

UNIVERSAL UNITS

UNIT 1C

LEADERSHIP – SHARING GOOD PRACTICE

Learning outcomes

You will

- Learn about effective CPD practices and how sharing good practice is an important element
- Learn how to create a case study
- Read and reflect upon the principles of mentoring and coaching
- Consider lesson study as an effective method of sharing good practice

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:

www.education.gov.uk/lamb/slc/leadership-good-practice/intro

Introduction

This unit focuses on the most effective ways of sharing good practice, both within schools or departments and between schools

Briefing

Introduction to Research related to effective Continuing Professional Development

Sharing good practice should be considered as part of a school's CPD policy. Research into effective CPD (EPPI Review 2003, 2005)¹ indicates that positive outcomes for both teachers and pupils address issues of attainment and performance as well as broader aspects of learning.

There were positive links between sustained, collaborative CPD and teachers:

- Self-confidence
- Knowledge and understanding of their subject and of pupils' learning
- Capacity to draw upon and use a wide range of teaching & learning strategies to meet pupils' needs
- Willingness to continue professional learning
- Willingness and ability to make changes in their practice; and
- Self efficacy – their belief in their ability to make a difference.

Positive links between collaborative and sustained CPD were also demonstrated with pupils':

- Motivation to learn;
- Performance as measured through assessment;
- Responses to 'unpopular' subjects and curriculum;
- Questioning skills and responses;
- Organisation of work;
- Use of collaboration as a learning strategy; and
- Skills in drawing on a range of learning strategies.

See online resource:

www.education.gov.uk/lamb/slc/leadership-good-practice/cpd

Characteristics of effective CPD

There was a strong emphasis on external, specialist expertise and on professional peer support. Most studies cited in the research involved classroom observation, in some cases with an 'expert' present and in others between teachers learning from each other. An important vehicle for affording teachers a sense of control over their learning was the emphasis of giving them choices about the focus, pace and scope of the CPD programme. Professional dialogue featured in all the studies.

Task 1

An examination of models of classroom focused CPD that work

Read the summaries about Coaching, Lesson Study and Classroom-based Action Enquiry in the table below.

¹ Cordingley, P, Bell, M, Thomason, S, Firth, A (2005). *The impact of collaborative continuing professional development (CPD) on classroom teaching and learning. How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning?* London EPPI.

Please note that Unit 6, Coaching and Mentoring provides a more detailed discussion of coaching.

Are these models familiar to the way you work in your school?

Model	Coaching	Lesson Study	Classroom-based Action Enquiry
Origins of the model	<p>Coaching models were developed in other professions.</p> <p>Introduced into education as part of research into 'expertise' and performance development.</p>	<p>'Design study' used to improve performance without putting people at risk in areas such as 'in flight' design in aeronautical science.</p> <p>Key element of Japanese and Chinese teacher CPD.</p>	<p>Action Research models developed in social sciences to gather evidence from within.</p> <p>Adapted for education research in schools to engage the profession in the process.</p>
Key features of the model	<p>Teachers work together to improve agreed aspects of practice. They negotiate an area for development in colleague A's teaching after joint review and evaluation of A's teaching and its impact on pupils' learning. Colleague B may then demonstrate or model an approach or technique in which she has greater experience, knowledge or expertise. Colleague A begins to try elements of the practice with colleague B observing and feeding back. Gradually colleague A masters the new approach or technique. This extends the pool of expertise in the school and the coaching process can be widened to include other teachers to build whole-school expertise in particular aspects of teaching and learning. Other forms</p>	<p>A pair or small group of teachers work to improve an aspect of teaching which evidence tells them could improve in relation to pupils' learning and progress. They identify 'case pupils' who are to be the focus of the study. Together they plan a 'research lesson' with some new element designed to improve the 'case pupils' learning (who may be higher, middle, lower attaining). One person teaches the lesson while the others observe the progress of the case pupils. They discuss the learning of each pupil – what worked as planned, what didn't and why. They plan another lesson to address the identified learning issues. Over a series of lessons they develop techniques which strengthen learning and progress for each of the case pupils. They share learning with other teachers via video, coaching or a public research lesson. Pupils can participate at any stage in</p>	<p>Teachers identify a question they wish to answer, e.g. 'How can we improve boys report writing?' or an hypothesis they wish to test, e.g. 'Children who use jottings to support mental calculation make faster progress.' They plan a series of lessons aiming to try out different approaches with a whole class or with identified groups of pupils. They collect data related to the question and hypothesis drawing on pupils' work, interviews and observations. They analyse the data and form new, or refine existing hypotheses about what has made a difference and how. They then frame an amended question and carefully plan out how they are to test their revised hypotheses through further teaching and data gathering when they</p>

	such as co-coaching and mentoring usually involve more negotiation and less prescription.	the process.	return to the classroom. The findings are written as a case study and shared with all staff.
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Task 2

Choose one pupil you teach who has been identified as having special educational needs in the area of (ASD, SLCN, BESD, MLD, SPLD). Using the guidance notes below and the template, write a case study of the pupil.

There are ethical frameworks which govern educational research. For case studies it is essential to address issues of consent and confidentiality. For a full explanation of ethics and educational research please refer to www.bera.ac.uk/ethics-and-educational-research

Criteria for a case study

A case study should:

- focus on targeted pupils or groups with identified learning needs
- demonstrate improvement in learning
- describe the success criteria and how progress towards them was measured
- describe intentions and action taken, including teaching approaches and CPD
- describe impact (including 'what made the difference') and next steps
- provide evidence (quantitative and qualitative) to prove impact and convince others
- provide key messages for others attempting to replicate the work
- be accessible and transferable – able to be implemented by other teachers/practitioners on the basis of what is provided in the case study
- make available toolkits, frames, templates, CPD outlines, etc. to support transfer of learning to others.

Guidance on writing your case study – dos and don'ts

'Dos

- The purpose of your case report is to provide a reader (who may well be another teacher interested to learn from your practice) with an authentic, readable, vivid and well evidenced but above all clear account of what it was that you wanted to improve, what you did and what you learned. They should have enough information to be able to have a go at what you did themselves.
- It needs to be crisp and succinct and written in a lively and clear way. Provide quotations where you can or other forms of illustration to bring your text to life.
- Take a lot of care in describing what it was that you wanted your pupils to get better at and what they achieved. Some people feel they have to justify 'impact

on learning' by referring to national curriculum levels. It is likely to be difficult to see changes in NC levels over a short period of time because the levels are designed to take around two years to complete. It will make more sense to refer to the levels they are operating in and describe what they can do as a result of your teaching.

- Remember to reference materials and research that informed your work and acknowledge sources.

'Don'ts'

- Try not to write in an overly academic style.
- Do not identify individuals and make sure you have any required written permissions, in line with your school and local authority protocols and policy.

CASE STUDY TEMPLATE	
Title of Case study :	
Introduction	Context : Type of school or setting : <ul style="list-style-type: none"> • Year groups: • Performance: (e.g. below age-related expectation) • People involved: (Subject leader, Teacher, TA, Other) • Number of classes involved: • Specific targeted pupils :
	What were your reasons for doing this type of development work?
	Who might find this case study useful <i>E.g. Science teachers with inclusive KS3 classrooms</i>
What did you do?	What specific curriculum area, subject or aspect did you intend to have impact on?
	How did you intend to impact on pupil learning?
	What were your success criteria?
	What information or data did you use to measure progress towards your success criteria?
	What teaching approaches (pedagogy) did you use to achieve the intended impact?
	What did you do? What approaches to CPD and learning for adults were used? <ul style="list-style-type: none"> • e.g. Coaching • Demonstration • Modelling • Partnership teaching
	What CPD materials, research or expertise have you drawn on?
	Who provided you with support? What type of support was provided?
Impact	What has been the overall impact on pupil learning?
	Quantitative evidence of impact on pupil learning e.g. Periodic teacher assessment
	Qualitative evidence of impact on pupil learning e.g. <ul style="list-style-type: none"> • Observation outcomes • Pupil consultation data • Pupils' work
	Describe the evidence of impact on pupil learning
	What has been the impact on teaching?
	Evidence of impact on teaching
	What has been the impact on school organisation and leadership?
Evidence of impact on school organisation and leadership	

Task 3

Use the sections in the above case study template (or parts of it) to design a PowerPoint presentation. Share your presentation with the SENCO and a group of teachers who currently teach your case study pupil.

Briefing

Coaching & mentoring

National framework for mentoring & coaching (Centre for the Use of Research and Evidence in Education (CUREE)².

Principles of Mentoring and Coaching

These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring & coaching involves:

- a learning conversation
structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them
- a thoughtful relationship
developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning
- a learning agreement
establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability
- combining support from fellow professional learners and specialists
collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice
- growing self direction
an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase
- setting challenging and personal goals
identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

² www.curee-paccts.com/mentoring-and-coaching

- understanding why different approaches work
developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts
- acknowledging the benefits to the mentors and coaches
recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach
- experimenting and observing
creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice
- using resources effectively
making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

Additional information related to the core concepts of mentoring and coaching, the skills required and a comparison between the two is available at CUREE. Visit: www.curee-paccts.com/mentoring-and-coaching

We recommend you study the unit 6 “Coaching and mentoring” for more in depth exploration and practical guidance on this issue.

Consider whether you are equipped to provide mentoring or coaching to a colleague in your school. If you do not feel ready yet, unit 6 will guide you through the process.

Learn more about Lesson Study

The process of lesson study – a practice imported from Japan – stands apart from many professional development practices because it focuses on children in classrooms. Lesson study focuses on what teachers want students to learn rather than on what teachers plan to teach. In lesson study, a group of teachers (as well as other professionals involved with the learning of the pupils) develops a lesson together and ultimately one of them teaches the lesson while the others observe the pupils learning. The entire group comes together to debrief the lesson and to revise and re-teach the lesson to incorporate what has been learned.

For further information on the origins of Lesson Study and its success internationally please refer to the following:

- Lewis, C. & Tsuchida, I. (1998). A Lesson is Like a Swiftly Flowing River: Research lessons and the improvement of Japanese education. *American Educator*, Winter, 14-17 & 50-52. Paste <http://www.lessonresearch.net/lesson.pdf> into your browser.
- Watch the video clip: Lesson study in practice

See this clip:

www.education.gov.uk/lamb/slc/leadership-good-practice/lesson-study