



Continuous Professional Development at Pear Tree Community Junior School

High Quality Sustained Practice in Leadership and Teaching and Learning

Programme: Collective Learning in Practice

Aims:

1. To develop High Quality Effective Teaching and Learning CPD that secures excellent practice across the school
2. To develop High Quality Leadership and coaching that leads to sustained practice across Pear Tree Community Junior School
3. To develop the leaders and expert coaches of the future to sustain practice and ensure clear succession planning

This will ensure that we meet the aims of the DfE Early Career Support and Coaching and Mentoring programme. The extra capacity created by this DfE programme will allow us to ensure the Collective Learning in Practice is a sustainable model moving forward. The need to use external resources will be minimised due to the development of school staff.

Model:



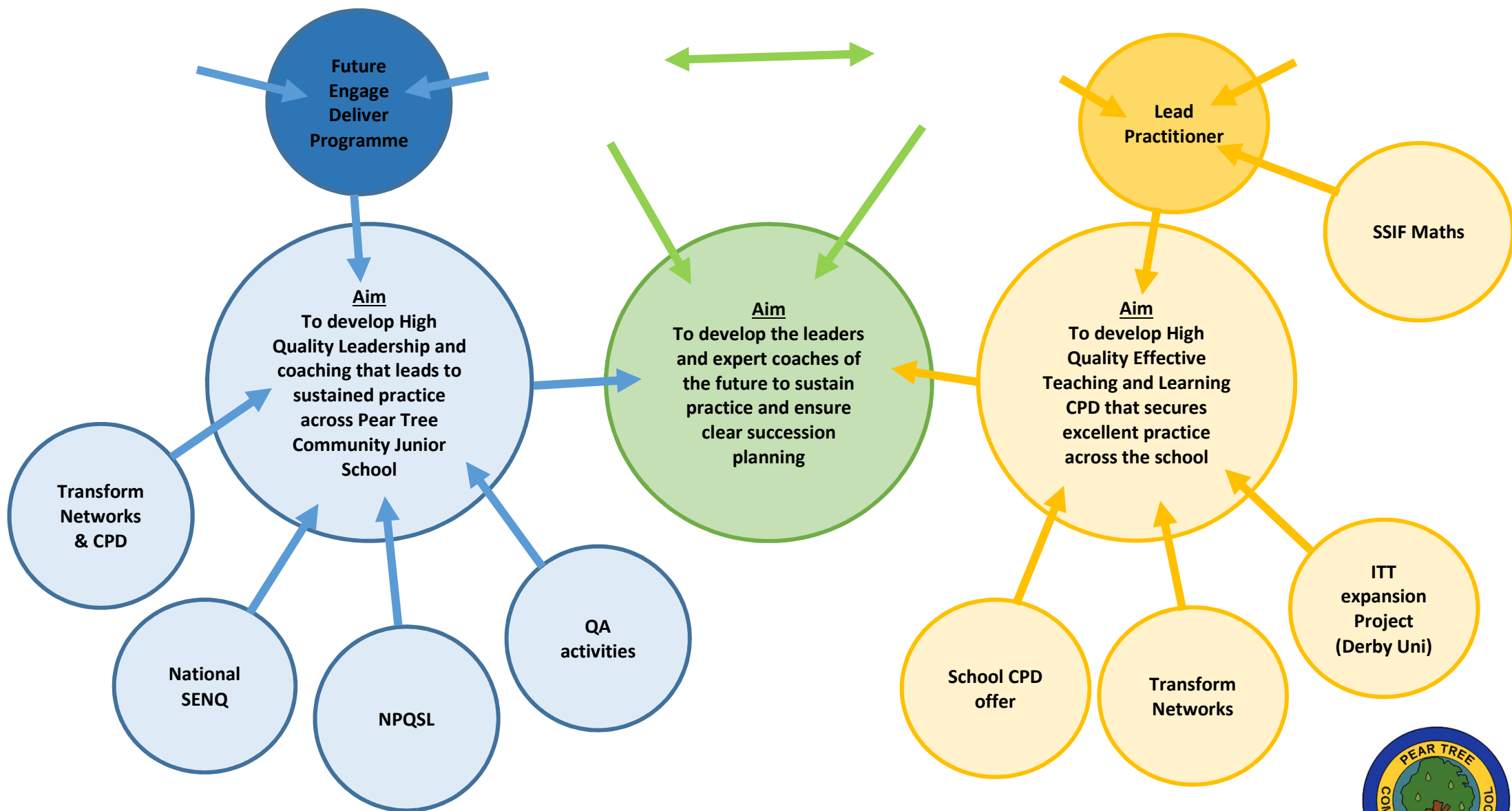
The CPD programme at all levels will see theory put into practice and embedded and sustained through a whole school coaching approach. The school will also ensure that all aspects of school Continuous Professional Development are aligned within the aims of the Collective Learning in Practice. (see model below)

Resources:

2 days a week of lead Practitioner time from Transform Trust
Lead Support Staff Associate Support at staff meetings
6 days of leadership Coaching through Fiona Moore (Inoji Ltd)

School CPD Alignment Model





Rationale:

Effective Teaching and Learning

To achieve the aims, we will implement a whole school CPD programme that will focus on a key area of teaching and learning rather than a subject focus.

As a school we have identified the following:

- Sequence of learning
- Structure and organisation of lessons
- Instruction
- Independent Learning
- Checking Understanding

The delivery of the programme will be through a series of linked staff meetings. Each staff meeting will be followed by a task for staff who will be supported by coaching & development sessions. (staff identified through the Early Career support programme will have an identified coach and a clear action plan). There will also be an opportunity for staff to take part in peer to peer support and lesson study models.

Lead Practitioner Support will include:

1-1 sessions

Team Teaching

Year Group Sessions

High Quality Leadership

Layer 1 – Senior Leaders

Senior Leaders will play a vital role in the process as well as developing their own leadership. Their roles will include:

1. Deconstructing the Professional Development Provided by Lead Practitioners
2. Role Modelling Practice/provide guidance and be a point of reference
3. Quality Assure Practice in School
4. Coaching and Mentoring of Teachers identified through the Early Career Support programme
5. Reflect on the implications for their wider role
6. Provide supervision for other coaches

Layer 2 – Middle Leaders

Middle Leaders will support the delivery of the programme and ensure that it is having maximum impact across the school. Their roles will include:

1. Shadowing Lead Practitioners in development sessions
2. Role Modelling Practice/provide guidance and be a point of reference
3. Quality Assure and monitor teacher practice (formal and informal)
4. Identify effective practice and where support is required

Layer 3 – Identify School Lead Practitioners

The school will identify strong practitioners who will share their expertise and coach others. Their role in the first two terms will be:

1. To reflect on their own practice and understand how and why it is effective?
2. Role model good practice through Pear Tree Open Classrooms/Open TA Sessions

Layer 4 – Teaching and Learning Practitioners

- 1 Apply the learning and see changes in practice
- 2 Unpick own learning and develop a process of reflection
- 3 Work alongside colleagues to support and develop own and others' practice

A clearly defined set of expectations will be created by coaches to ensure roles are explicit and allow effective Quality Assurance.

Expected Outcomes

To measure the impact of the programme and delivery against its aims we will see the following outcomes:

- Quality of teaching and Learning improved 100% good or better with outstanding practice seen in all year groups
- Lesson contents that are deliberately sequenced and scaffolded so all pupils access the learning
- Key Learning is modelled in a structured and clear way so that children can access learning throughout the session
- Books that showcase the learning and provide a resource to consolidate and revise learning
- Learning Environments that directly reflect current learning and effectively support children's ongoing learning
- Regular checks are made on children's understanding and checks are used to inform intervention and ongoing teaching
- Children are given explicit strategies to support independent learning behaviours
- An increase in the number of pupils accessing age related content

Staff Meeting Model – Spring 2019

Focus	Wednesday 9 th January	Wednesday 16 th January	Wednesday 23 rd January
Sequence	Introduction to sequencing Learning	Sequence – approach to maths planning	Sequence – approach to English planning
	Wednesday 30 th January	February 6 th February	Wednesday 13 th February
Structure	Maths book Structure	English structure of Learning	TeachMeet

	Wednesday 27 th February	Wednesday 6 th March	
Instruction	Maths Modelling	English Modelling (NB)	
	Wednesday 13 th March	Wednesday 20 th March	
Inclusion	Inclusive classroom – SEND/EAL (GD and C&L Hub)	Inclusive classroom – Behaviour	
	Wednesday 27 th March	Wednesday 3 rd April	Wednesday 10 th April
Checking Understanding	Effective use of knowledge Organisers (CE/CT/KS)	Effective use of knowledge Organisers (NB/RS)	Data Meeting

During the staff meetings we will consider and make reference to the topics discussed during the Partnership INSET: Retrieval, Spaced Learning, Cognitive Load, Metacognition and Questioning

Pear Tree School Improvement Strategy – Timelines

Date / Day	Staff Meetings / PD	In-school / class support – MARC [Key focus on supporting the development of Claire, Colette, Lorna & Kirsty]	In-school / class support – PHIL [Key focus on supporting the development of Ravi, Gurpreet and Andy]	TRISH responsibilities
Tues 12 Feb		Marc to meet with Claire Elliot to discuss progress to far in Maths and to think strategically about next steps		

Wed 13 Feb	STRUCTURED WRITING		Phil to meet with Ravi to discuss progress so far in English and think strategically about next steps	
Wed 27 th Feb	MATHS MODELLING	Marc in school – planning with Year 4 [Next steps: Colette to repeat this with Year 3] Support GD group with Mary Pratt	Phil Herd – team teach / work in-class with Hayley and Qamar	Separate Session - Multiple Representations with TA's
Wed 6 th Mar	ENGLISH MODELLING (led by Ravi and Natalie) – Phil to help them develop the session			
Thurs 7 th Mar		Colette to plan with Year 3 [8.45 to 10.30 am] Marc to 'oversee' planning session	Phil to cover Colette's class Phil to support in Qamar's class at 10.45 am (after the planning session) Phil to work with Ravi – future planning based on Reading conference	
Wed 13 th Mar	INCLUSIVE CLASSROOM (SEND / EAL) "How are SEND learners included well in all lessons?" Gurpreet and Inclusion Hub (Kirsty) to lead	Marc not in school	PM – Year 3 support + Qamar	W/C 11 Mar TW to do drop-ins during lessons with a focus on Inclusion & Behaviour
Thurs 14 th Mar			Phil AM only – working with Andy and Hayley (session focus TBC)	
Tues 19 th Mar		PM only – Planning with Year 5 + Coaching with Claire in prep for CP review (starts on the 20 th March)		
Wed 20 th Mar	INCLUSIVE CLASSROOM - BEHAVIOUR [Arvi and Gill Taylor (external speaker) to lead]		Reading monitoring (focus on planning only as CP review starts in the afternoon)	W/C 18 Mar TW to do drop-ins during lessons with a focus on Inclusion & Behaviour
Tues 26 th Mar		PM only – Work with Colette and Kirsty to plan their final staff meeting		

Wed 27 th Mar	CHECKING UNDERSTANDING THROUGH EFFECTIVE USE OF KNOWLEDGE ORGANISERS - MATHS Colette and Kirsty run staff meeting – using knowledge organisers and sequencing learning (for Primary Maths Specialist Gap Task 2 requirement)		Phil to support AS in pupil progress meetings.	
Wed 3 Apr	CHECKING UNDERSTANDING THROUGH EFFECTIVE USE OF KNOWLEDGE ORGANISERS - ENGLISH Natalie and Ravi to lead	PM only – planning meeting with Phil and AS to plan for next term	AM - Work with Ravi and Natalie to prepare / finalise staff meeting on knowledge organisers	

Coaching Model/Leadership Development

Coach	'Coachee'
Alison Merrills (NLE)	Andrew Sharp Arvinder Badwal
Fiona Moore (External Leadership Coach)	Forid Miah Natalie Bethell
Natalie Bethell (Deputy Head)	Hayley Collette (Amy Hassall – year 2)
Forid Miah (Assistant Head)	Qamar

	(Lorna – Year 2)
Mark North (Subject Specialist Lead Practitioner)	Claire Elliott
Phil Herd (Subject Specialist Lead Practitioner)	Ravi Saini/Natalie Bethell

Teaching Development Model

Teaching Lead	Teacher/s	
Phil Herd	Qamar Hussain Hayley Dolman	Andy Leek Gurpreet Dosanjh
Mark North	Collette Talbot Lorna Glenn	Kirsty Struthers
Natalie Bethell	Amy Hassall	Ravi Saini
Forid Miah	Parminder Belleh Vicki Farrell	
Andrew Sharp	Haleema Mayat	

Appendix 1

Pear Tree Junior CPD - Expectations of Coaches

As coaches within this piece of strategic Teaching & Learning CPD you will have several roles:

- Modelling the teaching practice that is expected of all the PTJ staff
- Providing coaching support to key members of staff in the process
- Learn about T&L practice and improvement so that you can lead future practice
- Develop own reflection and learning as a coach
- Provide supervision for other coaches

The expectations therefore are:

- Provide structured support and coaching to key members of staff
- QA and monitor the impact of the CPD across school
- Really understand the process of how to improve T&L
- Provide quality coaching and mentoring (and be able to choose the right one at the right time)
- Have ownership of monitoring
- Learn about the process of developing others
- Be able to identify learning from staff and lead/facilitate some of the CPD sessions
- Operate in "Leader" mode

Appendix 2

Coaching Development Self-Assessment

Name:

Date:

Please answer the following questions about your coaching experience:

1. Have you coached before? Yes No

2. If "Yes" – how much have you done and what sort of coaching?

3. How would you rate your coaching experience? On a scale of 1 – 10 where 1 = novice and 10 = expert coach

1 _____ 10

4. What structures and coaching models do you know?

5. How have you used these structures and models?

6. What feedback have you received from those you have coached?

7. What reflections have you got on you got on your coaching experience? Where do you feel you are strong?
What might you want to develop? How are you learning about coaching?

Rate yourself against these specific skills:

Skill	Rating 1 – 10	
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	1 = novice 10 = expert	Comments (not compulsory)
Listening		
Questioning		
Building rapport		
Giving feedback		
Empathising		
Use of silence		
Goal setting		
Challenging		
Preparation		
Reviewing learning		
Self-improvement		
Self-reflection		