



NPQLTD Local Seminar 2 Workbook

Chapter 2: School Culture



The National Association of
School-Based Teacher Trainers

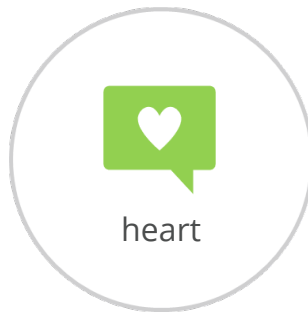




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Welcome

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.



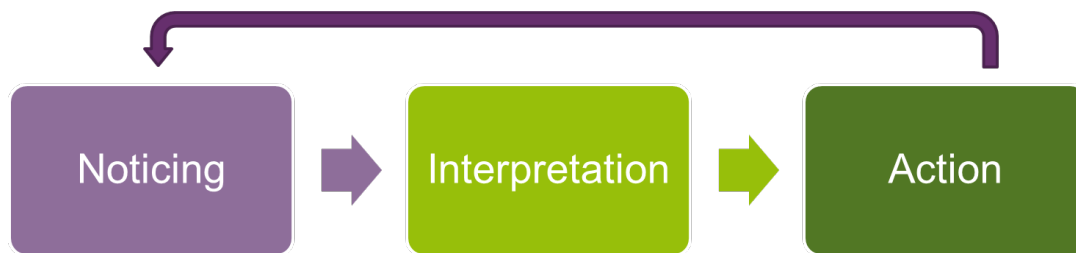


Retrieval activity| Culture and climate

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



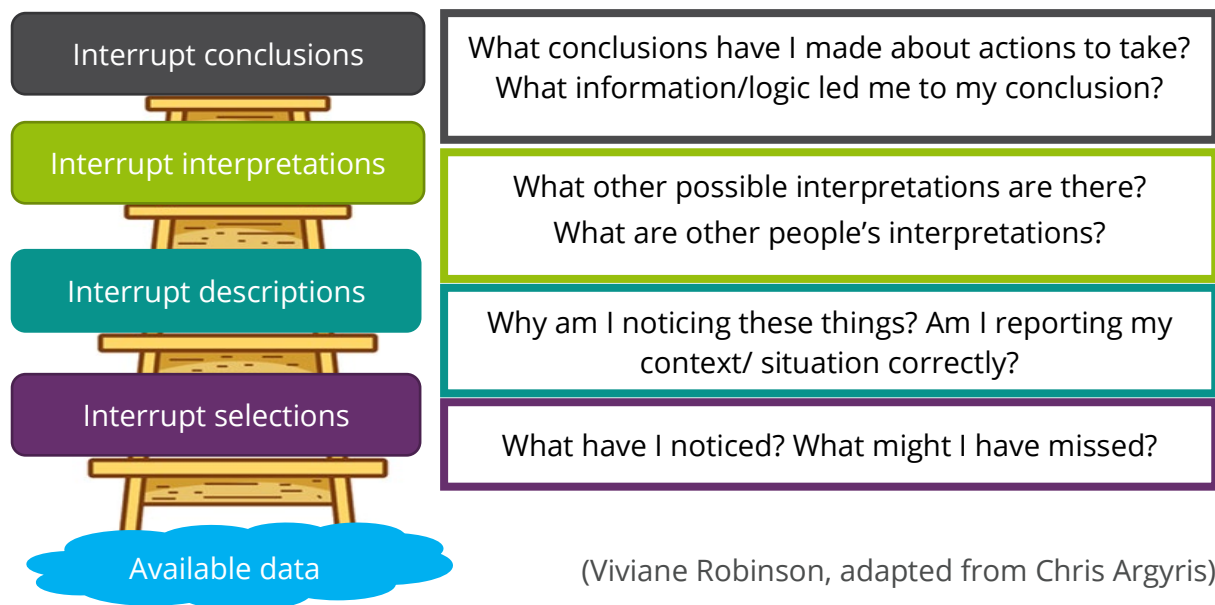
Sensemaking



Jeong and Brower, (2008)



Sensemaking – The Ladder of Inference



(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.



Peer Coaching

GROW Model prompt questions



1. Agree on a measurable goal

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

What is the purpose of this conversation?

What would be most useful for us to focus 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 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 setting and its context?

What does this specific area look like now?

What impact does this specific issue have on the wider setting?

3. Explore possible solutions and select the preferred solution

- Coaches, this is your chance to explore the issue and 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 them, and commit to action

- Discuss potential challenges that could arise.
- Consider possible timelines.
- Agree on 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 whom and when will they need to complete these actions by?





Reflection: Preparation for Peer Coaching

<p>Goal – What do you want to do differently moving forward?</p>	
<p>Reality – Where are you currently in relation to your goal?</p>	
<p>Options – What steps could you take?</p>	
<p>Will – What steps are you going to take?</p>	



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 <u>TDI</u>	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 – <i>'Learn that...'</i>	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 <u>Delivery Partners</u>	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 – <i>'Learn how to...'</i>	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 <u>Delivery Partners</u>		Local Workshop 1 4 hrs		Local Workshop 2 4 hrs		Local Workshop 3 4 hrs	12 hours