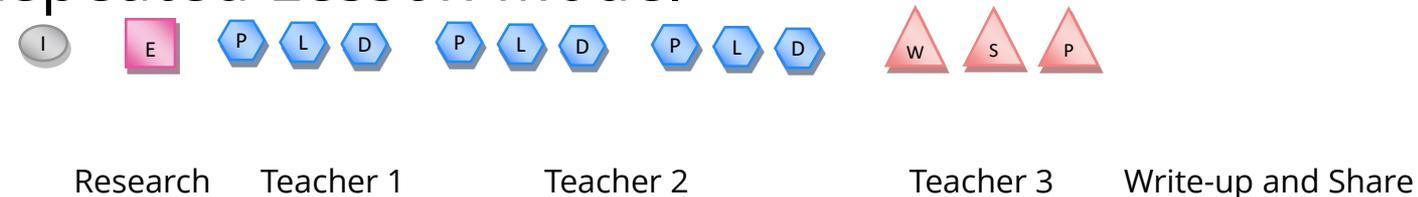
## One class



## Enquire-copy model



## Repeated Lesson Model



# Culture and Relationships

- Mentor role
- Lack of judgement
- Trust
- Equal balance



# Making Lesson Study work

Time and resources for staff:

- Video, e.g. IRIS connect
- Timetabled planning time
- Meetings used for teaching and learning
- Disaggregate INSET days
- Cover
- Network Lesson Study Mentor
- Network Portal (Research)



# Pause for reflection

What's do you think will be the most challenging aspect of Lesson Study?

See if you can get consensus with your neighbours.





THANK YOU

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