



National Professional Qualifications

LEADING TEACHER DEVELOPMENT

BLOCK 1: LEADING IMPROVEMENT

Face-to-face training session *SAMPLE*

NPQ Leading Teacher Development

Block 1: Leading improvement

FACE-TO-FACE TRAINING SESSION (5 HOURS)

AGENDA

Session 1 (1 hr, 40 mins)

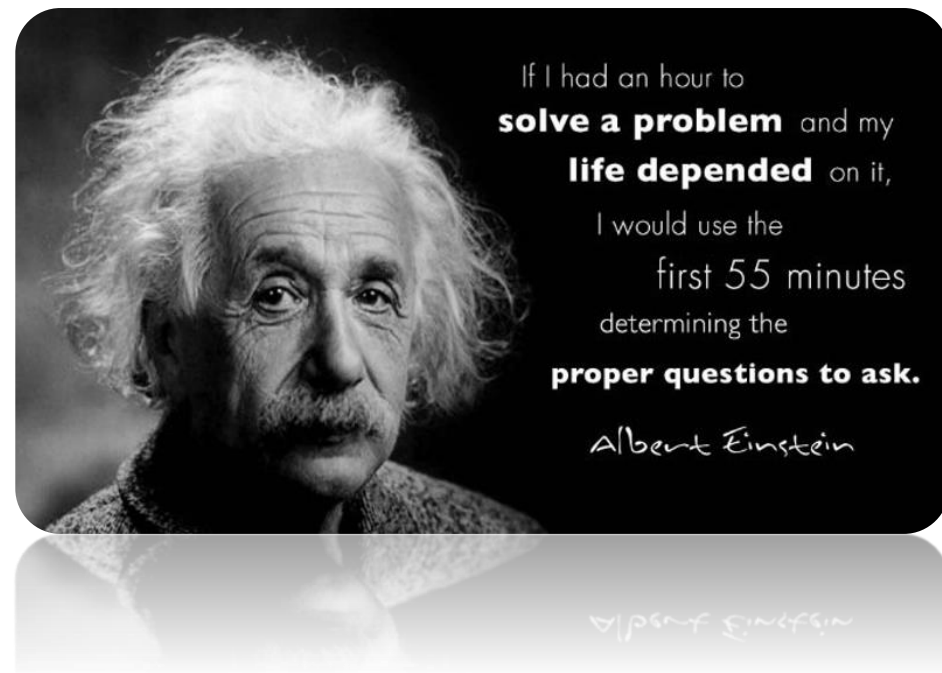
- Introduction to the qualification
- Introduction to effective professional development

Session 2 (1 hr, 40 mins)

- Self-assessment
- Action planning
- Developing a theory of change

Session 3 (1 hr, 40 mins)

- Putting evidence to work
- From theory of change to action
- Developing a cycle of diagnosis, action and evaluation
- Opportunities for deliberate practice on the day's learning
- Setting up micro-implementation tasks



PREPARATION REQUIRED FROM TRAINERS

- Familiarise yourself with the Block's content, in the context of the whole qualification.
- Make sure you have a good understanding of the research and evidence referred to in the training:
 - [Empowering leaders to make change happen through NPQs - Education Development Trust](#)
 - [National Professional Qualification \(NPQ\): Leading Teacher Development Framework \(publishing.service.gov.uk\)](#)
 - [Effective Teacher Professional Development \(learningpolicyinstitute.org\)](#)
 - [\(PDF\) Transformational and Transactional Leadership: Association With Attitudes Toward Evidence-Based Practice \(researchgate.net\)](#)
 - [Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute \(epi.org.uk\)](#)
 - [Putting Evidence to Work - A School's Guide to Implementation | Education Endowment Foundation | EEF](#)
- Collect information about phase and subjects taught by participants and use this to plan group work and how the content is delivered – the content must be relevant to the participating teachers.
- Read through participants' diagnostic assessment results prior to the session. Use the information to know where to place more emphasis within the session and where more explicit trainer instruction might be needed.
- Make sure you have a copy of the information sheet giving details and key dates for the training schedule, from the Delivery Partner.
- Ensure all participants have guest wifi passes so they can access internet on their phones/tablets/laptops to read some of the documents while on site. If this isn't available on site, the documents referred to will need to be emailed to staff in advance, or provided as print outs.
- Prepare resources needed: flip chart and board pens; ensure projection equipment is available and set up, and audio is working; Sample action plan handout; Action plan template handout; Micro-implementation task (MIT) handout; EEF sample plan handout

INTENDED OUTCOMES ARE FOR PARTICIPANTS TO:

Learn that...	Learn how to...
<ul style="list-style-type: none"> ● 2.4 Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for teachers are, and how these will subsequently impact pupil outcomes. Ideally, they should check whether teachers learn what was intended. ● 2.5 Whilst professional development may need to be sustained over time, what the time is used for is more important than the amount. ● 2.7 The content of professional development programmes should be based on the best available evidence on effective pedagogies and classroom interventions and aim to enhance capabilities and understanding in order to improve pupil outcomes. 	<p>Select evidence-based approaches and design effective professional development by:</p> <ul style="list-style-type: none"> ● 2d Identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus teachers' thinking on these essential components. ● 2g Breaking down complex CPD objectives into constituent components and scaffolding tasks around them, whilst ensuring that teachers can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach. ● 2h Aligning professional development with subject-, phase- and domain-specific curriculum materials to ensure generic components are applied appropriately across the curriculum.

Suggested timing	Resources/links required	Key points	Slide
...
		<p>Session 3</p> <ul style="list-style-type: none"> Outline the learning objectives for Session 3 and explain how this session and objectives are directly linked to the 'learn that' and 'learn how to's for the NPQLTD. Please personalise timings for the session as appropriate. 	37-38
		<ul style="list-style-type: none"> Explain the importance of the micro-implementation task (MIT) in the design of Education Development Trust suite of NPQs, and what the MITs are designed to achieve. Explain how each Block will have MIT tasks focusing on each of the four stages of the implementation process for effective professional development. 	39-40
15 mins	EEF's Implementation Guide	<ul style="list-style-type: none"> Their first MIT will be on theory of change and the 'Explore' stage of the EEF implementation process. Say the actual task will be explained later, but we will be looking at the knowledge needed for it now. Remind participants that they will have been reading and referring to EEF's Guide to Implementation in their self-study activities, so should have some prior knowledge. Emphasise that today will focus on Exploring what their professional development programme will be. 	41
		<ul style="list-style-type: none"> Explain that it is easy to jump straight into preparing to deliver a change, or in this case a new professional development programme, but it is absolutely essential time is devoted to diagnosing carefully what you focus on. Time must be invested in really exploring if this is the right focus for your school and how you could develop this area. Talk participants through the knowledge needed for their MIT. Recap from EEF how you would identify a key problem, pp12–15 in EEF Implementation Guide. Refer participants to <u>self-study 1.1f</u>, which looks at using data to inform decisions in more detail. Recap from the EEF how to explore your priority area in more detail, pp16–18 in EEF Implementation Guide. Recap the EEF fit and feasibility section, p19 implementation activity. 	42-45

20 mins	Putting Evidence to Work - A School's Guide to Implementation Education Endowment Foundation EEF	<ul style="list-style-type: none"> • Case study • Explain that participants will be doing a MIT collectively in the session. This will give them the opportunity for deliberate practice on theory of change and the EEF implementation guidance ahead of being set their own MIT on exploring this stage in more detail. • Within groups on their table, ask participants to work their way through the first part of the <i>explore</i> stage of the theory of change. Get participants to discuss this and record their agreements on flip chart paper. • Participants will have come into contact with this before, but can refer to pp12–15 for further detail in the EEF Explore section on identifying impactful priorities. • Participants will need to use laptops or smart phones to be able to access that document Putting Evidence to Work - A School's Guide to Implementation Education Endowment Foundation EEF. If participants are told to google EEF Implementation Guide, it is the top search result. • Ensure participants know you want specific discussions around the area of feedback and not just generic answers. 	46
		<ul style="list-style-type: none"> • Opportunity for deliberate practice on the theory of change. • Within groups on their table, ask participants to work their way through the second part of the <i>explore</i> stage of the Theory of Change. Get participants to discuss this and record their agreements on flip chart paper. • Participants can refer to pp16–18 for further detail on exploring part 2. • Ensure participants understand the need for this to be specific not hypothetical. On effective feedback, what would they read, what would they look at? 	47
		<ul style="list-style-type: none"> • Further opportunity for deliberate practice on the theory of change. • Within groups on their table, ask participants to work their way through the third part of the <i>explore</i> stage of the theory of change. Get participants to discuss this and record their agreements on flip chart paper. • Participants can refer to pp18–19 for further detail on the EEF Explore section on feasibility. Also encourage them to discuss what else they would read and where else they would look for information on this area. • Remind participants to be specific not hypothetical. 	48
		<ul style="list-style-type: none"> • Remind participants again how their understanding of theory of change will lead to them being able to implement change successfully, so they can turn the best educational ideas into practice in their focus area of effective professional development. This will result in better teaching and improved outcomes for pupils at their school. • Say their first micro-implementation task will help them turn theory of change into action. 	49

15 mins		<ul style="list-style-type: none"> ● Make sure participants have moved into their new groups before starting this activity. ● Opportunity for deliberate practice, and for putting evidence to work with others who will be working in a similar area. ● Ask participants to discuss and make individual notes on how they identify key priorities for their professional development programme in that area, e.g. what data do they need to look at? They can refer to the EEF document if that helps. ● Then ask them to discuss how they would explore programmes or experiences in this area – e.g. where would they look to for good research evidence (EEF for assessment? Evidence Based Education’s Great Teaching Toolkit for behaviour? Rosenshine for pedagogy?) – before having discussions about what professional development would look like for this. ● Participants don’t have to just do this from memory. They might want to use the internet to help them explore where they could find out about programmes or experiences to implement. 	50
10 mins	Read and share <i>Micro-implementation task (MIT)</i> handout	<ul style="list-style-type: none"> ● Ask participants via questioning if they can recall from the start of Session 3 what a MIT is. ● Provide participants with the Micro-implementation task (MIT) handout. ● Explain that their MIT is to complete the EEF’s Implementation Plan as their own theory of change. ● Talk them through, e.g. in the first column on <i>problem</i>, why they must identify what the problem is and say what data they have used to identify this. ● Explain that they should then complete the last column on final outcomes – saying what they want to achieve so they can work backwards from that. Emphasise that the outcome must be focused on improved pupil outcomes and not just the change. There must be a clear link between the change they are trying to implement through their professional development programme and rising pupil outcomes. ● Say that for the second column, although it is not recorded on the document, they are required to first complete comprehensive research around the different programmes and experiences available to implement. They should critically evaluate these findings before using their professional judgement to decide what would be most feasible for their school, and record in that box the ‘what’ they are going to do. ● Say participants need to keep hold of this research and reflections in a folder (digital or paper) as they will need to refer back to this at later dates. ● Next explain that having researched and evaluated what they are going to do, they need to focus on what the research says about ‘how’ is best to do this and record their evaluations for the best ‘how’ approach for their school. Again, explain they need to keep their research on this area in a folder. ● Now they know more about the ‘what’ and the ‘how’ they think would be best to implement in their school, participants need to complete the <i>implementation outcomes</i> column. This should explain what 	51

		<p>the success criteria would look like for actions and stages of the professional development change.</p> <ul style="list-style-type: none"> • This template was first introduced to participants in self-study activities on theory of change, so they should have seen it before but not have had any further detail explaining it yet. • Explain that participants need to think about the time they have to do this in, as they need to complete the template and have the opportunity to discuss it with their colleagues in school ahead of the live webinar. • Coaches – participants may have a coach to meet regularly with in school as part of their NPQ. Alternatively, the completed template could be discussed with their line manager, school professional development lead or head teacher. 	
10 mins	Read and share EEF sample plan handout	<ul style="list-style-type: none"> • Provide participants with the EEF sample plan handout, to first read individually and then discuss. • Give participants 5 minutes to silently read the sample plan and to think about the strengths and development areas against the objective. • Reiterate the importance of the final objective being linked to improving pupil outcomes for their MITs. It is important participants understand that they are aiming for improvements in pupils' outcomes and not just change, which can be a common problem with some professional development programmes. • Q&A: what are the strengths and what are development areas of this? 	52
10 mins		<ul style="list-style-type: none"> • Reiterate the importance of reflection in the professional development process and how it allows us to put evidence to work. • Explain to participants that they might find it useful to complete a reflective journal as they undertake the NPQLTD. Consider together what they might wish to write about today's face-to-face session and how they could continue this journal going forward. 	53

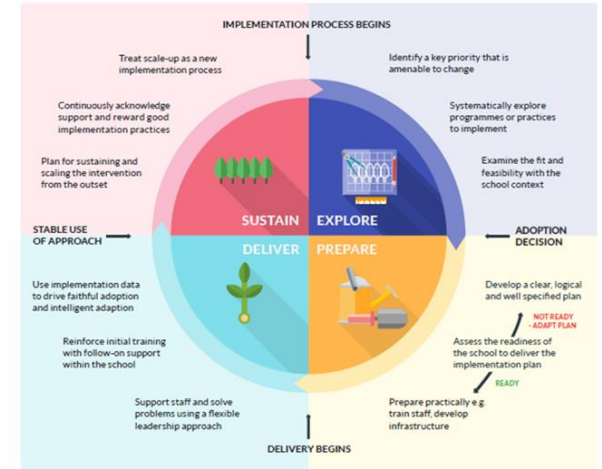
Session 3 learning objectives

- Work out how to explore what the **focus on any professional development** should be specifically:
 - Shared responsibility for **improving all pupil outcomes**
 - Priorities/approaches **aligning with school improvement priorities**
 - Inferences about teacher quality being **informed by multiple methods of data collection**
 - What and how being informed by the **best available evidence**
- Work out how effective professional development involves developing a **cycle of diagnosis, action and evaluation**
- Through **deliberate practice opportunities** see how theory and evidence connects and can be put to work
- Work out **what micro-implementation tasks are** and learn how they are designed to show how far staff are implementing the intended approaches learned

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MIT focuses

- Block 1: Exploring
- Block 2: Preparing
- Blocks 3 & 4: Delivering
- Block 5: Sustaining



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Explore programmes or experiences to implement



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Fit and feasibility for your school

- Does it focus on solving your priority? Does it align with wider school improvement priorities?
- Will it lead to better pupil outcomes in your school?
- Do the values and norms of the solution align with the school's?
- How motivated are staff to engage in this change?
- Are these staff sufficiently skilled for the change? If not, can we help them to be?
- Can we facilitate changes to processes and structures to allow it to work?
- How can you create space, time and effort for the new priority?



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