Specialised CPD programme pathways

Developing staff at Bedale High School

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam

If improving teaching quality opens the door to raising student achievement, CPD holds the promise of acting as a key. After all, John Hattie’s “Visible Learning: A Synthesis of over 800 meta-analyses relating to achievement” puts CPD as a large effect size on pupil achievement of 0.62, in the top 20 of all the practices analysed.

CPD has the potential to raise the bar and close the gap in pupil attainment.

Our CPD programme is planned not only to get our new staff up to speed and working at a very high level quickly, but also to deepen and further the knowledge of our existing staff. We aim to constantly provide opportunities for staff to collaborate and share their expertise with others both in and outside of departments. We hope to provide both support and challenge to our staff and, like we do in our curriculum; strive for personalisation in our CPD programmes.

All staff have collaborative planning afternoons on Wednesday where our core purpose of learning and teaching. Staff will plan student learning together.

So in short, our CPD is effective for staff development as it is increasingly targeted to build on existing teacher skills and is based not only on what we think effective teaching looks like, but on its impact on student learning and collaboration.
Induction programme

All teaching staff attend a two-day induction programme before school starts.

This involves a full-day whole school induction that covers school ethos, policies and procedures, including Child Protection, an introduction to our teaching and learning and pastoral models and ICT.

Day two is more focused within the department, where staff are given time to discuss class data, formative assessment, lesson planning, schemes of learning and general day-to-day practice and expectation.

Whole school formal induction then continues on a weekly basis throughout term one as part one group that contains both teachers and non-teachers. This programme is detailed in the staff induction packs. Each new teacher is assigned a school mentor that is intended to support any new staff through their transition through their first year.
CPD Pathway 1: NQT Programme – led by Mike Mills

The New Teacher Programme support package includes a programme of 10 sessions that focus on ‘the basics’ in relation to our model of T&L. Each NQT has the support of a subject mentor in their department as well as the whole school professional mentor.

Subject mentors and NQTs meet each cycle and NQTs are observed at least once each half term by their subject mentor and/or least once per term by the whole school mentor as required. Heads of department also carry out observations of NQTs as part of their monitoring and evaluation of departments.

The programmed support element involves weekly meetings that are tailored towards the needs of the NQT. However, the broad foci are...

2. Classroom climate and behaviour management.
3. Lesson planning using student data for progress.
4. Marking and feedback to enable progress.
5. Pastoral role in promoting pupil progress.
6. Engagement in the classroom.
7. MEA cycle at Bedale. What does it look like?
9. IRIS
10. Formal Review and Forward Planning
Developing Teacher Programme

led by the School Teaching and Learning Group

This group includes all our second year teachers and new-experienced staff to the school. This programme has been designed to deepen staff understanding and expertise in our teaching and learning model, including curriculum development.

There are six sessions (alongside the school induction programme) on

1. The Bedale Teaching and Learning Model
2. Lesson planning using student data for progress.
3. Marking and feedback to enable progress.
4. Using the vle, ICT and website to further progress.
5. MEA cycle
6. Individual meetings with MMi on feedback from HoDs, students etc and planning for next steps.
Advancing Teacher Programme 1 – Embedding Good
led by the School Teaching and Learning Group

The teachers invited on this programme are offered a bespoke pathway for their professional development. Observations, MEA Cycle or a lack of confidence may lead to a desire to gain more experience in certain areas.

Depending on need, the programme will expect observations of members of the same or other departments, initially with another senior member of staff to promote a discussion of effective learning. Work with other schools can occur here to look at good and outstanding practitioners.

Members on the programme are then expected to reflect on their practice and in most cases engage with IRIS observations.

It is the intention that, through the MEA cycle, observations, review, appraisal, in conjunction with the line manager(s) and IRIS if shared, these teachers are showing good progress with their students as a result of their continuing development.

There are six sessions (alongside the school induction programme) on

1. The Bedale Teaching and Learning Model
2. Lesson planning using student data for progress.
3. Marking and feedback to enable progress.
4. Using the vle, ICT and website to further progress.
5. MEA cycle
6. Individual meetings with MMi on feedback from HoDs, students etc and planning for next steps.
Advancing Teacher Programme 2 – Moving to Outstanding

..... Led by Mike Mills

The quality of teaching has got better and better, over the years, with far more good and now more outstanding teaching being observed through our formal lesson observation programme and MEA cycle.

However what needs to be done to embed this level of learning over time? If most students make better than expected progress in their learning then the lessons must be good. Reasons for this progress are then identified and these, and the process of engaging students, are planned into Schemes of Learning and lesson planning.

This pathway is for those teachers wanting to have a consistently clear impact on the learners in their classrooms, be it knowledge, understanding or skills. It is for those aspiring to show consistent and significant gains in the depth of all student learning.

Staff on the ATP2 are self-reflective and create their own bespoke pathway of development under the guidance of the Teaching and Learning Team.

Also, it is crucial to note that just turning up for work and bashing out a few lessons is not true ‘deliberate practice’ either. ‘Deliberate practice’ has some very specific qualities which differentiate it from mere ‘practice’, or what we typically deem ‘work’. This is what is key for schools when aiming for a successful Performance Development system for example. ‘Deliberate practice’ is not ‘mindless’ repetition, where a teacher uses the same resource or strategy willy nilly, in a loose ‘trail and error’. It is not trying lots of fun, new resources or teaching strategies out on a pliant group. Instead, it is about a deeply reflective process that is highly rigorous and specific.

There are six sessions on

1. What does outstanding mean for my subject?
2. How can I create the optimal classroom climate for learning?
3. Marking and feedback to enable optimal progress.
4. Effective teacher behaviours and skills for outstanding engagement, motivation and deeper learning?
6. Evidence based research and teaching.