NPQLTD Local Seminar 3 Workbook

Chapter 3 : Designing Effective Professional Development

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

smart

heart

humble

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.

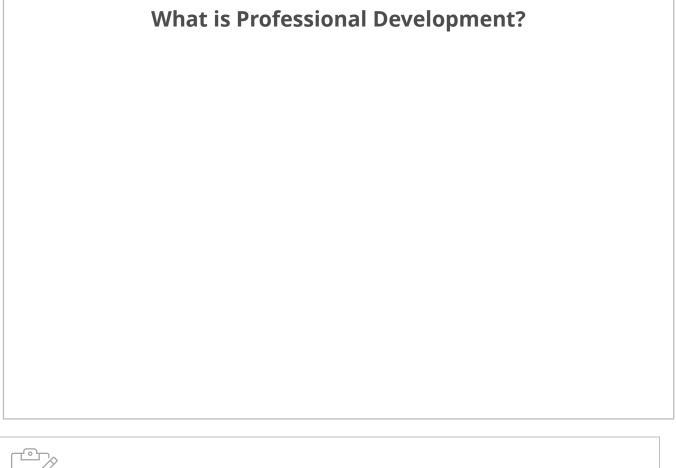**Promote values** – Smart, Heart and Humble.

Outcomes

Consolidate key knowledge from Chapter 3 Module A – Designing Effective Professional Development

Reflect on the significance of this knowledge in relation to differing contexts.

Introduce Module B knowledge and understanding.

Identify an area of the Module B content that is of particular interest in relation to current context.

Outcomes

Module A – Summary and Reflection

What is Professional Development?

Designing Effective Professional Development Big Ideas

2.1 Teaching quality is a crucial factor in raising pupil attainment.

2.3 Effective professional development is likely to involve a **lasting change** in teachers' capabilities or understanding so that their teaching changes.

2.8 Teachers are more likely to improve if they feel that they are working within a **supportive professional environment, where both trust and high professional standards are maintained**.

Mechanisms making up effective professional development

Building Knowledge	Motivating Staff
Developing Teaching Techniques	**Embedding Practice**

Breakout Room Conversations (15 minutes)
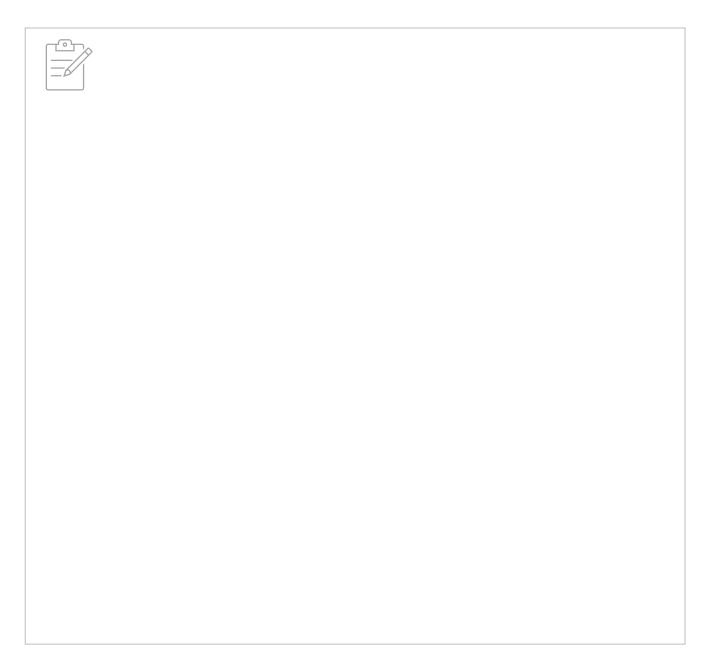
1. How did the learning from Module A confirm or challenge your thinking about the design of effective professional development?

2. In your current context, to what extent does this knowledge impact on how professional development is designed or selected?

3. How is this knowledge important in developing your leadership expertise in designing effective professional development?

Module B – An Introduction

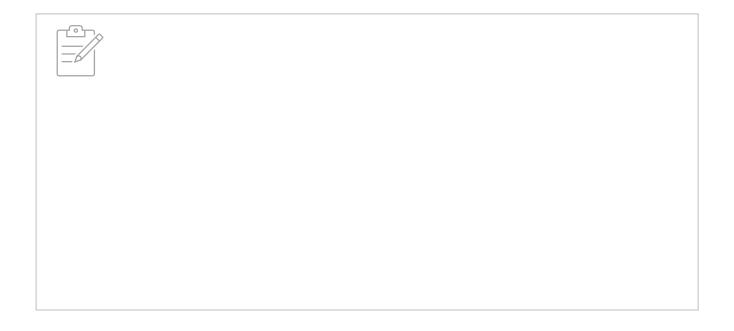**Designing Effective Professional Development Learn How to:**

Select evidence-based approaches and design effective professional development.

Avoid creating unnecessary workload.

Key takeaways

Sensemaking| Key Takeaways

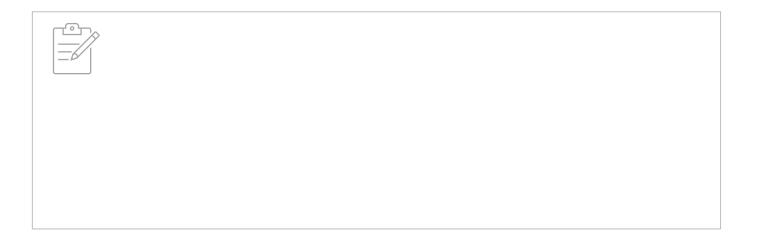|	
Interrupt conclusions	What conclusions have I made and why?
Interrupt interpretations	What other interpretations of the information are there?
Interrupt descriptions	Why am I noticing these things in relation to my context?
Interrupt selections	What have I noticed? What might I have missed? What have other people noticed?

Sensemaking 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 3 – Designing Effective Professional Development

Module A – 'Learn that statements'

2.1.   Teaching quality is a crucial factor in raising pupil attainment.

2.2.   Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions, and can narrow the disadvantage attainment gap.

2.3.   Effective professional development is likely to involve a lasting change in teachers' capabilities or understanding so that their teaching changes.

2.4.   Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for teachers are, and how these will subsequently impact pupil outcomes. Ideally, they should check whether teachers learn what was intended.

2.5.   Whilst professional development may need to be sustained over time, what the time is used for, is more important than the amount.

2.6.   More effective professional development is likely to be designed to build on the existing knowledge, skills and understanding of participants.

2.7.   The content of professional development programmes should be based on the best available evidence on effective pedagogies and classroom interventions and aim to enhance capabilities and understanding in order to improve pupil outcomes.

2.8.   Teachers are more likely to improve if they feel that they working within a supportive professional environment, where both trust and high professional standards are maintained.

2.9.   Supportive environments include having the time and resource to undertake relevant professional development and collaborate with peers, and the provision of feedback to enable teachers to improve. They also include receiving support from school leadership, both in addressing concerns and in maintaining standards for pupil behaviour.

NPQLTD Framework Statements for Chapter 3 – Designing Effective Professional Development

Module B – 'Learn how to statements'

Select evidence-based approaches and design effective professional development by

2.a.   Ensuring any professional development is focused on a shared responsibility for improving outcomes for all pupils.

2.b.   Involving colleagues (particularly school leaders) in the selection of professional development priorities and approaches to ensure alignment with wider school improvement priorities.

2.c.   Diagnosing what teachers know and can do; starting professional development from that point and adapting the approach based on the teachers' developing expertise, and applying an understanding of the typical differences between novice and expert teachers.

2.d.   Identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus teachers' thinking on these essential components.

2.e.   Sequencing and revisiting components to ensure all teachers secure foundational knowledge before encountering more complex content.

2.f.   Anticipating teacher misconceptions (e.g. about how pupils learn or effective teaching).

2.g.   Breaking down complex CPD objectives into constituent components and scaffolding tasks around them, whilst ensuring that teachers can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach.

2.h.   Aligning professional development with subject, phase and domain specific curriculum materials to ensure generic components are applied appropriately across the curriculum.

2.i.   Using assessment information to check whether teachers learned what was intended; are implementing the intended approaches; whether it is having the intended impact upon pupils; and whether curricula are being adapted and improved over time as a result, as aligned to school improvement priorities.

2.j.   Drawing on sources of external expertise alongside internal expertise – particularly where that expertise supports improvement in subject knowledge.

Avoid creating unnecessary workload by:

2.k.   Making use of well-designed frameworks and resources instead of creating new resources (e.g. sources of subject knowledge, the Early Career Framework and associated core induction programme for early career teachers, ITT Core Content Framework, suite of National Professional Qualifications).

2.l.   Ensuring that any professional development time is used productively and that colleagues perceive the relevance to their work.

Avoid common teacher assessment pitfalls by designing approaches that:

> 2.m.   Ensure formative assessment tasks are linked to intended outcomes.
>
> 2.n.   Draw conclusions about what teachers have learned by reviewing patterns of performance over a number of assessments.
>
> 2.o.   Use multiple methods of data collection in order to make inferences about teacher quality.