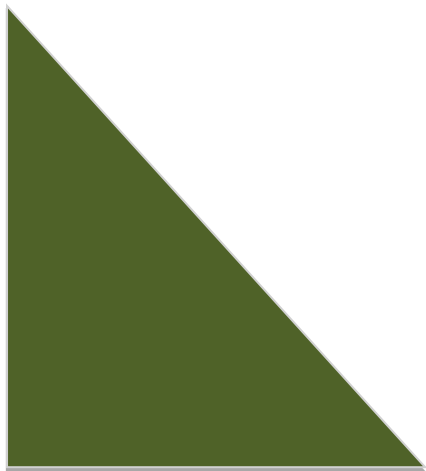




NPQLTD Local Seminar Workbook

Theme 3

Chapter 5 – Internal and External Expertise



Local Seminar Section Outlines in purple

Accompanying materials for specific slides in grey (Workbook, Page number)

1. Welcome

- TDT Values (p.3)
- Conversational Toolkit (p.3)
- Outcomes (p.4)
- Internal and External Expertise | Big ideas (p.4)

2. Module A – Summary and Reflection

- Making use of internal and external expertise (p.5-6)
- Quiz questions (p.7)
- Break out room questions (p.8)

3. Module B – An Introduction and Peer Coaching

- Internal and External Expertise *Learn How to* statements (p.9)
- Peer coaching (p.10)
- GROW model prompt questions (p.11)

4. Key Takeaways and Next Steps

- Reflection questions (p.13)

5. NPQLTD Framework Statements for Chapter 5 – Internal and External Expertise

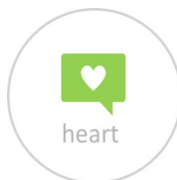
- Learn that statements
- Learn how to statements

Please note that only the key slides from the seminar are included in this workbook, rather than all of them. This is to reduce cognitive load and enable you to focus your attention on the key points of the seminar.

Breakout room questions can be found in this workbook at the relevant points, and you can refer to these questions during the breakout room.

Welcome

Teacher Development Trust | Leadership Values



Conversational Toolkit



Active listening – Ensure you pay full attention to the speaker and show you are listening through facial expressions and body language. Defer judgement, allowing the speaker to finish each point before asking questions and respond appropriately and respectfully.

Probing questions – Gain clarification to ensure that you have the whole story and that you understand it thoroughly. Reflect on what has been said by paraphrasing and clarifying understanding with questions, such as: “What do you mean when you say...?” “So I can be sure, could you give me an example of what you mean when you say...?”

Seek contextual insights – “What similarities and differences are there with your own context?” Seek to understand the impact of these. In considering this also be aware of how colleagues’ contexts may shape their own understanding.

Feedback for mutual learning – Give honest developmental feedback and ask for the same.

Promote values – Smart, Heart and Humble.

Outcomes

- Summarise key knowledge from Module A.
- Introduce Module B knowledge and understanding.
- Consider specific areas of practice that you would like to develop.
- Identify an area of the Module B content that is of particular interest in relation to current context.

Internal and External Expertise | Big Ideas

Professional development is likely to be more effective when **design and delivery involves specialist expertise from a range of sources**. This may include internal or external expertise.

Teacher developers should **choose activities that suit the aims and context of their professional development programme**. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups and structured interventions. However, these activities do not work in all circumstances and the model should fit the educational aims, content and context of the programme.

School staff with disabilities **may require reasonable adjustments; working closely** with these staff to understand barriers and identify effective approaches is essential.



Module A – Summary and Reflection

Making use of internal and external expertise

In the table below, identify how internal or external expertise may be used effectively to meet the aim of the professional development.

Category of mechanism	Internal	External
Aim of Professional Development: Teachers to use effective strategies for formative assessment.		
Building Knowledge		
Motivating teachers		
Developing Teaching Techniques		
Embedding Practice		

Making use of internal and external expertise



What is your role in ensuring that internal and external expertise is used effectively?



Quiz questions

- A. Professional development is more likely to be successful when it utilises expertise from a range of sources.
 - B. External expertise will never be as aligned with a school's aims and context as internal expertise.
 - C. When delivering professional development school leaders should make adaptations in response to their context.
-
- A. School leaders should ensure that they understand the needs of colleagues when planning and delivering professional development.
 - B. Schools have to make adjustments to the delivery of professional development when requested to do so by a colleague with disabilities.
 - C. Schools must use the materials of the four main providers for the induction of early career teachers.



Breakout Room Conversations (15 minutes)



1. How did the learning from Module A confirm or challenge your prior understanding about utilising expertise and working collaboratively?
2. In your current context, how does this knowledge impact on the delivery of effective professional development?
3. How is this knowledge important in developing your expertise when designing and delivering effective professional development?



Module B – An Introduction and Peer Coaching

Internal and External Expertise Learn How to:

- Deliver effective professional development.
- Plan, conduct, and support colleagues to conduct, regular, expert-led conversations (which could be referred to as mentoring or coaching) about classroom practice
- Play a formal role for trainee and early career teachers.



Peer coaching | GROW

Goal – what do you want to do differently moving forward?

Reality – where are you currently in relation to your goal?

Options – what steps could you take?

Will – what steps are you going to take?



GROW Model prompt questions



1. Agree a measurable goal

- Set an objective to set the tone for the conversation.
- Focus in on a specific subject.
- Share and agree the objectives with your colleague.
- *What's the purpose of this conversation?*
- *What would be most useful for us to focus in on?*
- *What would be a marker of a productive conversation as you walk away from this conversation?*



2. Describe the school context and situation

- In turn, share specific examples to illuminate your individual contexts and situations.
- Ask questions to challenge any assumptions and gain clarity.
- *Where are you on your journey at present? What do I need to know about your school and context?*
- *What does this specific area look like now?*
- *What impact does this specific issue have on wider school?*



3. Explore possible solutions and select the preferred solution

- Invite suggestions from your colleague.
- Offer suggestions mindfully.
- This is your chance to really explore the issue- question creatively!
- *What potential solutions might there be to the challenge your facing?*
- *What could you do in the short/medium/long term to address this?*
- *What are the pros and cons of the solution?*



4. Discuss challenges, mitigate, and commit to action

- Discuss potential challenges that could arise.
- Define timelines.
- Agree the support, resources and associated professional development that will be required.
- *What is your next step?*
- *How will this be communicated to your senior leadership team/more widely?*
- *What will you delegate to who and when will they need to complete these actions by?*



Key takeaways

Reflection questions



What is the key insight that you've taken from your study in Module A that will influence your leadership practice in this area?

Considering your coaching conversation, where do you particularly want to focus your attention in Module B?



NPQLTD Framework Statements for Chapter 5 – Internal and External Expertise

Module A – ‘Learn that statements’

3.1 Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise.

3.2 Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups and structured interventions. However, these activities do not work in all circumstances and the model should fit the educational aims, content and context of the programme.

3.3 All schools with early career teachers undertaking statutory induction must adhere to the regulations and relevant statutory guidance.



NPQLTD Framework Statements for Chapter 5 – Internal and External Expertise

Module B 'Learn How to' statements

Deliver effective professional development, by:

- 3.a Providing clarity on where content fits into school improvement priorities and, where appropriate, a wider curriculum for professional development.
- 3.b Choosing appropriate development approaches including modelling, explanations and scaffolds, acknowledging that novices need more structure, support and exemplification.
- 3.c Narrating thought processes and debriefing experiences to build teachers' metacognition (e.g. narrating what the expert teacher is seeing, thinking and doing when they are planning or observing teaching).
- 3.d Ensuring that time is protected for teachers to plan, test and implement new, evidence-informed ideas.
- 3.e Developing and leading a team of colleagues who can facilitate a range of professional development approaches.
- 3.f Ensuring that colleagues are able to continually develop specialist subject, phase and domain expertise.
- 3.g Making reasonable adjustments that are well-matched to teacher needs (e.g. to content, resources and venue).

Plan, conduct, and support colleagues to conduct, regular, expert-led conversations (which could be referred to as mentoring or coaching) about classroom practice, by:

- 3.h Building a relationship of trust and mutual respect between the individuals involved.
- 3.i Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).
- 3.j Using approaches including observation of teaching or a related artefact (e.g. videos, assessment materials, research, lesson plans), listening, facilitating reflection and discussion by asking clear and intentional questions, and actionable feedback with opportunities to test ideas and practise implementation of new approaches.
- 3.k Where appropriate, creating opportunities to co-observe a lesson segment, exploring and modelling what a teacher with a particular area of expertise sees and thinks.

Play a formal role for trainee and early career teachers, by:

- 3.l Applying, where relevant, an understanding of the Early Career Framework, the ITT Core Content Framework, the Teachers' Standards and the Standard for Teachers' Professional Development to the school's training and induction offer.
- 3.m Understanding the roles and responsibilities within the induction process and ensuring early career teachers access their statutory entitlements.
- 3.n Contributing to a programme of professional development for mentors, trainee and early career teachers that satisfies the statutory requirements and aligns effectively with other programmes of professional development activity within the school.

