

# The North East Challenge

A strategic approach to unleashing teacher talent  
in the North East with the National Teacher  
Enquiry Network



TEACHER  
DEVELOPMENT  
TRUST

# About this presentation



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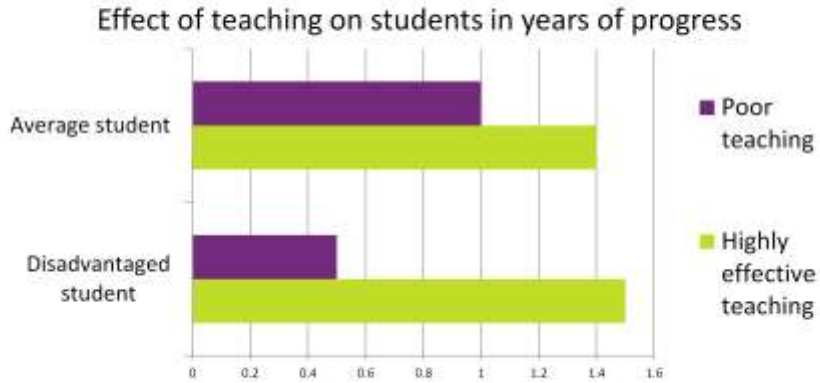
**Teacher Development Trust** - *@TeacherDevTrust*

<http://TDTrust.org/>

The national charity for effective professional  
development in schools and colleges



# Why focus on teaching?



Source: Sutton Trust (2011)

Why should we improve the quality of teaching? This research from the Sutton Trust shows us that the more disadvantaged the learner, the more they stand to lose, or gain from varying teaching quality. This speaks to our mission as teachers – to help the most vulnerable we need to improve our practice.

## Unleashing Talent: the key to school success



Source: Robinson (2009)

Viviane Robinson's research shows school leaders what it is that they can do to most effectively raise attainment in their school. By far and away the most effective action they can take is to empower teachers to become learners, actively improving their own teaching rather than simply complying with rules about how to teach.

## Some CPD methods

- Lectures
- Online training
- Away-day courses
- Masters study
- TeachMeets
- Twitter
- Lesson Study
- Video observation
- Good practice newsletters and boards
- Coaching
- Case studies
- Teacher research
- Read books / printed guides
- Online forums
- Workshops



There is a proliferation of different types of CPD in schools. How do we know which is likely to have the most impact?

## CPD – what does the research say?

Worst ideas (if used by themselves):

- *Sending individuals on one-off generic courses without wider learning process*
- *Whole staff lectures (either external consultants or enthusiastic members of staff)*
- *Distributing printed guidance*



These are the least effective methods of improving the quality of teaching. Every practitioner has experienced the irrelevant, superficial one-off and has various packs of notes in files which are no longer referred to. This type of CPD is highly unlikely to challenge and transform existing practices.

## CPD – what does the research say?

The best CPD needs to be:

- *Aspirational*
- *Learning-focused*
- *Collaborative*
- *Relevant & differentiated*
- *Sustained and cycled*
- *Evaluated*
- *Challenging as well as informative*
- *Lead by example*



The research points us toward the characteristics of the most effective professional learning and development.

## The state of teacher learning in the North East

Teachers in the NE are

- the least likely to have participated in mentoring, coaching or peer observation
- among the least likely to be involved in teacher study groups or independent study
- the least likely to have choice in their training



The TDA's State of the Nation research showed up a few striking findings about the CPD experiences of teachers in the North East of England.



## The state of teacher learning in the North East

Leaders in the NE are

- the most likely to value CPD for its ability to foster staff collaboration, positively impact learning and achievement
- the least likely to value CPD for its ability to change beliefs about teaching



Oddly, despite these recorded experiences, leaders apparently valued that CPD which teachers were least likely to receive.

## The state of teacher learning nationally

Teachers are

- Most likely to listen to lectures or watch presentations
- Unlikely to measure the impact of the CPD on learning
- Very unlikely to experience 'transformative' CPD.

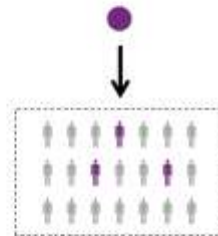


Across the country teachers are still (or were in 2010) the most likely to experience the sorts of learning we no longer deem acceptable for our students – passive learning. Only 7% of schools measured the impact of CPD experiences on pupil attainment (3% in secondary, 11% in primary) while only 1% of CPD sampled in another TDA study was shown to be 'transformative' – i.e. likely to challenge and change existing practices.

## Applying this in practice

### Aspirational & Learning focused

- *Ensure buy-in: inspiration, aspiration, belief*
- *Begin with a clear identification/audit of pupils' needs and existing skills*
- *Make the CPD process about dealing with specific misconceptions, addressing gaps, building on strengths for **specific** pupils*



If we want more effective professional learning we need to follow the guidance from the research.

## Applying this in practice



### **Collaborative**

- *Regular group meetings to discuss curriculum and planning together*
- *Individual as well as group accountability*
- *Work together on assessments; use evidence from lessons to discuss how to improve learning.*



## Applying this in practice

### Relevant and differentiated

- *Staff learning should relate to current classes, where possible*
- *Differentiate support after auditing staff members' needs*
- *Give choice where possible*
- *Make the underlying rationale clear*



## Applying this in practice

### Sustained and cycled

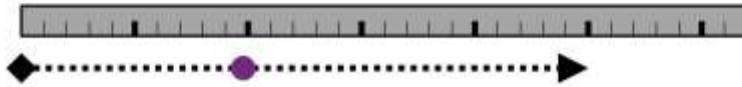
- *Unless an idea is the focus of CPD for at least two terms/six months (30 – 50 hours), it is unlikely to have sustained impact.*
- *Come back to key ideas and work on them in subsequent years/terms – use spaced learning concepts.*



## Applying this in practice

### Evaluated

- *Monitor success: baselines and on-going formative assessments + individual conversations, surveys, pupil feedback, observations, etc.*
- *Regularly review staff needs as they develop*
- *Evaluate any external support on its effect on teaching and learning as well as on teachers*



## Applying this in practice



### **Challenging as well as Informative**

- *CPD must ensure staff face up to preconceptions*
- *Departmental coaching/mentoring systems can ensure misconceptions and misunderstandings are challenged and addressed*





# Applying this in practice

## Lead by example

- *Openly demonstrate how senior and middle leaders are engaged in collaborative, reflective learning and invite others to watch and join in.*



It is vital that school leaders walk the walk rather than just talking the talk. They need to actively model what it is to be a reflective learner open to acknowledging mistakes and areas needing development. One way is to invite others to positively critique their own teaching before they ask the same of others.

## Key principles

- Treat the staff like a **class**, use formative assessments methods and differentiation. Start with **identification of need**.
- Like students, teachers take time to learn ideas and need **time, repetition** and **practice**.
- Like students, teachers respond well to **group work** (if accountability is set up correctly).
- Like students, teachers learn more effectively if they understand **relevance** and have some **choice/control**.



Here are some principles that can help school leaders design more effective professional for their staff members.

http://GoodCPDGuide.com

The screenshot shows the GoodCPDGuide.com website. At the top, the URL is displayed. Below it is the GoodCPDGuide logo and navigation links: Listings, Provider control panel, My account, and Log out. There are also social media icons for LinkedIn, YouTube, Facebook, and Twitter.

The main heading is "Independent professional development listings and advice". Below this is a navigation bar with tabs: Home, Search, Collaborate, Consult, Evaluate, Join, and Recommend.

On the left, there is a section titled "Target the learning of specific pupils" with a list of bullet points:

- Professional development is most effective when you're aiming to improve the learning of a specific group of pupils.
- To maximise the benefit, decide on the specific pupils and a clear learning goal for them before you choose a course, work, agent or resource.
- [Find out more](#)

Next to the text is a photograph of a group of diverse children smiling and waving.

Below the text, it says "Displaying items 1 - 18 of 46 in total" and "Currently searching for categories: Feedback".

The main content area shows a listing for "Numbers Count" by Every Child Counts. The listing includes a description: "This course trains successful teachers of mathematics to deliver the ground-breaking Numbers Count intervention. High quality training enables them to support children who struggle with mathematics and to help their colleagues raise standards across the school. Teachers train initially for either Numbers Count (Y1 to Y2) or Numbers Count 2 (Y4 to Y6 and beyond). Over 2,000 teachers have already been trained and have supported children to make 16 months of progress in under 4 months." Below the description are links for "Edit", "Review Link", and "Delete".

On the right, there is a "Find courses & expertise" section with a search bar and filters for Base, Subject, Focus, Target audience, and Delivery Method. A list of categories is shown, including Collaborative Learning, Mentoring, Feedback, Homework, Individualised Instruction, Peer Tutoring, Phonics, Summer Schools, One-to-one, Teaching Assistants, Behaviour Interventions, Social and Emotional, Digital Technology, Gifted and Talented, Use of Pupil Premium, and Assessment Interventions.

The Teacher Development Trust runs a completely free database of professional development opportunities – GoodCPDGuide.com. This is linked to (and from) the Sutton Trust-EEF Toolkit and prioritises those providers who explain the evidence behind their approaches, as well as giving the opportunity for teachers to share their reviews of services.




National Teacher Enquiry Network

**CPD Quality Peer Audit**  
A peer-audit against our CPD Quality Framework with Bronze, Silver and Gold awards for excellent practice & policies.

**NTEN Lesson Study**  
Comprehensive tools and support to implement a world-leading system of Joint Practice Development.

**Peer-to-peer support**  
Connect with like-minded schools to observe and develop outstanding practice.

**National & Local Events**  
Share latest practice and learn from experts at our six national conferences and local member events.

**Support for R&D + closing the gap**  
Engage in both small and large-scale research, access evidence, implement quality evaluations and interventions.

**A powerful voice**  
Have your views around staff development represented at the highest levels.

<http://TDTrust.org/NTEN>

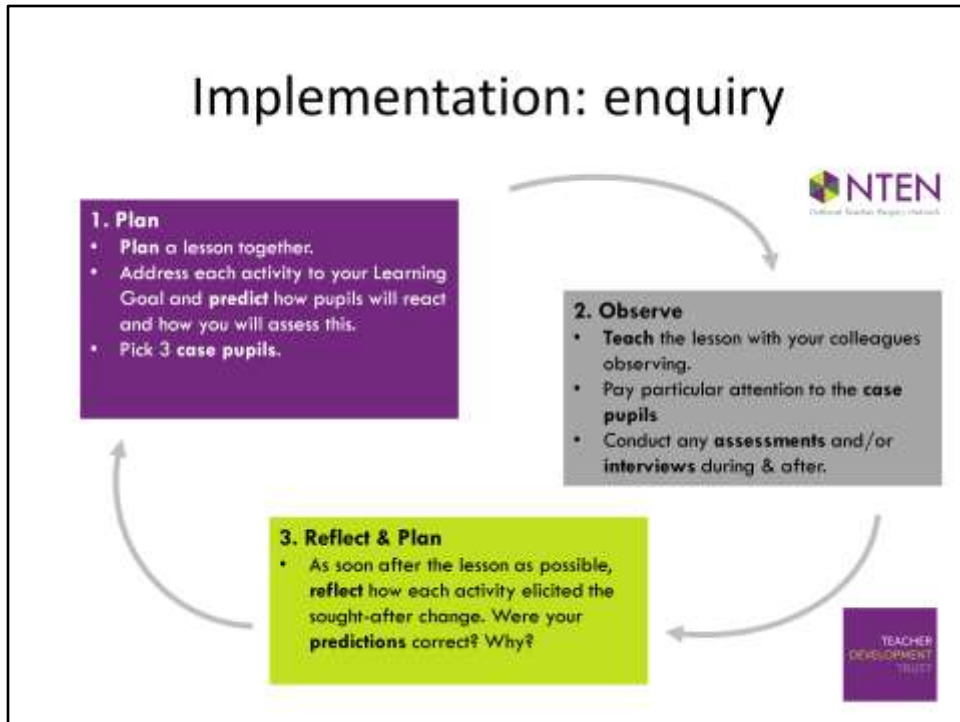
The Teacher Development Trust is excited to be entering a partnership with Schools North East and placing a strong strategic focus on growth in the North East region. Our National Teacher Enquiry Network can help schools who wish to develop high quality, evidence-based professional learning.

# Implementation: enquiry



This is an example of the enquiry approach we use in our National Teacher Enquiry Network. Teachers pick ideas they want to implement and cycle through an implementation approach.

# Implementation: enquiry



In NTEN we use Lesson Study to help them refine and explore the ideas.

# Implementation: evaluation

Focus on the ends not the means:



## Learning or behaviour issue, e.g.

- Improving reading
- Improve engagement in lessons
- Improving structure of essays
- Improving spoken fluency
- Improving conceptual understanding of forces
- Improving ability to manipulate algebraic expressions
- Improving speed of hand-writing
- Reduce disruptive behaviour

## Focus cohort of pupils, e.g.

- Quiet FSM boys in Year 5
- All FSM pupils in Year 3
- Under-achieving girls in class B
- Looked after children in reception
- Pupils with EAL in French class 8Y2
- BME pupils with an English target grade lower than D in Year 11
- Pupils in Maths group 7M5 who have struggled with geometry



It's not possible to evaluate something like 'feedback' or 'metacognition' apart from clipboard-tickbox style observations of whether a teacher is doing certain things. Much better to start by identifying a specific group of pupils who are supposed to benefit and pick an area of learning to develop and *then* choose an approach.

# Implementation: evaluation

## Range of evaluation



### Objective

true/false & one-correct-answer test, measurable performance thresholds, attendance

### Subjective

teacher-judged grade of essay answers, peer assessment of artistic performances, self-evaluation of confidence

### Direct

measuring relevant learning e.g. exam question, oral explanation

### Indirect

measuring outcomes that may hint at success e.g. attendance rate, further-study take-up, hours spent on homework

### Quantitative

numeric e.g. number of correct questions, self-rating on scale of 1-10, percentage of students graduating

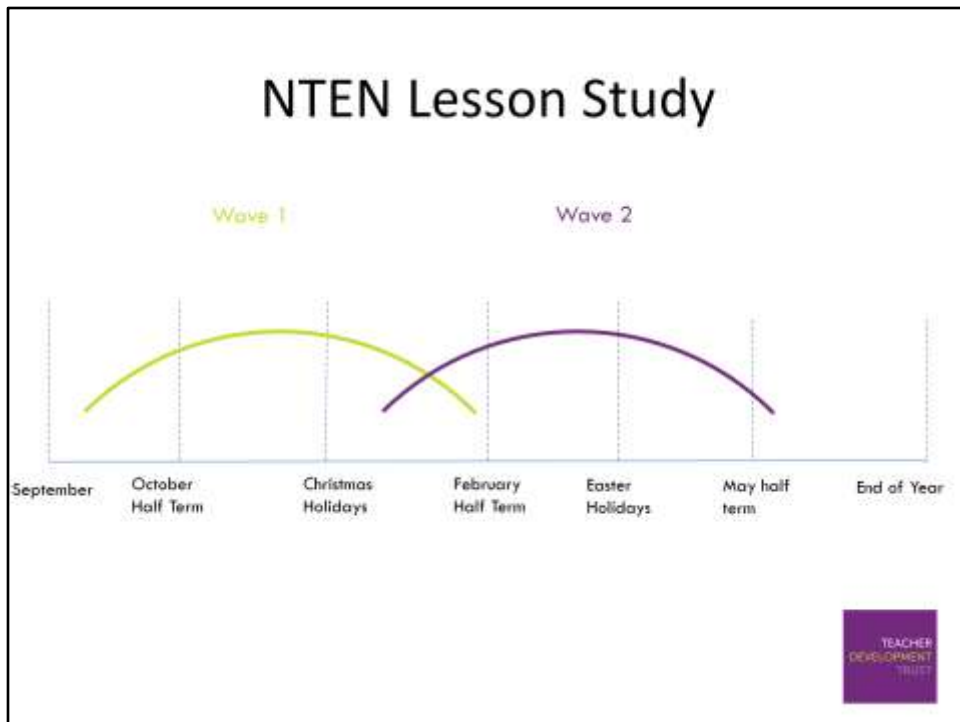
### Qualitative

description of enthusiasm for subject, observation of pupil learning strengths, focus group interview for course feedback



We need a range of different types of evaluation rather than just one type.





The NTEN Lesson Study approach is in two waves. The first runs from the start of October to February while the second starts in January and ends in June. Participants sticking to these timetables receive very specific and focused guidance on what they need to do from week to week in order to carry out the most effective collaborative enquiry. While schools can use the tools and create their own timetables we strongly recommend that they use our recommended timetables for the first few iterations.

## Auditing your practice

- Leadership and Culture
- Focus on Learning and Pedagogy
- Evaluation of Impact
- Support and Challenge
- Processes, Systems and Resourcing
- Research, Innovation and Evidence



The National Teacher Enquiry Network includes an audit of six key areas for professional learning. The audit process includes a self-assessment by senior leaders, a whole staff survey to gather staff perceptions and a visit from another NTEN member to dig deeper. While this can lead to a bronze, silver or gold accreditation the real aim of this process is to help schools understand where they are on their journey and connect with similar schools.

# Auditing your practice

## THE CPD QUALITY FRAMEWORK

### Leadership and Culture

|    | Bronze  | Silver  | Gold  |
|----|---|---|---|
| 1a | <ul style="list-style-type: none"> <li>□ There is a clearly defined organisation-wide CPD leader in charge of resourcing and policy</li> <li>□ There are opportunities for some staff to give their input into planning priorities &amp; policies for professional development</li> </ul> | <ul style="list-style-type: none"> <li>□ There is a clearly defined CPD leader or co-ordinators in each department or team</li> <li>□ There is an attempt to involve all staff in the setting of organisational priorities &amp; policies for professional development</li> </ul>                               | <ul style="list-style-type: none"> <li>□ All staff engage in collective decision-making on professional development priorities &amp; policies for the organisation – there is distributed leadership</li> </ul>   |
| 1b | <ul style="list-style-type: none"> <li>□ The CPD leader demonstrates a sound understanding of the basic principles of effective CPD</li> <li>□ The senior leadership team articulates a vision of effective professional development</li> </ul>   | <ul style="list-style-type: none"> <li>□ All senior and middle leaders and some staff demonstrate understanding of the principles of CPD</li> <li>□ Some leaders are deliberately and openly modelling the characteristics of a successful professional learner</li> </ul>                                      | <ul style="list-style-type: none"> <li>□ All staff demonstrate an understanding of the basic principles of effective CPD</li> <li>□ Senior and middle leaders pro-actively model professional learning – they are 'good learners' and take a lead in engaging in potentially sensitive or vulnerable processes</li> </ul> |
| 1c | <ul style="list-style-type: none"> <li>□ There are some examples of links between CPD resourcing and commissioning decisions to the organisation and departmental development plans</li> </ul>  | <ul style="list-style-type: none"> <li>□ Some whole-organisation CPD strategy is explicitly and clearly linked to the organisation's development plan</li> <li>□ Some departmental CPD resourcing decisions are aligned with the departmental development plans and Performance Management processes</li> </ul> | <ul style="list-style-type: none"> <li>□ All whole-organisation and departmental professional development is shown to carefully balance the needs of wider development plans with individual needs and interests</li> </ul>   |



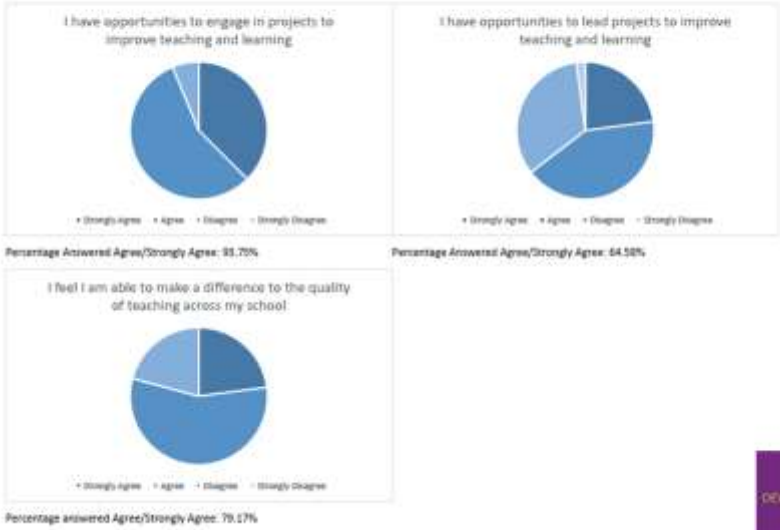
The audit is carried out against our CPD quality framework which is freely available in the back of our NTEN brochure: <https://t.co/5Og5biJEsb>

## Auditing your practice

1. Self-audit by senior leaders
2. Whole staff anonymous online survey
3. Visit to the school by a peer for interviews



# After the Audit



This is an example of the sort of feedback you get after the staff survey.

|    | Bronze  | Silver  | Gold  | Notes  |
|----|---|---|---|--|
|    | <ul style="list-style-type: none"> <li>The senior leadership team articulates a vision of effective professional development.</li> </ul>  | <ul style="list-style-type: none"> <li>Some leaders are deliberately and openly modelling the characteristics of a successful professional learner.</li> </ul>  | <ul style="list-style-type: none"> <li>Senior and middle leaders proactively model professional learning – they are ‘lead learners’ and take a lead on engaging in potentially innovative or vulnerable practices.</li> </ul> | <ul style="list-style-type: none"> <li>Supporting colleagues on course and delivering CPD within their depts... However, the survey suggests that very few line managers regularly discuss their professional learning.</li> </ul>                             |
| 3c | <ul style="list-style-type: none"> <li>There are some examples of links between CPD (learning) and commissioning decisions in the organisational and departmental development plans.</li> </ul> | <ul style="list-style-type: none"> <li>Some whole-organisation CPD strategy is explicitly and clearly linked to the organisation’s development plan.</li> <li>Some departmental CPD commissioning decisions are aligned with the departmental development plan and Performance Management processes.</li> </ul> | <ul style="list-style-type: none"> <li>All whole-organisation and departmental professional development is chosen to carefully balance the needs of wider development plans with individuals’ needs and interests.</li> </ul> | <ul style="list-style-type: none"> <li>A lot of the development here is departmental level this year. There have been attempts to link CPD with a whole school theme e.g. Behaviour for Learning, but with patchy engagement/success.</li> </ul>               |
| 3d | <ul style="list-style-type: none"> <li>Many staff feel they are able to positively influence the quality of teaching and learning in the organisation.</li> </ul>                               | <ul style="list-style-type: none"> <li>All staff members feel they have opportunities to positively influence teaching and learning quality across the organisation – some of them can give examples where they have done so.</li> </ul>  | <ul style="list-style-type: none"> <li>Every teacher a leader and ‘change agent’ – i.e. they feel able to make a difference to the quality of learning in the organisation.</li> </ul>  | <ul style="list-style-type: none"> <li>79.2% of survey respondents feel that they are able to make a difference to the quality of learning in the school. Very high numbers also felt that they had the opportunity to engage and lead in projects.</li> </ul> |
| 3e | <ul style="list-style-type: none"> <li>One member of the governing body has specific responsibility for CPD policy and monitoring.</li> </ul>   | <ul style="list-style-type: none"> <li>The governing body receives regular updates on professional development from the executive team.</li> </ul>  | <ul style="list-style-type: none"> <li>The governing body prioritises professional development of staff as a regular item and considers implications from all other policies.</li> </ul>                                      |  |
| 3f | <ul style="list-style-type: none"> <li>The organisation has a track record of developing staff and moving them on, even if it means losing them to another institution.</li> </ul>              | <ul style="list-style-type: none"> <li>Every member of staff has a professional development plan in order to help them progress in their career.</li> <li>Performance management ensure that every member of staff is</li> </ul>  | <ul style="list-style-type: none"> <li>Every member of staff receives mentoring to help them progress in their career.</li> <li>Performance management processes and observations are used to support and develop</li> </ul>  | <ul style="list-style-type: none"> <li>95.83% of survey respondents agree that the school has a track record of professionally developing staff. However, interviews would suggest that room for improvement.</li> </ul>                                       |



This is an example of the feedback you get at the end of the process which maps your self-assessment against the indications from the staff survey to highlight discrepancies.

## NTEN Conferences

- Networking
- Share and discover outstanding practice
- Policy debates
- Practical support
- Tours of outstanding schools
- Next event: Cramlington



We run six national conferences during the year in order to bring our members together. These are available to all of our members at a low nominal cost to cover host schools' costs. Our next conference will be held here in the North East at Cramlington Learning Village on December 4<sup>th</sup>.

## NTEN Policy Voice

- Regular meetings with influential policy makers to make sure your voice is heard



We recently accompanied a group of our members to visit the secretary of state to put the case for professional learning and a focus on performance development rather than performance management. We also discussed effective ways to share great practice around the school system. We have been invited back for a follow up meeting.



## NTEN: the launch



We launched the network in July 2013 – here is a short video which includes voices from school leaders about what NTEN means to them. This includes Ken Brechin, Deputy Head at Cramlington Learning Village.  
<http://www.youtube.com/watch?v=AzAlqTs8uzI>

## Get in touch

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Thank you for listening. We're really excited about getting as many schools as possible in the North East in to this powerful professional learning network. Let's unleash the potential of our teachers.