



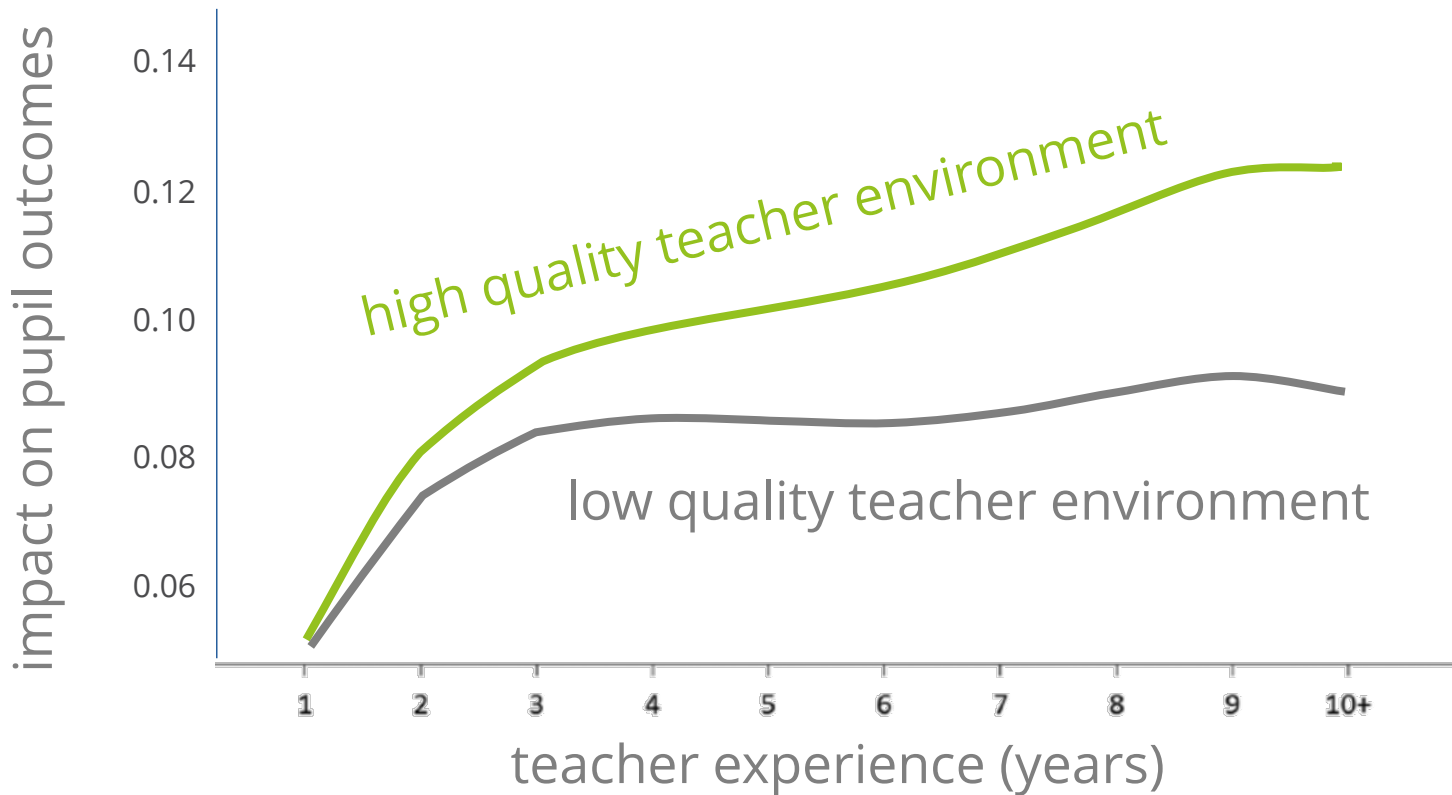
@informed\_edu  
@TeacherDevTrust

TEACHER  
DEVELOPMENT  
TRUST

## Middle Leaders: Developing your team

David Weston,  
Teacher Development Trust

# Improving teachers



# 6 Big Factors

Kraft & Papay 2014 → North Carolina

- **PEER COLLABORATION:** collaboration to refine their teaching practices and solve problems in the school;
- **PRINCIPAL LEADERSHIP:** school leaders support teachers and address concerns;
- **BEHAVIOUR FOR LEARNING:** a safe environment + rules consistently enforced + and school leaders assist teachers;



# 6 Big Factors

Kraft & Papay 2014 → North Carolina

- **PROFESSIONAL DEVELOPMENT:** sufficient time and resources for relevant PD;
- **SCHOOL CULTURE:** mutual trust, respect, openness, and commitment to student achievement;
- **TEACHER EVALUATION:** meaningful, objective, consistent feedback that helps teachers improve their instruction.



# How strong are these in your team?

- Peer collaboration on meaningful problems
- Trusted leaders who listen
- Teamwork for great behaviour for learning
- Time and resource for CPD
- A trusting, respectful, open culture
- Fair, consistent appraisal & feedback



# Curriculum Development *as* CPD

- What do children need to securely know and do before this topic? How would we know this?
- What are the key new knowledge, concepts and skills in this topic? How do they relate to other topics?
- What are the best explanations and exercises in this topic to maximise learning?
- What are the best tasks and questions to discern deep understanding?
- Plus... memory, language, history, teamwork, learning-to-learn



# What could you try?

- Responsive learning:
  - Bringing student data and test results
  - Bringing exam papers and homeworks
  - Bringing video clips of students talking together, of problem-solving, talking through their thinking
  - Bringing essays, exercise books
  - Bringing survey results
- Perspectives and expertise
  - Work from other schools, samples from subject associations
  - Visits to other schools, or from other schools
  - Reading subject journals



# Moving things forward

## *Change strategies*



# Challenge

People generally like high challenge jobs!



# Change

<https://scienceforwork.com/blog/change-management-psychology/>

- **Discrepancy** describes the perceived necessity for a change (e. g. dissatisfaction with the status-quo).
- **Appropriateness** is the conviction that a chosen change is suitable to address and dissolve a given discrepancy.
- **Efficacy** is the belief that both the individual change recipient and the organization are able to successfully implement a change.
- **Principal support** is the conviction that managers are committed to the change and will act as change agents.
- **Valence** refers to the belief that the change will be beneficial for the individual change recipient.



# Successful, challenging change

How do you play your role in the new pedagogy approach?

## Embracing challenge

- Relevant efforts
- Controllable tasks
- Supportive environment
- Chance to learn and grow
- Appreciation and recognition

## Embracing change

- A necessary discrepancy
- An appropriate solution
- Belief that I and we can do it
- Support from managers
- Seeing the benefit for me



# Conversation for improvement

- The topic you're avoiding talking about is probably the most powerful one
  - Confront the elephant called *Mokita*
  - Look under the rocks
  - Eat the frog
- Come straight to the point
  - No pussy-footing around
  - No s\*\*\* sandwiches
- Three ingredients
  - Absolute honesty – come out from behind yourself
  - Open listening – *my reality is only one perspective*
  - Respectful belief – *I consider you capable of fixing this*



# Listening

- Gently labelling emotion
- Paraphrasing
- Summarising
- Mirroring
- Questioning
  - How...
  - What (happened..., could...,
  - *And not... "why"*
  - Silence... *wait time!*



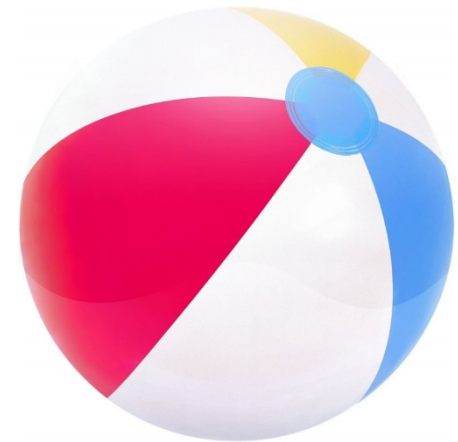
# Confronting an issue

- Andy Buck/Susan Scott:
- **NEFI ART** *in 60 seconds*
  - **N** – Name (the issue).
  - **E** – Exemplify (the issue).
  - **F** – Feeling (how this makes you feel).
  - **I** – Importance (why this matters).
  - **A** – Accept your contribution (any part you may have played in the situation occurring).
  - **R** – Resolve (you want to find a way forward).
  - **T** – Them (enquire about their response).



# Managing up

- Start with listening – get their slice of the beach-ball
  - What are your priorities?
  - What do you want things to look like if this works?
  - What do you see as the pitfalls or barriers?
  - What do you see as my contribution?
  - What are your preferred solutions and approaches?
  - What's the thinking behind that?



# Managing up

- If you want candid, powerful conversations...



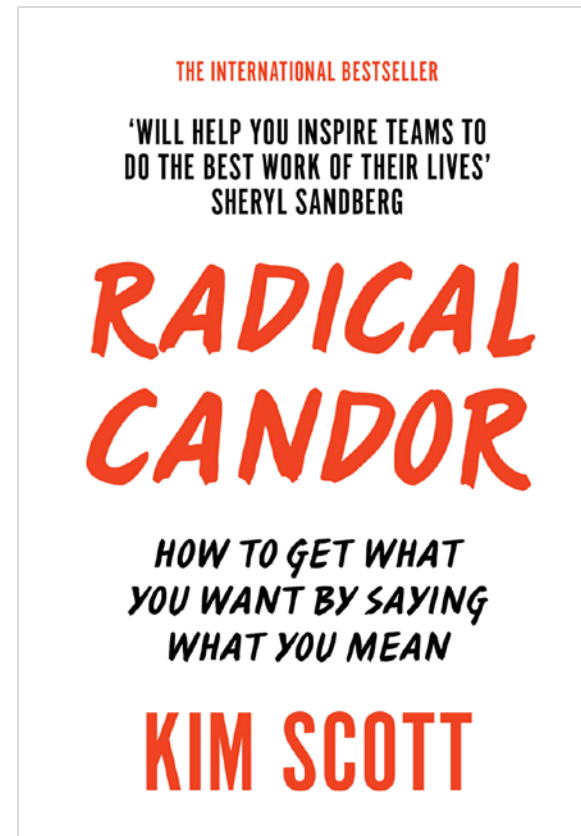
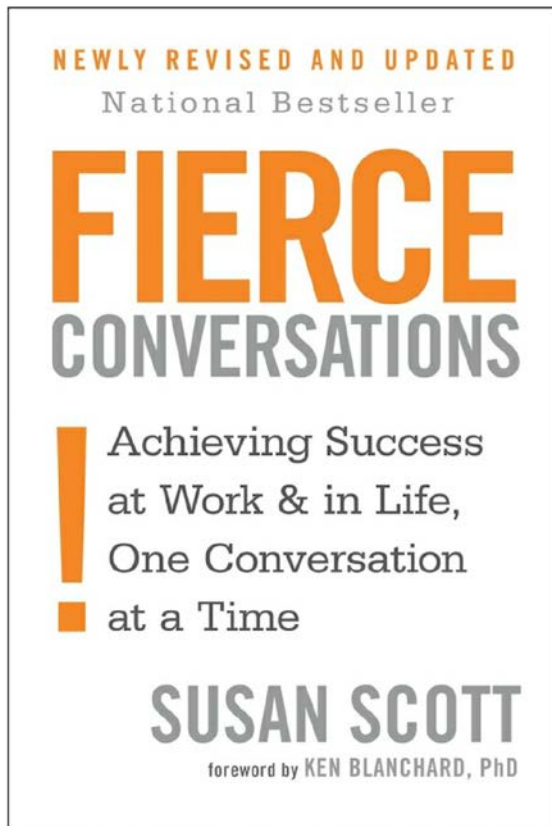


# Managing down

- Team meetings for development – open discussion, people being heard.
- 1-to-1s: what's on your plate
- Rapid but careful feedback – regular, not annual
- Ask about learning and development
- Talk about your learning and development



# Some great books on conversation



# Find out more

- TDT blog: <http://TDTrust.org>
- TDT on twitter: @TeacherDevTrust
- Me on twitter: @informed\_edu
- Call us on 020 7250 8276
- Email me at David.Weston@TDTrust.org

