

Growing great teachers

Our policy for professional growth

Signature of Andy Berry On behalf of sponsor		Date
Signature of Peter Elliott On behalf of Bridgwater College Trust		Date

Review by full Board of Trustees	27 th March 2019
Approval Date	
Policy Renewal Date	March 2021

GROWING GREAT TEACHERS

'Growing great teachers' is Bridgwater College Trust's professional growth policy that puts improving and maintaining the highest quality of teaching at the very heart of the process. It focuses on genuinely continuous professional development.

INTRODUCTION

The challenge to us all within the Bridgwater College Trust is to always improve, to always get better; to continually grow. We need to reinforce the status of our wonderful profession and promote teacher wellbeing in order to unlock the skill, passion and discretionary effort that undoubtedly exists within our teachers. The quality of our teaching is at the top of our agenda and we view our teachers as our greatest asset. Therefore, our professional growth processes exist to ensure that our teachers are able to be the very best they can be. This in turn leads to improved organisational performance as seen in improved outcomes for our students and our core purpose of ensuring that *'Every Child Achieves'*.

The Bridgwater College Trust has removed traditional 'performance management' and have replaced it with 'professional growth'; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.

This policy sets out the framework for a clear and consistent approach to the development of our teachers and our expectations in terms of the high standards to which all our teachers aspire. It is a policy based on professional trust. It is assumed therefore, unless evidence suggests otherwise, that Bridgwater College Trust teachers are meeting the Teachers' Standards.

PURPOSE

Our 'Professional Growth' policy outlines the approach that we take to help our teachers to become the very best version of themselves; supporting them to make the next steps but also creating a culture that encourages them to stay and grow with us.

Professional growth within this trust has several purposes;

- To build and enhance expertise, and secure continuous growth and improvement
- To enable reflection on strengths and successes, and areas for further growth
- To recognise and promote a culture of professionalism

Effective professional development is a core part of securing effective teaching. It requires a desire and willingness to continually improve with a shared commitment for teachers to support one another to develop so that our students benefit from the highest quality teaching. We cannot achieve this level of professional learning alone. This policy is designed to change the way we view accountability and professional development. It is a process that requires a commitment from all teachers to active practical and cognitive engagement in order to seek further growth in professional knowledge that provides solutions to the issues we face as teachers. Professional growth in the Bridgwater College Trust is 'done by' not 'done to' our teachers.

We have a sense of belief and pride that we can be the very best, driven by a sense of moral purpose and a desire to continuously improve. **We regard professional development as a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement. There can be no improvement without the teacher.**

Our 'Professional Growth' policy outlines the approach that we will take to help our teachers to become the very best version of themselves; supporting them to make the next steps in their

careers but also creating a culture that encourages them to stay and grow with us in the Bridgwater College Trust.

CONTINUOUS PROFESSIONAL GROWTH

Effective, and genuinely continuous, professional growth...

- has a focus on improving student outcomes
- builds and enhances knowledge and expertise to bring about changes in practice
- has a narrow yet significant focus
- acknowledges that knowledge and expertise is domain specific
- recognises that novice and experts learn differently
- focuses on what works, challenges existing assumptions and is, therefore, evidence-informed
- involves collaboration with colleagues and peer support
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching.

The education of our students is our first concern, and we are accountable for achieving the highest possible standards in work and conduct. The Teachers' Standards define the minimum level of practice expected of teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards also set out a number of expectations about professional growth.

Teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical and reflective;
- take responsibility for improving their teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how students learn and how this has an impact on their teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of their teaching;
- know and understand how to assess the relevant subject and curriculum areas.

EFFECTIVE PROFESSIONAL REFLECTION

Rather than starting with how to do professional development, we should be clear about what we hope to achieve and what teachers already know and do. Therefore professional growth involves effective reflection. Within this trust the Teachers' Standards form our benchmark for reflection, review and evaluation in order to ensure that our teachers identify areas for further growth and continue to maintain the level of competence that qualified them at the start of their careers.

As a solutions-focused trust, we need to ensure our practices focus on solutions, not problems, on finding answers within our colleagues rather than having imposed, often superficial, targets which all too often become forgotten. We also need to ensure that we help our teachers build on their strengths first before they start fixing their weaknesses. The evidence we use to reflect on performance and development will not be solely based on student data or a small number of lesson observations. **The Trust, therefore, will have no high stakes observations and rejects the notion that our teaching staff should be held to account for data-driven targets that no one individual can be solely accountable for.** Instead the Trust is committed to developing a professional culture which drives quality assurance from within; an enabling process rather than an imposed top down process.

EVALUATING YOUR PROGRESS

The Trust wishes to encourage a culture in which all teachers take personal responsibility for improving their practice through appropriate professional development. Professional growth will be linked to Trust, subject or phase improvement priorities and to the on-going professional development needs and priorities of individual teachers and, of course, the students they teach.

As long as our teachers continue to meet the Teachers' Standards and engage in the process of professional growth, pay progression will be automatic and not linked to any mechanism of traditional 'performance management'. We expect teachers to progress up the pay scale as the norm.

In order for our process of professional growth to be successfully completed the following criteria need to be addressed:

- Teachers will reflect on their successes, strengths and areas for further growth against the Teachers' Standards (Appendix A).
- Reflection on the Teachers' Standards at the start of the cycle will help to better establish an individual focus for professional growth which is then further detailed in the 'professional growth plan' (Appendix B). Each teacher, therefore, needs to carefully reflect on their current context, standards and practice to ascertain the most impactful development focus. The focus will then be discussed and established with the support of the teacher's line manager. To aid this discussion and the establishment of a challenging focus a script is recommended for use by line managers (Appendix C). This discussion will take place in October – see Professional Growth timeline (Appendix G). This focus is then sustained over a significant amount of time and all staff are required to engage in opportunities for learning and experimentation, reflection and evaluation, feedback and coaching. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded into teachers' everyday work practices.
- Teachers will regularly reflect on their progress of the 'professional growth plan' as they design lessons to purposely practise the focus of their ongoing learning and subsequently reflect on the effectiveness of any changes in practice.
- This sustained development work will be presented to subject or age group colleagues at the end of the cycle for the benefit of reflection, accountability and sharing effective practice. (Appendix D). See also Professional Growth timeline (Appendix G).
- All staff are also required to engage fully with any whole school/trust professional growth priorities.
- In addition, any Upper Pay Range teacher, TLR holder or member of staff on the leadership pay spine will have a goal linked to our Leadership Qualities Framework. This goal will be recorded on the leadership goal plan (Appendix E).

PROFESSIONAL GROWTH PLAN

What knowledge and skills do we need to address the learning needs of our students?

In order for our teachers to answer this question, they are asked to take control of their own professional learning and plan for how they will meet the needs of their class or a specific class; 'the professional growth plan'.

For professional growth to be truly continuous and sustained over time, each teacher formulates a 'professional growth plan' (Appendix B). This requires each teacher to reflect on current practice and subsequently build their expertise through sustained focused inquiry and frequent purposeful practice. Newly qualified teachers (NQTs) are not required to undertake this task as they have a separate programme of support and development.

This individual and unique plan will identify what we hope we will learn or do differently, and the approaches to achieve this; content and process. The professional growth plans also require our teachers to identify the possible impact of their work on students' outcomes although it is recognised that in the complex process of teacher growth, impact on students' outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing a teacher's practice will change the students' learning experiences and therefore impact their outcomes.

Improvement in students' learning is the central purpose of the process.

Therefore the 'professional growth plan' requires the learning to be ongoing and in depth as this is more likely to have far more positive impact on practice and outcomes for students than brief and superficial 'training' that lacks focus and context.

In the 'professional growth plan' a clear goal is set by each teacher – a focus on what to change or develop further with intended impact. We value the importance of autonomy and choice in the focus of each individual's development and we understand that providing staff with opportunities to substantially affect and direct their own goals, practice and inquiry is a powerful motivator. Our professional learning must be driven by an individual's motivation to become even better rather than being told what to do. Those teachers who set and monitor their own goals are those who will continue to grow as professionals. We will, therefore, provide effective training, opportunities and time that will give our teachers the chance to work on a focus of their choosing that positively affects the students they teach.

This focus for this bespoke plan will, of course, be chosen within parameters and our teachers are expected to connect their work to the class(es) taught and subject, phase, school or trust priorities. Knowledge and expertise is domain specific: expertise requires knowledge and skill in a specific area. **Any professional learning must therefore be as specific as possible to the context in which it will be used: to the subject, topic or year group.** With a clear goal and an assessment of what is needed to achieve it, support can be then focused on meeting those needs.

The 'professional growth plan' is a 'live' document and the expectation is that is reflected on and referred to frequently, adjusted where appropriate, but it always forms the basis of our continuous professional growth. A major part of our professional learning is trying out things in practice. Teachers are therefore expected and encouraged to purposefully practise; to design lessons that force them out of autopilot and ensure a deliberate focus on experimentation within their classroom. To ensure that growth is continuous and progress ensured, our teachers are expected to engage also with professional support.

PROFESSIONAL SUPPORT

Professional support will be available for all of our teachers so that they can continue to grow and develop. This support can take many forms; dialogue, conversations and co-planning, mentoring and coaching, analysis, feedback and observation.

Our teachers are therefore expected to create partnerships with others, including those with expertise, to support their professional learning and generate information about their progress so that they can monitor and adapt their learning. Teachers are expected to support and assist colleagues through structured opportunities to reflect by reviewing progress and helping the teacher to consider the effectiveness of their practice. The role of any member of staff when supporting a colleague is to push and challenge their thinking so that each teacher becomes an adaptive expert who is capable of continually growing; reflecting on, and expanding, the depth and breadth of their classroom expertise. Our teachers are encouraged to seek feedback from multiple viewpoints.

Feedback

Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. Any feedback for the teacher should therefore focus on the agreed development area and should be provided as soon as possible after any support or visit has taken place. Feedback from classroom observation should be feedback as information and where possible, and appropriate, be non-judgemental. The subsequent conversation is where the learning and action should take place and this structured professional dialogue focuses on the further development of an area of need for the teacher and/or their students. These conversations will be challenging yet respectful dialogue about improvement. Therefore, during this conversation the teacher and the 'coach' will always identify a next step; as feedback without goal setting, is just information.

Appendix F shows a possible structure for any feedback conversation.

Observation

The Trust recognises that lesson observation is a poor method for judging the quality of teaching. **Therefore, lesson observations will NOT be graded and will NOT be used as a single indicator of performance or as a single indicator for assessing whether the Teachers' Standards have been met.**

However, it also recognises that feedback from observing and being observed are essential to growing great teachers. Consequently lesson observation within the Trust has two main purposes:

- To help the teacher you are observing become even better
- To learn from the teacher you are observing

All staff are expected to engage with the available professional support as a means of further developing their own practice. If observation is the preferred method of professional support then the timing and focus for the observation will be determined by the teacher being observed. During the course of the year all teachers are required to receive feedback on their professional growth focus in order to build and enhance expertise, and secure continuous growth and improvement. (Timeline – Appendix G). Feedback enables reflection on strengths and successes, and planning of next steps necessary for further growth. Therefore, any professional support including observations of practice will be carried out in a supportive and developmental manner by a pre-designated colleague, usually the teacher's line manager.

Newly qualified teachers (NQTs) and those teachers receiving additional support will receive more professional support to enable more rapid growth. An individual teacher is free to request additional support to receive further feedback in order to support their continuing growth.

All teachers are expected to support and learn from colleagues. Therefore, during the course of the year, each teacher is expected to observe a colleague with the sole focus of going to learn from them. This visit will enable each teacher to identify possible next steps in their development based on the learning gained from their colleague. Teachers should be the drivers of their own professional collaboration.

Those with responsibility for curriculum development will also use professional support including classroom observations as a means of evaluating curriculum design and implementation. The length and frequency of any professional support or progress check will vary depending on specific circumstances.

UPPER PAY RANGE

The Upper Pay Range is a salary range available to qualified teachers who have been assessed as being eligible to be paid at this level. Moving on to the Upper Pay Range is often referred to as 'crossing the threshold'.

To move onto the Upper Pay Range our teachers must demonstrate that:

- They are highly competent in all of the Teachers' Standards and have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- They have fully engaged in the process of professional growth leading to an extensive knowledge of curriculum, assessment and pedagogical developments within their relevant phase or subject.
- Their achievements and contribution to their school are 'substantial and sustained'. We believe that as long as they have met the Teachers' Standards that they have met the 'substantial' criterion. The 'sustained' criterion should be two years or more working at this level. Our teachers do not, therefore, have to be at the top of the main pay range to apply for the Upper Pay Range.
- They have the potential and commitment to undertake professional duties which make a wider contribution to their school. This will often involve working beyond their own classroom and possibly their school to guide the professional growth of other teachers. This may include the sharing of good practice, mentoring and coaching, and providing demonstration lessons for less experienced colleagues. Upper Pay range teachers are expected to promote collaboration and work effectively as a team member.

There is no formal application process to move to the Upper Pay Range and our teachers will not be required to maintain a portfolio of evidence to support their application. As it is a voluntary process, teachers should make their headteacher aware that they wish to be considered to progress on to the Upper Pay Range. Applications can only be made once a year.

When teachers move on to the Upper Pay Range they must maintain this standard. The Trust will provide the support they need to be able to do this so that they continue to make a substantial and sustained contribution to the school and the development of their colleagues' skills for the benefit of all learners.

Progression within the upper pay range will be automatic as long as they continue to fully meet the Teachers' Standards, engage in the process of professional growth, and sustain a substantial and wider contribution to the school. We expect teachers to progress up the pay scale as the norm.

The challenge to us all within the Bridgwater College Trust is to always improve, to always get better; to continually grow as 'great teachers'.

**APPENDIX A
PROFESSIONAL GROWTH
REFLECTION ON THE TEACHERS' STANDARDS**

Post holder:			
Job title:		Salary point:	
Reviewer:			
Date:			
Is the post holder moving through Main Pay Scale?	Yes	No	
Is the post holder applying for Upper Pay Range (UPR) status?	Yes	No	
Is the post holder applying for pay progression through UPR?	Yes	No	

TEACHERS' STANDARDS

These standards are to be maintained to ensure movement from main pay spine (MPS) 1 through to MPS 6. They must also be maintained to ensure movement to and through the upper pay range.

Post holder:

This reflection should initially be completed by the post holder. Use the scale after each standards to reflect on how well you are doing against each standard and, most importantly, what you might do next to become even better. This can then be shared with your reviewer as a prompt for the review discussion and the subsequent setting of goals for further growth.

Reviewer:

Use the post holder's reflections on the standards to inform next steps and a possible focus for the 'professional growth plan'.

PART ONE: TEACHING A teacher must:	Current reality
1 Set high expectations which inspire, motivate and challenge pupils	
1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect.	0 1 2 3 4 5 6 7 8 9 10
1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
Next step(s):	
2 Promote good progress and outcomes by pupils	
2a. Be accountable for pupils attainment, progress and outcomes	0 1 2 3 4 5 6 7 8 9 10
2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
2c. Guide pupils to reflect on the progress they have made and their emerging needs	
2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study	
Next step(s):	

3 Demonstrate good subject and curriculum knowledge	
3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	0 1 2 3 4 5 6 7 8 9 10
3b. Demonstrate a critical understanding of the developments in the subject and curriculum areas, and promote the value of scholarship	
3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
Next step(s):	
4 Plan and teach well-structured lessons	
4a. Impart knowledge and develop understanding through effective use of lesson time	0 1 2 3 4 5 6 7 8 9 10
4b. Promote a love of learning and children's intellectual curiosity	
4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4d. Reflect systematically on the effectiveness of lessons and approaches to teaching	
4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
Next step(s):	
5 Adapt teaching to respond to the strengths and needs of all pupils	
5a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	0 1 2 3 4 5 6 7 8 9 10
5b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
5c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	

Next step(s):	
6 Make accurate and productive use of assessment	
6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	0 1 2 3 4 5 6 7 8 9 10
6b. Make use of formative and summative assessment to secure pupils' progress	
6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons	
6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
Next step(s):	
7 Manage behaviour effectively to ensure a good and safe learning environment	
7a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	0 1 2 3 4 5 6 7 8 9 10
7b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	
Next step(s):	
8 Fulfil wider professional responsibilities	
8a. Make a positive contribution to the wider life and ethos of the school	0 1 2 3 4 5 6 7 8 9 10
8b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
8c. Deploy support staff effectively	
8d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	
Next step(s):	

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	Current reality
1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	
1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	
1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	
1.3 showing tolerance of and respect for the rights of others	
1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	
1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	0 1 2 3 4 5 6 7 8 9 10
2. Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	
Next step(s):	

APPENDIX B

PROFESSIONAL GROWTH PLAN

The challenge is to always improve, to always get better.

NAME:	
REFLECTIONS	<p>When I'm at my best, what are my strengths? <i>Identified from my own reflections, results and data analysis and any feedback from my colleagues.</i></p>
	<p>What are my development needs? <i>Identified from my own reflections, results and data analysis and any feedback from my colleagues.</i></p>
NEEDS	<p>What are the learning needs of my class or a class that I teach? <i>What could I do better and more often that would help them make the most progress? What are the barriers to them becoming better learners?</i></p>
GOAL	<p>What do I intend to focus on so that my class make even better progress? <i>I need to focus on the learning needs of the students not just what I do as their teacher. I need to challenge myself too. How challenging is this goal?</i></p>
	<p>How will I know that I have been successful? <i>What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What's the ideal outcome? What's 10/10 look like?</i></p>
	<p>GOAL: By: I am: so that:</p>
REALITY	<p>How close to achieving this goal am I and what do I do already that helps? <i>Where am I on a scale of 0 – 10, where 10 is my ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way?</i></p>
	<p>0 1 2 3 4 5 6 7 8 9 10</p>
OPTIONS &	<p>How do I intend to achieve this? <i>What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</i></p>
SUMMARY	
<i>A summary of my intentions in no more than THREE words; the first one being an action verb.</i>	

Please email this Professional Growth Plan to your team leader once completed.

Retain a copy yourself.

APPENDIX C

Professional Growth - Establishing a challenging focus

Every year, each teacher is required to engage in a cycle of professional growth by focusing on one specific area of their teaching to enhance their expertise which hopefully leads to improved student outcomes. This focus is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching. This should be carefully chosen and a discussion using the GROW model is used to help ascertain this challenging professional growth focus. Invite your colleague to choose the area of focus as this creates a greater sense of autonomy in this development process.

GOAL

Establish the starting point.

1. What do you see as your skills and own development needs? Think about your own reflections on your current practice as well as feedback you may have had from colleagues.
2. What are the learning needs of the class you would like to focus on? What do you feel that you could develop further to enable all students to make even better progress?

When exploring the goal, encourage your colleague to build a detailed vision of future success.

3. What specifically do you want to achieve? What difference will it make to you and your students? What do you want to change?
4. How challenging is this goal? What will you need to consider to make this goal realistic and achievable? Where will your support come from?
5. Imagine you are successful. How will you know you have been successful? What specifically would be happening when you are successful? What's the ideal outcome? What's 10/10 look like? What are the benefits for you and what are the benefits for your students? How will it feel like to achieve this goal?

REALITY

Establish what is working already, and any strengths and successes that can be built on.

1. Where are you on a scale of 0 – 10, where 10 is your ideal? What have you tried so far? What's working already? What have you tried that hasn't worked?
2. How confident are you of achieving this goal?
3. What might get in the way of you achieving this goal? How will you overcome any barriers?

OPTIONS

Generate possibilities and options to achieve the goal as this creates greater autonomy.

1. What are your options for achieving this goal?
2. What else could you do? And what else?
3. What approaches do others take in similar circumstances?

WHAT NEXT?

Establish the focus and how to get started.

1. Which option is the best for you and the students? Which option excites you the most?
2. What do you intend to achieve? Confirm your goal (By... I am... so that...)
3. What knowledge and skills do you require to achieve this goal?
4. Who might support you? How can I help?
5. What are your first steps?
6. How will you monitor your progress, evaluate impact and identify area for further development?
7. How will you share your successes and challenges?
8. Summarise your intentions in three words.

APPENDIX D

PROFESSIONAL GROWTH PLAN: REVIEW

The challenge is to always improve, to always get better.

The impact of my work this year

Name:

REFLECTIONS

What did you intend to achieve this year?

What did you do to move towards achieving this aim?

IMPACT

What has the impact been of this work on the students' learning?

RECOMMENDATIONS FOR COLLEAGUES

What would you recommend colleagues to do if they focus on this area of development?

How could your findings be successfully implemented in other contexts?

Please email this review to your team leader once completed.
Retain a copy yourself.

APPENDIX E LEADERSHIP GOAL

The challenge is to always improve, to always get better.

Name:

GOAL:

Begin with the end in mind. What specifically do you want to achieve? What difference will it make to you and your students? What do you want to change?

Imagine you are successful. How will you know you have been successful? What specifically would be happening when you are successful?

REALITY:

What is working already? What have you tried that hasn't worked?

What might get in the way of you achieving this goal? How will you overcome any barriers?

OPTIONS:

What are your options for achieving this goal? What else could you do? What approaches do others take in similar circumstances?

WIN COMMITMENT?

By...

We are...

So that...

What are your first steps?

How will you monitor your progress, evaluate impact and identify area for further development?

Summarise your intentions in three words.

Please email this Leadership Goal to your line manager once completed.
Retain a copy yourself.

APPENDIX F

Professional Growth – Feedback conversations

The challenge is to always improve, to always get better.

PRAISE:

Linked to previous action step to validate the teacher's previous effort.

PROBE:

Start with a probing question that narrows the focus to a specific part of the lesson.

IDENTIFY THE ISSUE & ACTION STEP:

4 levels of possible support.

- Teacher identifies the problem
- Coach asks scaffolded questions
- Coach presents classroom data
- Coach states the issue directly

PRACTISE:

If appropriate, practise there and then.

PLAN AHEAD & SET A TIMELINE:

Fit in with future lessons.

Weekly objective?

LOCK IT IN:

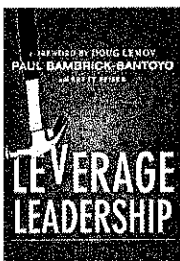
Confirm their understanding by...

...asking them to summarise feedback.

...asking them to prioritise the most important parts of the feedback.

...asking them to identify the next action they'll take to implement the feedback.

From 'Leverage Leadership' by Paul Bambrick-Santoyo



APPENDIX G

Professional Growth Timeline

September

Reflection and analysis:

- Analysis of your results and data.
- Analysis of your current class or classes to ascertain their issues and needs.

October

Preparation for the Professional Growth discussion:

- Reflection on the Teachers' Standards.
- Draft your Professional Growth Plan.

Professional Growth discussion with your line manager:

- Sharing of reflection on the Teachers' Standards and subsequent next steps.
- Reflection on last year's Professional Growth Plan, if appropriate.
- Establish 'Professional Growth Plan' focus and compose this year's plan.
- If appropriate, reflect upon last year's leadership goal and establish this year's goal.

November

Research and practice

- Check assumptions, initiate research and practice of your professional growth focus.

Professional support and progress check-ins

- Focused on your 'Professional Growth Plan' and undertaken by your line manager who will help you establish if the goal is appropriate and, if it is, how you have started and what impact this focus has had so far. An opportunity for feedback, professional dialogue and establishment of your next steps set within GROW structure.
- Update your 'Professional Growth Plan', if appropriate.
- Staff development lead collate next steps in order to plan for further support.

January

Research and practice

- Continue research and practice of your professional growth focus and include an opportunity to learn through observing colleagues' practice.

Mid-February

Reflection, review and sharing

- An opportunity to share the progress you have made so far with your professional growth focus with your respective age, phase or subject teams at a designated team meeting.
- Review of 'professional growth plan' and progress within the Teachers' Standards.

March/April

Research and practice

- Continue research and practice of your professional growth focus.

May

Professional support and progress check-ins

- Seek feedback on your professional growth focus to help inform your end of cycle review.

June / July

End of cycle review, reflection and sharing of recommendations

Complete a write up of your Professional Growth Plan, share with your team and send to the staff development lead.

