



USING THE STANDARDS

Professional Learning at Ysgol Eirias / Northop Hall



Context

Ysgol Eirias:

- Large secondary school (100 teachers; 15 TAs);
- Professional Learning Pioneer school;
- Piloting new standards in a range of activities for 2 years

Northop Hall CP:

- Medium sized Primary (9 teachers; 8 TAs);
- Not involved in Pioneer projects;
- No prior involvements with standards before publication

Using the standards for SIPs and their role in Performance Management

- NH have used standards in the SIP in order to ensure that any strands coming from the SIP are addressing the new standards for staff in the school (in addition to the primary purpose of learner progress); prior to Performance Management, staff have self evaluated their confidence in standards using a grid evolved from Ysgol Gwynedd's example.
- YE have used the standards in the SIP and as a guide for Performance Management target setting to ensure engagement and enhance development

Evaluating confidence (NH)

- Developing familiarity with the standards and identifying areas to develop
- This is not a formal part of our PM process but creates an opportunity for discussion and guides PL for both individuals and the school

Professional Standards for Teaching and Leadership. Self Evaluation for personal professional development
Northop Hall CP School

Move the blue web (Instruction on next slide) to where you currently feel confident on the continuum in each of the seven areas of the standards. The higher the number the more confident/developed. Look at the statements in the PSTL from induction standard (0/1) to sustained highly-effective practice (5) to guide you. Use the green web for review

Area/Areas of focus:

- Use bullets

Review - Key developments this year:

- Use bullets

Name	
Date	
Review Date	

Links to Performance Management

- Identifying aspects of the standards within our PM

Performance management record of objectives for academic Year 2018-19

Appraise: _____ Job Title :Year 6 class teacher and Assistant Headteacher

Period covered by objectives: Sept 2018. To July 2019

Main objectives	Objective 1: Whole school target	Objective 2: Pupil target:	Objective 3: Personal target:
	<p>In Maths, develop and further extend the use of visual/practical representations to both teach and show learning in order to impact on the progress made by pupils.</p> <p><i>(Employing a broad repertoire of teaching approaches – Donaldson's 12 <u>ped</u> principles)</i></p> <p><i>(Make connections – Donaldson's 12)</i></p>	<p>Select four "higher achieving" boys and track their development to ensure they make expected progress in number.</p> <p><u>Xxxx</u></p> <p><u>Xxxx</u></p> <p><u>Xxxx</u></p> <p><u>xxxx</u></p>	<p>To redevelop the school mission & vision in line with the new curriculum and develop our understanding of and planning for the four purpose.</p>
PSTL (for guidance only not formal PM)	Pedagogy-Advancing Learning-Innovation –Developing new techniques	Pedagogy- Advancing Learning-Progression in learning	Pedagogy – Advancing learning – Four purposes for learners Leadership - Policy into practice – Ensuring the four purposes for learners
What will need to be done to achieve target?			
Success Criteria		•	

Built onto our School Improvement Plan

School Improvement Plan 2018-19

General principles – “Spoon feed no more!”

To link in with the new professional teaching standards the new school improvement plan has the following principles;

- Every teacher will take responsibility for interpreting the plan and working towards the main goals within their own class and wherever possible beyond their own class (**Leadership – Exercising corporate responsibility**)
- Every class teacher will take ownership of the plan and be pro-active in working towards the goals (**Leadership – Taking responsibility for self**)
- Every class teacher will take some responsibility for carrying out evaluations of the impact of their work within their own class and beyond their own class (**Leadership – Taking responsibility for self**)
- Every teacher will think about the roles that staff, pupils and parents play in working towards the goals (**Collaboration – Working with in school colleagues**
Pedagogy – Refining Teaching – Involving partners in learning)
- Every class teacher will take responsibility for leading the support staff and volunteers who work in their classes (**Leadership – Leading colleagues, projects and programmes**)
- Every class teacher will see the school as a learning community and take opportunities to support and learn from each other (**Collaboration – Working with in school colleagues**)
- Every teacher will take responsibility to look at opportunities to work with other schools (**Professional Learning – Professional Networks and communities**)

Other points to remember

- Take opportunities for pupils to take leadership of their learning (**Pedagogy – Influencing Learning – Learners leading learning**)
- Take opportunities to develop a Growth mindset (**Pedagogy – Influencing Learning – Sustained effort and resilience of learners**)
- Take opportunities to carry out mini (evidence based/ close to practice) research projects (**Professional learning – wider reading and research findings**)
- Try to take risks in the way you develop pupils learning (**Pedagogy – Innovation Developing new techniques**)

Professional Learning Standard (YE)

- Within the Professional Learning Standard there are 4 descriptors:

Professional learning

The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.

Click on element headings to view descriptors.

- Wider reading and research findings
- Professional networks and communities
- Continuing professional learning
- Welsh language skills

TEACHING

FIVE STANDARDS FORMAL LEADERSHIP

Unpicking the strands...

- The initial 2 strands may be difficult to address in a school setting:
- Wider reading and research findings
- Professional networks and communities

- The descriptors are as follows:

Professional learning

TEACHING

Wider reading and research findings

Sustained highly-effective practice descriptor:

There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale.

Induction descriptor:

The teacher makes reasoned pedagogic decisions based upon relevant reading and research findings.

QTS descriptor:

The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.



Professional learning

TEACHING

Professional networks and communities

Sustained highly-effective practice descriptor:

The teacher takes an active role in the wider education community with contributions to journals, conferences or learning communities.

Induction descriptor:

The teacher makes efforts to benefit from a regional, national or international professional network or community, focussed upon an appropriate subject, process or age phase.

QTS descriptor:

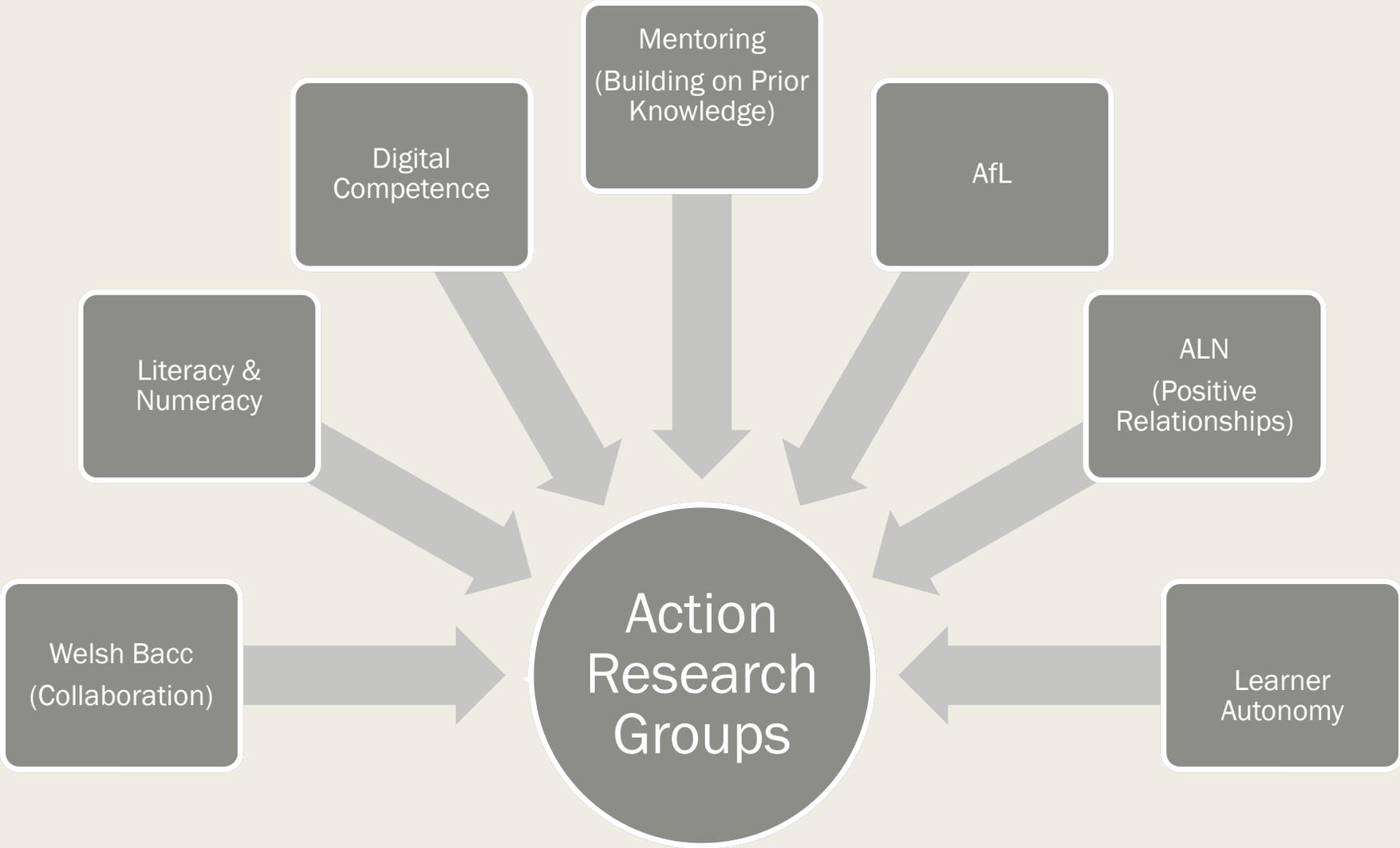
The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.



Action Research Groups

- In order to try and support all staff in addressing these standards, the school has piloted the development of Action Research Groups.
- This involved staff working in groups linked to pedagogical areas (from Donaldson's Successful Futures) and spending allocated time together researching an area of interest and putting it into practice. The Action Research was shared in a variety of ways at the end of the year (staff training presentations, small group sharing, faculty team meetings, case studies etc.).
- In order to ensure that staff were aware of how to conduct Action Research, a representative from Bangor University came to school to deliver on the concept and strategies. The Action Research does not need to be large scale: it can range from working effectively with a student with ASD to implementing specific AfL strategies across differing ability groups in Year 9.

Action Research Groups



Examples of Action Research Projects:

Developing questioning strategies with Year 10 to develop their own oracy skills;

Using effective peer assessment with Year 7 in a skills based project;

Investigating strategies for supporting student X with ASD in PE;

Improving the facility of lower school support through peer mentoring systems;

Supporting trainee teachers in terms of good mental health;

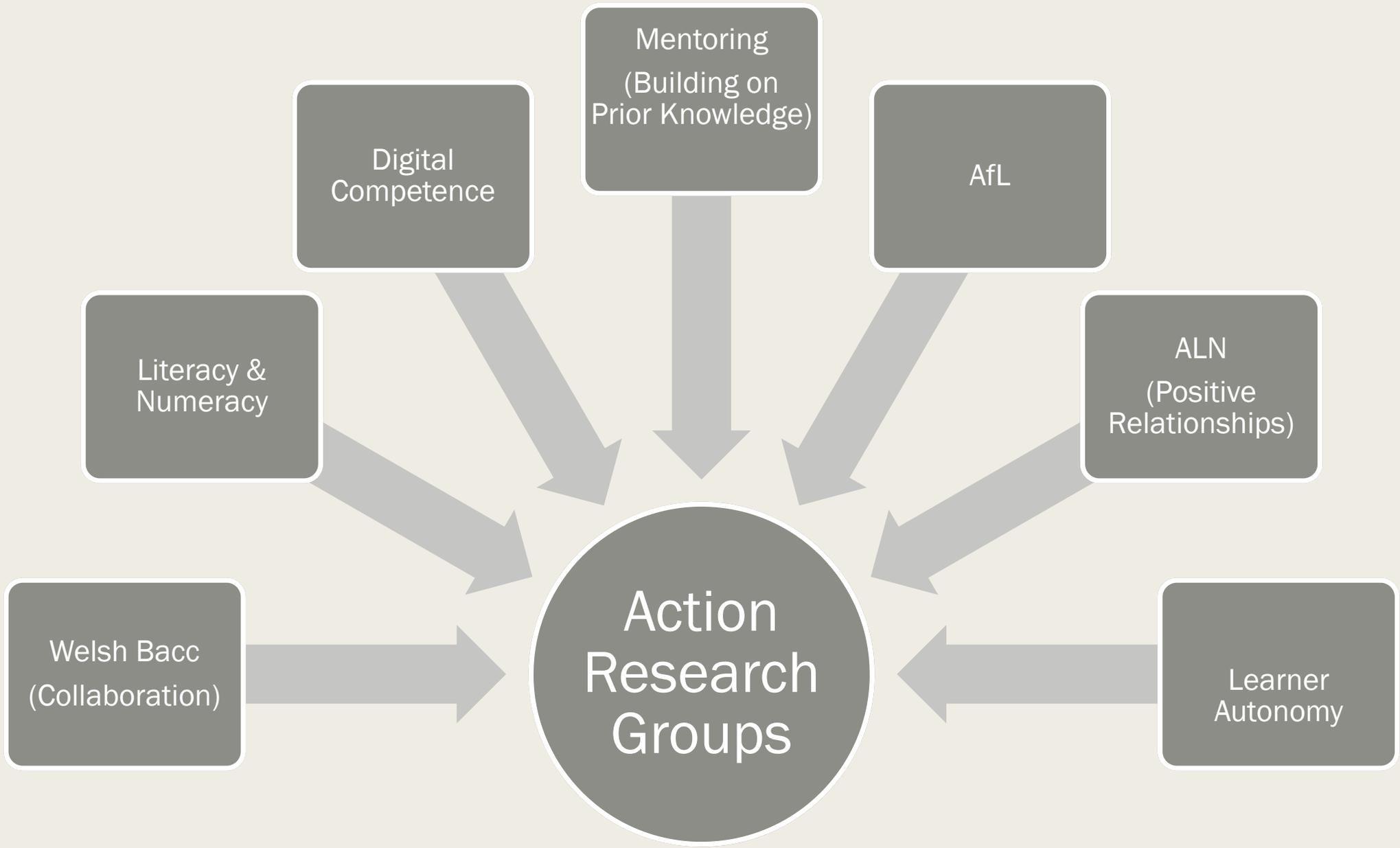
Investigating the effect of literacy intervention strategies in subjects other than English.

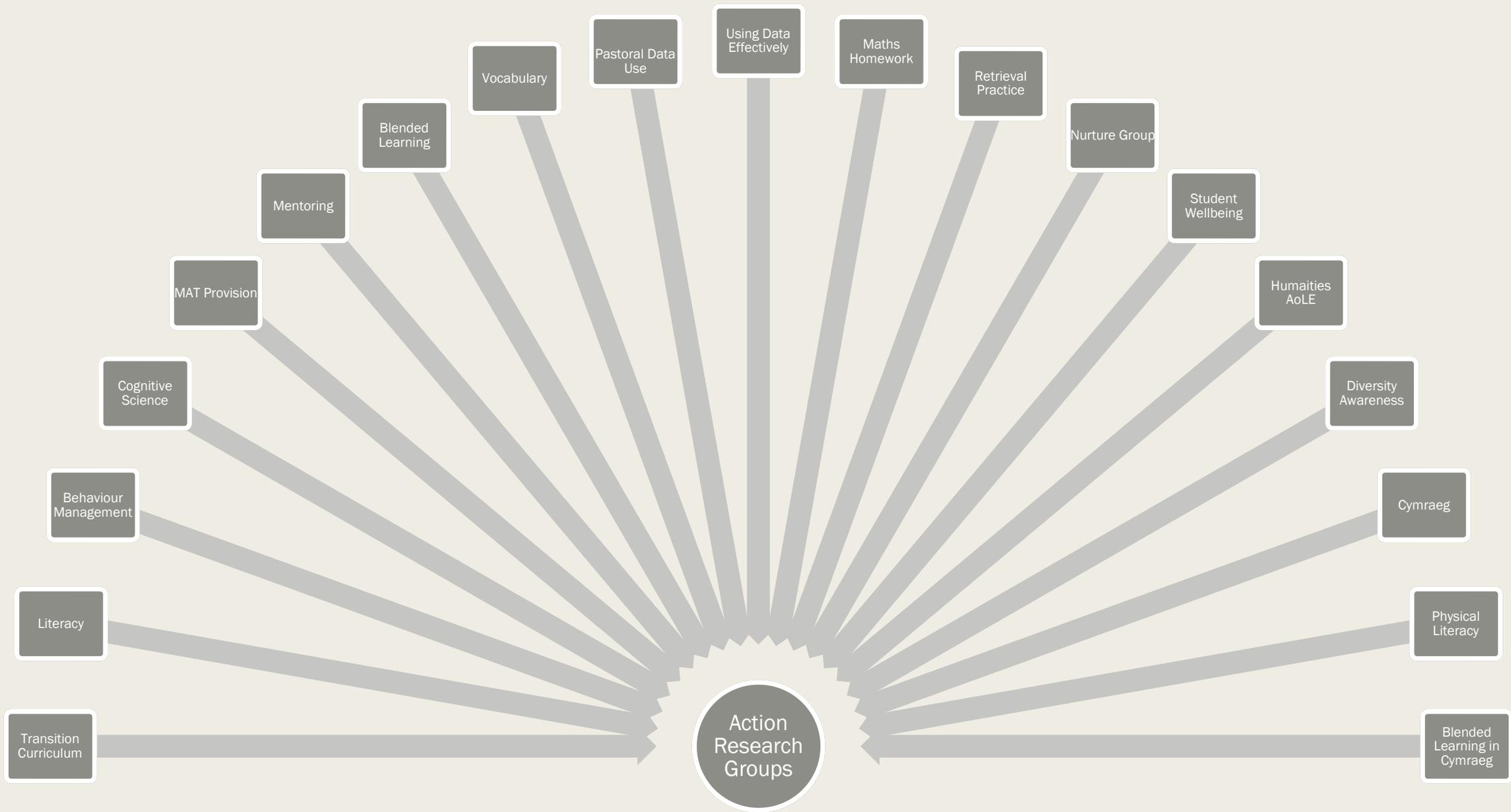
Development of ARGs

- In the second year of implementation, ARGs have been made much more personalised: staff have been able to offer to run an ARG and there has been no restriction on topic. Subsequently, there are far more options to choose from and smaller, more focused groups.
- Standard descriptors that have additionally been met include:
- ***Collaboration – Working with in-school colleagues:***
- The teacher actively promotes and facilitates collaborative opportunities for staff, both in routine aspects of learning organisation and in innovative approaches.
- ***Innovation – offering expertise:***
- Expertise and experience is brought to bear by contributing professional skills to help other colleagues address new challenges.
- ***Leadership – Taking responsibility for self:***
- Personal professional responsibility includes the sustained development of highly effective practices across the professional standards.

Meeting the standards

- These kinds of activities – whether whole school based or autonomous – facilitate enhancing of the standards.
- The evidence for the success of the pilot is in the range offered in the second year and the engagement of staff.





Where are you?

- This is an example of a large secondary school who have been piloting standards for 2 years and a medium sized Primary who have not been involved in the process.
- Where are you in the journey?
- What have you done so far?
- What would a realistic next step be?
- How will you implement it?