

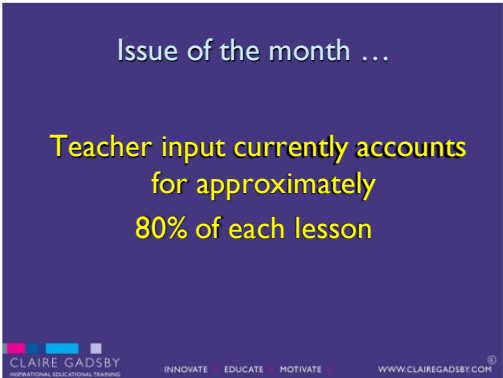

# A Toolkit for supporting teachers




## 10 Recommended strategies for Middle and Senior Leaders


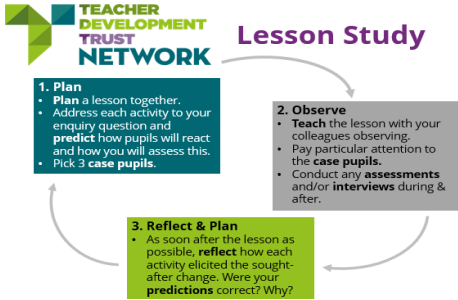

### Key thinking:

- “Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice .. What they need is a variety of living examples of implementation ... and to see concrete examples of what doing better means in practice” (Black and Wiliam, Inside the Black Box)
- Classrooms have 4x more influence on pupils than anything that happens at whole school level (Creemers et al) and should be our main focus. The best CPD is as practical as possible and therefore we need what theorists call a ‘derivatisation’ of classroom practice.

Why	How	Exemplar	Impact ? Refinements needed?
<b>TIER 1: INFLUENCING PRACTICE REMOTELY (from your own classroom)</b>			
I. ‘Lack of time’ is one of the most common barriers to implementation:	<b>Do some of the preparation work for them e.g.:</b>  ‘Tantalising Takeaways’ left somewhere prominent e.g., Ready-made EXIT cards		

<p>2. Teachers have good intentions but many competing priorities.</p>	<p><b>Keep the main focus in their eyeline/ consciousness</b></p> <p>‘Subliminal CPD’: Plant key messages in the vicinity e.g. Posters with big messages</p> <p><i>Did you know ...?</i> Style footers on emails and memos</p>		
<p>3. What pupils need; teachers also need</p>	<p><b>Emotional engagement and buy-in are crucial</b></p> <p>Never underestimate the impact or random generation e.g.</p> <p>‘Lucky Dip’ CPD Challenge: Put a selection of strategies into a bag. Select one at random to trial that day/week.</p> <p>‘Spin the wheel’ generator achieves the same effect.</p>		

<p>4. All initiatives require time and effort to embed</p>	<p><b>Keep things visible e.g.</b></p> <p>A prominent display in a communal area</p> <p>Competition to encourage staff to contribute. A Friday raffle for contributors works well.</p>		
<p>5. Be the <i>living examples of implementation</i> that D.Wiliam recommends</p>	<p><b>Model the open classroom culture</b></p> <p>A label on your door : <i>With my class this week I am experimenting with ..... Ask me about it or pop in!</i></p>		
<p><b>TIER 2: INFLUENCING PRACTICE DIRECTLY</b></p>			
<p>6. Collective teacher efficacy is proven to have one of the largest effect sizes according to John Hattie's Visible Learning research</p>	<p><b>Better together:</b></p> <p>Prioritise collaborative lesson planning whenever possible</p>		

<p>7. Keep the momentum – and the conversation – going</p>	<p><b>Feedback Friday</b> where teachers talk about what they have tried that week e.g., from the Lucky Dip or Spinner</p> <p>Free cakes at break time can be a good incentive!</p>		
<p>8. Team-teaching</p>	<p><b>Consider Lesson Study</b> approach to co-plan, teach and reflect</p>	 <p><b>TEACHER DEVELOPMENT TRUST NETWORK</b> Lesson Study</p> <p><b>1. Plan</b></p> <ul style="list-style-type: none"> <li>Plan a lesson together.</li> <li>Address each activity to your enquiry question and predict how pupils will react and how you will assess this.</li> <li>Pick 3 case pupils.</li> </ul> <p><b>2. Observe</b></p> <ul style="list-style-type: none"> <li>Teach the lesson with your colleagues observing.</li> <li>Pay particular attention to the case pupils.</li> <li>Conduct any assessments and/or interviews during &amp; after.</li> </ul> <p><b>3. Reflect &amp; Plan</b></p> <ul style="list-style-type: none"> <li>As soon after the lesson as possible, reflect how each activity elicited the sought-after change. Were your predictions correct? Why?</li> </ul>	
<p>9. Simply being in class in a role other than observer is hugely powerful</p>	<p><b>Even 5- Minute lesson drops ins</b> can be powerful: see CG's <i>On the Spot Coaching</i> framework</p>		

10. Show Don't Tell

**Act as an in-the moment coach** during the lesson to demonstrate and explain new approaches

