



NPQLTD Local Seminar 1 Workbook

Chapter 1: Implementation



Department
for Education



The National Association of
School-Based Teacher Trainers

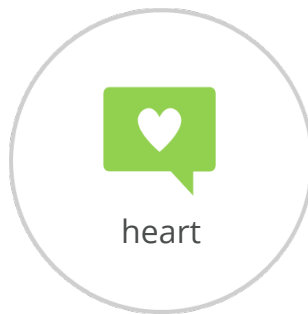




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Welcome

The Teacher Development Trust' Values



Learning intentions

- Consolidate your knowledge and understanding of the content from Module A outlining the elements of effective implementation.
- Consider some of the key ideas studied in Module A and discuss the implications that this might have for you in your role and context.
- Explore the upcoming content for Module B and prepare to engage with the relevant online learning materials
- Engage in peer coaching to further support development in your role and context.



Review of Module A content

“Creating sufficient time to prepare for implementation in schools is both difficult and rare. Nonetheless, investing time and effort to carefully reflect on, plan, and prepare for implementation will reap rewards later. The better you ‘till the soil’ the more likely it will be for roots to take hold.”

(EEF, 2019)



Implementation in your role

- What are the specific elements of an ITT partnership/programme which impact implementation?
- Are there any areas of strength or areas of development regarding the implementation process?
- What are the potential barriers to effective implementation and how might you mitigate against these?



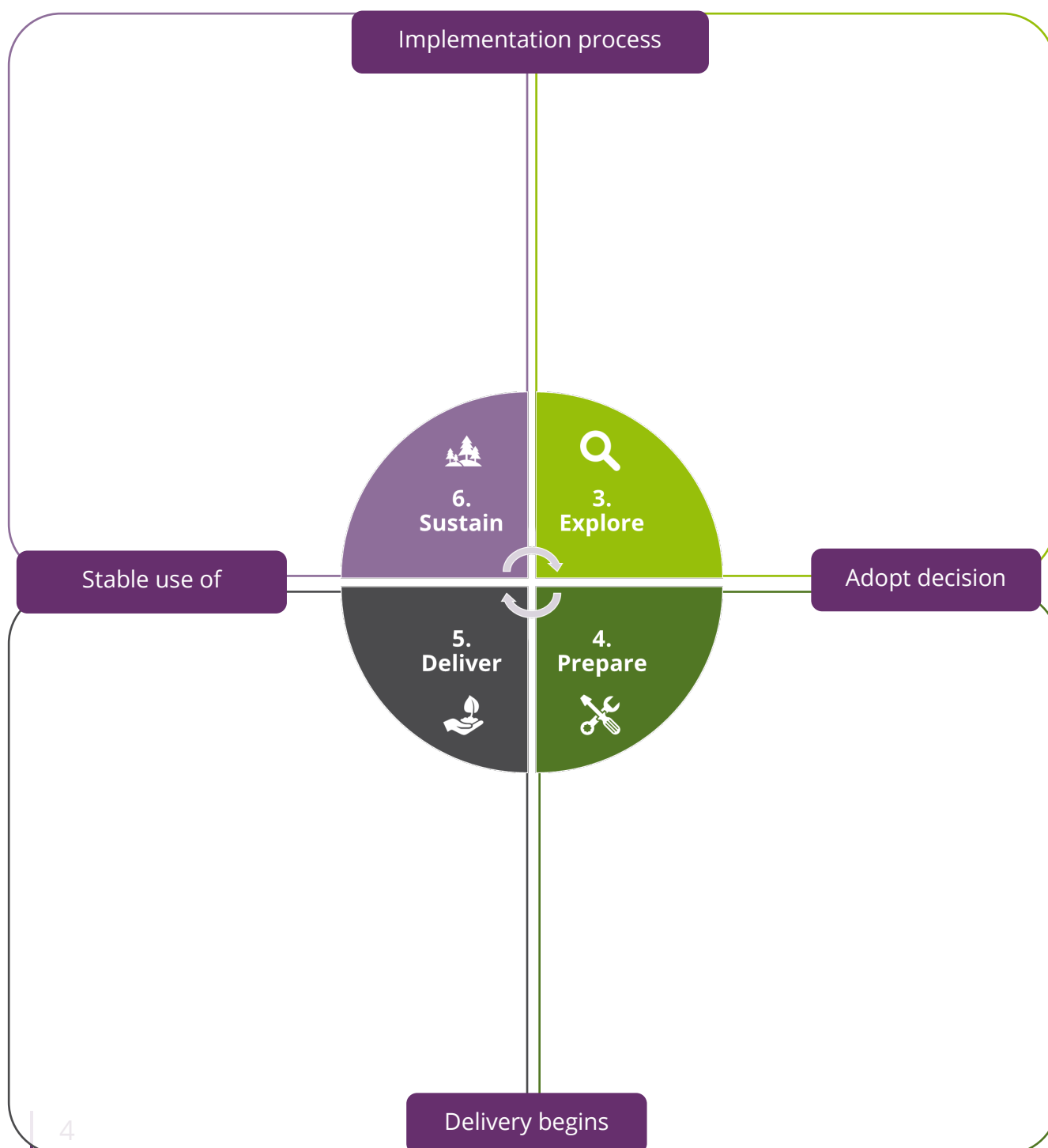


Retrieval Activity

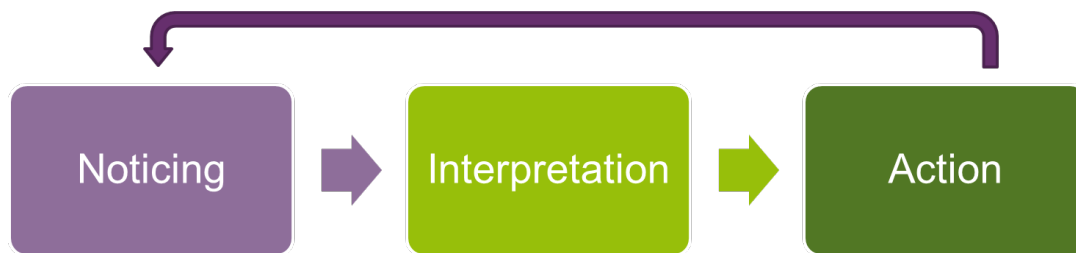
Foundations of effective implementation

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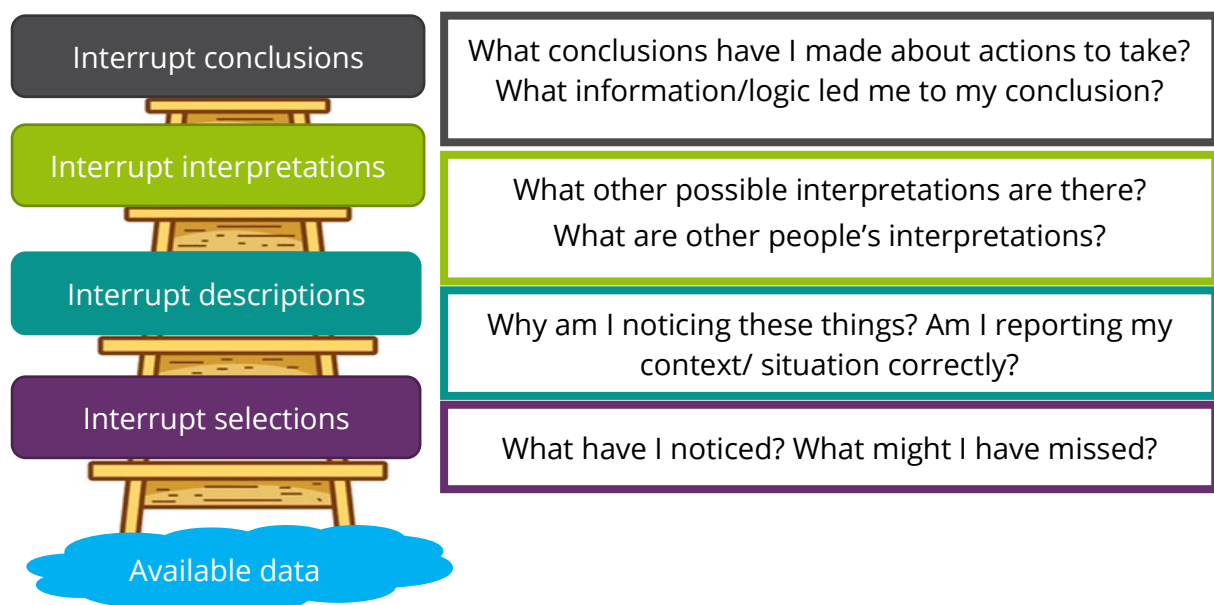
Sensemaking



Jeong and Brower, (2008)



Sensemaking – The Ladder of Inference



Viviane Robinson adapted from Chris Argyris



Reflection and sensemaking

- How did the content from Module A confirm or challenge your prior understanding of effective implementation?
- In your current context, how does knowledge about 'effective implementation' impact on **improvement in your programme(s)** or **improvement in your area of responsibility**?
- How could you apply the knowledge and understanding you have developed in Module A to develop your practice when leading implementation?





Collaborative sensemaking

- How did the content from Module A confirm or challenge your prior understanding of effective implementation?
- In your current context, how does knowledge about 'effective implementation' impact on **improvement in your programme(s)** or **improvement in your area of responsibility**?
- How could you apply the knowledge and understanding you have developed in Module A to develop your practice when leading implementation?





Introduction to Module B content

Statements addressed in Module B

Plan and execute implementation in stages by:

- 6a. Ensuring that implementation is a structured process where school leaders actively plan, prepare, deliver and embed changes.
- 6b. Making a small number of meaningful strategic changes and pursuing these diligently, prioritising appropriately.
- 6c. Reviewing and stopping ineffective practices before implementing new ones.

Make the right choices on what to implement by:

- 6d. Identifying a specific area for improvement using a robust diagnostic process, focusing on the problem that needs solving, rather than starting with a solution.
- 6e. Providing credible interpretations of reliable data that focus on pupils' knowledge and understanding.
- 6f. Examining current approaches, how they need to change and the support required to do so.
- 6g. Adopting new approaches based on both internal and external evidence of what has (and has not) worked before (e.g. pupil outcome data and research-based guidance).
- 6h. Ensuring it is suitable for the school context, recognising the parameters within which the change will operate (e.g. school policies) and where the school is in its development trajectory (e.g. addressing any significant behaviour problems would be an immediate priority).
- 6i. Assessing and adapting plans based on the degree to which colleagues are ready to implement the approach (e.g. current staff motivation and expertise).

Prepare appropriately for the changes to come by:

- 6j. Being explicit about what will be implemented, and the overall desired outcomes.
- 6k. Specifying the elements of the approach that appear critical to its success (i.e. the 'active ingredients') and communicating expectations around these with clarity.
- 6l. Developing a clear, logical and well-specified implementation plan, and using this plan to build collective understanding and ownership of the approach.
- 6m. Using an integrated set of implementation activities that work at different levels in the school (e.g. individual teachers, whole-school changes).



Deliver changes by:

- 6n. Managing expectations and encouraging 'buy-in' until positive signs of changes emerge. 6o. Monitoring implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).
- 6p. Reinforcing initial training with expert follow-on support within the school.
- 6q. Prioritising the 'active ingredients' of the approach until they are securely understood and implemented, and then, if needed, introducing adaptations.

Sustain changes by:

- 6r. Using reliable monitoring and evaluation to review how the implementation activities are meeting the intended objectives and continue to align with school improvement priorities.
- 6s. Continuing to model, acknowledge, support, recognise and reward good approaches.
- 6t. Treating scale-up of an approach as a new implementation process (e.g. from one department to another).

Active ingredients

- 'Active ingredients' are the essential principles and practices that underpin an approach.
- The key behaviours and content that make it work.
- The more clearly identified the active ingredients are, the more likely implementation will be successful.
- Implementation will be more difficult if there isn't a shared understanding of the active ingredients.



Scenario:

Sidney is the lead mentor for English trainees across a number of secondary schools in North London. He would like to introduce a form of instructional coaching to support the development of his trainees. He is particularly interested in:

- How instructional coaching supports and develops confidence in new teachers
- How instructional coaching develops staff performance
- How instructional coaching gradually moves to independent practice

How might he undertake this review?



Reflection and sensemaking

Reflect on the scenario we have just read.

- What have Sydney and his team noticed so far?
- What interpretations might they make from their observations?
- What might Sydney's next steps be to reach a robust diagnosis of the problem?





Collaborative sensemaking

Reflect on the scenario we have just read.

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Peer Coaching

GROW Model prompt questions



1. Agree a measurable goal

- Focus-in on a specific subject or topic.
- Set an objective to set the tone for the conversation.
- Share and agree the objectives with your peer coaching colleague.

What is 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 context and situation

- **Coached:** Share examples to illuminate your individual contexts and situations.
- **Coach:** 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 context?

What does this specific area look like now?

What impact does this specific issue have on the wider programme/partnership?



3. Explore possible solutions and select the preferred solution

- Coaches, this is your chance to really explore the issue-question creatively!
- Invite suggestions from your colleague who is being coached
- Offer suggestions mindfully.

What potential solutions might there be to the challenge you are 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.
- Consider possible 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/strategic board/mentors/more widely?

What will you delegate to who and when will they need to complete these actions by?





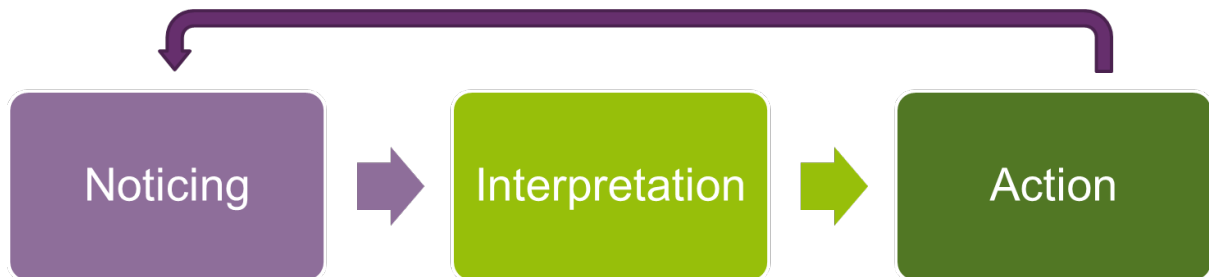
Reflection: Preparation for Peer Coaching

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?	



Reflection and Next Steps

Reflection and sensemaking



Jeong and Brower, (2008)

- What did you notice? What key insight(s) have you taken from your study in Module A that will influence your practice in this area?
- How have you interpreted this information?
- What actions (if any) are you considering as a result? Where do you particularly want to focus your attention and develop your practice further in Module B?



Notes



