Leading a Learning School

David Weston, 9th September
Cambridge Schools’ Conference, Cambridge
Helping teachers to help pupils
Support, trust, feedback & culture

The effect of leadership
What types of leadership help most?

Establishing goals and expectations
Resourcing strategically
Ensuring quality teaching
Leading teacher learning and development
Ensuring an orderly and safe environment

Audits of over 80 schools

Self-analysis

CPD QUALITY AUDIT SELF-EVALUATION

Please select the descriptor that best fits your organisation and its context. Please add any notes that will further explain your choice. You also have the option to add files which evidence your choice.

A. There is a clear vision of effective professional development in the organisation and its positive impact on pupil outcomes.

B. Leaders model and participate in CPD both formally and informally.

C. Staff feel that they have an input into the decisions made around the vision of the CPD across the organisation.

D. Staff feel free to take risks and innovate in their practice.

E. There is a culture of teaching and support staff welcoming peer observation and feeling welcomed to peer.
How do we unleash great teaching?
great teaching
great teaching

Camp-fire leadership

Responsive Learning
Responsive learning

All students

All outcomes
Responsive learning

Teacher learning responds to findings

Check impact on pupils’ learning
Responsive learning

Offer different perspectives & disrupt group-think

Bring implementation knowledge & examples from other settings
Responsive learning
An example

Growth mindset training

How can we get the learning to stick and have impact?
Version 1

- School leaders decide to make *growth mindset* a focus in training
- A senior leader creates a PowerPoint presentation and delivers in an after-school session
- Attendance is compulsory
- There is time for staff to discuss ideas and ask questions
- A summary is emailed around to all staff
- Use of *growth mindset* is included in pro formas for lesson observations
Version 2

- Leaders clear a space
- Small team of teachers identify starting points.
- The teachers attend a *growth mindset* session by an external expert practitioner
- The speaker provides ideas, tools, vision
- Teachers engage in sustained, responsive learning
- Leaders provide fuel and oxygen – they don’t smother
- Teachers check their own impact
Blogs, articles, social media and videos

Free cutting edge updates and ideas

APRIL 2016
NEWSLETTER

Professional development for improved recruitment, retention and outcomes

Dear [Your Name],

In this latest issue, we share cutting edge practice and research to implement in your school and at home, as well as some leading conferences for finding out more. Please do pass this email on to colleagues and encourage them to sign up.

Blog - Evaluating CPD: hard, but not impossible - Phil Stock

In this blog, [Your Name] takes a look at how he has adopted 'The Headteacher's 5 Levels of CPD' to improve the approach to evaluation at his school.

Analyzing each of the 5 levels for tools that they have used for different CPD activities and reflects on the nuances and screen for development for each.

Last chance: Conference - Building Effective CPD in schools

LAST FEW TICKETS: The Teacher Development Trust is proud to offer a packed day of high-quality workshops and discussions at Silverdale School, Edinburgh on Thursday 28th April.

Learn how to make your school a CPD destination. Implement and evaluate high-impact professional learning. Includes a keynote from the Department for Education's CPD Expert Group Chair, David Weston.
DEVELOPING GREAT TEACHING
Lessons from the international reviews into effective professional development

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- TDT on twitter: [@TeacherDevTrust](https://twitter.com/TeacherDevTrust)
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