

NPQ for Headship Block 1&2 Micro-Implementation Tasks			
NPQ	Block	MIT	Duration
Headship	1	<p>Prepare a short presentation on the EEF's implementation process and share it with your senior leadership team at your next senior leadership team meeting. Use the questions below to facilitate a discussion around the implementation process and to what extent your school implements change effectively:</p> <ul style="list-style-type: none"> • Is enough time currently allocated to exploring identified issues and the possible approaches to address them? • How well is each phase of the process incorporated into the school's improvement strategy? • What are the strengths of the school's approach to implementation? • What are the areas for development in the school's approach to implementation? <p>Use your online notebook to summarise your findings and any implications for implementation in your school.</p>	1 hour
Headship	1	<p>The features of effective professional development</p> <p>Read the case study below, which features a school's continuing professional development plan for the year.</p> <p>Answer the following questions in your online notebook:</p> <ul style="list-style-type: none"> • How did the headteacher and professional development lead improve the effectiveness of the school's professional development offer? • How have they embedded the ECF in their school's professional development? • What could be the 'takeaways' for your own context? 	1 hour
Headship	1	<p>Include an agenda item at your next senior leadership team meeting that is about the extent to which the school has a supportive environment. You could use the following questions to structure the discussion:</p> <ul style="list-style-type: none"> • To what extent does your senior team know the evidence around the importance of schools having a supportive culture? 	1 hour

		<ul style="list-style-type: none"> • In what ways does your school demonstrate a supportive culture (e.g. coaching, opportunities for collaboration, the use of experienced staff, effective feedback, 'open to learning' culture)? • Are there any areas for development (e.g. coaching, opportunities for collaboration, the use of experienced staff, effective feedback, 'open to learning' culture)? • What actions might be taken to further develop your school's supportive culture? <p>Update your online notebook with a summary of your findings following the discussion.</p>	
Headship	1	<p>Review your school's key priorities. Use the questions below to assess how far each priority is based on a range of evidence:</p> <ul style="list-style-type: none"> • What data was used to confirm that the priority was indeed an issue? • To what extent was the data challenged and its strengths/weaknesses assessed? • What evidence was drawn on to inform the current improvement strategy? • Reviewing the evidence in this section, is there anything you will do differently when identifying and addressing priorities in the future? <p>Use your online notebook to record your findings and next steps.</p>	1 hour
Headship	1	<p>You will remember that after reading self-study section 1.1a, you shared the EEF's implementation process with your SLT. As you have learned in this section, designing a clear, logical and well-specified implementation plan is an important part of the 'prepare' phase, and your SLT should know the different elements and why a theory of change makes successful implementation more likely.</p> <p>Prepare a short presentation for your SLT on the structure and benefits of using a theory of change to lead improvements in your school. Use the stimulus questions below to facilitate a discussion on the use of implementation plans in your school.</p> <p>Summarise your findings in your online notebook.</p> <p>Stimulus questions:</p> <ul style="list-style-type: none"> • How is change currently mapped out and planned? • What are the long-, medium- and short-term goals for one of our key priorities? • What 'active ingredients' have been planned to achieve the outcomes? 	1 hour

		<ul style="list-style-type: none"> How is implementation being measured currently? What learning can we take from the EEF's Guide to Implementation? 	
Headship	1	<p>Developing the capacity of staff – distributed leadership</p> <p>Professional development is more impactful when conversations are tailored to the needs of the individuals involved. As a headteacher leading improvement, you have a responsibility to ensure that staff needs are being met through professional development.</p> <p>Schedule a meeting with a group of staff that represent the diverse range of experience within the workforce.</p> <p>Use the stimulus questions to facilitate a discussion that explores how well developmental conversations are tailored to the needs of the individuals:</p> <ul style="list-style-type: none"> To what extent does professional dialogue form a part of professional learning? What does professional dialogue look like in our context? How well are conversations tailored to individual needs? How could conversations be better tailored to the needs of individuals? <p>Summarise the findings of your discussion in your online notebook.</p>	1 hour

Headship	2	<p>In discussion with senior colleagues in your team, use an evaluation template like the example below to begin to reflect on the quality of teaching at a whole-school level, focusing on the six components of great teaching as suggested by research.</p> <table border="0"> <tr> <td>Key aspects of high-quality teaching</td> <td></td> </tr> <tr> <td>Key aspect</td> <td>What this looks like in our school</td> </tr> <tr> <td>Subject and curriculum knowledge</td> <td>Teacher modelling of</td> </tr> </table> <p>Given your particular school circumstances, identify together three key areas for improvement in the quality of teaching.</p> <p>Keep a note of your discussion in your online notebook.</p>	Key aspects of high-quality teaching		Key aspect	What this looks like in our school	Subject and curriculum knowledge	Teacher modelling of	1 hour
Key aspects of high-quality teaching									
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Headship	2	<p>Design a questionnaire or online poll to share with staff to gain their views about the school's vision and strategy for ensuring high expectations, and to reflect on their own expectations for pupil achievement in school.</p> <p>Consider how your leadership can influence and deepen staff's thinking about how their attitudes affect pupil progress and learning.</p> <p>Make some notes about this in your online notebook.</p>	1 hour
Headship	2	<p>Consistency and coherence when considering the development and implementation of a whole-school policy, programme or intervention are critical.</p> <p>Dedicate existing meeting time with members of your SLT to consider the extent to which:</p> <ul style="list-style-type: none"> • Staff are trained in key programmes and interventions (including teaching assistants, receptionists, lunchtime staff, and everyone else who interacts with children) • There is a sense of shared responsibility among staff and ideally pupils too (or are policies, programmes or interventions 'done to' the school community by leadership?) • Those in the wider school community (beyond the SLT and teachers) are involved • Impact is measured when implementing policies, programmes or interventions. <p>Make some follow-up notes in your online notebook as points of reflection and reference.</p>	1 hour
Headship	2	<p>In discussion with other senior colleagues in your team, use the following process diagram to map out initial ideas for achieving improvements in behaviour at a whole-school level.</p> <p>Given your particular school circumstances, decide together the three most important next steps you need to take in order to improve your leadership and management of behaviour.</p> <p>Keep a note of your discussion and decisions in your online notebook.</p>	1 hour
Headship	2	<p>Schedule some time to review your school's current anti-bullying policy, while reflecting on the key evidence referenced in this section.</p>	1 hour

		Prepare a short presentation to governors focusing on the current policy, and key changes and updates that you think might be required, based on your professional judgement in the light of the evidence you have explored in this section.	
Headship	2	Conduct a simple audit of the current parental engagement practices that are in place in your school, in order to assess what is working well and what is not. The results of this audit will enable you to consider what potential barriers exist, which will provide you with a clear starting point from which to move forward. You may want to create a questionnaire or use part of a scheduled meeting with parents in order to gather data.	1 hour