



## Kingsmead Teacher Development

Papay and Kraft (2014) outline strong levers for teacher development.<sup>1</sup> They outline six and we divide them into:

- Prerequisites
- Developing capital
- Powerful Professional Development

### Prerequisites

Before one even establishes the ways in which professional development can have impact, one needs to consider the context for it, and their three main prerequisite levers for this are the following.

1. Consistent order and discipline
2. School culture based on trust
3. Supportive School Leadership

| Prerequisite                                                                                                                                                                                                                          | Kingsmead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b><u>Consistent order and discipline:</u></b> the extent to which the school is a safe environment where rules are consistently enforced and administrators assist teachers in their efforts to maintain an orderly classroom</p> | <p><b><i>'Pupils behave well in lessons and around the school at breaktimes. They show positive attitudes to learning and are attentive to their teachers. Teachers apply the school's behaviour policy consistently. This means that there is very little low-level disruption and pupils can focus on learning.'</i> OFSTED 2022</b></p> <p>Please feel free to check the behaviour policy. It is far longer than most as it is not just a policy, but also a statement of approach that outlines how we teach children how to behave and maximise the chances of that happening. Ultimately, little positive can happen in a school unless children are clear on what is expected and everyone expects them to do it.</p> <p>While we serve an exceptionally deprived area (bottom 20% in the IDACI mapping) and an area that has a high prevalence of youth and violent crime, one would never know it from visiting the school.</p> <p><b><i>'Pupils feel happy and are safe. Leaders have high expectations for pupils' behaviour. Pupils are polite and courteous.'</i> OFSTED 2022</b></p> <p>We work hard to create a school that children will want to feel a part of, but we also have key non-negotiables and clear routines and approaches that produce the consistency and predictability through which everyone can thrive. We have a considerable staffing and use of external agencies to support children who are struggling to cope. We have centralised our detention system to ensure certainty of sanction, but we also leave enough space for positive relationships to develop. Everyone is treated as a person.</p> |
| <p><b><u>School culture based on trust:</u></b> the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement</p>                                             | <p><b><i>'Leaders have a transparent approach. The headteacher has shifted the culture to one of openness and collaboration. Teachers are confident they are valued and supported, and as a result are more able to meet students' needs.'</i> Challenge Partners 2023</b></p> <p>We have been heavily influenced by the desire to move away from an adrenaline and dopamine fuelled approach to raising standards.</p> <p>If one is careful to recruit great people who are committed to student achievement while creating the environment in which they should flourish, then they will.</p> <p>The school motto of 'Practise to Perfect' applies to the adults just as much as the children. Fear of blame and recrimination is a barrier to a sense of responsibility and collaboration. Please refer to the leadership approach and expected behaviours and leadership skills documents for further details.</p> <p><b><i>'Leaders create an atmosphere of mutual trust for lasting results in improving the provision.'</i> Challenge Partners 2023</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

<sup>1</sup>[https://scholar.harvard.edu/files/mkraft/files/kraft\\_papay\\_-\\_prof\\_env\\_teacher\\_development\\_eepa\\_full.pdf](https://scholar.harvard.edu/files/mkraft/files/kraft_papay_-_prof_env_teacher_development_eepa_full.pdf)

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| <p><b><u>Supportive School Leadership:</u></b><br/>the extent to which school leaders support teachers and address their concerns about school issues</p> | <p><b><i>'Leaders are passionate about school improvement. School staff share the vision and values of leaders and governors.'</i> OFSTED 2022</b></p> <p>It is hugely important to us that teachers can flag what their needs are or what the issues might be so that a response can be given, plans made together and actions be taken. This is allied with the culture of mutual trust and respect mentioned above.</p> <p>It was harder to achieve formally during COVID or the urgent actions that needed to be taken after, but given the culture of trust, it is easy for colleagues to flag what is going on or challenges they are facing without fearing that they will be blamed or leaders will not listen. This happens informally in every day interactions</p> <p>Within departments colleagues are actively encouraged to flag what the issues are. Wellbeing surveys are taken very seriously and are given comprehensive responses. Two large changes that came from them in 2021-2022 were the changes to the school day to create frequent department time for collaborative planning and the shifting of assessment windows to distribute them better across the year.</p> <p>In 2022-2023 we have created a staff action committee that will meet regularly across the year with a cross section of colleagues and school leaders to discuss anything that is coming up as an issue and to use as a sounding board for potential changes to school policy. What colleagues say about the school is factored in to the school development plan and they are invited to join working groups on how to approach the challenges we face.</p> <p><b><i>'Leaders and governors have sought ways to engage with the views of staff, and to support staff in managing their workload.'</i> OFSTED 2022</b></p> |
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### **Developing Professional Capital**

If those three things are in place, then teachers can develop effectively. Without those three things then any teacher development will either not happen or be compromised in its depth and lasting impact.

If they are, there then it is worth starting to think about what practical steps help people get better. Taken again from Kraft and Papay are two further practical levers that create the correct environment for development to continue and professional development to land on fertile ground.

- Peer Collaboration
- Effective Teacher Evaluation

| Practical Steps                                                                                                                                                                         | Kingsmead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b><u>Peer Collaboration:</u></b><br/>the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;</p> | <p><b><i>'...scheduling time for curriculum development and changing the timings of the school day.'</i> OFSTED 2022</b></p> <p>One of the values of the school is collaboration and with very good reason. Peer-collaboration is key to ongoing development and – incidentally – one of the most efficient ways of making the development needs based: senior leaders can spot trends over time in the practice of colleagues in a department or across the school, but never have the capacity to directly involved themselves in the practice of colleagues in a way that is direct enough or sustainable in their absence.</p> <p>Of course one should provide direct development where needed, but the bigger journey is - as Hargreaves and Fullan argue - a long-term approach to building professional capital (as a product of human, social and decisional capital). They suggest that school leaders ‘...need to know how to identify, select and connect their people’ and this is what builds a culture of learning and a sustainable school with a culture of excellence. They are a bit fuzzy on the implementation (see our chosen principles below) but the notion is sound.</p> <p>We have moved to create more spaces in which colleagues solve problems together for themselves and hold one another accountable: frequent formal departmental time and teaching and learning communities followed by peer observations, middle and senior leadership meetings focused on horizontal conversations rather than top down expectation. More broadly, this relates back to leaders who listen and a culture of trust, It requires bracing oneself to avoid thinking in terms of weeks and months, and instead in terms of years.</p> <p><b><i>'Middle leaders enjoy collaborating with one another, and some departments use part of the extra time for reading and research around their subjects.'</i> Challenge Partners 2023</b></p> |
| <p><b><u>Teacher Evaluation:</u></b><br/>the extent to which teacher evaluation</p>                                                                                                     | <p><b><i>'Leaders are passionate about school improvement.'</i> OFSTED 2022</b></p> <p>Another value of the school is rigour, which is especially important when it comes to evaluating and improving performance. Sometimes however, organisations and their leaders mistake rigour for simply ensuring compliance to a narrow range of policies and/or in intermittent high stakes episodes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p><i>provides meaningful feedback that helps teachers improve their instruction, and is conducted in an objective and consistent manner</i></p> | <p>Compliance to policies is of course essential and if a colleague is clearly not meeting a standard then there must be intervention. However, for the vast majority of colleagues, too much judging <i>their overall performance</i> rather than discussing their step by step <i>progress</i> is counter-productive.</p> <p>What a colleague needs is a discussion and direction about the manageable steps they are taking, based on a predictable, consistent and shared understanding of what makes for excellent impact. That is why we provide clear frameworks for success as a school and there is an emphasis on both instructional coaching and peer observation.</p> <p><b><i>'The renewed senior leadership team have a clear vision for the improvement of the school and have been implementing this in a systematic and reflective way. They know what is going on and are very clear about the strengths of the school and where it can become even better.'</i> Challenge Partners 2023</b></p> |
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### **Powerful Professional Development**

If these two things are in place, on top of the general cultural pre-requisites of strong discipline, a school culture based on trust and supportive school leaders, then professional development will land.

| <p><b><u>Professional Development:</u></b><br/>the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teachers' instructional abilities;</p> | <p><b><i>'Staff appreciate the investment the school has made in their professional development. Early career teachers feel well supported in developing their teaching skills.'</i> OFSTED 2022</b></p> <p>Ultimately, once school leadership has created the prerequisites for professional development to be successful, the only way it can be is if enough time is created and the way it is done is sufficiently thought through.</p> <p>In addition to the development in place for those at a specific moment in their career, at Kingsmead there are four main mechanisms for professional development that align with the principles of building professional capital above.</p> <p>Each of these things aim to have four elements derived from 'What are the Characteristics of Effective Teacher Professional Development? A Systematic Review &amp; Meta-Analysis' by Sims et al (2021)<sup>2</sup></p> <table border="1" data-bbox="464 1093 1264 1294"> <thead> <tr> <th>(Instil) Insight</th> <th>(Motivate) Goals</th> <th>(Develop) Techniques</th> <th>(Embed) Practice</th> <th>Outcomes</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>Revert to old habits</td> </tr> <tr> <td>X</td> <td>X</td> <td></td> <td></td> <td>Knowing-Doing Gap</td> </tr> <tr> <td>X</td> <td></td> <td></td> <td></td> <td>No impact</td> </tr> <tr> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>Misapplication</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>Potential Impact</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1) Whole school structures for ongoing development of knowledge and understanding (INSET days aligned to the school priorities, ongoing safeguarding training etc.) which largely serves to frame what we are doing and why.</li> <li>2) Departmental time at the end of the day to develop curricula, reflect on impact and solve problems together, as well as dedicated departmental time as and when it is required by teams.</li> <li>3) Teaching and Learning Communities across the year with a focus on specific elements of practice, followed by peer observation and reflection at the next meeting.</li> <li>4) Incremental coaching, which is a more intense and tighter cycle of development involving close working with an excellent teacher.</li> </ol> | (Instil) Insight     | (Motivate) Goals | (Develop) Techniques | (Embed) Practice | Outcomes | X | X | X |  | Revert to old habits | X | X |  |  | Knowing-Doing Gap | X |  |  |  | No impact |  | X | X | X | Misapplication | X | X | X | X | Potential Impact |
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| (Instil) Insight                                                                                                                                                                                                            | (Motivate) Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | (Develop) Techniques | (Embed) Practice | Outcomes             |                  |          |   |   |   |  |                      |   |   |  |  |                   |   |  |  |  |           |  |   |   |   |                |   |   |   |   |                  |
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| X                                                                                                                                                                                                                           | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                  | Knowing-Doing Gap    |                  |          |   |   |   |  |                      |   |   |  |  |                   |   |  |  |  |           |  |   |   |   |                |   |   |   |   |                  |
| X                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  | No impact            |                  |          |   |   |   |  |                      |   |   |  |  |                   |   |  |  |  |           |  |   |   |   |                |   |   |   |   |                  |
|                                                                                                                                                                                                                             | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | X                    | X                | Misapplication       |                  |          |   |   |   |  |                      |   |   |  |  |                   |   |  |  |  |           |  |   |   |   |                |   |   |   |   |                  |
| X                                                                                                                                                                                                                           | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | X                    | X                | Potential Impact     |                  |          |   |   |   |  |                      |   |   |  |  |                   |   |  |  |  |           |  |   |   |   |                |   |   |   |   |                  |

Overall, our belief is that if one creates the right school environment (good discipline, culture of trust, supportive leaders) focus on elements that will lead to developing professional capital (extensive peer collaboration, effective and objective evaluation) then use forms of professional development that are coherent and reflect those values (see above) while *also* ensuring they have the elements that lead to success.

### **Career Specific Development**

In addition, depending on the stage in their careers, their interests and needs, teachers can also engage in the following pathways, which support staff in improving their practice either in the classroom or in developing their leadership skills.

<sup>2</sup> <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics>



As a standalone academy we have the autonomy to develop relationships with a variety of individual organisations to develop career specific pathways. A substantial part of this is our relationship with the Harrow Collegiate Alliance, who started around many 'Outstanding' Teaching schools in Harrow and are now a group of 27 schools who pool their resources around professional development.

These organisations provide additional professional development that complements the pathways outlined above:

- The National College of Teaching
- The Harrow Collegiate Alliance teacher development programmes
- The Ambition Institute fully funded NPQs
- The Chartered College Certificate in Evidence-Informed Practice (up to 10 staff are accepted per year)
- PIXL Training
- Challenge Partners