NPQLTD Local Seminar 2 Workbook

Chapter 2: School Culture

Department for Education

NASBTT

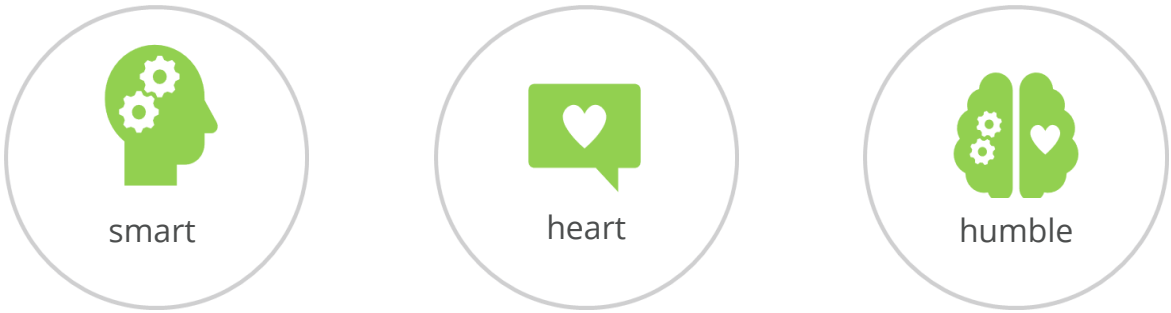
The National Association of School-Based Teacher Trainers

TEACHER DEVELOPMENT TRUST

Content	Page
Teacher Development Trust's Values	2
Making connections	2
Learning intentions	3
Review of Module A content	**3**
Higher performing settings - Viviane Robinson	3-4
Framework statements | School culture	4
Retrieval activity | Culture and climate	5
Sensemaking	6
Sensemaking: The Ladder of Inference	6
Reflection and sensemaking	7
Collaborative sensemaking | Breakout rooms	8
Introduction to Module B content	**9**
Framework statements addressed in Module B	9
Reflection and Next Steps	**10**
Reflection and sensemaking	10-11
Next steps	12

Welcome

The Teacher Development Trust's Values



Making connections

- From the case studies and vignettes in Chapter 1, Module B, what resonated or challenged your thinking about how leaders implemented change?
- How does this connect with the new knowledge you have gained about culture from Chapter 2, Module A?

Learning intentions

- Consolidate your knowledge and understanding of the content from Module A outlining the elements of culture.
- 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

'Effective leadership is not about getting the relationships right and then tackling the difficult work. It is about doing both simultaneously so that relationships are strengthened through doing the hard, collective work of improving teaching and learning '

'The importance of relationships in this leadership dimension is apparent from the fact that leaders who give more emphasis to communicating goals and expectations, informing the community of academic accomplishments and recognising academic achievement are found in higher-performing schools.'

(Robinson, 2007)

Framework statements | School culture

ECF 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

ECF 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

ECF 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

ECF 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.

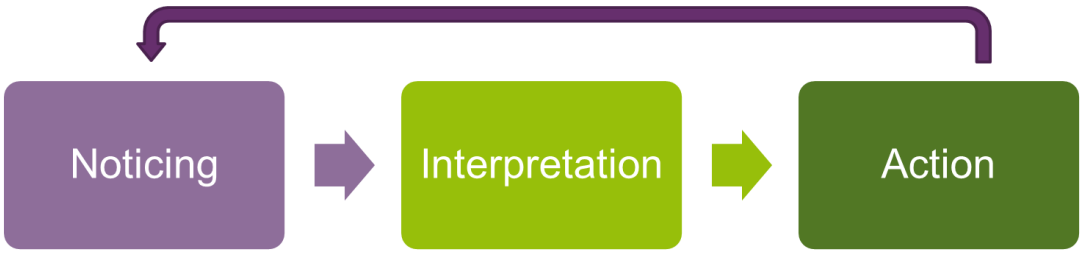
ECF 1.5 A culture of mutual trust and respect supports effective relationships.

ECF 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

Retrieval activity| Culture and climate

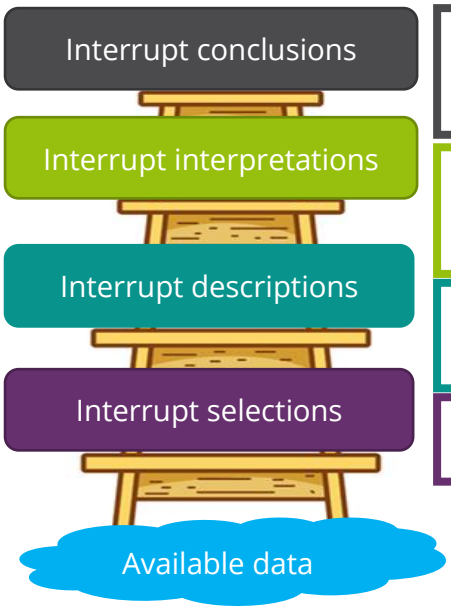
	Culture	Climate
What is it?		
Examples of elements that are typically present in a setting with a strong professional environment.		

Sensemaking



Jeong and Brower, (2008)

Sensemaking – The Ladder of Inference



What conclusions have I made about actions to take? What information/logic led me to my conclusion?

What other possible interpretations are there? What are other people's interpretations?

Why am I noticing these things? Am I reporting my context/ situation correctly?

What have I noticed? What might I have missed?

(Viviane Robinson, adapted from Chris Argyris)

Reflection and sensemaking | Culture and climate in your context

- What do effective culture and climate look like in your role and context and how does it impact improvement?
- Are there any areas of strength or areas of development regarding the current culture and climate?
- What are the potential barriers to effective culture and climate and how might you mitigate against these?
- How did the content from Module A confirm or challenge your prior understanding of a strong culture?
- How could you apply the knowledge and understanding you have developed in Module A to contribute to the leadership of an effective culture?

Collaborative Sensemaking | Breakout rooms

- How did the content from Module A confirm or challenge your prior understanding of a strong culture?
- What do effective culture and climate look like in your role and context and how does it impact improvement?
- 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

Contribute to the creation of a culture of high expectations across the school by:

2.a. Articulating, modelling and rehearsing practices that contribute to the intended school culture and the responsibilities every member of the school community has in its creation.

2.b. Developing colleagues' ability, through articulating, modelling and rehearsing, to contribute to the intended school culture within lessons and at other times during the school day (e.g. extra-curricular activities and lunchtime).

2.c. Using intentional and consistent language that promotes challenge and aspiration for all pupils and colleagues.

2.d. Creating an environment for all pupils and colleagues where everyone feels welcome and safe and learning from mistakes is part of the daily routine.

Contribute to the creation of a culture of professional learning and continuous improvement for colleagues by:

2.e. Involving colleagues in the creation of short-, medium- and long-term priorities that will lead to improved outcomes for pupils and communicate these priorities regularly.

2.f. Prioritising professional development and a shared responsibility for continuous improvement.

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?

Next steps:

NPQLTD	Year 1						Time
Term's Theme	**Theme 1**		**Theme 2**		**Theme 3**		
National Seminar TDT	National Seminar 1 1.5 hrs		National Seminar 2 1.5hrs		National Seminar 3 1.5 hrs		4.5 hours
Chapter focus for the half term	Chapter 1: Implementation	Chapter 2: Culture	Chapter 3: Designing Effective Professional Development	Chapter 4: Utilising Well-Designed Frameworks – Curriculum and Assessment	Chapter 5: Delivering Effective Professional Development	Chapter 6: Utilising Well-Designed Frameworks – Classroom Practice	
Asynchronous Independent Study Module A – *'Learn that…'*	Module A Unit 1 Unit 2	Module A Unit 1 Unit 2	Module A Unit 1 Unit 2	Module A Unit 1 Unit 2	Module A Unit 1 Unit 2	Module A Unit 1 Unit 2	15–20 hours (Approx.)
Local Seminar Delivery Partners	Local Seminar 1 2 hrs	Local Seminar 2 1.5 hrs	Local Seminar 3 1.5 hrs	Local Seminar 4 1.5 hrs	Local Seminar 5 1.5 hrs	Local Seminar 6 1.5 hrs	9.5 hours
Asynchronous Independent Study Module B – *'Learn how to…'*	Module B Unit 1 Unit 2	Module B Unit 1 Unit 2	Module B Unit 1 Unit 2	Module B Unit 1 Unit 2	Module B Unit 1 Unit 2	Module B Unit 1 Unit 2	15–20 hours (Approx.)
Application of learning case study Preparation for the summative assessment		Case study task focusing on content from Chapters 1 and 2		Case study task focusing on content from Chapters 3 and 4		Case study task focusing on content from Chapters 5 and 6	4.5 hours
Local Workshop Delivery Partners		Local Workshop 1 4 hrs		Local Workshop 2 4 hrs		Local Workshop 3 4 hrs	12 hours