



**TEACHER  
DEVELOPMENT  
TRUST**

# **Developing middle leaders as leaders of professional learning**

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# About us



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## Middle leaders – what is the picture for CPD?

- Sustained and iterative
- Subject specific
- Pupil focussed
- Curriculum change



**What do great middle leaders  
do around professional  
learning?**

CPD

Culture

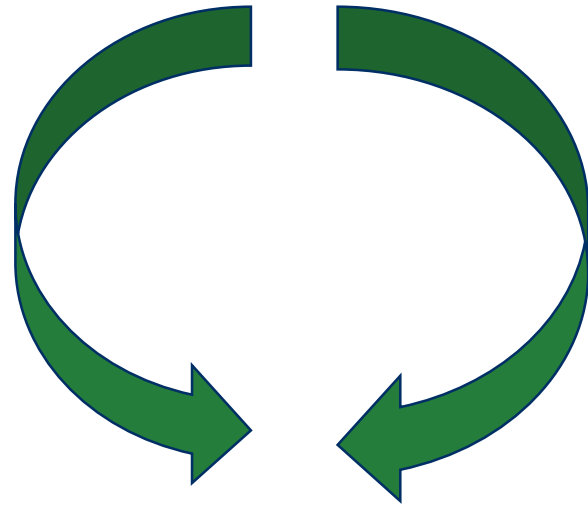
Management

Curriculum  
and  
assessment



# Culture

- Collaboration
- Trust
- Modelling
- Evidence-informed
- Questioning and challenge
- Development focussed



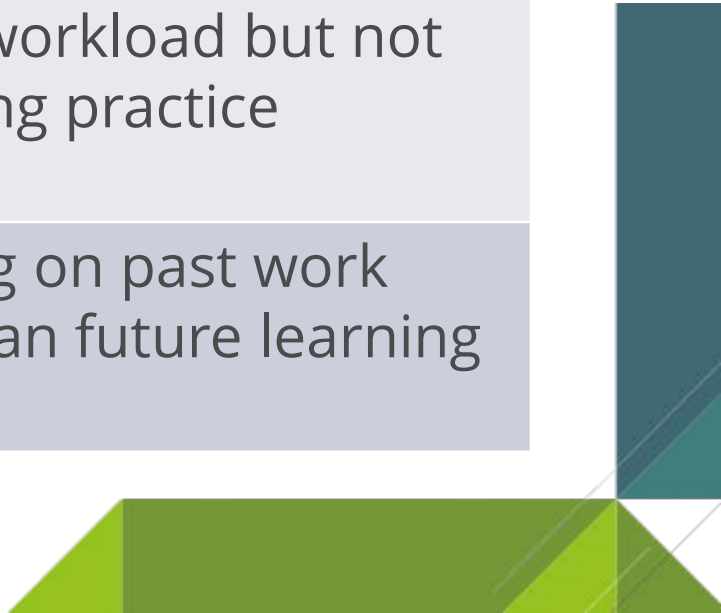
# Management

- Budget
- Time management
- Team priorities
- Coherence



# Curriculum and Assessment

<b>CPD time in teams and subjects</b>	<b>Watch out for</b>
Underpin by research but root in evidence from the classroom	Subject knowledge not linked to specific students' needs
Focussing on teaching specific concepts and skills	Sharing workload but not developing practice
Focus on student learning	Focussing on past work rather than future learning





# Team meeting

E.g. 1 Exampleton Primary

Weekly year team meetings to plan the learning ahead

- Draw on findings from the week before
- Draw on subject expertise
- Include LSAs
- Reflecting and plan for key concepts



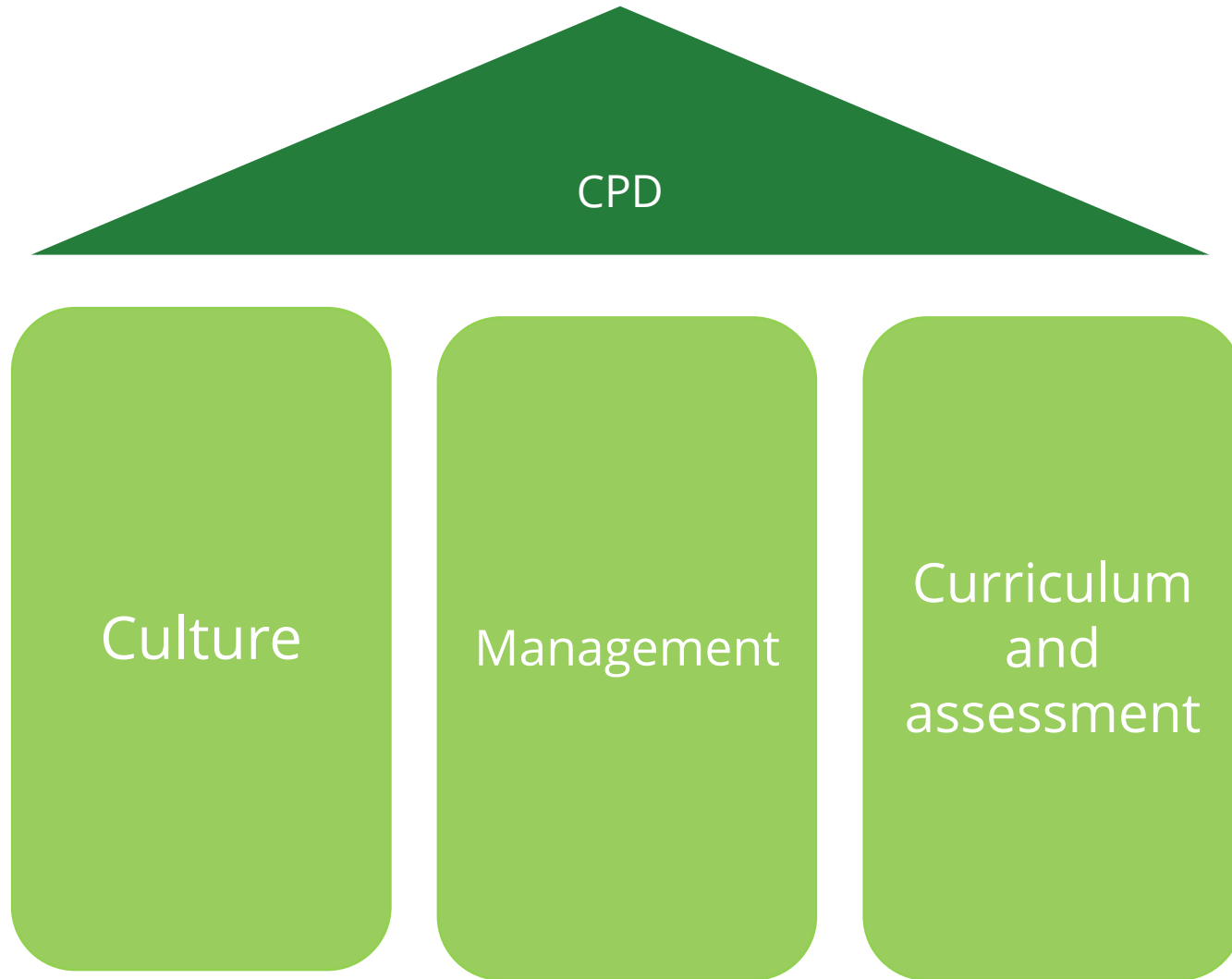
# Team meeting

E.g. 2 Case High School

- Administrative bulletin shared elsewhere
- Bring assessments and identified areas that students struggle with
- Identify common misconceptions
- Collaborative planning around teaching concepts



# What is a middle leader?



Culture

Management

Curriculum  
and  
assessment



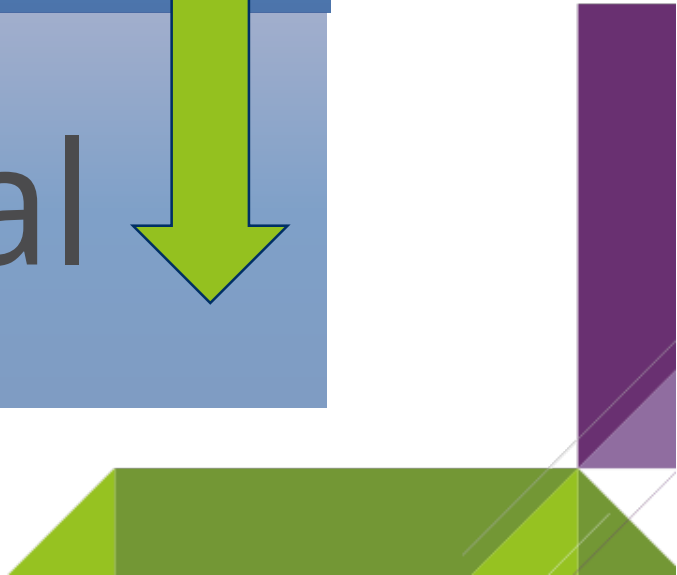
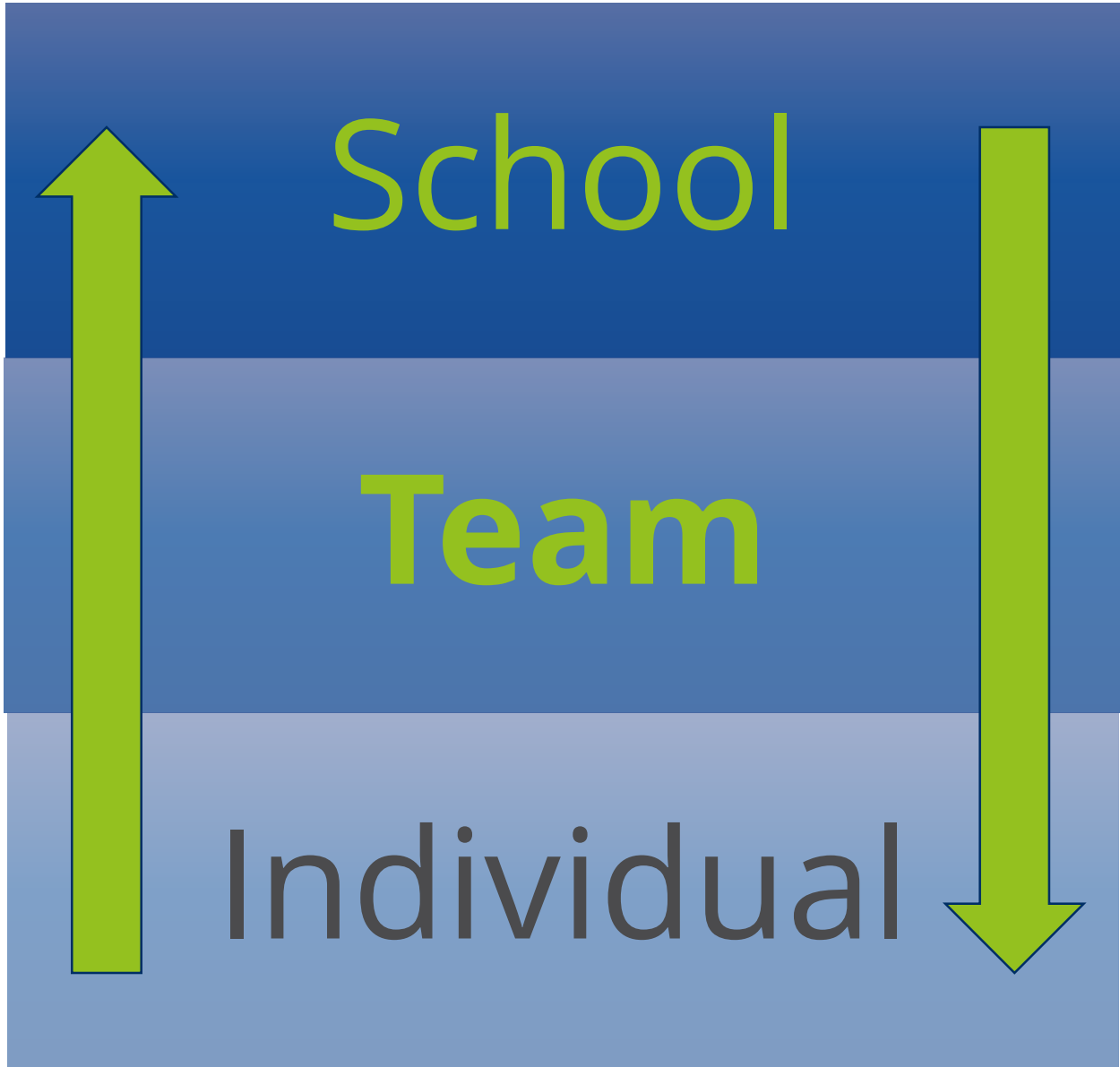


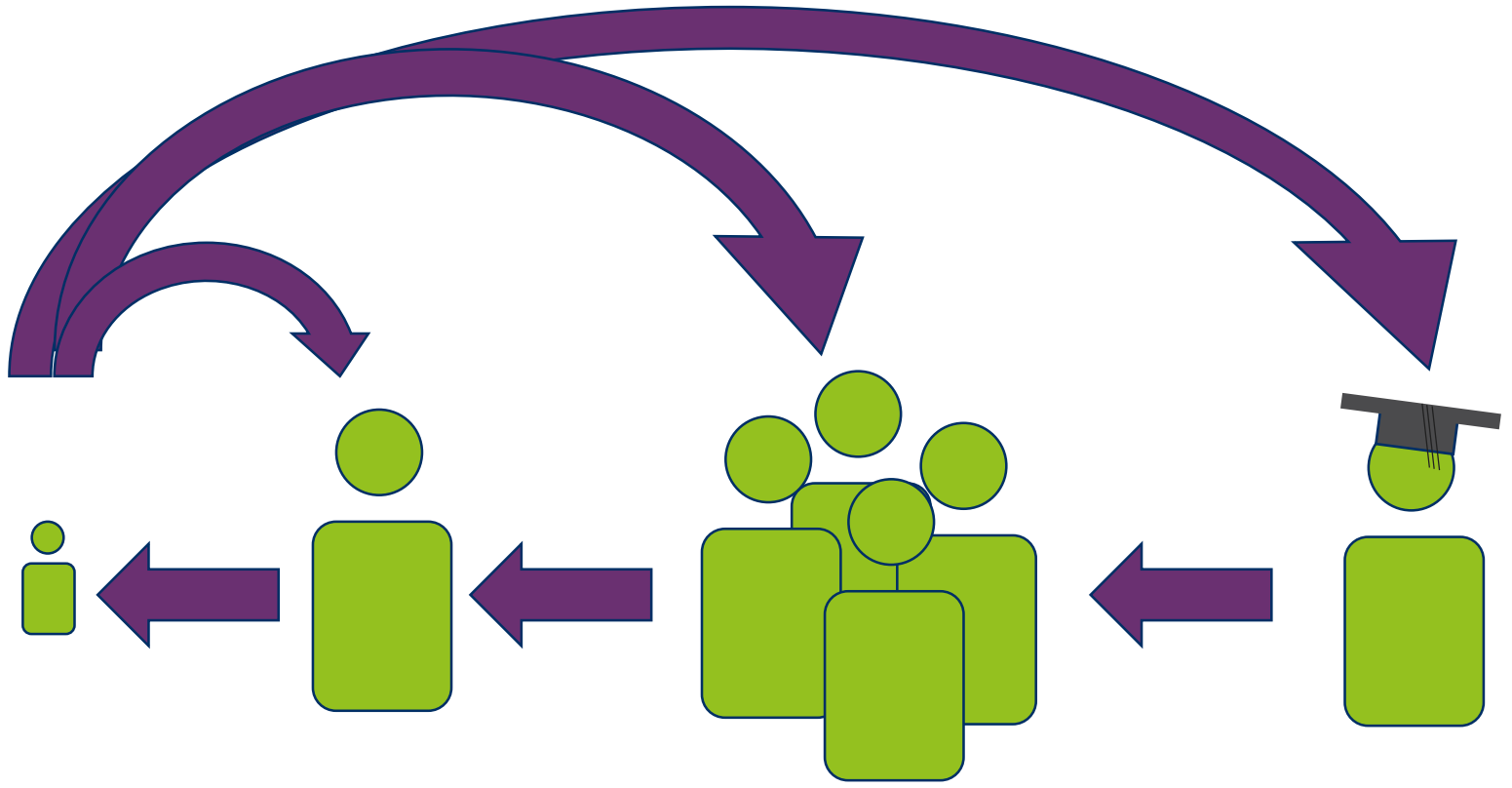
**School**

**Team**

Individual







# Barriers and Solutions

## Barrier

- Over-structured meetings
- Generic or performance-based CPD
- Focus on producing data/marking for progress
- SLT prioritise time for other things

## Solution

- Co-design meetings
- Concept & topic-focused discussions in meetings
- Assessment without levels
- SLT protect and model importance







**Any questions or reflections?**

**What are the enablers and barriers around middle leaders leading professional learning?**

