



**Rosebery School**  
Excellence. Endeavour. Opportunity.

# Professional Learning Opportunities

2017 -18

## Professional Learning at Rosebery

Professional learning at Rosebery is fundamental and supports the work we undertake as practitioners and leaders to provide the highest quality teaching and learning for our students. We want to ensure we continue to develop this absolute strength and so have carefully planned the Professional Learning Programme for 2017/18, informed through: feedback from staff, new thinking in professional learning and the national education agenda.

The **aim** of the programme is to provide purposeful professional learning which positively impacts on outcomes for all students, through providing staff with opportunities to develop as classroom practitioners and leaders within education.

### Professional Learning Opportunities

The Professional Learning Programme is premised on a combination of core components, alongside a range of supplementary programmes which can be selected. In this way staff have autonomy to shape their professional learning.

#### The programme:

Core components: 7 hours – all staff complete	Option components: 5 hours – staff select <u>one</u> of the options below
TeachMeets (5 X 1 hour sessions)	Coaching
	Lesson Study
Departmental INSED (2 hours)	Research and Development project
	Developing Excellence in Leadership Programme

#### Core components:

Every member of staff is required to complete **12 hours** of professional learning in lieu of time given back in the summer term. The core components are undertaken by all staff and include:

##### TeachMeets (5 hours):

TeachMeets are new to the programme this year. They are calendared events which provide the opportunity for teaching staff to come together to develop further expertise in the Rosebery Teaching and Learning Way.

##### Departmental INSED (2 hours):

This time is designed for departments to develop classroom practice through subject specific training workshop/s. The content for each workshop is planned within departments and can be broken down into 2 X 1 hour sessions or an extended session of 2 hours, whichever is preferable.

##### Option components (5 hours):

Staff then select **one** option from the following (see further information within this booklet):

- **Coaching**
- **Lesson Study**
- **Research and Development project**
- **Developing Excellence in Leadership Programme**

Details of the aims, content and structure of each professional learning programme are contained in this booklet. In discussion with your line manager and course leaders, please make your selection and return the form at the back of this booklet to Sallie Jenks by **14th July**.

## Making your selection

### Lesson Study

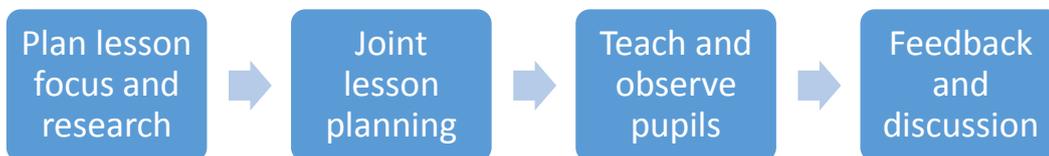
#### Rationale

Lesson study involves elements of collaborative planning, enquiry and experimentation that when conducted by professionals from the same or similar subject areas can result in powerful subject specific development and problem solving. The aim of this is to help teachers see the full picture of how the pupils in their room may be responding. Lesson study can generate evidence about how pupils learn in our classrooms that can help teachers to make small shifts in practice that really do have an impact on the learning that takes place.

Performance management can be a useful preparation for lesson study; you should use your discussions to define an area in your classroom practice to focus on. Research material should then be sourced either independently or in conjunction with your HoD and or members of your lesson study group.

#### Process

During 5 hours of allocated time groups of 3-4 people will research, plan, observe and discuss their findings.



There is a booklet of paperwork that should be used as a guide to the process which is as follows:

#### Develop a research basis to the lesson

Agree a class you will conduct the lesson study lesson with. Identify the specific aspects of learning you would like to study. This can range from raising the percentage of on task time in lessons to successfully teaching how to add a prepositional clause and use related success criteria.

#### Write an impact framework

Define ‘Seven Key Features’ of the teaching that should happen in a successful lesson, state how those features will happen and crucially the impact you predict they will have on pupils.

#### Plan the lesson

The planning of the lesson needs to take into account previous learning and the way in which the research lesson fits into a series of planned lessons. The strategies that you are experimenting with must be made explicit. The planning of the lesson is through phases, it should be time bonded, your questions to pupils must be pre-planned and the impact/learning you predict on/for pupils must be made explicit.

#### Observe the lesson

Staff should be allocated a pupil, or if necessary two, to focus on during the lesson observation. Staff must only observe, not question or interact with the students. The notes taken should be a time bonded script of the lesson and student response. If possible after the lesson staff should ask their pupils pre-planned questions about their learning.

#### Lesson discussion and feedback

Finally staff meet to share the observations about the lesson and the selected students, and to discuss the predicted impact of the lesson. The outcome of this discussion should define what adjustments and improvements could be made to future lessons and anything new that could be tried.

## Enquiring minds – engaging in evidence informed projects

### Rationale

The enquiring minds project is perfect for anyone wanting to really focus on one key element of pedagogy or school life and refine practice, helping to inform school policy along the way. Current R&D practitioners have really enjoyed the opportunity to undertake CPD in this way and feel it has been a very positive experience for them:

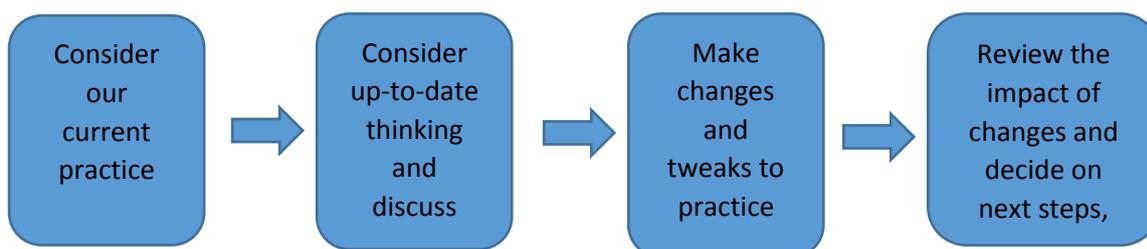
*“The projects have really helped to develop my understanding of how to make my teaching practice more exciting and more engaging. Many of my students knew that the activities we were doing were part of my project, and they also felt like they were part of something special, as I would frequently get feedback from them about the lesson activities that we did.” Gemma Devonish, worked on R&D projects for two years.*

### Aims of the programme are:

- To support whole school and departmental improvement, pedagogic development and innovation, through evidence-based enquiry – considering what works and what can be changed in our own context.
- To provide specially developed resources and access to research to develop pedagogy and understanding.
- To work collaboratively with colleagues to deepen and broaden our understanding of great pedagogy/school policy.
- To celebrate success and share learning with the rest of the school community and our strategic partners, making real changes to the school.

### Process

The programme is structured around a series of workshops, which will provide the opportunity to:



The programme would provide an excellent basis for any colleague considering undertaking an MA qualification, although there are no lengthy essays required and the project should not be onerous. The programme would also work well for those wishing to really focus on one key aspect of pedagogy/school life, without the pressure of undertaking further study at Higher Education level. Whilst the programme does require an element of research, this will mainly take the form of reading short articles, blogs or Twitter feeds, rather than extensive reading – unless of course this is desired by the participant! Support will also be provided with this.

Each teacher will receive support throughout the programme, have opportunities to work alongside colleagues from within Rosebery and hopefully other local schools, as well as with students.

### Projects on offer

The projects below have been designed to fit with our strategic aims for 2017-18, although of course within each project, there can be personalisation to your context.

- 1) How can we continue to improve the progress of PP and SEND students in Mathematics so that their outcomes match or exceed national averages?
- 2) How can we promote a love of, and passion for our subjects, promoting life-long learning, so that our students see beyond just passing exams?
- 3) How do we establish a culture that prioritises the wellbeing of all members of our community?
- 4) How can we provide even greater learning opportunities outside of the classroom and to what effect?

## Coaching

Would you like the opportunity to develop or refine an aspect of your practice which would make an important difference to you? Perhaps you have tried to do this alone but just don't seem to be able to make or sustain a change. No matter how skilled a practitioner, I would suggest we all have areas in our practice where we could benefit from the opportunity of coaching: it might be just a tweak, the dedicated time to focus, or the opportunity to explore the reality and the possible options that makes a significant difference to our classroom or leadership practice. Coaching is open to those who have been coached before, are coaches themselves or as a new experience.

### What is Coaching?

*Coaching is an entirely solution focused approach to CPD which is completely personalised to the focus of the coachee. Coaching is a means of bringing about individual performance improvement so that each person might move towards his or her full potential. Whilst coaching shares many characteristics and requisite skills with interventions such as mentoring and counselling, it differs in its emphasis on raising awareness in defining next steps towards a sustainable solution.*

### Coaching Legacy

We have been coaching at Rosebery for five years now and it has always been a popular form of CPD with many prior coachees being advocates for the difference the support has made to their practice, and several of these have become coaches themselves. The coaching team has grown this year and every coach has been equipped with training from 'Coaching-in-schools' and 'Master coach training' to ensure that the team's skills develop and coaching can respond to the potential needs of the staff.

**Examples of previous focus areas:** confidence in observations/progress for all/workload/ planning/group work/relationships with classes/communication/ engagement/ questioning/ inclusion...

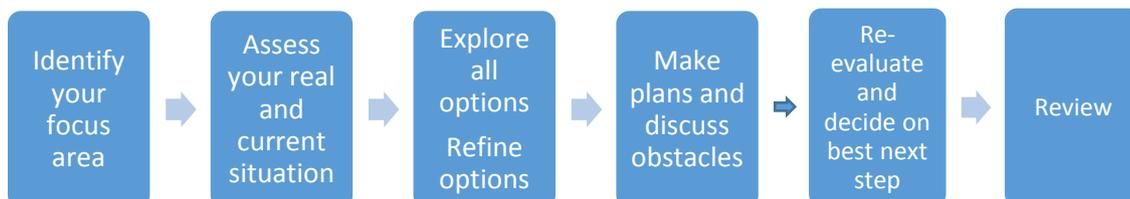
### If you select Coaching

Next year's coaching programme at Rosebery is designed to be even more efficient and productive in the way it supports your development. How and when you meet is flexible, meetings have a clear and focused outcome and the aim is for you to find your workable and real solution.

If you opt to be coached next academic year it will make up 5 hours of your professional learning time.

### Process

Each session is a structured part of a process and the coaches are skilled in supporting you through these steps.



## Developing Excellence in Leadership

This programme is available to all new and existing middle leaders, and to any colleague who aspires to a position with leadership responsibility.

This programme offers professional development in two ways:

- We will meet as a group to consider leadership theory
- Participants will also embark on a small-scale leadership project, explicitly linked to your work which will allow you to practically integrate the theory from the programme into your practice.

Throughout the project you will be mentored by Ros Allen or a member of the Leadership Team, depending on the numbers that wish to take part, and the programme will be tailored according to the varying needs of those who take up this opportunity.

**We will explore various themes as part of the programme including:**

- An exploration of the different facets of effective leadership and how to deploy a variety of leadership styles appropriately to improve performance
- The difference between strategic leadership and operational management and how to balance the two as a middle or senior leader
- An analysis of the effective management of complex teams and how to hold others to account to secure high performance
- An investigation into how to lead and managing change effectively
- The importance of culture and context in creating a high performing team
- An opportunity to assess and reflect on personal and professional strengths and areas for development as leaders
- Preparing for the application and selection process for senior leadership positions

## Selection Form

Teacher: .....

Department:.....

Please indicate below which options you would like to select for your professional learning programme next year.

Please select **one** from the following **option choices**, ticking the appropriate box:

Coaching	
Lesson Study	
Research and Development project	
Developing Excellence in Leadership Programme	

*\*Please note you are more than welcome to sign-up to programmes which exceed the 12 hour quota for professional learning.*

*Please pass this information to Sallie Jenns by no later than **14th July 2017**.*