



Guidance

Curriculum and
Standards

Key Stage 3

National Strategy

Sustaining improvement:

A suite of modules on Coaching, Running networks and Building capacity

**School Senior
Leadership Teams
and LEA Strategy
Managers and
Line managers**

Status: Recommended

Date of issue: 10-2003

Ref: DfES 0565-2003 G

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

department for

education and skills

creating opportunity, releasing potential, achieving excellence

Key Stage 3

National Strategy

Sustaining improvement:

A suite of modules on Coaching,

Running networks and Building capacity

Participant's pack

department for

education and skills

creating opportunity, releasing potential, achieving excellence

Acknowledgements

Improving School Effectiveness, Louise Stoll, Eds. John Macbeath and Peter Mortimore, Open University Press, 2001

Preparing for Change: Evaluation of the Implementation of the Key Stage 3 Strategy, Louise Stoll et al., DfES, 2003

Disclaimer

The Department for Education and Skills wishes to make clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this document, whether these are in the form of printed publications or on a website.

Contents

Management guide	5
Appendix: Key tasks for senior leaders	10
Module 1: Coaching (Part A)	13
Appendix: Coaching – a guide for school senior managers	23
Module 1 handouts	26
Module 1 OHTs	34
Module 2: Coaching (Part B)	39
Appendix: Coaching conversation – script commentary	47
Module 2 handouts	60
Module 2 OHTs	66
Module 3: Running networks	67
Module 3 handouts	77
Module 3 OHTs	90
Module 4: Building capacity	91
Appendix 1: Pre-course reading	100
Appendix 2: A review of capacity	103
Appendix 3: A repertoire of dissemination strategies that also build capacity for sustainability	106
Appendix 4: Additional reading	108
Module 4 handouts	109
Module 4 OHTs	119

Management guide

Introduction

Sustaining improvement includes a suite of four modules designed to help schools embed the gains they are making through their involvement in the Key Stage 3 Strategy and associated school improvement activities. It is intended to support schools in increasing their collective capacity for sustainable change and improvement. The suite of modules has been written to support staff development because this is the most crucial factor in sustaining school improvement.

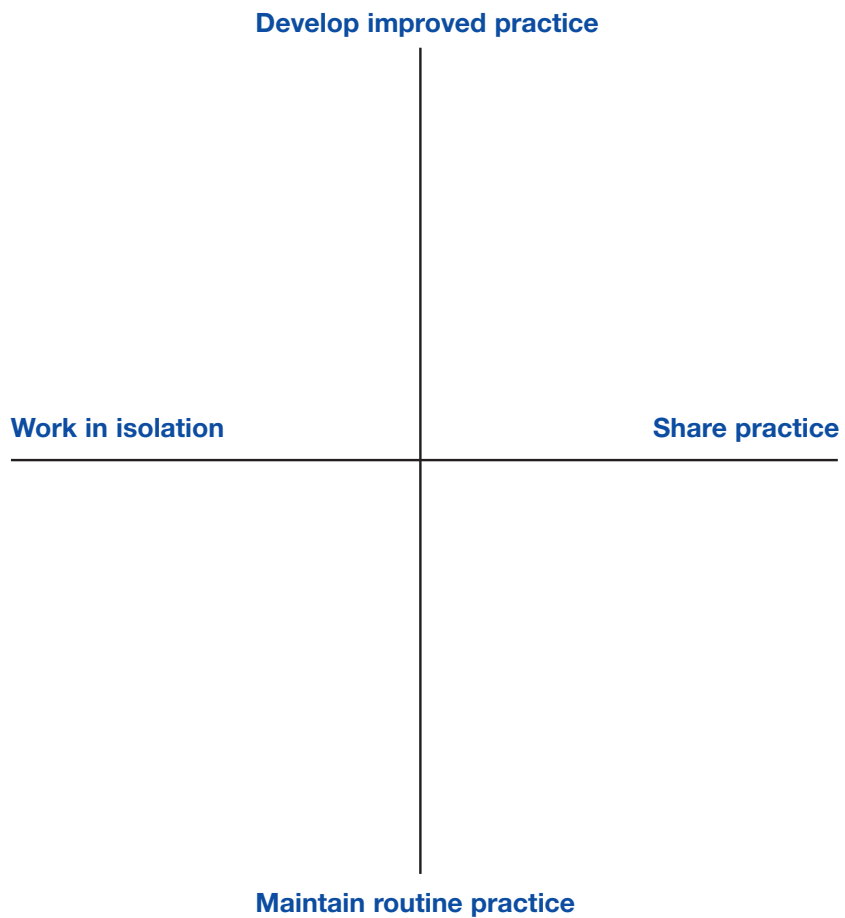
Successful schools build infrastructures for staff development within their day-to-day arrangements. These include devoting portions of the school week to staff development activities such as curriculum development and implementation, discussion of teaching and learning approaches, regular classroom observation, on-site coaching and networking of teachers.

The best practice in continuing professional development (CPD) activity provides an opportunity for teachers to gain understanding, see demonstrations of the teaching and learning approaches they may wish to explore, and have the opportunity to practise them in a non-threatening environment. However, the research evidence is very clear that skill acquisition and the ability to transfer learning to everyday teaching and learning contexts require 'on-the-job' support.

The key components of effective staff development are listed below. When used in combination they have much greater impact than when used in isolation:

- presentation or description of theory, skill or strategy;
- modelling or demonstration;
- practice in simulated or real classroom settings;
- structured and open-ended feedback;
- peer coaching to support application and embedding of practice;
- collaboration with other teachers to share and extend practice.

The relationship between collaboration among teachers and the development of improved practice can be considered using the grid shown on the next page. The extent to which individual teachers, and the school as a whole, can move up the vertical axis is determined by the extent of the effective collaboration between teachers, indicated by the horizontal axis. A school which is able to locate its professional development activities in the top right-hand quadrant is most likely to have the capacity to sustain improvement in the future. It is in this context that the Strategy believes that work on coaching, running networks and building capacity is central to whole-school improvement.



The challenge is to share and embed existing and developing good practice across the school. In essence, does the school have the infrastructure to ensure that a successful experience that one teacher may have in exploring a different approach to teaching and learning in a single lesson can be 'scaled up' and embedded in whole-school practice?

What does the Sustaining improvement suite contain?

There are four different modules:

- Module 1 Coaching (Part A)
- Module 2 Coaching (Part B)
- Module 3 Running networks
- Module 4 Building capacity

The modules develop a number of key ideas.

Coaching

- Coaching is a three-part process: a pre-lesson discussion which supports planning, an observed lesson and a post-lesson discussion/analysis.
- Coaching can focus on a wide range of teaching and learning strategies and techniques as well as broader issues of lesson organisation, e.g. questioning, explaining, cooperative group work, peer assessment, improving motivation, etc.
- A coach is not a universal expert, but someone with expertise in a particular area; peers can coach each other on different issues.
- Coaching is a confidential process based on trust.
- The coached teacher is encouraged to be reflective and so does as much of the analysis as possible. This ensures that the coached teacher does not become dependent on the coach indefinitely.
- Coaching is often at its most powerful when the people involved teach different subjects.

Running networks

- A network is a group of teachers, often with different specialisms, who meet formally.
- Networks are an important means of creating regular collaborative learning.
- They usually require a focus, such as exploring an aspect of teaching and learning, producing materials, preparing an INSET event, writing a publication, etc.
- Networks go through cycles based on specific projects. Once one is finished there may be a lull before a new focus is established.
- New people have to be introduced carefully into successful networks.
- Someone needs to take responsibility for leading and managing a network; rarely do networks run themselves.
- A network is a powerful mechanism for supporting learning but networks must guard against becoming a clique.

Building capacity

- Effective leadership and management can build the capacity of departments and schools to change and improve themselves.
- Effective capacity building involves developing expertise, increasing self-awareness and self-confidence, improving collaboration, enhancing ways of working and changing culture.
- Building capacity operates at different levels (individual teacher, department/team, whole-school).

- Building capacity involves members of every level of an organisation in continued and systematic learning.
- A wide range of activities can contribute to building capacity, such as training, collaborative trialling, coaching, networking and self-evaluation.

The specific objectives of the modules are shown in the table below.

Module title	Objectives
Coaching (Part A)	<ul style="list-style-type: none"> ■ To introduce the basic principles of coaching ■ To understand a model for accelerating teacher development through coaching ■ To introduce methods of descriptive, focused lesson observation to support coaching
Coaching (Part B)	<ul style="list-style-type: none"> ■ To understand the principles of establishing trust in a coaching relationship ■ To understand the principles of coaching conversations
Running networks	<ul style="list-style-type: none"> ■ To outline the role of networks in school improvement and professional development ■ To understand the principles of running networks ■ To provide practical advice on running networks ■ To understand important conditions for professional learning
Building capacity	<ul style="list-style-type: none"> ■ To promote a wider understanding of the importance of building capacity in improving pupil outcomes, developing teacher expertise, enhancing departmental effectiveness and supporting wider school improvement ■ To develop skills of analysis which enable teachers to evaluate the capacity of their department and school ■ To create an understanding that the capacity of a department or school to improve can be built through careful management of ways of working and changes in internal culture ■ To develop a knowledge of the repertoire of different activities that can enhance a school's capacity for improvement

How can the modules be used?

Trainer and audience

The training modules are intended to be delivered by senior leaders in schools, drawing on the support provided by the LEA. The school's Key Stage 3 strategy manager might be the appropriate person to do this, but equally it could be other senior leaders with responsibility, for example, for teaching and learning or professional development. The target group for the training is likely to be teachers who have expressed an interest or those who have been nominated or selected for the training. For example, the coaching modules

could be directed at advanced skills teachers (ASTs) or other selected teachers; the building capacity module could be directed at the senior leadership team or the subject leaders. It is unlikely that the materials would be suitable for use for whole-staff training.

Sequence

The two coaching modules are closely linked and it would not be sensible to use just one of them. With the exception of these two modules, the rest of the modules are free-standing. Consequently they can be used independently of each other. The senior leadership team will need to consider which of the modules fits best with the school's current stage of development. If more than one of the aspects of *Sustaining improvement* are seen as being relevant, then it will be important to consider how the training is phased.

Leading and managing the process

The Strategy is committed to the following core principles of school improvement:

- Focus systematically on the priority for improvement that is likely to have the greatest impact on teaching and learning.
- Base all improvement activity on evidence.
- Build collective ownership through leadership development.
- Create time for staff to learn together, to make performance more consistent and effective across the school.
- Embed the development work throughout the school's systems and practices.
- Collaborate with other organisations.

These core principles apply well in the context of the *Sustaining improvement* modules. In particular, if an approach such as coaching is being introduced for the first time, time must be allowed for the process to be understood and then embedded in practice. The approaches and strategies included in the suite of modules should be seen as medium- to long-term investments and not those that are likely to produce 'quick wins' in the short term.

Consequently, the responsibility for leading and managing change will need to be seen as an on-going commitment which extends well beyond the delivery of the training.

Some of the key tasks for senior leaders which specifically relate to coaching, running networks and building capacity are included in the appendix to this management guide.

Appendix

Coaching – key tasks for senior leaders

- 1** Select your coach or coaches. Discuss your possible candidates with LEA personnel.
- 2** Be clear about the training that is being proposed – check date clashes with the school calendar. If you are starting with one person then check with the LEA whether your coach can be teamed up with someone from another school. It is possible that you might already have someone trained as a coach through CASE (Cognitive Acceleration through Science Education) or CAME (Cognitive Acceleration through Mathematics Education). It is still advisable that they attend the training.
- 3** Ask one of the Key Stage 3 LEA staff to come into school to discuss the training and how it should be implemented in school. Or if the LEA is holding a briefing for schools then attend. You need to know as much as possible.
- 4** Choose a pedagogical focus. There have been instances of coaches being trained without such decisions being made.
- 5** Consider who will be coached. You might have two teachers trained and in the first instance they could coach each other. Otherwise look for volunteers; people who will be genuinely interested in learning from a colleague. Consider volunteering yourself to be coached – it will send an important message to the rest of the staff.
- 6** To develop any depth a coaching relationship needs to go through at least three cycles, preferably more. This will require cover, so plan where this will come from or how it will be paid for.
- 7** Stay close to the process – watch a coaching session, talk to the coach and coached teacher, go to feedback sessions. This is important – make coaching a priority (do you have any more effective mechanisms for sharing practice that really work?). Arrange for the coaching pair(s) to report to the senior leadership team (SLT).
- 8** Consider how you will integrate coaching with performance management and the school approach to professional development.
- 9** Consider drawing up a coaching agreement that sets out expectations and which might be signed by coach, coached teacher and a member of the SLT. An example is set out in the appendix of Module 1. It should not be copied blindly; each school needs to consider designing its own to meet its own circumstances.
- 10** Evaluate the process, perhaps through the coaching agreement, subject to confidentiality. Don't assume that it is working and meeting your needs as a school.

Running networks – key tasks for senior leaders

- 1 Think carefully about why you want to establish a group or network – what broad purpose does it serve and how does it link to the school's development plan and goals?
- 2 In selecting a group leader make sure that the person has the time and skills necessary. However, also try to ensure that there is a sense of collective ownership and leadership. Rotate tasks, expect members to contribute and lead on sub-tasks as a way of developing wider leadership.
- 3 Write the network or group into the school development plan, so that its role and resources are visible and secured and there are expectations of its outcomes. Revisit this as the group develops.
- 4 Agree meeting dates well in advance and put them in the school calendar.
- 5 Plan how and when the group's work will feed into the school's INSET programme.
- 6 Don't just invite middle and senior managers – invite some newer teachers who may have important contributions to make based on their initial training or previous schools. Keep an open door to the group.
- 7 Identify the skills, experience and expertise of members of the network (and perhaps the whole staff) and keep a central record of this.
- 8 Ask group members to feed back on training and conferences that they attend.
- 9 Consider using the school's intranet as a place to publish outcomes from the group.
- 10 Invite governors to attend and contribute, where appropriate.
- 11 Consider how coaching and building capacity, as outlined in the companion modules, connect with the running of a teaching and learning group.
- 12 In the absence of another focus, try the following as a starting mechanism:
 - Select a source of practical teaching ideas, such as a book from a popular CPD provider, or one of the Key Stage 3 training folders such as *Literacy across the curriculum*.
 - For each meeting select an appropriate chapter or module and ask group members to read it prior to the group meeting.
 - Discuss it at the meeting, perhaps with someone taking the lead who has some expertise or knowledge in the area.
 - Identify the issues for classroom use and agree that everyone will try one of the ideas in the source material before the next meeting.
 - Compare experiences at the next meeting and discuss whether and how the outcomes will be taken forward.
 - Meanwhile group members may have read the next module or chapter so that a new idea may be tried – thus a module or chapter could be spread over one or two meetings.

Building capacity – key tasks for senior leaders

- 1** Provide a sharp focus for development activity which will engage staff and directly impact on teaching and learning and pupil achievement.
- 2** Build learning partnerships at every level and set aside time for the partnerships to function. (This could involve coaching, mentoring, 'buddying' as well as more conventional partnerships such as departmental teams.)
- 3** Make sure collaboration extends beyond and across previous working links.
- 4** Help teams and individuals minimise peripheral tasks in order to create more time to focus on the core developments.
- 5** Review and, if necessary, modify internal systems, structures and meetings to support the collaborative structures that you are promoting.
- 6** Ensure you have a group of influential teachers to champion the changes that are made and act as a 'critical mass' which can sustain momentum.
- 7** Encourage change in all classrooms – create a culture in which risk-taking is welcomed and supported.
- 8** Ensure training has impact by routinely building in collaborative experimentation with sufficient time for ideas to be implemented.
- 9** Use outside support to provide additional support, challenge and as a means of encouraging reflection.
- 10** Model a reflective practitioner approach in your own teaching and talk to others about your own successes and failures and what you have learned.
- 11** Consider how these developments link with the school's approach to performance management.

Module 1 Coaching (Part A)

Objectives

- To introduce the basic principles of coaching
- To understand a model for accelerating teacher development through coaching
- To introduce methods of descriptive, focused lesson observation to support coaching

Intended users

- Teachers and senior leaders with responsibility for teaching and learning, raising attainment, teaching and learning styles, professional development.
- Advanced skills teachers, advisory teachers and advisers

Resources

You will need:

- Handouts 1.1 – 1.9
- OHTs 1.1 – 1.4
- Flipchart and pens
- Statements for the activity in 1.3 (cut up, and either put in an envelope or clipped together)
- DVD
- DVD/Video for the Foundation Subjects training folder

Timing		
1.1	Introduction	10 minutes
1.2	A model for developing effective practice	10 minutes
1.3	Using the model	25 minutes
1.4	Discussing the model	20 minutes
1.5	What is coaching?	10 minutes
1.6	Assisting planning	10 minutes
1.7	Classroom observation	30 minutes
1.8	Planning observation	5 minutes
Total		120 minutes

Notes for presenters

In offering a coaching course you are tapping into latent demand for a form of professional development that is not widely available. It can be easy to generate interest. Coaching is that sort of topic that most people have heard of but don't know much about. It sounds attractive.

It is recommended that school strategy managers (SMs) are involved in the planning of the modules and their follow-up. Three questions might usefully be considered by SMs:

- 1** Do your potential coaches have the right combination of skills?
- 2** Do they have a focus or area of expertise for their coaching?
- 3** Can the school implement the process satisfactorily and how will it sit with other professional development, school improvement and performance management processes?

On **question 1**: The SM might discuss potential coaching candidates with LEA staff. It cannot be assumed, for example, that all advanced skills teachers (ASTs) will be suitable. It is important to remember that a bad coach is probably worse than no coach at all. It is also worth discussing who will be coached and how they will be selected – having volunteers is preferable.

On **question 2**: A coach should have an area of skill, expertise or knowledge that will be the basis of their coaching and they should come to the module(s) with this clarified. Discourage the view that a coach will be able to coach anything. Possible areas of focus for coaching include:

- assessment for learning, particularly areas such as peer assessment, self-assessment, the use of criteria for assessment, feedback, assessment through observation, oral assessment, assessment of group work, etc.;
- teacher repertoire such as questioning, explaining, modelling and managing plenaries;
- the effective use of starters;
- challenge, engagement and motivation, which might include the use of visual, auditory and kinaesthetic (VAK) teaching techniques;
- literacy – reading, speaking and listening and especially extended writing, which is an issue in most subjects;
- numeracy – data collection, data handling and interpretation are key areas;
- teaching thinking skills;
- managing group work and collaborative talk;
- drama techniques;
- the use of Philosophy for Children and Community of Enquiry;
- mind-mapping;
- teaching mixed-ability classes or SEN, EAL, gifted or talented pupils.

On **question 3**: Schools need to recognise that a coaching cycle may involve supply cover for 3 lessons: a pre-lesson planning meeting, the coached lesson and the post-lesson reflection session. Potentially this involves 5 periods of cover for the two teachers. Schools should be discouraged from cutting corners too much on this. Certainly a coach may already have time built into their timetable for such activities because they fulfil a parallel role. However coaching will not survive if it is routinely done in non-contact periods, at lunchtime and after school. It is high-quality professional development and has to be treated as such. It may be seen as expensive but many teachers report that it is the most effective form of professional development.

Schools might consider whether those teachers who are coached will also go through existing performance management procedures, or will coaching replace that process? An important issue in this context is that for coaching to succeed fully, it needs to be essentially confidential. Without doubt those schools adopting coaching should write it into their School Development/Improvement Plan.

In short, coaching is not a quick fix; it needs to be part of a school's long-term improvement plans. The appendix provides further guidance for school senior managers on making coaching work effectively.

It should be noted that the two coaching modules do not constitute a complete course. Rather they offer an overview and a starting point. Further training and support are likely to be required. Once coaches start work it would be valuable to have at least two meetings to compare experiences, air problems and share possible solutions. It is also important that there should be a process of quality assurance in the deployment of coaches. This might be through coaches videoing their work with the agreement of the coached teacher, and passing this back to the trainer. It might be through confidential evaluations by the coached teachers. There are advantages in organising a meeting for coached teachers in which the coaching process is explained.

As a final point – there is a bridging task on lesson observation between the two modules. It might repay you to contact participants in the interim period to jog their memories about the task.

1.1 Introduction

(10 minutes)

<p>Objectives</p> <ul style="list-style-type: none">■ To introduce the basic principles of coaching■ To understand a model for accelerating teacher development through coaching■ To introduce methods of descriptive, focused lesson observation to support coaching	<p>OHT 1.1</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

Introduce the session by showing OHT 1.1. Explain that coaching is a powerful model of professional development. It has long been concluded that much professional development has been ineffective in changing classroom practice – it has not reached inside the classroom. There are many reasons why changing one's practice is difficult, not least because one is giving up some of the routines that make lessons run smoothly.

Evidence from the USA suggests that coaching is, by far, the most effective form of professional development, when measured by impact on student attainment.

By training coaches to work within and across subjects in sharing and developing pedagogical skills, a school will also be building its capacity to improve practice in the long run. The training of school coaches fits closely with the DfES's document (DfEE 0071/2001) *Learning and Teaching – A strategy for professional development*. Show OHT 1.2 and distribute the identical Handout 1.1.

Learning and teaching – a strategy for professional development OHT 1.2 / Handout 1.1

Activities that impact on classroom practice:

- 1 Opportunities to learn from and with other teachers, in their own or other schools:
 - by observing colleagues teaching and discussing what they have observed;
 - through collaborative enquiry into real school improvement problems, drawing on best practice in developing solutions;
 - by taking part in coaching or mentoring.
- 2 High-quality focused training on specific skill areas, underpinned by excellent teaching materials, and direct support to apply this learning in the classroom.

Furthermore, research shows that successful professional development is characterised by opportunities to:

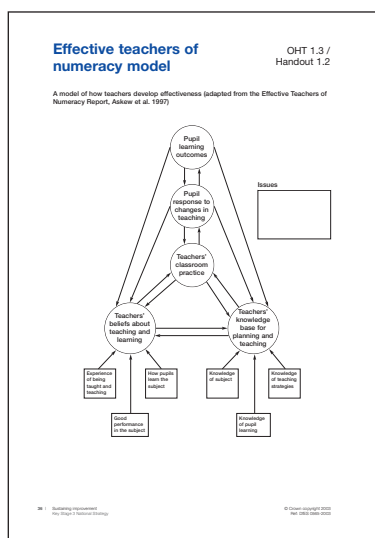
- experiment with new ideas;
- understand the rationale behind those ideas;
- have explicit coaching and feedback;
- reflect on practice;
- work with the close support of senior leaders and headteachers;
- participate in wider teacher networks.

© Crown copyright 2005
Ref: 0565-2005 Quality Standard
Key Stage 3 National Strategy

Go briefly through the bullet points on OHT 1.2 and emphasise that coaching can provide a structure in which most of these characteristics can be realised, especially when supported by school management.

1.2 A model for developing effective practice (10 minutes)

Show OHT 1.3.



Explain that the model presented was developed in a research project entitled *Effective Teachers of Numeracy* (1997, Askew, M., Brown, M., Rhodes, V., Johnson, D. and William, D.). It was used to explain how the most effective teachers acquired their effectiveness. As such, it provides a model of how teacher expertise is developed and how this process can be supported and developed. The model suggests that practice develops through the interaction of teachers' knowledge for planning, their beliefs, their classroom practice and pupils' responses. The model has been adapted from the original. Pupil outcomes have been added to make the point that pupil achievement is unlikely to be substantially improved unless planning and practice are changed with some effect on pupil response.

Explain briefly that continuing professional development may not necessarily offer teachers any new teaching strategies to inform their teaching and that where approaches are offered, there is often not adequate support to carry them into their classroom teaching.

1.3 Using the model

(25 minutes)

Explain that this section is based on two tasks, one designed to show how the model might be applied. The next section (1.4) explores some key questions about coaching that arise from it.

Activity: Mapping statements

Distribute instructions (Handout 1.3), model (OHT 1.3/Handout 1.2) and statements for the exercise (Handout 1.4). Go through the instructions carefully, with the model (OHT 1.3) still displayed. If necessary talk through the possible placement of several statements. Stress that the precise location of the statements is not crucial. If possible, copy the model onto an A3 sheet to make placing the statements easier.

Instructions for mapping statements Handout 1.3

Each of the statements comes from a history teacher (Amy) who has been coached by a science teacher called Gary. After discussion, place the statements, where possible, on the most appropriate place on the model. There is also a box labelled 'Issues'. For example, Statement 3 might be placed on the feedback arrow from 'Classroom Practice' to 'Knowledge for Planning'. Remember:

- 1 There is no correct answer.
- 2 Place statements on the arrows or the circles – their precise position is not crucial.
- 3 Some statements may be put under 'Issues'.
- 4 Some statements may not fit at all.

When you have placed most of the statements, number a selection of them in a time sequence – i.e. this happened first (1), which led to this (2), then that (3) and so on. It will not be possible to include all statements in the time sequence.

Statements for mapping Handout 1.4

Statements need to be cut up and given out with an A3 copy of the model. Each piece of paper needs to be relatively small.

1 The quality of the pupil discussion in the 'odd one out' activity was very striking. Some of the boys who are often a bit of a problem really got into it.	2 Gary helped me plan the lesson. He gave me some sensible advice about the instructions for the task and helped put together some ambiguous sets to encourage different answers.
3 Gary was very positive in the coaching session, but he made me think about how I rounded off the lesson. Although he said good things, he made me think very hard – I am a bit nervous about my teaching now.	4 I find that the objectives I write now are much more specific in terms of improve pupils' abilities and I think much more clearly about what needs to be done to help them. It's like shedding an old skin and having a new one.
5 Oddy, I think I understand some of the words much better now – I hadn't thought much about words like 'colony' for a long time.	6 It has really made me think a lot about the questions I ask. Now I'm really interested in what they think – I used to find out that class rather than just checking to see if they know an answer.
7 The INSET on thinking skills gave me clarity of ideas but I was uncertain about how to turn it into a lesson in my subject.	8 The video showed me things that I just had not noticed – apart from my accent, I could see that that discussion, even when I was not there, was really gripping, really clarifying their knowledge of the words.
9 In the lesson, I really concentrated on encouraging different answers to each question. I had an idea of what my answers would be. I kept saying, 'Has anyone else got a different answer?' I knew some had.	10 It was a bit annoying, actually very annoying, when Gary was taken for cover when we had planned to do the post-lesson session.
11 The issue now is, how do I get the rest of the department to see that it's not that they would be against it, but I know that they are busy.	12 This way of teaching reminds me of one of my favourite teachers at school – she would get on arguing about characters in plays. That was why I loved English.
13 Marion, the deputy head in charge of professional development, doesn't really know what we are doing. Gary and I set this up informally as I knew he had been trained as a CSE coach.	14 One of the best things was a boy who has been on report. Two lessons running really know what we are doing. Gary and I set this up informally as I knew he had been trained as a CSE coach.

© Crown copyright 2003
Ref: DfES 0565-2003

It may be necessary to explain the 'Odd one out' activity. Pupils are given sets of three or four words that are important in a unit of work. They have to decide which is the odd one out, backed by a clear reason.

The task on Handout 1.3 is likely to generate much discussion, some tangential. Accept this as healthy but give some time reminders.

Indications of possible location of statements are given below to support feedback, but other interpretations are possible:

- 1 Pupil response
- 2 Planning through to teachers' practices
- 3 Arrow from pupil response back to planning
- 4 Teachers' planning

- 5 Teachers' planning
- 6 Teachers' practice
- 7 Arrow from knowledge of teaching approaches to teachers' planning
- 8 Arrow (feedback) from pupil's response to teachers' practice
- 9 Teachers' practice
- 10 An issue
- 11 An issue
- 12 Teachers' beliefs
- 13 An issue
- 14 Pupil response

1.4 Discussing the model

(20 minutes)

Conduct a whole-group discussion using the questions on OHT 1.4 as prompts.

Questions about coaching OHT 1.4

- How did Gary help the history teacher (Amy) before the lesson?
- Apart from doing the activity, what aspects of her classroom practice did Amy change?
- How is the process of change making her anxious?
- What do you think motivates her to continue being coached and developing her pedagogy?
- How is her planning changing as a consequence of being coached?
- What are the barriers and problems in making coaching work?

Some possible responses to questions are:

- **How did Gary help Amy before the lesson?**
Gary gave advice about instructions and constructing sets for the 'Odd one out' activity.
- **Apart from doing the activity, what aspects of her classroom practice did Amy change?**
She asked more open questions and encouraged pupils to offer contrasting answers. She has become more interested in pupils' reasoning behind answers.
- **How is the process of change making her anxious?**
She is more self-conscious during lessons and has to concentrate on what she is doing. She is being forced to think hard about her teaching and she is concerned about disseminating her developments to her colleagues.
- **What do you think motivates her to continue being coached and developing her pedagogy?**
She is learning and improving her practice. Pupil response is positive and this motivates her. She is reminded of one of her favourite teachers and this may help reaffirm some of the beliefs that brought her into teaching.
- **How is her planning changing as a consequence of being coached?**
Her objectives are becoming more focused on pupils' learning and how she can move them on. She is more tuned into their thinking and reasoning. She is probably planning her questions more carefully and it is reasonable to assume that she is doing similar activities in other lessons.

■ What are the barriers and problems in making coaching work?

Coaching does not seem to be a school priority. It has happened by accident and the school system is neither aware nor supportive. A problem arises in terms of how she gets colleagues to adopt the changes she has made.

Make the point that one of the strengths of the model is that it shows professional development as an ongoing process rather than a one-off event. Also it builds an important resource for raising standards at the school level. This should be a positive discussion. The two teachers are building capacity for school improvement.

Conclude with the principle that coaching can be seen as making the arrows on the model work effectively, without too much stress for the parties concerned. Make a big point of this – coaching makes the arrows bigger, happen more often and have more impact. The arrows represent the process of professional development. Show the video extract from Outwood Grange School, Wakefield. It shows Pam, an AST who teaches English, working with Tim, the head of geography, who has already been working on improving the use of starters in the department. Explain that the purpose of the extract is to provide an insight into the detailed collaborative work that may go into supporting planning in the coaching cycle.

After the video, there is no need for a lengthy plenary. Emphasise that a coach needs time to do their work. Pam's time comes from being an AST. Also make the point that Tim has asked to be coached so that he could improve the work of his department.

1.5 What is coaching? (10 minutes)

The module has proceeded, deliberately, without trying to define coaching. It is timely to offer some clarification at this point. Use Handout 1.5 to outline both the time sequence in coaching and what the process aims to do. The three aims are progressively more demanding and complex and the third aim is very difficult to achieve unless certain conditions obtain within a school. You can refer back to the earlier exercise and suggest that in the case of Gary and Amy, the first two aims were being realised but not the third. Allow a short pause to see if the handout prompts questions.

What is coaching? Handout 1.5

Coaching is a three-part process consisting of:

- 1 a pre-lesson planning discussion, in which the coach may assist in planning the lesson;
- 2 the lesson, which should be observed and/or video recorded;
- 3 a post-lesson analytical and reflective conversation.

One would expect a coaching relationship to go through at least three cycles.

During the process the coach aims to do three things:

- 1 assists the planning and teaching of lessons;
- 2 sets up an interpersonal process of analysing and reflecting on lessons which can be internalised by the coached teacher so that they can continue their own development;
- 3 creates a climate in which it becomes normal to take risks, reflect, learn, develop and share expertise.

© Crown copyright 2003
Ref: DfES 0565-2003

1.6 Assisting planning

(10 minutes)

The earlier exercise has established that Gary assisted Amy's planning. Use Handout 1.6 to outline the way assistance can be offered for planning. Ask participants to consider the person that they will be coaching OR a person that they might coach. Suggest that they picture themselves sitting down in a quiet room in school ready to support the teacher's planning – which of the question types might be most important in this context? Suggest to them that the first meeting might be a little wooden and awkward, as it takes time to build the necessary rapport, so it is worth visualising the occasion.

Explain that one of the reasons for assisting planning is to allow the coach to invest in the lesson. They will be less inclined to make judgements (assuming that this danger exists) if they have helped to plan the lesson. Having helped to plan the lesson, the coach and the coached teacher are 'in it' together. It is unlikely that they will plan the whole lesson, as one could expect that the coached teacher will have either done some detailed planning before or will complete it after this session. They should remember that as coaches they have some definite expertise and it should influence the planning and influence the chances of a successful lesson.

Handout 1.6

Some principles for assisting planning

You can ask four types of question that may assist the teacher.

- 1 Context**
 - What is the class like that we will be working with?
 - Who are the characters, leaders and 'invisible' pupils?
 - What type of activities do they appear to like and dislike?
- 2 Aim**
 - What is the long-term objective(s) that we are aiming for?
 - What do we want them to get better at doing?
- 3 Specifics**
 - What are we covering in terms of content?
 - What are we intending to do in this lesson?
- 4 Problems**
 - What are you finding difficult?
 - What can I help you with here?

Notice that the questions are framed in terms of 'we' rather than 'you'.

Clearly it is only in the first coaching cycle that you might dwell on such issues in detail. You don't ask all the questions as a rigid routine; the questions just give you the landscape you are working in. In subsequent cycles it is probable that the last two, specifics and problems, will get most airing as there will be continuing questions from previous cycles.

© Crown copyright 2003
Ref: DFES 0565-2003

1.7 Classroom observation

(30 minutes)

Classroom observation, preferably supplemented by video recordings, is the next stage of the three-part coaching process. Introduce the topic of lesson observation by using Handout 1.7 and go through the points. Emphasise strongly that the observation is not aimed to make judgements that may undermine the trust they are seeking ('trust' is covered in some detail in Module 2). However acknowledge that it is impossible to remove any trace of judgement from observation – it is a matter of degree. Discuss whether participants are aware of schedules they can use or are aware of sources from which they can derive schedules. KS3 Strategy training module handouts and OHTs may be a very useful source for some coaches. If they have no starting points arrange to follow this up with them.

Explain that they are going to watch a video extract from the Foundation Subjects module on Plenaries. They will be using an observation schedule (Handout 1.8) on Thinking Skills. Emphasise that they will not be using all the

schedule, just the bottom half that refers to ‘Plenary for metacognition’. Handout 1.9 gives some rationale for the importance of these features. Go through the features and make sure that they are understood and suggest that groups of 2 or 3 might subdivide the observation. Then show the video.

Lesson observation in coaching Handout 1.7

- As a coach you are not observing lessons to make judgements.
- You are observing to inform the post-lesson coaching conversation.
- Your observation (schedule) should be informed by detailed understanding of the coaching focus.
- One of the aims of coaching is to help the teacher develop both the repertoire and the understanding related to the coaching focus.
- Observation, in whatever form, is a type of feedback and as such is potentially threatening.
- Feedback is as critical to learning by the teachers as it is for pupils in Assessment for Learning.

© Crown copyright 2003
Ref: 0565-2003

Following the video ask volunteers to suggest what tallies, examples or comments they have. If any of these are negative make the point that any negative comment is not directly fed back as a judgement, it is up to the coached teacher to make judgements. The observation data is intended to feed and inform the coaching conversation. Make the point that while counting and observing features adds weight to an observation, descriptions of actual incidents are enormously valuable.

Now allow some discussion of observation more generally. Pose the question ‘Are you clear about what you will be observing and the observation framework you might use?’ Give them 5 minutes and pick up any issues or questions.

English teachers should be directed to session 4 ‘Observing lessons’ in the leading English teachers’ training.

Observation schedule for thinking skills lessons Handout 1.8

Features	Tally, example, comment
Introduction	
Reference (compared to any other means used) – content, etc. in terms of application of learning or relevance	
Clarity of all possible examples to illustrate the task	
Reference to major concepts or skills which are signalled as the focus of the lesson	
Pupils encouraged to ask questions to clarify their understanding of the task or subject matter	
Clarity/ambiguity of task mentioned in the instructions	
Teacher questions:	
■ open	
■ closed	
■ leading	
■ Socratic – e.g. long preamble, homework feedback, etc.	
Group working	
Encouraging all pupils, possibly taking notes	
Homework given – measure time of group task	
Such a connection with struggling groups	
Examples of pupil group discussion (make a list notes)	
Groups not working well	
Groups too working well	
Sharing the investigation	
Teacher questions:	
■ open	
■ closed	
■ leading	
■ Socratic	
Length of pupil response (time, or number under and over the seconds)	
Pupils prompted to expand, say more, etc.	
Pupils prompted to justify, give reasons, etc.	
Pupils ask questions, initiate discussion	
Pupils asked for strategies used or how task was done	
Pupils asked to reflect on their strategies, how their thinking has changed, how they would do the task another time, etc.	
Available, relevant, significant, useful to summarise or consolidate	
Teacher responses to pupil contributions (show genuine interest)	
Teacher context mentioned by:	
■ teacher	
■ pupil	
Criteria related or generated to judge quality of solutions or methods	
Encouraging used to build discussion, e.g. ‘I heard that’	
Group task	
Conflicting reasons or theories brought into the open – pupils challenged to rethink and evaluate	

© Crown copyright 2003
Ref: 0565-2003

Feature	Relevance/Comment
Introduction	
Reference is made to any other lesson, subject, context, etc. in terms of application of learning or relevance	Helps pupils see prior knowledge, encourages transfer and puts learning in wider context
Drawing out of possible strategies for tackling the task	Encourages metacognition before task is tackled
Reference to major concepts or skills which are integral to the focus of the lesson	Clarifying objectives that encourage a wider awareness for the lesson
Pupils encouraged to ask questions to clarify their understanding of the task or subject matter	Giving pupils responsibility for their learning, making them more autonomous
Openness/ambiguity of task mentioned in the introduction	Encouraging creativity of different solutions/answers
Teacher questions	
● Open	Closed questions are quite appropriate in establishing content
● Closed	To be avoided in a many instances as time is needed for transfer
Directions: e.g. bring materials, homework, feedback, etc.	
Group work phase	
Forming up in groups, possibly taking roles	This can help for the transfer – ‘Amends – I heard your group say something interesting – can you tell the class?’
Interrupting groups – breaking flow of group talk or conversation	It is often better to listen unless a group is stuck or confused
Skilful intervention with struggling groups	It is a critical skill to give just enough help, still leaving the group to think
Examples of pupils’ group discussion (make a few notes)	Observer can intervene, as it gives insights into pupils’ thinking that the teacher might miss
Groups working well	Good for positive feedback
Groups not working well	Good for analysis of how learning could be improved
Priority for metacognition	
Teacher questions	
● Open	Open questions are needed, but closed questions may be appropriate in leading to a ‘big’ question
● Closed	Open questions are needed, but closed questions may be appropriate in leading to a ‘big’ question
Length of pupil response (time, or number of words and over for assessed)	This can provide objective measures for baselines or measures of progress – lengthy responses are critical
Pupils prompted to expand, say more, etc.	Part of the process of getting lengthy responses
Pupils prompted to justify, give reasons, etc.	Helps with lengthy responses but also makes pupils think harder and assess their reasoning
Pupils ask questions, initiate discussion	Pupils asking thoughtful, challenging or enduring questions is a sign of knowing and being responsible

Pupils asked for strategies used or how task was done	Important for exploring their thinking – metacognition
Pupils asked to reflect on their strategies, how their thinking has changed/how they would do the task another time etc.	Important for assessing their thinking and encouraging reflection and review as a normal process
Analyses, stories, diagrams, used to summarise or consolidate	Encourages transfer and consolidation of learning
Teacher response to pupil contribution shows genuine interest	Indicates teacher taking pupils’ thinking seriously
Transfer content mentioned by teacher?	Encourages transfer
Criteria offered or generated to judge quality of solutions or methods	Shows sign of possible transfer
How/when used to build discussion e.g. ‘I heard that group say ...’	These pupils reflect critically on their thinking
Clarifying issues or themes brought into the open – pupils challenged to rethink and evaluate the best thinking available to all	An indication of well-managed discussion
	Another indication of well-managed discussion: conflicting theories provide challenge and make the best thinking available to all

1.8 Planning observation

(5 minutes)

Explain that before Module 2 they should observe a lesson with their chosen focus (but not coach). This will give coaches an opportunity to practise and reflect on issues related to classroom observation before the second module.

Remind the participants that many of the aspects of coaching evident in the ‘card sort’ activity in Handout 1.3 have the potential to move forward a school’s capacity to share good practice.

Appendix

Coaching – a guide for school senior leaders

Coaching has the power to transform teachers' professional learning and therefore the schools that they work in. However coaching only works if it is:

- well understood;
- supported in terms of time, commitment and structures;
- maintained as a high priority in the School Development/Improvement Plan.

It is not a quick fix.

Key information

- 1** It is a three-part process: part one is a pre-lesson discussion which may involve joint planning, part two is the lesson which is observed by the coach and part three is the post-lesson analysis and discussion.
- 2** Coaching involves a teacher with expertise in a particular area of teaching helping another develop that expertise. The coach does NOT have to be older, have more years of experience or hold a more senior management post. In some circumstances someone could start coaching a senior manager whilst still in their second year of teaching.
- 3** Coaching relies upon trust between the pairing. It is a confidential process that allows and encourages the coached teacher to take some risks in order to develop their practice.
- 4** The most important requirement of a coach is good interpersonal skills – a bad coach is worse than no coach at all.
- 5** A coach supports the coached teacher in analysing and improving their planning and teaching in such a way that the coached teacher carries on this process once the coaching ceases.
- 6** Although coaching can work well within the same subject it appears to be even more powerful when it crosses subject boundaries, focusing on teaching and learning.
- 7** Coaching requires 'quality time'. It should not normally be done in non-contact time, lunchtime or after school – it cannot be sustained in this way. Resourcing needs careful thinking and planning. It is not a cheap option.
- 8** Peer coaching, in which teachers with different areas of expertise coach each other, is a good way to introduce coaching.
- 9** A school should aim to have a cohort of 4–8 coaches trained over 2–3 years and then top up the pool. Coaches are more likely to get external promotion.
- 10** Schools should not rely completely on their own resources for training coaches. Going to outside meetings or training brings in new ideas, allows teachers to share experiences and adds an element of quality assurance.

Example of a coaching agreement – development planning

Coached teacher _____ Coach _____

Senior teacher _____ Date _____

Focus			
Coached teacher (Expectations/comments)			
Coach (Expectations/comments)			
	Date	Time	Place
Focus meeting			
Classroom work			
Debrief			
Resource implications (cover, finance, monitoring and evaluation, technical support):			
Details of classroom work		Teaching group	
Signatures			
The contents of this coaching agreement are confidential and will only be shared with others on the agreement of all parties concerned.			
Coach _____		Coached teacher _____	
Senior teacher _____		Date _____	

Coaching agreement – evaluation and reflection

Coached teacher _____ Coach _____

Senior teacher _____ Date _____

Outcome of debrief
Coached teacher comments
Coach comments
Focus for next cycle
Signatures The contents of this coaching agreement are confidential and will only be shared with others on the agreement of all parties concerned. Coach _____ Coached teacher _____ Senior teacher _____ Date _____

Instructions for mapping statements

Handout 1.3

Each of the statements comes from a history teacher (Amy) who has been coached by a science teacher called Gary. After discussion, place the statements, where possible, on the most appropriate place on the model. There is also a box labelled 'Issues'. For example, Statement 3 might be placed on the feedback arrow from 'Classroom Practice' to 'Knowledge for Planning'. Remember:

- 1** There is no correct answer.
- 2** Place statements on the arrows or the circles – their precise position is not crucial.
- 3** Some statements may be put under 'Issues'.
- 4** Some statements may not fit at all.

When you have placed most of the statements, number a selection of them in a time sequence – i.e. this happened first (1), which led to this (2), then that (3) and so on. It will not be possible to include all statements in the time sequence.

Statements for mapping

Handout 1.4

Statements need to be cut up and given out with an A3 copy of the model. Each piece of paper needs to be relatively small.

<p>1 The quality of the pupil discussion in the 'Odd one out' activity was very striking. Some of the boys who are often a bit of a problem really got into it.</p>	<p>2 Gary helped me plan the lesson. He gave me some sensible advice about the instructions for the task and helped put together some ambiguous sets to encourage different answers.</p>
<p>3 Gary was very positive in the coaching session, but he made me think about how I rounded off the lesson. Although he said good things, he made me think very hard – I am a bit nervous about my teaching now.</p>	<p>4 I find that the objectives I write now are much more specific in terms of improving pupils' abilities and I think much more clearly about what I need to do to help them. It's like shedding an old skin and having a new one.</p>
<p>5 Oddly, I think I understand some of the words much better now – I hadn't thought much about words like 'colony' for a long time.</p>	<p>6 It has really made me think a lot about the questions I ask. Now I'm really interested in what they think – I want to find out their ideas rather than just checking to see if they know an answer.</p>
<p>7 The INSET on thinking skills gave me plenty of ideas but I was uncertain about how to turn it into a lesson in my subject.</p>	<p>8 The video showed me things that I just had not noticed – apart from my accent. I could see that their discussion, even when I was not there, was really probing, really clarifying their knowledge of the words.</p>
<p>9 In the lesson, I really concentrated on encouraging different answers to each question. I had an idea of what my answers would be. I kept saying, 'Has anyone else got a different answer?' I knew some had.</p>	<p>10 It was a bit annoying, actually very annoying, when Gary was taken for cover when we had planned to do the post-lesson session.</p>
<p>11 The issue now is, how do I get the rest of the department doing this? It's not that they would be against it, but I know that they are busy.</p>	<p>12 This way of teaching reminds me of one of my favourite teachers at school – she would get us arguing about characters in plays. That was why I liked English.</p>
<p>13 Marion, the deputy head in charge of professional development, doesn't really know what we are doing. Gary and I set this up informally as I knew he had been trained as a CASE coach.</p>	<p>14 One of the best things was a boy who has been on report. Two lessons running I was able to put good things on his report. He came up with some really good answers.</p>

Coaching is a three-part process consisting of:

- 1** a pre-lesson planning discussion, in which the coach may assist in planning the lesson;
- 2** the lesson, which should be observed and/or video recorded;
- 3** a post-lesson analytical and reflective conversation.

One would expect a coaching relationship to go through at least three cycles.

During the process the coach aims to do three things:

- 1** assists the planning and teaching of lessons;
- 2** sets up an interpersonal process of analysing and reflecting on lessons which can be internalised by the coached teacher so that they can continue their own development;
- 3** creates a climate in which it becomes normal to take risks, reflect, learn, develop and share expertise.

Some principles for assisting planning

Handout 1.6

You can ask four types of question that may assist the teacher.

1 Context

- What is the class like that we will be working with?
- Who are the characters, leaders and 'invisible' pupils?
- What type of activities do they appear to like and dislike?

2 Aim

- What is the long-term objective(s) that we are aiming for?
- What do we want them to get better at doing?

3 Specifics

- What are we covering in terms of content?
- What are we intending to do in this lesson?

4 Problems

- What are you finding difficult?
- What can I help you with here?

Notice that the questions are framed in terms of 'we' rather than 'you'.

Clearly it is only in the first coaching cycle that you might dwell on such issues in detail. You don't ask all the questions as a rigid routine; the questions just give you the landscape you are working in. In subsequent cycles it is probable that the last two, specifics and problems, will get most airing as there will be continuing questions from previous cycles.

Lesson observation in coaching

Handout 1.7

- **As a coach you are not observing lessons to make judgements.**
- **You are observing to inform the post-lesson coaching conversation.**
- **Your observation (schedule) should be informed by detailed understanding of the coaching focus.**
- **One of the aims of coaching is to help the teacher develop both the repertoire and the understanding related to the coaching focus.**
- **Observation, in whatever form, is a type of feedback and as such is potentially threatening.**
- **Feedback is as critical to learning by the teachers as it is for pupils in Assessment for Learning.**

Observation schedule for thinking skills lessons

Handout 1.8

Feature	Tally, example, comment
Introduction	
Reference (bridging) to any other lesson, subject, context, etc. in terms of application of learning or relevance	
Drawing out of possible strategies for tackling the task	
Reference to major concepts or skills which are signalled as the focus of the lesson	
Pupils encouraged to ask questions to clarify their understanding of the task or subject matter	
Openness/ambiguity of task maintained in the instructions	
Teacher questions:	
■ open	
■ closed	
Distractions – e.g. long preamble, homework feedback, etc.	
Group work phase	
Eavesdropping on groups, possibly taking notes	
Interrupting groups – breaking flow of group talk	
Skilful intervention with struggling groups	
Examples of pupils' group discussion (make a few notes)	
Groups working well	
Groups not working well	
Plenary for metacognition	
Teacher questions:	
■ closed	
■ open	
Length of pupil response (time, or number under and over five seconds)	
Pupils prompted to expand, say more, etc.	
Pupils prompted to justify, give reasons, etc.	
Pupils ask questions, initiate discussion	
Pupils asked for strategies used or how task was done	
Pupils asked to reflect on their strategies, how their thinking has changed, how they would do the task another time, etc.	
Analogies, stories, diagrams, used to summarise or consolidate	
Teacher response to pupil contribution shows genuine interest	
Transfer context mentioned by:	
■ teacher	
■ pupils	
Criteria offered or generated to judge quality of solutions or methods	
Eavesdropping used to build discussion, e.g. 'I heard that group say ...'	
Conflicting reasons or theories brought into the open – pupils challenged to rethink and evaluate	

Feature	Relevance/comment
Introduction	
Reference (bridging) to any other lesson, subject, context, etc. in terms of application of learning or relevance	Helps pupils use prior knowledge, encourages transfer and puts learning in wider context
Drawing out of possible strategies for tackling the task	Encourages metacognition before task is tackled
Reference to major concepts or skills which are signalled as the focus of the lesson	Clarifying objectives that encourage a wider relevance for the lesson
Pupils encouraged to ask questions to clarify their understanding of the task or subject matter	Giving pupils responsibility for their learning, making them more autonomous
Openness/ambiguity of task maintained in the instructions	Encouraging possibility of different solutions/answers
Teacher questions: ■ open ■ closed	Closed questions are quite appropriate in establishing context
Distractions – e.g. long preamble, homework feedback, etc.	To be avoided in many instances as time is needed for plenary
Group work phase	
Eavesdropping on groups, possibly taking notes	This can help for the plenary – ‘Amanda – I heard your group say something interesting – can you tell the class?’
Interrupting groups – breaking flow of group talk	It is often better to listen unless a group is stuck or complacent
Skillful intervention with struggling groups	It is a critical skill to give just enough help, still leaving the group to think
Examples of pupils’ group discussion (make a few notes)	Observer can eavesdrop, as it gives insights into pupils’ thinking that the teacher might miss
Groups working well	Good for positive feedback
Groups not working well	Good for analysis of how learning could be improved
Plenary for metacognition	
Teacher questions: ■ closed ■ open	Open questions are needed, but closed questions may be appropriate in leading to a ‘big’ question
Length of pupil response (time, or number under and over five seconds)	This can provide objective measures for baselines or measures of progress – lengthy responses are critical
Pupils prompted to expand, say more, etc.	Part of the process of getting lengthy responses
Pupils prompted to justify, give reasons, etc.	Helps with lengthy responses but also makes pupils think harder and expose their reasoning
Pupils ask questions, initiate discussion	Pupils asking thoughtful, challenging or enquiring questions is a sign of thinking and taking responsibility

Pupils asked for strategies used or how task was done	Important for exploring their thinking - metacognition
Pupils asked to reflect on their strategies, how their thinking has changed/how they would do the task another time etc.	Important for exploring their thinking and encouraging reflection and review as a normal process
Analogies, stories, diagrams, used to summarise or consolidate	Encourages transfer and consolidation of learning
Teacher response to pupil contribution shows genuine interest	Indicates teacher taking pupils' thinking seriously
Transfer context mentioned by: teacher pupils	Encourages transfer Shows sign of possible transfer
Criteria offered or generated to judge quality of solutions or methods	Helps pupils reflect critically on their thinking
Eavesdropping used to build discussion e.g. 'I heard that group say ...'	An indication of well-managed discussion
Conflicting reasons or theories brought into the open – pupils challenged to rethink and evaluate	Another indication of well-managed discussion: conflicting theories provide challenge and make the best thinking available to all

- To introduce the basic principles of coaching
- To understand a model for accelerating teacher development through coaching
- To introduce methods of descriptive, focused lesson observation to support coaching

Learning and teaching – a strategy for professional development

OHT 1.2 /
Handout 1.1

Activities that impact on classroom practice:

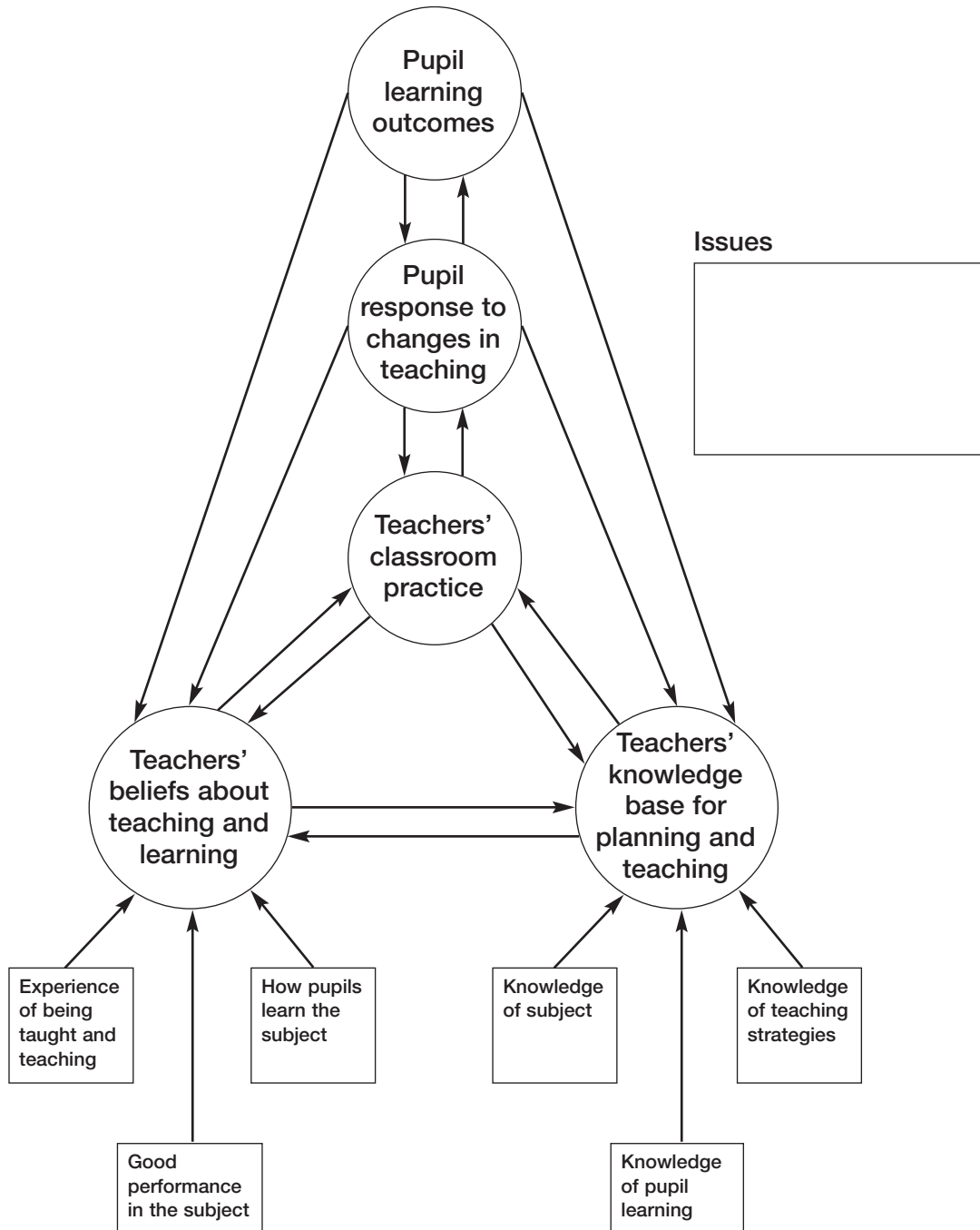
- 1 Opportunities to learn from and with other teachers, in their own or other schools:
 - by observing colleagues teaching and discussing what they have observed;
 - through collaborative enquiry into real school improvement problems, drawing on best practice in developing solutions;
 - by taking part in coaching or mentoring.
- 2 High-quality focused training on specific skill areas, underpinned by excellent teaching materials, and direct support to apply this learning in the classroom.

Furthermore, research shows that successful professional development is characterised by opportunities to:

- experiment with new ideas;
- understand the rationale behind those ideas;
- have explicit coaching and feedback;
- reflect on practice;
- work with the close support of senior leaders and headteachers;
- participate in wider teacher networks.

Effective teachers of numeracy model

A model of how teachers develop effectiveness (adapted from the Effective Teachers of Numeracy Report, Askew et al. 1997)



- How did Gary help the history teacher (Amy) before the lesson?
- Apart from doing the activity, what aspects of her classroom practice did Amy change?
- How is the process of change making her anxious?
- What do you think motivates her to continue being coached and developing her pedagogy?
- How is her planning changing as a consequence of being coached?
- What are the barriers and problems in making coaching work?

Module 2 Coaching (Part B)

Objectives

- To understand the principles of establishing trust in a coaching relationship
- To understand the principles of coaching conversations

Intended users

- Teachers and senior managers with responsibility for teaching and learning, raising attainment, teaching and learning styles, professional development
- Advanced skills teachers, advisory teachers and advisers

Resources

You will need:

- Handouts 2.1 – 2.6
- OHTs 2.1 – 2.5
- OHT 1.3 from Module 1 Coaching (Part A)
- Flipchart, pens
- DVD

Timing	
2.1 Introduction	10 minutes
2.2 The role of feedback and establishing trust	45 minutes
2.3 Coaching conversations	60 minutes
2.4 Conclusion	5 minutes
Total	120 minutes

Pre-course task

Observe a lesson which relates to the chosen coaching focus following Module 1.

2.1 Introduction

(10 minutes)

Show OHT 2.1.

Objectives of the module	OHT 2.1
■ To understand the principles of establishing trust in a coaching relationship	
■ To understand the principles of coaching conversations	

Remind the participants of the underpinning model outlined in Module 1, *Coaching (Part A)*, which aims to support the productive interaction between knowledge for planning, beliefs, classroom practices, pupil responses and pupil learning outcomes. Show OHT 1.3 (the model) and reinforce the idea that coaching aims to accelerate the development of classroom practice and reflective practice.

2.2 The role of feedback and establishing trust

(45 minutes)

Ask participants to recall an occasion when they have had feedback in a professional context with any negative component to it, e.g:

- from a lesson observation;
- from parents;
- from an examiner's report;
- after a job interview;
- through performance management, etc.

Allow a short period for participants to ponder this (about 30 seconds). Then ask for their reaction to the feedback – prompt with 'What did you think, feel, do or say?' Take a few contributions and look for the emotional 'sting' that people often feel. Record a few points on the flipchart.

Likely reactions are:

- anger;
- disappointment ;
- constructing counter-arguments in your head;
- making excuses;
- telling supportive friends;
- doubting the qualities of the person making the judgement;
- remembering all the good things you have done;
- finding out what happened to others, etc.

The general point to make is that we try to protect our view of ourselves. We need to protect our **self-concept**. People are very subtle and inventive in deflecting and dismissing negative feedback.

The coaching process does not directly aim to give feedback although feedback occurs.

Ask the participants, working in pairs, to identify four points they would like to raise following their observation – perhaps, two relating to good features of the lesson and two relating to areas that could be developed. Allow two minutes for each member of the pair to talk. Explain that the coaching process is not about feeding back these good and 'not good' points, it *is* about supporting the teacher in reflecting on them in a non-threatening way so that they can learn and improve. **There is no need for feedback to the whole group here.**

Establishing trust

Explain that having observed a lesson it will usually be appropriate to make some comment. So you might say 'Thanks very much, that was really interesting. I liked ...' and then confirm the details of your post-lesson discussion.

It has been noticed in teaching that most teachers' experience of being observed is also that of being judged. This feeling, whether justified or not, tends to make people defensive and apprehensive about the process. This is not a healthy state for learning.

Explain that there is an important parallel with assessment for learning. One of the most important principles in assessment for learning is that the most effective form of assessment is 'comments only' as marks and grades are counter-productive. Thus in teacher development any notion of being judged distracts from learning. Furthermore involving pupils in peer and self-assessment is pivotal in helping them understand how they might improve and in generating motivation through giving them a sense of being in control. This principle holds good for teachers.

So in a coaching relationship:

- formal feedback is usually inappropriate, as the coaching conversation informs the coached teacher's learning;
- it is important that the coached teacher understands that they are not being judged;
- it is important that the teacher does as much of the work as possible in analysing their teaching;
- peer relationships are important in which both parties learn together;
- there is a framework or there are criteria in relation to the pedagogical focus that can guide the development of practice.

If one wanted one word to sum up the most important characteristic of the coaching relationship it would be TRUST.

Acknowledge at this point that all of the above may run counter to current practice in particular schools. You may add that most relationship difficulties are caused by misunderstandings about roles and expectations and current school norms may induce negative staff reactions to coaching, so there is a 'hearts and minds' job to do.

Return to the issue of feedback, and clarify that the whole coaching process does indeed provide feedback but in such a way that the coached teacher generally feels in control, if a little uncomfortable at times. Clarify the significance of feedback as a psychological process – we have a view of what we are like as a teacher, our 'self-concept'. Feedback has the potential to challenge that self-concept and there is a natural tendency to protect our view of ourselves by blocking out feedback. It is important for coaches to be aware of this but being able to accept feedback is critical to adult learning.

Establishing trust is therefore a critical part of being a coach. There is no magic formula. Show OHT 2.2 and distribute Handout 2.1 and go through the bullet points. Proceed to Handout 2.2 that gives more detail on preparing for the post-lesson session. Allow participants to read it and ask them whether this is a good basis for preparation, or if they want to modify the list.

A short section of video is available showing an interview with a coached teacher in a Gateshead school (the coaching session is used later). You can use this interview at this juncture as it underlines many of the points made about the importance of trust and good relationships.

Principles of establishing trust OHT 2.2/
Handout 2.1

- Be open and share your experiences and difficulties
- Be friendly and seek a personal relationship, but you don't have to be 'a friend'
- Keep the process confidential – only share with others after agreement with the coached teacher
- Create a relaxed atmosphere in the coaching session
- Think about seating arrangements and body language
- Establish that you are in this together – it is a joint enterprise

Preparing for the coaching conversation Handout 2.2

In preparing for the post-lesson discussion or conversation, try to pull together your thoughts on:

- What the teacher planned to do or develop in the lesson – the action points? You have to consider whether the coaching conversation will focus solely on these or pick up on other interesting issues.
- Patterns in the lesson – high or low frequencies of particular phenomena that one might expect to see in this type of lesson, especially related to the action points.
- Critical episodes of the lesson that you think are potentially rich for learning from. They may be episodes where things went well but they are more likely to be where there were unexpected reactions from pupils, or interactions between pupils, or where the teacher may have been unaware of what they were doing (unconsciously competent or unconsciously incompetent). These bits of detail should relate to the big picture of what this pedagogy or skill is about.
- Think of occasions or experiences that you might use to exemplify, consolidate and inform, but remember this is not about you, don't become a show-off or a bore.
- Think of what they might need to know or do to move them on – 'What you could try is . . .'. 'There's something in (some book, article, training unit etc.)'
- If the lesson was video recorded, then both parties need to watch the video. This is the sort of detail that makes coaching more time-consuming BUT it multiplies the value. Remember the video allows the teacher to do much of the analysis. Without it they are dependent on your observation, which gives you power and it is much harder for them to do the work and become independent.

Basically you end up with a list of issues and episodes that you want to explore, if time and circumstances allow. However the coached teacher may also have their own list, which needs accommodating.

© Crown copyright 2003
www.dfes.gov.uk/nst Coaching Part 10
10

2.3 Coaching conversations (60 minutes)

Explain that giving feedback is part of the process of getting teachers to ask themselves questions about their practice. The coach is starting a process of getting the coached teacher to reflect with the intention that this process becomes internalised; so, in effect, the coached teacher continues to develop the practice. There is a need to achieve balance in this process. Show OHT 2.3, which summarises some of the factors that need to be balanced.

Getting balance in the coaching process OHT 2.3 /
Handout 2.3

Being a coach is a balancing act between:

- being challenging – being supportive;
- attending to detail – attending to the big picture;
- doing the work – encouraging the coached teacher to do the work and own the process.

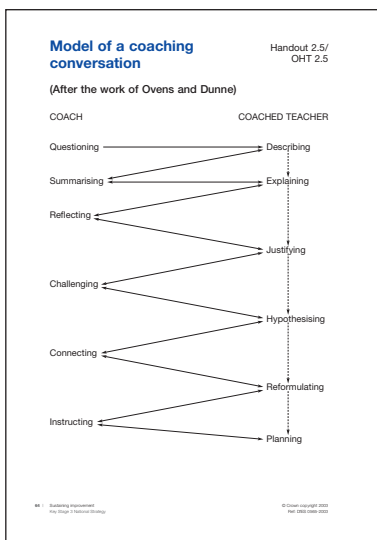
Explain that the challenge comes from examining one's teaching and making changes. The support will be in supporting planning and reducing anxiety through emotional support. The big picture is the rationale of the teaching focus. The detail is in the minutiae of the lesson.

Show OHT 2.4, which summarises some important general advice on coaching.

General advice on coaching Handout 2.4 / OHT 2.4

- 1** Allow the person, where possible, to do most of the critical work, so that they have ownership of the process and the desire to change and develop is internal.
- 2** Reflect on and be aware of what you are doing and how the coached teacher is responding.
- 3** Be supportive of the coached teacher – you have a duty of care and need to help them deal with the emotions triggered by reflection and feedback.
- 4** Be open about your own learning and thought processes and try to establish rapport.

Distribute Handout 2.5, *Model of a coaching conversation* and show OHT 2.5. Stress that this is an idealised outline of how a coaching session might look.



Spend some time on the model making the following points.

- The zigzag pattern of arrows indicates the coach responding to the coached teacher and moving them on in terms of reflection, analysis and generating new ideas.
- The conversation episodes start at low levels of thinking (describing) and proceed to higher levels (hypothesising).
- The double arrowheads indicate that it is possible for the coach to ask supplementary questions to get more detail at a certain level before moving on.
- The dashed line indicates a coached teacher doing nearly all the work and moving to higher levels without the intervention of the coach.
- The pattern suggests the coached teacher at first describes episodes, then explains them in terms of the events of the lesson, then justifies

them more broadly, then starts to hypothesise about possible alternatives or ways of repeating successes and putting these ideas into a new theory about their teaching. Finally they may do some planning for future lessons based on these new ideas.

- The model is a generalisation – there will be much variation.

DVD task

Explain that they are now going to watch a video sequence of coaching in action.

This sequence was filmed in St Thomas More Comprehensive School, Gateshead. The coach featured is Kim who was an assistant headteacher, with responsibility for professional development. She teaches history. Two other staff members had been trained as coaches. The coached teacher is Suzanne who was head of Modern Foreign Languages and thus an experienced teacher. She and other members of her department had been infusing the teaching of thinking into their teaching and schemes of work for more than a year.

Suzanne has been observed and videoed teaching a Year 8 German class. The class have been provided with an assortment of German words on slips of paper from which they have been assembling possible sentences. There is no single correct answer. The language objectives relate particularly to the gender of the definite and indefinite article. The coaching process, thus far, has concentrated on setting and sustaining challenging open-ended tasks. Now the focus is shifting to the debriefing process in which pupils develop metacognitive awareness of their thinking.

Arrange the participants into groups of four by putting pairs together. If the number of participants does not divide exactly by four, groups of five are better than groups of three. One person from each group should be allocated to each of the tasks in Handout 2.6. Show the video sequence of the coaching session.

<p>Tasks for analysing the coaching process</p> <p>Handout 2.6</p> <ol style="list-style-type: none">1 Analyse the extract using Handout 2.5, <i>Model of a coaching conversation</i>. Does the conversation generally proceed from describing to explaining, to reasoning or justifying, to hypothesising and reformulating, on the part of the coached teacher?2 Identify places where the coached teacher takes the lead and analyses, and places where the coach takes the lead.3 Identify where the coach acts to make the coached teacher feel comfortable and at ease; how is this done?4 Identify places where the coach attends to critical incidents or small details, and places where the coach attends to the big picture or principles of the teaching style.

Allow group members to discuss their general impressions and also to report back to the group on their task.

Initiate a whole-group discussion by showing OHT 2.5 again. Reiterate the aim for the coached teacher to internalise the idealised conversation, so that they continue the reflecting and self-instructing process for themselves – so that it becomes part of their routine. Further, the coach should go on to help the coached teacher plan future lessons which build upon the conversation and feed forward into improved practice by acting upon the ‘reformulations’.

Use the following notes to guide the discussion:

- 1 Generally the session does proceed from description to reasoning and reformulating, but there are many cycles of this. The reformulating comes largely in respect of approaches to pupil grouping, providing thinking time for pupils and how the teacher uses time during the group work (construction) phase.
- 2 The coached teacher is a reflective and analytical teacher and she takes over in most instances where the coach introduces a new topic. Generally, however, the coach guides the session, choosing the focus and when to move on. The coached teacher does pick up some issues from the video, such as the use of thinking time for pupils, and therefore has some influence on the content of the discussion.
- 3 The coach puts the coached teacher at ease in a number of ways:
 - (i) several references to ‘tremendous’ and use of positive affirmation;
 - (ii) referring to her own teaching and the issues on which she is working, thus indicating her own learning processes;
 - (iii) smiling and laughing with the coached teacher, thus giving up some of the power that resides in the relationship;
 - (iv) asking open questions.All of this is underpinned by a warm personal relationship.
- 4 There are numerous references to small incidents and some to larger issues, but the latter include the role of talk in thinking skills and the role and importance of process skills.

2.4 Conclusion

(5 minutes)

Conclude by checking what progress has been made in organising the coaching process. Make notes, as appropriate, in order to follow up issues.

A transcript is provided in the Appendix of the whole coaching session with analytical commentary. This should be pointed out to participants and the point made that they can study the episode in more depth at a later date.

Further film footage is provided in relation to coaching in two other contexts.

The first extract shows the foundation subjects consultant, Alice, working with the head of design and technology, Patti, at Elizabeth Garrett Anderson school in Islington, as part of her additional support work. The focus is on the final plenary in the Year 8 lesson – encouraging pupils to be reflective, stressing lesson objectives and some aspects of literacy.

The same tasks can be broadly applied to this extract as used with the sequence from Gateshead to analyse the conversation. Point out that, in contrast to the Gateshead example, although the consultant is on good terms with the teacher there is not the depth of personal relationship built up over time. At the end of the coaching session there is an interesting exchange on how the work done by Alice and Patti can be shared with the rest of the department.

Furthermore, there are interviews with both Alice and Patti that are extremely powerful. They both reflect on how the coaching process is different from their previous experiences and there is a strong convergence in their views

although from different perspectives. It is a compelling testimony to the process as Patti confirms that although coaching requires effort it has improved her planning and teaching.

The second piece of additional footage was filmed at Heaton Manor School in Newcastle-upon-Tyne and shows two science teachers, Steve and Nigel, who have both been teaching for the same length of time. The film shows the post-lesson session, and again they are seen using a video of the lesson. Steve, the coach, makes more contributions than in the other two coaching sessions. The Year 8 lesson they are discussing concerned the processes of conduction, convection and radiation. The balls referred to in the extract are used for simulating physical processes.

One of the interesting issues to discuss from this extract is whether the within subject coaching is different to the other two examples of across subject coaching.

This further video can be used in a number of ways. Firstly, it might be used if the participants' coaching focus is predominantly in science or literacy. Secondly, it might be used if further material is needed for subsequent additional meetings to support coaches. Thirdly, it could be used by a group of coaches in a school to help them analyse and develop their coaching practice.

Appendix

Coaching conversation – script commentary

Coaching transcript	Commentary
<p>Suzanne and Kim (coach)</p> <p>Kim: We said before the lesson that we'd focus on metacognition and that sort of reflecting, debriefing stage at the end. But before we do that, how do you think it went as, with an overview.</p> <p>Suzanne: I was over the moon really with the way that the students behaved and the way that the construction activity went. I think the preparation and the construction sections were good and worked well. I was less happy with the sharing session, and I think we probably need to tweak that quite a bit. I think the reflection session worked fairly well with the material that I used.</p> <p>Kim: I think that was tremendous actually. I think that was one of the real strengths of the lesson, which is nice because that's where we wanted to focus anyway. Well, before we look at that and concentrate on that, shall we just have a look at the video and some of the other areas?</p> <p>Suzanne: Yeah, shall we put the construction bit on first?</p>	<p><i>Coaching usefully focuses on particular areas of practice which have been jointly agreed. The coach is helping the coached teacher with a 'felt need' or problem. They are also using quite technical professional vocabulary – metacognition and debriefing. The open question is, in context, an invitation to Suzanne to describe aspects of the lesson.</i></p> <p><i>The majority of this section is description, but already the coached teacher with the aid of video is evaluating her teaching. She is doing a lot of the work.</i></p> <p><i>Kim provides some positive feedback which is an appropriate balance to the self-evaluation by Suzanne.</i></p> <p><i>Note the importance of the video as feedback. The coach and coached teacher have a relatively unbiased source of information to draw upon.</i></p>

Coaching transcript	Commentary
<p>Kim: What do you think was happening here, because I thought this was quite an interesting group.</p>	<p><i>The coach asks for a description, thus focusing on detail.</i></p>
<p>Suzanne: They were very focused on what they were doing weren't they? And interestingly it was the only mixed group.</p>	<p><i>The first sentence is description. The second is a tentative speculation (explanation).</i></p>
<p>Kim: Yes I picked that up.</p>	
<p>Suzanne: Yes, on purpose I'd let them sit in friendship groups, and so year eight sat with their own friends which were normally girls or boys, but that was the only mixed group and it did work very well.</p>	<p><i>Suzanne is doing the work here and she is moving to a new idea about effective grouping.</i></p>
<p>Kim: What about here when you've sort of moved in to help this group?</p>	<p><i>The coach is starting a new line of questioning.</i></p>
<p>Suzanne: The students were struggling with something that they had found in the dictionary they'd looked up.</p>	<p><i>The coached teacher is describing.</i></p>
<p>Kim: Ah right.</p>	
<p>Suzanne: They hadn't effectively looked up a word, so I was helping them there, which obviously takes your perspective off the whole group, when you're focusing in on just one or two children.</p>	<p><i>The coached teacher fairly effortlessly moves to explanation (second clause) and (in reverse order) justification (first clause) and in saying 'which obviously takes your perspective off the whole group' she is challenging herself, thus doing most of the work.</i></p>
<p>Kim: Do you think there would be some . . . shall we just turn that off . . . do you think there would be some benefit then in trying to stand back,</p>	<p><i>Kim, the coach, follows this up with her own challenge with a hint of instruction or suggestion of an alternative behaviour.</i></p>

Coaching transcript	Commentary
<p>maybe further from the actual, when the construction is going on, not getting so involved with individual groups, but maybe taking a step even further back.</p> <p>Suzanne: I think it would be beneficial I think to stand right back and then you would be able to see how the dynamics of the groups were working and then you could adjust things in terms of boy/girl, and friendship groups whatever it was.</p> <p>Kim: What about listening to what they were saying as well because you've still got to move around haven't you, you've got to scan but you've still got to get close enough to hear what they're saying and maybe move in occasionally if you feel that there is some difficulty and they're not progressing? Do you think there's anything to be gained as well from maybe . . . I don't know . . . picking up what they're saying to utilise later?</p> <p>Suzanne: Yes I mean if you took notes at that point.</p> <p>Kim: Yes that would be a good idea wouldn't it?</p> <p>Suzanne: Yes, a colleague of mine has done that before actually, it is a very good idea I think . . . noting down particularly good things students have said and then picking up on them later.</p>	<p><i>There is no resistance here and within minutes of the session starting there is evidence of the second learning point (reformulation) for Suzanne about watching and listening more and interrupting less.</i></p> <p><i>Kim is summarising and instructing here.</i></p> <p><i>Back to questioning, but not a new issue, perhaps more rhetorical leading to another instruction.</i></p> <p><i>This is Suzanne putting flesh on the bones of the new idea, translating it into an action. This idea is 'available' in the school.</i></p> <p><i>Affirmation by Kim.</i></p>

Coaching transcript	Commentary
<p>Kim: I must admit I've done it, not taken written notes, (but) I have once or twice known which group to start with because of what was said.</p>	<p><i>Reflecting and summarising based on personal experience. The sharing of experience is an important part of the process, as experience is one of the main qualifications of the coach.</i></p>
<p>Suzanne: What they've been saying?</p>	<p><i>This is a request for clarification.</i></p>
<p>Kim: But I suppose if you formalise it a little bit more, you could actually quote, you know, and you'd know what the students were about to say so that would be a really useful, useful point of reference wouldn't it for the sharing. Shall we move on then because I mean I think that's a fairly good place to look at the sharing.</p>	<p><i>The request leads to a little further instructing.</i></p> <p><i>The coach now very deliberately moves the conversation into another phase.</i></p>
<p>Suzanne: Right so this is where I had the OHP ready and students were coming up to the front and presenting their email text so we were all looking at it together.</p>	<p><i>Suzanne returns to describing, but this is greatly aided by the video, which allows her to be in control and do the work. If there was no video Kim would have to take the lead more often.</i></p>
<p>Kim: You know just before that you'd said to the . . . is that what you said to the class – there are no right answers?</p>	<p><i>This question is a challenge. It is not said aggressively but together with the next question it is forcing Suzanne to articulate her thinking about teaching thinking skills.</i></p>
<p>Suzanne: Yes.</p>	
<p>Kim: Why did you make that, why do you think that's important to make that explicit in an activity like this?</p>	

Coaching transcript	Commentary
<p>Suzanne: The students were going to be very much on the spot, I think . . . you know, having their own, having their OHT shown to everybody in the group and so from that point of view we had to try and make it OK for them to feel . . . as well I think we managed to establish an atmosphere where the students all didn't mind.</p> <p>We said we're going to have a good argument here and everybody likes doing that, but what I wasn't happy with here was the fact that I swapped into question and answer when I had intended that the activity would start faster than this. And, in fact, the students were, I think, possibly because they were being videoed, the students were quite slow to warm up and I think we've talked about this thinking time business before, and it would have been much more effective had I been able to, well, had I planned to give them thinking time before they told me the mistakes they could see in other people's text.</p> <p>Kim: Right, a couple of minutes to just look at each other's sentences and then think in their groups about what they were going to say about it.</p> <p>Suzanne: Because they were slow to warm up I think they would have been less slow had the video not been there but they were nevertheless a bit scared.</p>	<p><i>The long response is indicative of Suzanne thinking aloud, trying out her thoughts in words. This passage also indicates an important feature of thinking skills lessons: that teachers create an atmosphere in which pupils do feel comfortable to air their ideas.</i></p> <p><i>This is a good example of the coached teacher taking over. Kim has not needed to ask a question, as the video and the coaching process has prompted Suzanne to identify an issue independently. From 'I think' Suzanne goes once again into the process of explaining/justifying and on to consolidating a new idea about thinking time.</i></p> <p><i>Kim is summarising.</i></p>

Coaching transcript	Commentary
<p>Kim: And yet they've worked really effectively on their own sentences hadn't they? So maybe giving a couple of minutes to sort of . . . discuss each other's, they may have been able to get in there much faster.</p> <p>Suzanne: Yes, I mean I did get them warmed up in the end and we went for the thumbs up/thumbs down for whether the sentence was a good one or a bad one or whether they could see mistakes and they did explain the mistakes and we got what . . . I got what I wanted in the end, but it took a long time to warm them up and they would have been better talking to each other first I think.</p> <p>Kim: Do you think that's one of those issues about, you know, the idea of thinking skills being good because it gives children a chance to talk to each other. Because we've talked about this before haven't we, they like this opportunity to talk and make their mistakes with each other before they deliver it to the class.</p> <p>Suzanne: That's right, yes.</p> <p>Kim: I mean that's one of the strengths of something like a thinking skills lesson isn't it? That we're allowing them this sort of freedom of discussion very focused but they have still got a lot of opportunities to contribute.</p>	<p><i>This is one of the instances where the coach just nudges the conversation in a positive direction to maintain the balance between challenge and support.</i></p> <p><i>There is another valuable point in relation to thinking skills lessons here. Suzanne is describing a process in which pupils are assessing other groups' sentences. This is excellent AfL practice in which pupils are receiving feedback. Thinking skills lessons are not an occasion where 'anything goes', instead pupils seek good ideas and good thinking.</i></p> <p><i>Kim is now switching from the detail of the lesson to the bigger picture of the pedagogy of thinking skills in which pupils are encouraged to talk and expose their good ideas and misconceptions. She is both summarising and connecting.</i></p> <p><i>As above.</i></p>

Coaching transcript	Commentary
<p>Suzanne: Yes and if they nominate a spokesperson as well then that obviously makes them feel, makes them feel more at home, they know that person knows they're going to speak.</p>	
<p>Kim: Shall we move then . . .</p>	<p><i>Once again the coach takes control and moves into another cycle of conversation.</i></p>
<p>Suzanne: Just go to the reflection . . . There go my mum's eyes . . . What was nice was that they were all absolutely desperate to participate in this part.</p>	<p><i>The video here shows the warmth in the relationship between the two. Suzanne is back to describing the lesson, prompted by the video.</i></p>
<p>Kim: Yes I mean they'd really, I think the introduction of this activity really . . .</p>	
<p>Suzanne: . . . warmed them up a bit.</p>	<p><i>(A meeting of minds.)</i></p>
<p>Kim: . . . comes down on their own, had got them going.</p>	
<p>I mean did you plan to do that?</p>	<p><i>A question which carries challenge.</i></p>
<p>Suzanne: No I didn't.</p>	<p><i>The fact that something had not been planned does not mean that the lesson had not been well planned, but that Suzanne had spotted a 'teachable moment' and exploited it.</i></p>
<p>Kim: So why did you do that, just to get them?</p>	<p><i>Kim asks a question seeking explanation.</i></p>
<p>Suzanne: Just because I realised they were, they weren't warming up very quickly</p>	<p><i>And Suzanne provides an explanation.</i></p>

Coaching transcript	Commentary
<p>Kim: And it's equally important isn't it in thinking skills to follow the script but at the same time to be able to move things, to be flexible.</p>	<p><i>In this extract Kim is once again drawing back from the detail and focusing on the big picture – summarising an issue about planning and teaching thinking skills.</i></p>
<p>Suzanne: Adjust things as you go. I didn't get any sense from the students actually that they were worried about making mistakes.</p>	
<p>Kim: No, no I didn't either I didn't pick it up from obviously where I was standing, particularly as I say as you warmed them up, they were very comfortable with each other they were very happy to take each other's criticism which is why I think as we've just said giving maybe that thinking time . . .</p>	<p><i>Kim is doing most of the work for a short period, summarising what she had seen and understood.</i></p>
<p>Suzanne: I knew we needed a good fifteen minutes of the last section.</p>	<p><i>(Watching the video)</i></p>
<p>Kim: So what are you doing here then?</p>	<p><i>Kim asks a question using the video as a stimulus.</i></p>
<p>Suzanne: So this is where I'm explaining the thinking words and trying to make the students understand what they are so that they can comment on them with their group and then I'm going to give them some, give them the thinking time</p>	<p><i>The same pattern is repeated, a bit of description leading into an explanation.</i></p>
<p>Kim: Again we've talked about this before you know we've agreed the importance of this actually introducing this as part of formal part of the lesson rather than just a tag-on.</p>	<p><i>Kim summarises a previous coaching session.</i></p>

Coaching transcript	Commentary
<p>Suzanne: Really it's a discipline, I just feel as though I know that's what I need to do and so I've just made myself stop, it's quite hard to do when you know the kids are enjoying what they're doing but . . .</p>	<p><i>As Suzanne explains herself she is again articulating an emergent (but difficult) part of her practice – 'I've just made myself stop'. The coaching process and articulation makes it much more likely that this part of her repertoire will be consolidated.</i></p>
<p>Kim: It was interesting actually as we're fast-forwarding it here to notice your body language, I mean we've talked about this before where we worry about whether we've got strange habits or things but you're very open with the kids, a lot of use of your hands, big smiles all the time you wander around; I notice you occasionally lean down, you touch people, I mean are you conscious of all that?</p>	<p><i>Kim takes control and changes the direction and very explicitly moves from the detail of Suzanne's body language to a generalisation about the effect it has. Video is clearly very important in this respect.</i></p>
<p>Suzanne: I mean this is the good thing about videoing I think that you just don't realise yeah you don't pick those things up for yourself do you? Because you're busy wondering about the next part of the lesson you don't realise how you are in the classroom or see yourself.</p>	<p><i>Suzanne affirms the value of the video. It is raising an aspect of her teaching to the conscious level.</i></p>
<p>Kim: Well it's interesting because it's definitely the students respond to that . . . I think, I mean I've watched lessons where the teachers delivered it all from the front and you don't get that same warmth, you don't get that same interaction between teacher and students and it's very clear that they're comfortable with you and that physical sort of closeness that they get from you moving around but also, there's a lot of, lot of this goes on which I'm prone to as well.</p>	<p><i>Thus Kim is making Suzanne feel very positive about herself and her teaching. She is promoting balance.</i></p>

Coaching transcript	Commentary
<p>Suzanne: It's quite exhausting.</p> <p>Kim: It is exhausting but you do get a sense that they're responding to that very much and actually I mean when I saw myself on video it was the same sort of thing, I was very conscious that I was doing a lot of this.</p> <p>Suzanne: You don't realise how many movements your face has until you watch yourself.</p> <p>Kim: I thought your introduction, coming up here, we'll just sit and watch it in a second, actually did make it very clear what you were asking them to do – in the same way as you'd introduced the earlier activities and gave them some nice ideas too, to clarify what you meant by certain of these words.</p> <p>(Video playing)</p> <p>I thought that was a nice idea as well that they'd use this opportunity to speak if they'd missed out.</p> <p>Suzanne: It was amazing how many students who don't normally speak wanted to speak actually, I found that with this kind of lesson you know that that's the case.</p> <p>Kim: Well I share some of the same students in my year eight history and I've found a similar sort of reaction.</p> <p>(Video playing)</p>	<p><i>Kim is moving on again. This coaching session has considerable pace, which results partly from the previous work between the two and Suzanne's capacity to be reflective and analytical. Many coaching conversations would be slower and cover much less ground.</i></p> <p><i>With very little preceding conversation Suzanne is now hypothesising about one of the impacts on quiet pupils.</i></p> <p><i>Kim's sharing of her experience is important to the process of establishing trust.</i></p>

Coaching transcript	Commentary
<p>Suzanne: I think, I mean to me, the more down to earth and zany the example the better it is.</p> <p>Kim: Oh I think there's no doubt and they love the idea that you've got younger children as well don't they?</p> <p>Suzanne: Yes I think that helps.</p> <p>(Video playing)</p> <p>Kim: It's quite a difficult, prioritising is quite a difficult concept isn't it? I think they're only year eight after all.</p> <p>(Video playing)</p> <p>Suzanne: It's not so funny this time.</p> <p>Kim: I think that though is the key to what went next, in my opinion. I mean why, we've just said haven't we, the importance of that explaining exactly what you want them to do and giving if you like priority to that exercise in terms, what do you think you got from that watching them complete that exercise, you then gave them ten minutes and they were doing another construction activity really in a sense weren't they really, what do you think they got from it in terms of their thinking how do you think it helped develop their thinking.</p>	<p><i>The whole pace of the coaching session has changed and issues are being skated over as the video fast-forwards. The importance of analogy is left hanging, on this occasion.</i></p> <p><i>An unconnected episode of reflecting by the coach, which raises the issue of big concepts in teaching and learning.</i></p> <p><i>There are many interesting things going on here. It is near the end of the session and therefore one would expect some summarising, which leads to a big open question which brings back into focus the aims of teaching thinking skills beyond learning subject knowledge and skills.</i></p>

Coaching transcript	Commentary
<p>Suzanne: They were obviously well reflecting on what they'd done and I think because they had to provide specific examples of activities that they'd just done, they could key into those words quite easily, I think also they obviously get this sense of the fact that the process is important and how they work together and negotiate together is important, that's as important as the actual subject matter.</p> <p>Kim: What about just to finish off really, bridging into other lessons because we didn't, we haven't really touched on that at the minute, we've talked about the words, but in terms of getting them to transfer that how important do you think that sort of reflection section is to make them thinkers, taking transferable skills from German into History and from History into French and so on.</p> <p>Suzanne: I think they were quite, they seemed to be pleasantly surprised that when they started talking about what they'd been doing in German that they also realised that they did that in other subjects and I think the students do realise that if they're effective in those skills then they're going to be efficient learners in lots of different areas, so I think they've got the idea that they're important, is that what you meant?</p>	<p><i>The big open question stimulates Suzanne to go through several levels of thinking – describing (they were . . . reflecting) to explaining (because they had to) to hypothesising (they . . . get this sense . . . that how they work together . . .). Thus Suzanne's response also moves from detail to big picture.</i></p> <p><i>The session remains at the big picture level talking about transfer. It is important that coaches are able to operate at this level.</i></p> <p><i>Suzanne is concluding by talking about students' conceptions of learning. This is probably not a new thought, but it is an illustration of how her beliefs are important in the whole process of change. Notice too that, at the end, she does ask for clarification.</i></p>

Coaching transcript	Commentary
<p>Kim: Yes it is, I think they do think that they're important, I'm just thinking about how you know as well you and I on a one-to-one level encourage that thinking and then obviously take it out as we train more people across the school, I think it's vital.</p> <p>(Music)</p> <p>End</p>	<p><i>It is interesting too that the session ends with the coach reflecting on her learning. There is a new idea growing that there is a need to tackle the issue of pupils' reflection on a more systematic school-wide basis. As the coach was the assistant head, in charge of professional development, and worked closely with the assistant head in charge of teaching and learning, there were real possibilities of action on this point.</i></p>

Principles of establishing trust

Handout 2.1/
OHT 2.2

- Be open and share your experiences and difficulties.
- Be friendly and seek a personal relationship, but you don't have to be 'a friend'.
- Keep the process confidential – only share with others after agreement with the coached teacher.
- Create a relaxed atmosphere in the coaching session.
- Think about seating arrangements and body language.
- Establish that you are in this together – it is a joint enterprise.

Preparing for the coaching conversation

In preparing for the post-lesson discussion or conversation, try to pull together your thoughts on:

- What the teacher planned to do or develop in the lesson – the action points? You have to consider whether the coaching conversation will focus solely on these or pick up on other interesting issues.
- Patterns in the lesson – high or low frequencies of particular phenomena that one might expect to see in this type of lesson, especially related to the action points.
- Critical episodes of the lesson that you think are potentially rich for learning from. They may be episodes where things went well but they are more likely to be where there were unexpected reactions from pupils, or interactions between pupils, or where the teacher may have been unaware of what they were doing (unconsciously competent or unconsciously incompetent). These bits of detail should relate to the big picture of what this pedagogy or skill is about.
- Think of occasions or experiences that you might use to exemplify, console and inform, but remember this is not about you, don't become a show-off or a bore.
- Think of what they might need to know or do to move them on – 'What you could try is . . . ', 'There's something in (some book, article, training unit etc.)'
- If the lesson was video recorded, then both parties need to watch the video. This is the sort of detail that makes coaching more time-consuming BUT it multiplies the value. Remember the video allows the teacher to do much of the analysis. Without it they are dependent on your observation, which gives you power and it is much harder for them to do the work and become independent.

Basically you end up with a list of issues and episodes that you want to explore, if time and circumstances allow. However the coached teacher may also have their own list, which needs accommodating.

Getting balance in the coaching process

Handout 2.3 /
OHT 2.3

Being a coach is a balancing act between:

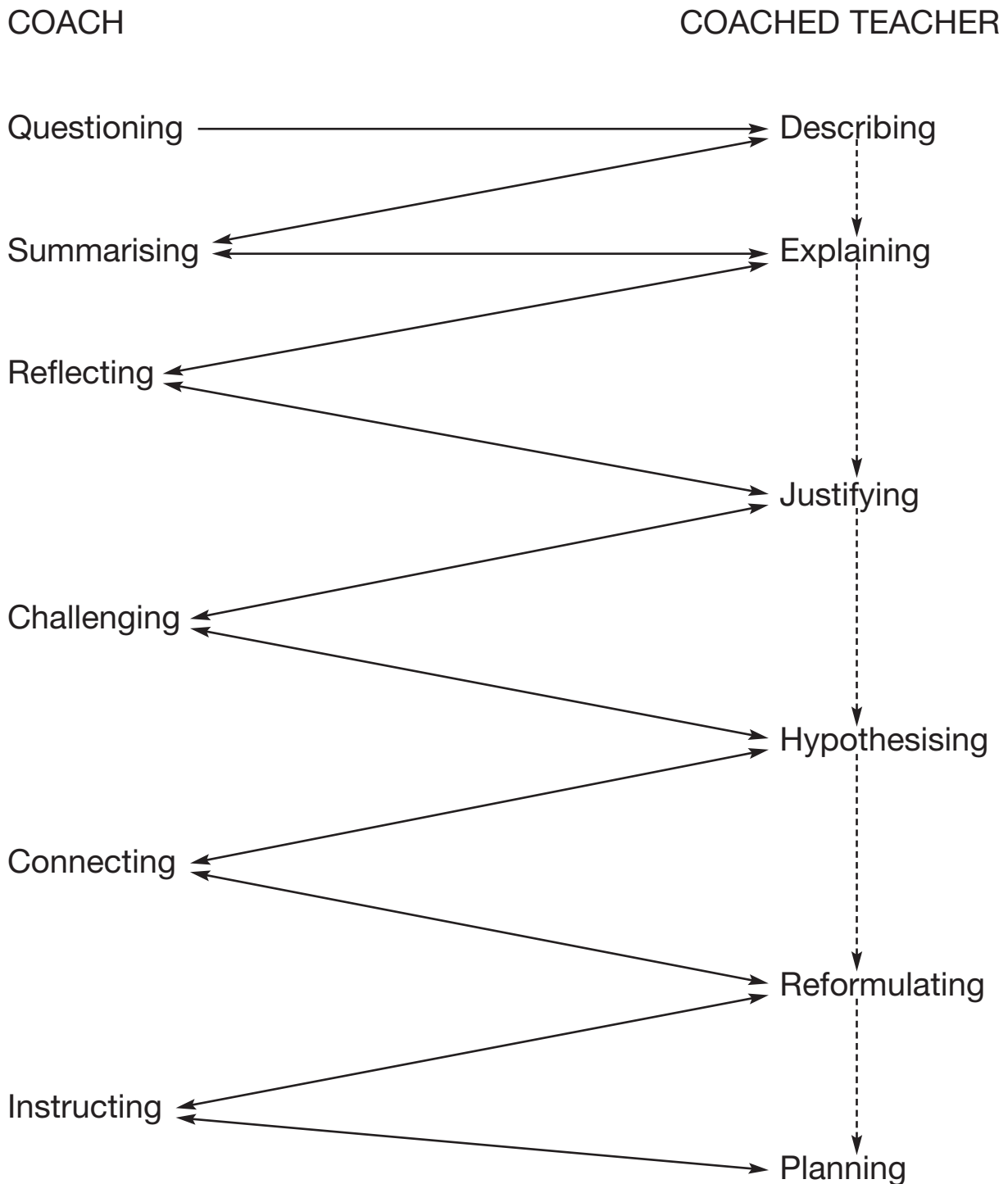
- being challenging – being supportive;
- attending to detail – attending to the big picture;
- doing the work – encouraging the coached teacher to do the work and own the process.

- 1** Allow the person, where possible, to do most of the critical work, so that they have ownership of the process and the desire to change and develop is internal.
- 2** Reflect on and be aware of what you are doing and how the coached teacher is responding.
- 3** Be supportive of the coached teacher – you have a duty of care and need to help them deal with the emotions triggered by reflection and feedback.
- 4** Be open about your own learning and thought processes and try to establish rapport.

Model of a coaching conversation

Handout 2.5/
OHT 2.5

(After the work of Ovens and Dunne)



Tasks for analysing the coaching process

Handout 2.6

- 1** Analyse the extract using Handout 2.5, *Model of a coaching conversation*. Does the conversation generally proceed from describing to explaining, to reasoning or justifying, to hypothesising and reformulating, on the part of the coached teacher?
- 2** Identify places where the coached teacher takes the lead and analyses, and places where the coach takes the lead.
- 3** Identify where the coach acts to make the coached teacher feel comfortable and at ease; how is this done?
- 4** Identify places where the coach attends to critical incidents or small details, and places where the coach attends to the big picture or principles of the teaching style.

- To understand the principles of establishing trust in a coaching relationship
- To understand the principles of coaching conversations

Module 3 Running networks

Objectives

- To outline the role of networks in school improvement, professional development and raising attainment
- To understand the principles of running networks
- To provide practical advice on running networks
- To understand important conditions for professional learning

Resources

You will need:

- Handouts 3.1 – 3.8
- OHTs 3.1 – 3.2
- (Handout 3.2 needs to be cut up so that each of the lettered statements is separate and can be sequenced physically.)

It is worth noting that the DVD accompanying Module 4, the video produced by the National College for School Leadership for Network learning communities in September 2002, and the video produced to support the launch of the DfEE document *Learning and teaching – A strategy for professional development* (March 2001, DfEE 0071/2001) are three extra and valuable resources for those interested in networks.

Timing	
3.1 Introduction	15 minutes
3.2 The principles of making networks work	50 minutes
3.3 Conditions for professional learning in networks	30 minutes
3.4 Drawing conclusions	25 minutes
Total	120 minutes

Notes for presenters

Most teachers have been a member of groups and networks. Some of these succeed but many fade away. This module aims to make the principles of success more explicit.

LEAs should consider running a network of network leaders to provide ongoing advice and share experience. There are advantages in making the role of network leader more valued and explicit and aiding the development of the requisite skills and knowledge. Networks can add very significantly to the ability of schools and LEAs to develop and disseminate good practice.

3.1 Introduction

(15 minutes)

Show OHT 3.1 which gives the objectives of the module.

Objectives OHT 3.1

- To outline the role of networks in school improvement, professional development and raising attainment
- To understand the principles of running networks
- To provide practical advice on running networks
- To understand important conditions for professional learning

Give out Handout 3.1 which outlines some basic characteristics of networks. Ask participants to work in pairs and discuss how networks differ from department and faculty meetings and management team meetings.

Characteristics of networks Handout 3.1

- Groups of teachers who meet formally, i.e. at set times and places.
- Membership is voluntary.
- They may operate for a short or long period but they are very rarely permanent.
- The degree of organisation is variable and, although someone usually assumes a leadership role, this may not be the most senior person.
- They can operate across subjects, schools or even LEAs, and include other organisations such as universities, other local authority services, businesses and community bodies.
- There is a common interest, although it may be unfocused at times.

Allow 5 minutes for discussion then suggest that networks primarily differ in that:

- they are voluntary;
- they are not permanent;
- they are generally more flexible and offer people a different role from their normal management responsibility;
- they cross boundaries.

As a consequence they offer different learning opportunities when compared to school departmental and management meetings.

3.2 The principles of making networks work

(50 minutes)

Organise participants into groups of three. Distribute Handout 3.2 and 3.3. Explain that Handout 3.2 lists the personal evaluations by a teacher of network meetings held every half term over two years. They are provided as separate slips so that they can be physically sequenced. The teacher also gave each meeting a score out of 10.

Running networks Handout 3.2
1 of 2

A. Start of a new year and it felt a bit flat after the excitement of last term. David and Rebecca have left and Tina from Science and the NQT, Valerie, who teaches French and Spanish, had been invited to join. It didn't feel the same and it was hard for them. Tanya said she would report back next time on the LEA 'Sharing Good Practice' conference. (Evaluation 7/10)

B. The FS and Maths consultants came in together and did the Principles of Teaching Thinking module. It was fairly good, they really made us think, but the discussion on how you make it all work really took off. (Evaluation 7/10)

C. We watched the video highlights that Valerie and Tanya had edited. There were some great bits – some fantastic teaching, some brilliant kids' bits and some really funny bits. I didn't think teaching could be so entertaining. Tanya also asked if anyone wanted to apply for a Best Practice Research Scholarship – she gave us a week to think about it. I really look forward to these meetings. We are going to have them once a month next year. (Evaluation 6/10)

D. It was good to sit round a table for the first meeting and start to talk about learning, instead of just admin, monitoring, budgets and who has been suspended. (Evaluation 6/10)

E. A really good meeting. Tanya came back with the idea from the conference about videoing lessons and watching them. John volunteered (no surprise) and Valerie and me (I got carried away). Danny, the science technician will do the filming. We watched a Maths video from somewhere, which was really good on questioning, and we all agreed to focus on questioning. (Evaluation 7/10)

F. We worked on which bits of video we should show to other members of staff, which was really difficult, so it was decided that Valerie and Tanya would do it, using supply cover and working for a whole day. We also discussed how better questioning could be worked into our department development plans, but Jim complained that they had already been written for next year. (Evaluation 6/10)

G. At the start Doug, the history teacher, showed us some of the VAK techniques he uses with his classes – some really simple ideas that I can see how to use. I noticed Tanya always makes people feel good about sharing their stuff. Then we had to plan the INSET day coming up and it was the longest meeting we have had, we went on till 7:00pm. A couple of people had to go to pick up children. (Evaluation 7/10)

© Crown copyright 2003
All rights reserved

Handout 3.2 (cont.)
2 of 2

H. Sarah, who teaches maths, did a data-handling lesson for us and she explained the principles and you could see the point. Maths teaches them things that they should be able to use in science, geography, DT, English, etc. and vice-versa. The next session will be a practical one too, on visual, auditory and kinaesthetic (VAK) teaching techniques. (Evaluation 5/10)

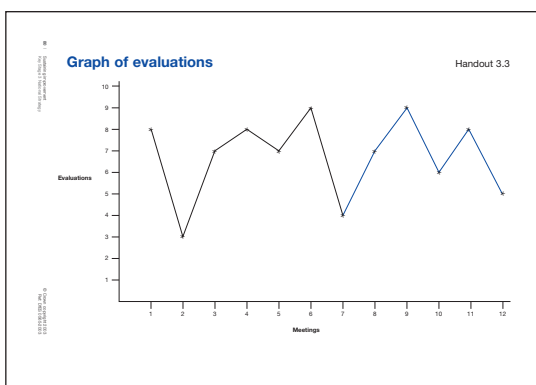
I. We showed the video (Managing talk – greatest hits) at a twilight session. The video is only 20 minutes. The staff watched it politely and laughed in some of the right places. Some of them said: 'Great – well done'. Others just had that 'look. Some of them are as bad as the kids: 'Go on, entertain me!' Perhaps we had not thought enough about how to use it. (Evaluation 5/10)

J. Not so good as the first meeting. We went in circles a bit and John, the head of geography, keeps going on about brain-based learning, left and right brains, neocortical brains – he just gets stuck in a groove. I could see Tanya looking daggers. She told me afterwards that she would get one of the consultants to come in for the next session, to give us a leg-up. (Evaluation 3/10)

K. The residential – we did a bit of the LAC Listening and Management of group talk modules then we watched John's and Valerie's video on Friday night (Valerie was much better) and me on Saturday morning. We talked and argued for hours about how you get good talk and real listening in small groups and whole-class teaching. Valerie had done all this on her PGCE. Tanya, who teaches English, explained how it really helps with speaking and listening generally and she provided us with a sheet for things to look for. (Evaluation 9/10)

L. This was one of the best INSET days we have had, with our staff doing two sessions on their teaching – Sarah and Doug. A few cynics thought Doug was showing off but most people were very appreciative. In all, 88% of the evaluations were 1 or 2. The teaching and learning group got a real buzz from it. (Evaluation 5/10)

© Crown copyright 2003
All rights reserved



Handout 3.3 is a graph of these evaluations out of 10. Working in groups, participants have to decide which letter (the evaluations) coincides with which number (the 12 meetings). They need to read all the evaluations to be able to start. Tell them that Tanya is the network leader and assistant head. Allow 10 minutes for this. (For the technically minded, the points should not be joined up as the data is not continuous, but the line has been added for visual purposes – just in case someone complains.)

There is a right answer:

- 1 is D**
- 2 is J**
- 3 is B**
- 4 is H**
- 5 is G**
- 6 is L**
- 7 is A**
- 8 is E**
- 9 is K**
- 10 is F**
- 11 is C**
- 12 is I**

Circulate while they are doing the task so that you can steer (as you see fit) if groups are way off-beam. There are clear clues to help them establish the order. The point is not that they get it right but that they process the information and begin to see a pattern over the two years:

- There are ups and downs.
- Downs often come at the end of particular phases or projects.
- The network is progressively guided more explicitly by Tanya.

Allow 10 minutes and then quickly share the intended sequence, as above, and ask whether the evaluations strike chords, but don't open up for discussion and personal anecdotes at this stage.

Now ask the participants to fill in Handout 3.4 on the basis both of the information in Handout 3.2 and their own experience. Allow 20 to 25 minutes for this task. Suggest that they spend no more than 10 minutes on the principles of success and pitfalls, so allowing adequate time for discussing how the pitfalls are overcome. Make it clear that pitfalls do not have to relate to principles of success in the adjacent box, but overcoming pitfalls should relate to the adjacent potential pitfall.

Principles of success, potential pitfalls and how to overcome pitfalls in running networksHandout 3.4

Principles of success	Pitfalls	Overcoming pitfalls

© Crown copyright 2003
www.dfes.gov.uk/nastrPlanning materials
Key Stage 3 National Strategy

Take feedback fairly quickly on the first two columns and spend a little more time on the last column – how pitfalls are overcome. Allow about 10 minutes for this.

Draw this episode together by suggesting that Tanya was learning intuitively how to run the network over the two years, avoiding pitfalls gradually but still making mistakes because she was taking risks. Some possible answers are given below, so you may add some which are not mentioned by participants. Make the point that a network has an advantage if it has an awareness of principles of success, potential pitfalls and how to overcome them.

Some possible responses to the task:

Principles of success	Pitfalls	Overcoming pitfalls
Having a focus	Being a perpetual talk shop	Planning ahead to have a balance of practical sessions, inputs, outcomes etc.
Having a practical edge	Reaching the end of a project or cycle	The 'leader' manages cycles of activity
Someone assuming leadership	Disseminating to others	This needs to be carefully thought through
Care over introducing new people	Developing an in-group image/mentality	It is important to keep membership open and to have reality checks
Social activity	Managing the 'bores'	Firm but sensitive leadership
Having outside inputs	Losing key people	Bringing new people into the network group
Recognising and developing internal expertise	Fitting everything in, when people are busy	Connecting network agendas to mainstream concerns
Sharing ideas and practical knowledge internally		
Sharing understanding with wider audience (other staff)		
Analysing evidence (the videos)		

3.3 Conditions for professional learning in networks (30 minutes)

Distribute Handout 3.5 and arrange the participants in twos and threes. Use the quotation at the top of the handout to make the point that if teachers are to be effective in helping pupils become good learners, then they need to be learners themselves. Also establish with them that for the four headings in the handout there is a parallel in the Strategy in relation to pupils – adult learning is not exactly the same as pupil learning but it has many similarities. Ask the participants to read through each section of the handout. They should then discuss the question that follows each section, as a pair (or three), and make a few notes on their response. Ask them to monitor their own progress but inform them that they have 20 minutes. It is a good idea, perhaps, to get different groups to start on different sections, so that all sections are covered. Encourage them to draw on their own knowledge as well as that provided in the module.

Teachers as learners, teaching as learning Handout 3.5
1 of 4

'It is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers' (Sarason, 1990).

The sections below outline some of the most important conditions for learning for teachers. There are some obvious parallels with those required for pupils. Discuss the questions at the end of each section.

Challenge
Challenge is a principle of the Strategy to encourage pupils' learning. Pupils are not well served by a continuous diet of easy tasks. Their existing perceptions and assumptions need to be challenged and progression demands that pupils are often at the limits of what they are able to do.

There is evidence from European research that the teachers who were most satisfied with their work were 'productive thinkers', who tried small-scale classroom-level experiments such as new material, different pupil groupings, etc. and continually refined them. They contrasted with teachers who did not try new ideas and did not change their teaching routines.

Teaching can be a very private activity although this isolation is breaking down. Teachers who were involved in intensive '20-day courses' in the early 1990s attributed much of the success of the courses to the chance to analyse in detail what pupils were learning in their lessons and to stand back and reflect on practice. Such reflection often provides the chance to ask serious questions about one's teaching.

How can networks provide challenge (use your own experience and/or the example provided in Handout 3.2)?

© Pearson Education Limited 2003. All rights reserved. Planning reference: P11

Handout 3.5 (cont.)
2 of 4

Social learning
It is a strong assumption in the Strategy that talk is a vital medium for learning. Through talk, teachers, just as much as pupils, are able to compare practice, ask questions, clarify meaning, develop a language about teaching and exchange ideas. Professional development takes place substantially through the medium of conversation.

By engaging in discussion about classroom contexts with like-minded colleagues, teachers can deepen their knowledge of their subject curriculum, refine their teaching repertoire, sharpen their capacity for professional learning and become critical colleagues. Being critical is a crucial component as it rises above sharing and encouragement. The use of specific evidence from videos of lessons, observation or from pupils' work helps develop a richer language for communication and knowledge generating.

Collaborative groups also provide psychological safety, which leads in turn to an openness about practice. Groups of teachers are more likely to take risks than individuals without mutual support. The MFL teacher who appears in the coaching module video stresses that, in working collaboratively with a coach, she felt that she was on a level playing-field, with the full confidence of the coach, and allowed to make mistakes in the spirit of learning to improve. One writer has expressed this as: 'Since what is being tried out is new to all, temporary difficulties, even failures, are socially legitimate'. To improve requires teachers to take a step into the unknown and, within limits, temporary difficulty and comparative failure have to be legitimate. Networks provide a safety-net.

Which principles identified in Handout 3.2 are important for encouraging social learning in networks?

© Pearson Education Limited 2003. All rights reserved. Planning reference: P11

Handout 3.5 (cont.)
3 of 4

Getting feedback
It has been observed that most feedback that teachers get is highly evaluative and makes them feel judged. In the realm of assessment for learning it is recognised that marks or grades are counter-productive while formative feedback supports improvement. Working in a network provides opportunities for all to reflect and receive feedback. Feedback does not have to be in the form of suggestions about how to improve; it can easily come from normal network activity. In a collaborative approach where people discuss ideas and practice, feedback is being continuously produced and received. Everyone is vulnerable but benefits from mutual support.

How did the network members featured in Handout 3.2 get feedback?

Making connections
Once teachers have been able to talk about their practice they become more interested in research as they compare that practice against research and theory. It has been found, for example, that nursery teachers who got the chance to examine and reflect on their practice in the light of theories about intervening to support pupils' learning, developed a thirst for new insights from other research. This enabled them to understand their teaching within a much wider frame so that it became connected to many other issues and agendas. Their teaching and planning was enriched as a consequence.

There seems to be a pattern in teacher action research. Frequently there is an early focus on one's own teaching or performance, but over time there is a shift of focus to pupils' learning and wider issues about teaching and learning. It may be connected to the process of shifting out of one's classroom and being able to see teaching and learning

© Pearson Education Limited 2003. All rights reserved. Planning reference: P11

Handout 3.5 (cont.)
4 of 4

from other perspectives. As you distance yourself from your own routine environment so there is a chance to get a broader view of teaching and learning.

It is valuable therefore that networks have access to a wider fund of knowledge. This may be through people who may occasionally provide inputs or through access to research. There is no need to reinvent the wheel.

Who or what provided inputs or connections to the network featured in Handout 3.2?

© Pearson Education Limited 2003. All rights reserved. Planning reference: P11

After 20 minutes stop the discussion and take some points on each section and question from different groups. Some possible responses are given below.

How can networks provide challenge?

- By seeing or hearing how other teachers teach
- By being encouraged to try new ideas
- By encouraging reflection

Which principles identified in Handout 3.4 are important for encouraging social learning in networks?

- Care over the introduction of new members
- Social activity
- Recognising and developing internal expertise

How did the network members featured in Handout 3.2 get feedback?

- By seeing themselves on video
- By seeing others on video
- By getting evaluation from peers at INSET
- Through discussion

Who or what provided inputs or connections to the network featured in Handout 3.2?

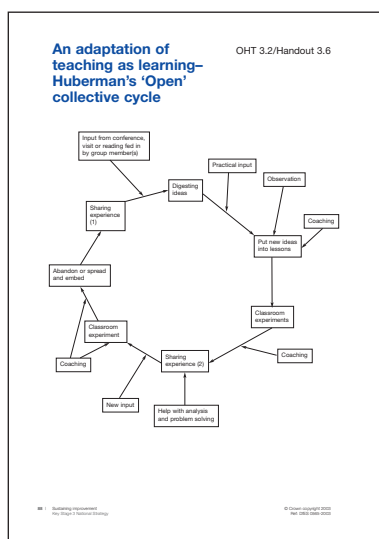
- The conference attended by Tanya that recommended video
- Doug provided his knowledge of VAK techniques
- Sarah taught a maths lesson on data handling
- *Literacy across the curriculum* training modules *Listening and Management of group talk*
- The FS training module on *Principles of Teaching Thinking* delivered by the FS consultant and mathematics consultant

3.4 Drawing conclusions

(25 minutes)

In drawing the session to a close, a choice is available depending on judgements about the needs of the participants. The choice is between providing an overarching 'Big Picture' or focusing on more practical aspects of getting started. The 'Big Picture' option is described first and the more practical option second. Whichever choice is made it is suggested that the other option is addressed in some way. A good way of doing this would be to have another meeting of the participants and to use the other option as part of the agenda. It is unrealistic to think that participants will need no further support after this module.

Option 1 The Big Picture



Show OHT 3.2 and distribute as Handout 3.6. Explain that the idea of Open Collective Cycles was developed by Michael Huberman. He contrasted collective cycles with individual cycles and open cycles with closed cycles. In other words teachers learn much more by working together rather than alone and through drawing on ideas and people from outside their work environment rather than just relying on their own resources. This model does provide a reasonable fit with the data provided in Handout 3.2:

- Starting at the box towards the top left-hand corner of the adaptation of Huberman's Open Collective Cycle at the box Sharing Experience (1), the group shared ideas and experience in their first meeting;
- In the third meeting the consultants provided an input in the form of the module on the *Principles of Teaching Thinking*;
- At the next two meetings practical inputs were provided by Sarah and Doug;
- Observation was in the form of the videoing of lessons;
- Classroom experiments did take place;
- Tanya provided help in analysing video through the sheet she introduced at the residential;
- Coaching, the subject of other modules, was not however included.

The model is not a blueprint but a means of providing an overview of possible network activities and how they interrelate. It is worth adding that some schools have run successful networks by choosing a book which contains practical ideas for improving teaching with some underpinning rationale and making the book the focus of the group. Thus a chapter would be read prior to a meeting. It would be discussed at the meeting with some commentary from the group coordinator and all members would be expected to try the ideas discussed before the next meeting.

Then move to Handout 3.7. This list provides a view of the wider role and significance of networks. They have a unique place if they fulfil this description. The bullets that seem most appropriate can be unpacked further with the help of the following notes, but there is no need to address all of them.

A summary of the role of networks Handout 3.7

A research review article in 1999 by Lieberman suggested that networks seem to provide the following:

- opportunities for teachers to both consume and generate knowledge;
- a variety of collaborative structures;
- flexibility and informality;
- discussion of problems that often have no agreed solution;
- ideas that challenge teachers rather than merely prescribing generic solutions;
- an organisation structure that can be independent of, yet attached to schools or universities;
- a chance to work across school and district (LEA) lines;
- a vision of reform that excites and encourages risk-taking in a supportive environment;
- a community that respects teachers' knowledge as well as knowledge from research and reform.

© Crown copyright 2003
Ref: DfES 0565-2003 Running networks | 75
Key Stage 3 National Strategy

Bullet 1: Networks allow teachers to move out of dependency on outside agencies. Teachers in networks share knowledge and practice, but the very act of sharing can do two things, both improve that knowledge and practice and create a climate in which sharing is the norm.

Bullet 2: Networks can operate within or across institutions, focused on subjects or more generic issues, they can be fixed term or ongoing.

Bullet 3: Networks are primarily voluntary, which gives them great flexibility; they can be outside of normal power and organisational structures.

Bullet 4: They benefit from being issue-focused or problem-solving, as this provides much of the motivation for involvement. The focus may be very vague in the first instance and may be progressively focused over time as they generate unique solutions to unique issues in real settings.

Bullet 5: Much of what is written about school improvement is in the form of generalisations which are hard to act on (e.g. pupils do better when more time is spent on academic tasks). Networks allow teachers to challenge their own ideas and develop practical solutions to questions raised.

Bullet 6: There are advantages in lying outside the normal organisational structures of any particular institution, but as networks are rooted in and connected to schools, LEAs and universities they can still draw upon the resources of those institutions.

Bullet 7: Where different organisations come together in a network there are opportunities for learning. Not only are different ideas on offer from different sources, but there is the chance to experience a different perspective and individuals are taken out of their normal world and across boundaries into another.

Bullet 8: Networks provide psychological support through social interaction, so teachers in networks are more likely to take risks, in the sense that they are more likely to experiment. Good networks provide powerful motivation for teachers and can make the difference between staying in and leaving the profession.

Bullet 9: Networks can give teachers confidence to construct their own solutions informed by research and reform agendas. They help interpret all the inputs and demands from the systems outside the institution and help make sense of them so that they are implemented intelligently.

The module should finish with a clear next step. LEAs should provide an outline of what support they do, or plan to, provide for schools and other network leaders to make networks an effective part of sharing good practice and school improvement. Running networks is a demanding role.

Option 2 Some practical suggestions

Draw attention to Handout 3.8. Ask participants to read through the suggestions and give them 15 minutes to discuss them in groups. Provide some focus to this by asking them to identify those suggestions that will be most important to them in taking forward the messages of the module.

<p>Practical suggestions for getting a within-school network started <i>(Most points apply more generally to inter-school networks)</i></p> <p>Handout 3.8 1 of 2</p> <ol style="list-style-type: none"> 1 Think carefully about why you want to establish a group or network – what broad purpose does it serve and how does it link to the school's development plan and goals? 2 In selecting a group leader make sure that the person has the time and skills necessary. However also try to ensure that there is a sense of collective ownership and leadership. Rotate tasks, expect members to contribute and lead on sub-tasks as a way of developing wider leadership. 3 Write the network or group into the school development plan, so that its role and resources are visible and secured and there are expectations of its outcomes. Revisit this as the group develops. 4 Agree meeting dates well in advance and put them in the school calendar. 5 Plan how and when the group's work will feed into the school's INSET programme. 6 Don't just invite middle and senior managers – invite some newer teachers who may have important contributions to make based on their initial training or previous schools. Keep an open door to the group. 7 Identify the skills, experience and expertise of members of the network (and perhaps the whole staff) and keep a central record of this. <p><small>© Crown Copyright 2003 Ref: 0565-2003</small></p>	<p>Handout 3.8 (cont.) 2 of 2</p> <ol style="list-style-type: none"> 8 Ask group members to feed back on training and conferences that they attend. 9 Consider using the school's intranet as a place to publish outcomes from the group. 10 Invite governors to attend and contribute, where appropriate. 11 Consider how coaching and building capacity, as outlined in the companion modules, connect with the running of a teaching and learning group. 12 In the absence of another focus, try the following as a starting mechanism: <ul style="list-style-type: none"> ■ Select a source of practical teaching ideas, such as a book from a popular INSET provider, or one of the KS3 training folders such as <i>Literacy across the curriculum</i> or the <i>Foundation</i> subjects. ■ For each meeting select an appropriate chapter or module and ask group members to read it prior to the group meeting. ■ Discuss it at the meeting, perhaps with someone taking the lead who has some expertise or knowledge in the area. ■ Identify the issues for classroom use and agree that everyone will try one of the ideas in the source material before the next meeting. ■ Compare experiences at the next meeting and discuss whether and how the outcomes will be taken forward. ■ Meanwhile group members may have read the next module or chapter so that a new idea may be tried – thus a module or chapter could be spread over one or two meetings. <p><small>© Crown Copyright 2003 Ref: 0565-2003</small></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Conduct a short plenary by taking a few points from groups about what they will do next. Be prepared to offer further support and advice to help participants implement their plans.

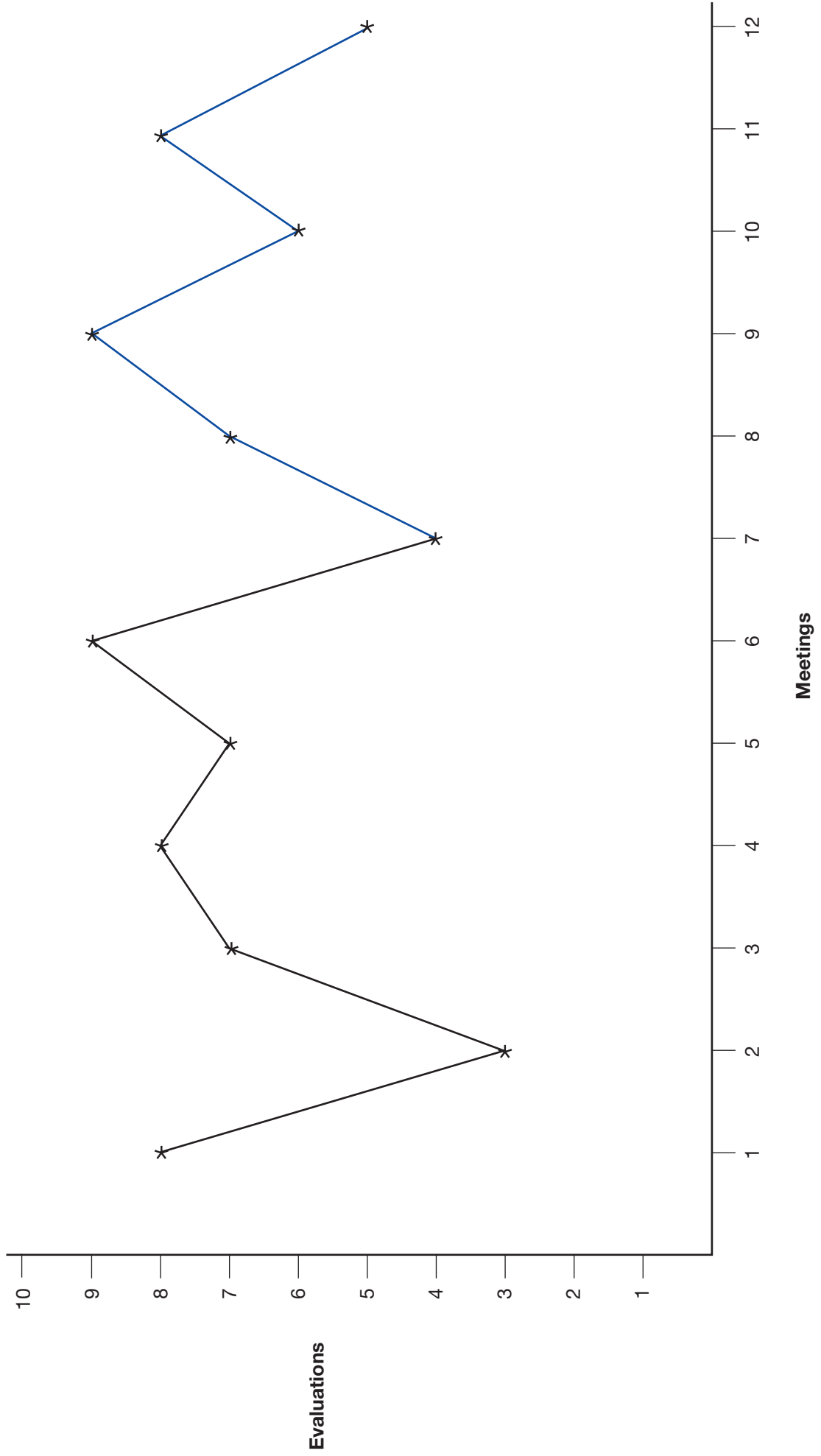
- Groups of teachers who meet formally, i.e. at set times and places.
- Membership is voluntary.
- They may operate for a short or long period but they are very rarely permanent.
- The degree of organisation is variable and, although someone usually assumes a leadership role, this may not be the most senior person.
- They can operate across subjects, schools or even LEAs, and include other organisations such as universities, other local authority services, businesses and community bodies.
- There is a common interest, although it may be unfocused at times.

- A.** Start of a new year and it felt a bit flat after the excitement of last term. David and Rebecca have left and Tina from Science and the NQT, Valerie, who teaches French and Spanish, had been invited to join. It didn't feel the same and it was hard for them. Tanya said she would report back next time on the LEA 'Sharing Good Practice' conference. [\(Evaluation 4/10\)](#)
- B.** The FS and Maths consultants came in together and did the *Principles of Teaching Thinking* module. It was fairly good, they really made us think, but the discussion on how you make it all work really took off. [\(Evaluation 7/10\)](#)
- C.** We watched the video highlights that Valerie and Tanya had edited. There were some great bits – some fantastic teaching, some brilliant kids' bits and some really funny bits. I didn't think teaching could be so entertaining. Tanya also asked if anyone wanted to apply for a Best Practice Research Scholarship – she gave us a week to think about it. I really look forward to these meetings. We are going to have them once a month next year. [\(Evaluation 8/10\)](#)
- D.** It was good to sit round a table for the first meeting and start to talk about learning, instead of just admin., monitoring, budgets and who has been suspended. [\(Evaluation 8/10\)](#)
- E.** A really good meeting. Tanya came back with the idea from the conference about videoing lessons and watching them. John volunteered (no surprise) and Valerie and me (I got carried away). Danny, the science technician will do the filming. We watched a Maths video from somewhere, which was really good on questioning, and we all agreed to focus on questioning. [\(Evaluation 7/10\)](#)
- F.** We worked on which bits of video we should show to other members of staff, which was really difficult, so it was decided that Valerie and Tanya would do it, using supply cover and working for a whole day. We also discussed how better questioning could be worked into our department development plans, but Jim complained that they had already been written for next year. [\(Evaluation 6/10\)](#)
- G.** At the start Doug, the history teacher, showed us some of the VAK techniques he uses with his classes – some really simple ideas that I can see how to use. I noticed Tanya always makes people feel good about sharing their stuff. Then we had to plan the INSET day coming up and it was the longest meeting we have had; we went on till 7:00pm. A couple of people had to go to pick up children. [\(Evaluation 7/10\)](#)

- H.** Sarah, who teaches maths, did a data-handling lesson for us and she explained the principles and you could see the point. Maths teaches them things that they should be able to use in science, geography, DT, English, etc. and vice-versa. The next session will be a practical one too, on visual, auditory and kinaesthetic (VAK) teaching techniques. [\(Evaluation 8/10\)](#)
- I.** We showed the video (*Managing talk – greatest hits*) at a twilight session. The video is only 20 minutes. The staff watched it politely and laughed in some of the right places. Some of them said: ‘Great – well done’. Others just had ‘that’ look. Some of them are as bad as the kids: ‘Go on, entertain me!’ Perhaps we had not thought enough about how to use it. [\(Evaluation 5/10\)](#)
- J.** Not so good as the first meeting. We went in circles a bit and John, the head of geography, keeps going on about brain-based learning, left and right brains, reptilian brains – he just gets stuck in a groove. I could see Tanya looking daggers. She told me afterwards that she would get one of the consultants to come in for the next session, to give us a leg-up. [\(Evaluation 3/10\)](#)
- K.** The residential – we did a bit of the *LAC Listening and Management of group talk* modules then we watched John’s and Valerie’s video on Friday night (Valerie was much better) and me on Saturday morning. We talked and argued for hours about how you get good talk and real listening in small groups and whole-class teaching. Valerie had done all this on her PGCE. Tanya, who teaches English, explained how it really helps with speaking and listening generally and she provided us with a sheet for things to look for. [\(Evaluation 9/10\)](#)
- L.** This was one of the best INSET days we have had, with our staff doing two sessions on their teaching – Sarah and Doug. A few cynics thought Doug was showing off but most people were very appreciative. In all, 98% of the evaluations were 1 or 2. The teaching and learning group got a real buzz from it. [\(Evaluation 9/10\)](#)

Graph of evaluations

Handout 3.3



Principles of success, potential pitfalls and how to overcome pitfalls in running networks

Handout 3.4

Principles of success	Pitfalls	Overcoming pitfalls

Teachers as learners, teaching as learning

‘It is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers’ (Sarason, 1990).

The sections below outline some of the most important conditions for learning for teachers. There are some obvious parallels with those required for pupils. Discuss the questions at the end of each section.

Challenge

Challenge is a principle of the Strategy to encourage pupils’ learning. Pupils are not well served by a continuous diet of easy tasks. Their existing perceptions and assumptions need to be challenged and progression demands that pupils are often at the limits of what they are able to do.

There is evidence from European research that the teachers who were most satisfied with their work were ‘productive tinkerers’, who tried small-scale classroom-level experiments such as new material, different pupil groupings, etc. and continually refined them. They contrasted with teachers who did not try new ideas and did not change their teaching routines.

Teaching can be a very private activity although this isolation is breaking down. Teachers who were involved in intensive ‘20-day courses’ in the early 1990s attributed much of the success of the courses to the chance to analyse in detail what pupils were learning in their lessons and to stand back and reflect on practice. Such reflection often provides the chance to ask serious questions about one’s teaching.

How can networks provide challenge (use your own experience and/or the example provided in Handout 3.2)?

Social learning

It is a strong assumption in the Strategy that talk is a vital medium for learning. Through talk, teachers, just as much as pupils, are able to compare practice, ask questions, clarify meaning, develop a language about teaching and exchange ideas. Professional development takes place substantially through the medium of conversation.

By engaging in discussion about classroom contexts with like-minded colleagues, teachers can deepen their knowledge of their subject curriculum, refine their teaching repertoire, sharpen their capacity for professional learning and become critical colleagues. Being critical is a crucial component as it rises above sharing and encouragement. The use of specific evidence from videos of lessons, observation or from pupils' work helps develop a richer language for communication and knowledge generating.

Collaborative groups also provide psychological safety, which leads in turn to an openness about practice. Groups of teachers are more likely to take risks than individuals without mutual support. The MFL teacher who appears in the coaching module video stresses that, in working collaboratively with a coach, she felt that she was on a level playing-field, with the full confidence of the coach, and allowed to make mistakes in the spirit of learning to improve. One writer has expressed this as: 'Since what is being tried out is new to all, temporary difficulties, even failures, are socially legitimate'. To improve requires teachers to take a step into the unknown and, within limits, temporary difficulty and comparative failure have to be legitimate. Networks provide a safety-net.

Which principles identified in Handout 3.2 are important for encouraging social learning in networks?

Getting feedback

It has been observed that most feedback that teachers get is highly evaluative and makes them feel judged. In the realm of assessment for learning it is recognised that marks or grades are counter-productive while formative feedback supports improvement. Working in a network provides opportunities for all to reflect and receive feedback. Feedback does not have to be in the form of suggestions about how to improve; it can easily come from normal network activity. In a collaborative approach where people discuss ideas and practice, feedback is being continuously produced and received. Everyone is vulnerable but benefits from mutual support.

How did the network members featured in Handout 3.2 get feedback?

Making connections

Once teachers have been able to talk about their practice they become more interested in research as they compare that practice against research and theory. It has been found, for example, that nursery teachers who got the chance to examine and reflect on their practice in the light of theories about intervening to support pupils' learning, developed a thirst for new insights from other research. This enabled them to understand their teaching within a much wider frame so that it became connected to many other issues and agendas. Their teaching and planning was enriched as a consequence.

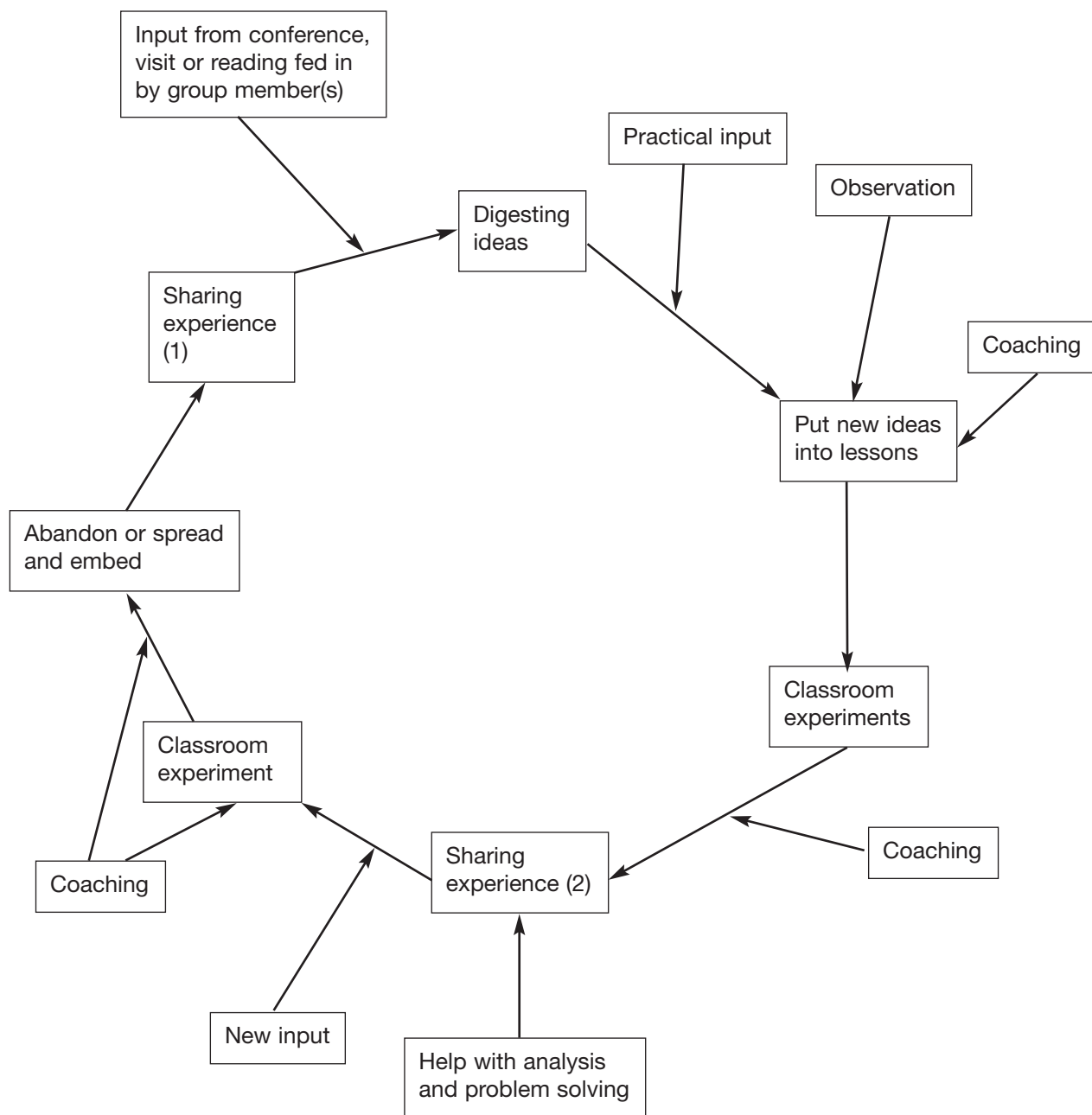
There seems to be a pattern in teacher action research. Frequently there is an early focus on one's own teaching or performance, but over time there is a shift of focus to pupils' learning and wider issues about teaching and learning. It may be connected to the process of shifting out of one's classroom and being able to see teaching and learning

from other perspectives. As you distance yourself from your own routine environment so there is a chance to get a broader view of teaching and learning.

It is valuable therefore that networks have access to a wider fund of knowledge. This may be through people who may occasionally provide inputs or through access to research. There is no need to reinvent the wheel.

Who or what provided inputs or connections to the network featured in Handout 3.2?

An adaptation of teaching as learning—Huberman’s ‘Open’ collective cycle



A summary of the role of networks

Handout 3.7

A research review article in 1999 by Lieberman suggested that networks seem to provide the following:

- opportunities for teachers to both consume and generate knowledge;
- a variety of collaborative structures;
- flexibility and informality;
- discussion of problems that often have no agreed solution;
- ideas that challenge teachers rather than merely prescribing generic solutions;
- an organisation structure that can be independent of, yet attached to schools or universities;
- a chance to work across school and district (LEA) lines;
- a vision of reform that excites and encourages risk-taking in a supportive environment;
- a community that respects teachers' knowledge as well as knowledge from research and reform.

Practical suggestions for getting a within-school network started

Handout 3.8

1 of 2

(Most points apply more generally to inter-school networks)

- 1 Think carefully about why you want to establish a group or network – what broad purpose does it serve and how does it link to the school’s development plan and goals?
- 2 In selecting a group leader make sure that the person has the time and skills necessary. However also try to ensure that there is a sense of collective ownership and leadership. Rotate tasks, expect members to contribute and lead on sub-tasks as a way of developing wider leadership.
- 3 Write the network or group into the school development plan, so that its role and resources are visible and secured and there are expectations of its outcomes. Revisit this as the group develops.
- 4 Agree meeting dates well in advance and put them in the school calendar.
- 5 Plan how and when the group’s work will feed into the school’s INSET programme.
- 6 Don’t just invite middle and senior managers – invite some newer teachers who may have important contributions to make based on their initial training or previous schools. Keep an open door to the group.
- 7 Identify the skills, experience and expertise of members of the network (and perhaps the whole staff) and keep a central record of this.

- 8 Ask group members to feed back on training and conferences that they attend.
- 9 Consider using the school's intranet as a place to publish outcomes from the group.
- 10 Invite governors to attend and contribute, where appropriate.
- 11 Consider how coaching and building capacity, as outlined in the companion modules, connect with the running of a teaching and learning group.
- 12 In the absence of another focus, try the following as a starting mechanism:
 - Select a source of practical teaching ideas, such as a book from a popular INSET provider, or one of the KS3 training folders such as *Literacy across the curriculum* or the Foundation subjects.
 - For each meeting select an appropriate chapter or module and ask group members to read it prior to the group meeting.
 - Discuss it at the meeting, perhaps with someone taking the lead who has some expertise or knowledge in the area.
 - Identify the issues for classroom use and agree that everyone will try one of the ideas in the source material before the next meeting.
 - Compare experiences at the next meeting and discuss whether and how the outcomes will be taken forward.
 - Meanwhile group members may have read the next module or chapter so that a new idea may be tried – thus a module or chapter could be spread over one or two meetings.

- To outline the role of networks in school improvement, professional development and raising attainment
- To understand the principles of running networks
- To provide practical advice on running networks
- To understand important conditions for professional learning

Module 4 Building capacity

Objectives

- To promote a wider understanding of the importance of building capacity in improving pupil outcomes, developing teacher expertise, enhancing departmental effectiveness and supporting wider school improvement.
- To develop skills of analysis which enable teachers to evaluate the capacity of their department and school.
- To create an understanding that the capacity of a department or school to improve can be built through careful management of 'ways of working' and changes in internal 'culture'.
- To develop a knowledge of the repertoire of different activities that can enhance a school's capacity for improvement.

Resources

You will need:

- Handouts 4.1 – 4.9
- OHTs 4.1 – 4.5
- Appendices 1 – 4
- DVD

Timing		
4.1	Introduction	10 minutes
4.2	From small beginnings ... one department's experience of change	20 minutes
4.3	Dimensions or themes of building capacity	15 minutes
4.4	Practical activities that build capacity ... two schools' approaches	20 minutes
4.5	Developing a repertoire of activities that build capacity	15 minutes
4.6	Plenary and Ready for more?	10 minutes
Total		90 minutes

Pre-course task:

Participants should be asked to read the items in Appendix 1 prior to the course.

4.1 Introduction

(10 minutes)

Use OHT 4.1 to introduce the module.

Objectives of the module OHT 4.1

- To promote a wider understanding of the importance of building capacity in improving pupil outcomes, developing teacher expertise, enhancing departmental effectiveness and supporting wider school improvement
- To develop skills of analysis which enable teachers to evaluate the capacity of their department and school
- To create an understanding that the capacity of a department or school to improve can be built through careful management of 'ways of working' and changes in internal 'culture'
- To develop a knowledge of the repertoire of different activities that can enhance a school's capacity for improvement

Say that the module should help everyone to:

- understand what is meant by building capacity for improvement;
- appreciate the range of approaches which a department or school can use to build their own capacity.

Explain that this module is **accompanied by three other modules**, two on coaching and one on running networks, which provide detailed exemplification of some capacity-building strategies that have been used successfully by departments, schools and LEAs.

Emphasise that building capacity is **not a new approach**. Many good schools and departments have instinctively built up their own capacity, quite typically without using that particular phrase to describe their approaches. What this module seeks to do is to help schools develop a language, an awareness and an understanding of capacity-building approaches so that they can progress towards sustainable self-improvement.

Use OHT 4.2 to develop participants' understanding about what is meant by the **capacity** of a department or school for improvement.

What is meant by capacity? OHT 4.2

'Internal capacity is the power to engage in and sustain continuous learning of teachers and the school itself for the purpose of enhancing pupil learning.'

The above quote is from Louise Stoll in *Improving school effectiveness*, edited by John Macbeath and Peter Mortimore, published by Open University Press, 2001 (ISBN 0-335-20687-5).

Emphasise the two key elements of the quotation.

- Generating **continuous learning**, often referred to as 'creating a learning organisation'.
- The core purpose of building capacity is **to enhance pupil learning and achievements** (i.e. building capacity is not an end in itself; it serves the higher purpose of maximising pupils' learning).

Use OHT 4.3 to develop participants' understanding about the set of activities that may help to build capacity for improvement.

A working definition of 'building capacity' OHT 4.3

Building capacity for improvement involves a range of strategies which deliberately set about building for the future by:

- creating dialogue
- sharing learning
- changing ways of working
- shifting internal cultures

in order to create wider awareness, expertise and inclination.

In that way changes which occur are not localised and confined to one or two individuals but are systematically shared and progressively become part of the embedded practice of the department or the whole school.

In brief, change becomes increasingly effective and sustainable because it is part of the day-to-day functioning of the school.

The capacity of the department or school to take on any future development is significantly enhanced.

© Crown copyright 2003
Ref: DfES 0565-2003 Building capacity | 93
Key Stage 3 National Strategy

Provide time for participants to read and reflect upon the OHT.

Emphasise that **sustainability** is a key objective of capacity building. Successful departments and schools act both 'deliberately' and 'systematically' in order to ensure learning is shared and built upon. The development of capacity is not left to chance.

Forewarning about the plenary for the module

At this point tell participants that there will be a plenary at the end of the module and that they will be asked to explain one key factor they have learned from today's session and how it might influence their future practice.

4.2 From small beginnings ... (20 minutes) one department's experience of change

Tell participants that the following video sequence relates the story of one teacher who has made significant changes in her classroom during the last two years.

Explain that the teacher concerned is Sadie. Sadie teaches in Eastbury School, which is in the London Borough of Barking and Dagenham.

Ask participants to note the steps taken by this department or school which helped to build capacity for improvement and develop the gains made by her as an individual teacher. Give out Handout 4.1 for participants to record their answers.

Tell participants that, after the video sequence, you will ask them to share their answers with others.

From small beginnings ... one department's experience of change Handout 4.1

What steps were taken (by the department or the school) which:

- developed the teacher's readiness for or inclination towards change in her classroom;
- ensured Sadie's learning was shared;
- ensured Sadie's learning was developed and built upon?

On completion of the video extract arrange participants into groups of three or four.

Allow 5 minutes and ask them to reach an agreement on the range of steps taken or strategies employed. Indicate that some remain implicit on the video extract shown. Ask them to choose from the lists the step or strategy which they consider to be the most significant or productive in spreading successful change and building capacity.

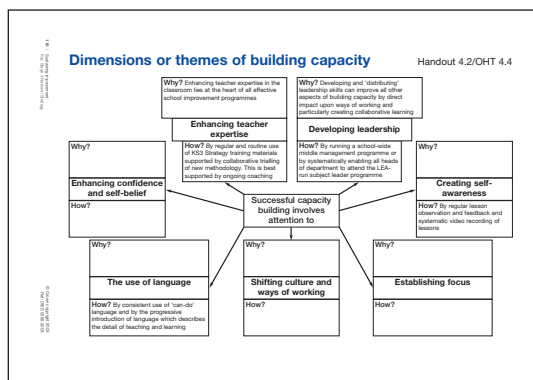
Take feedback from each group, building up a brief list on a flipchart. Probe for the reasoning behind each answer.

Ensure that participants are aware that there is significant research that indicates it is vital to build collaborative learning into the follow-up for training. The most effective way to enhance the effect of training is to enable a pair, **or preferably a team of teachers** to trial new methodology and share their learning. In that way the understanding, expertise, confidence and overall capacity of the whole team is also enhanced. The video provides a strong example of this kind of approach.

4.3 Dimensions or themes of building capacity (15 minutes)

Explain to participants that the purpose of this next activity is to build a mental map of the key themes or aspects of building capacity for improvement and investigate their importance.

Show OHT 4.4 and give out to all participants (Handout 4.2).



Ask participants in their groups to use the handout to complete a mental map of the dimensions of building capacity. For each dimension the groups should:

- provide justification for its importance;
- provide an example in the form of a manageable strategy to address that dimension;

and then be prepared to give feedback to other groups.
Some sections have already been completed as examples.
In taking and developing feedback, presenters may find the following information helpful.

Creating self-awareness is a significant dimension of capacity building for two reasons.

- 1 An awareness of one's own practice can be a prerequisite to or a powerful reason for change.
- 2 A teacher who is 'consciously competent' in a particular aspect of teaching is more able to support and advise colleagues. **An example** of this dimension of capacity building is the use of a video recorder to record the detail of a lesson followed by a self-analysis or feedback discussion with the teacher.

Enhancing confidence and self-belief is important when a teacher decides whether or not to trial new teaching strategies that they have seen demonstrated. **An example** of this dimension of capacity building would be the introduction of a coaching programme within two departments for the purposes of guiding, supporting and validating specific improvements in teaching and learning.

Establishing focus is important in helping a team differentiate the important from other activities. **An example** of this dimension of capacity building would be a collaborative departmental planning session which generates an agreed shortlist of teaching priorities for the coming term or year.

Shifting cultures and ways of working. There are strong and almost tangible differences in the '**cultures**' of departments even in the same school. Schools show similar differences. These differences influence ways of working and mean that some teams have greater capacity for change and improvement. For example some teams of teachers routinely share each other's good practice by modelling a lesson or sharing the outcomes of a small piece of research or reflection about the teaching of a particular aspect of the course. In some teams challenge and debate about learning are commonplace, whereas in others discussion tends to focus on organisational and administrative matters. Effective capacity building is based upon the simple proposition that these aspects of culture and ways of working are 'variables' rather than 'fixed' and can be usefully changed by good management. **An example** of this dimension of capacity building is a change in the structure of departmental meetings so that they routinely start with teaching and learning matters and one teacher demonstrates an example of their own practice.

The use of language has two main dimensions.

- 1 The consistent use of proactive, 'can-do' language is more likely to generate a willingness to take on change.
- 2 The development of a wide vocabulary about the detail of teaching and learning can be important in giving precision to the analysis of teaching as part of professional development.

An example of this dimension of capacity building is a departmental meeting which discusses questioning techniques and explores ideas and terminology such as 'wait time', 'speculative' questioning and 'high-order' questioning.

4.4 Practical activities that build capacity (20 minutes) ... two schools' approaches

The video sequence illustrates a range of strategies employed by two different schools to build capacity and enhance their own effectiveness.

Provide the following information about the schools.

- Outwood Grange is an 11 to 18 college in Wakefield.
- Swanwick Hall is an 11 to 18 school in Derbyshire.

Ask participants to complete Handout 4.3 while the video sequence is being shown. Emphasise that the handout also asks them to consider the level or scale of capacity building involved because the most effective practice operates at all levels in a school. It builds individual teacher's capacities but also the capacity of teams and of the school as a whole.

Practical steps to build capacity Handout 4.3

Steps or strategies	Levels of capacity building	Dimensions of capacity building (e.g. setting, culture)	Potential impact?
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		

© Crown copyright 2003
Ref: DFES 0565-2003

Ask for feedback from individuals about which of the approaches or strategies described on the video sequence they consider to be most productive.

Probe for the reasoning for any answers given. Effectiveness should be judged by the impact, or likely impact, upon teachers' learning and thus improvement in practice.

Emphasise that ultimately the success of such approaches should be judged by the impact on pupils' learning and on standards of achievement.

After the discussion, provide participants with Handout 4.4 which contains a series of possible responses to the task and is intended to consolidate learning from the session.

Practical steps to build capacity

Handout 4.4

Steps or strategies	Levels of capacity building	Dimensions of capacity building (eg. shifting culture)	Potential impact?
Performance data was used to present precise areas of underachievement	Whole school	Created a focus for development and supported the college's shift of culture	Helped reduce time spent on less significant areas and themes and thus created useful common ground between teachers across a range of departments
An AET was developed to work alongside practice to coach teachers in classes where underachievement was identified	Individual whole-school	Created self-awareness and greater self-confidence. Built a language to analyse methodology	The network of coaching activities helped build expertise and inclination to change and also spread good practice across the college
The school set up a teaching and learning group with representatives from all levels and from across the curriculum	Individual whole-school	Built self-confidence and helped shift the internal culture of the school. Gave individuals development a consistent focus	Created a 'critical mass' in support of change and continuous dialog about effective implementation of new methodology. Created a club that all teachers could change and improve their practice
The agendas of department meetings were changed to focus on teaching and learning	Team	Helped change ways of working and shifted the prevailing culture. Created a focus on learning	The changed how teams worked together, increasing meaningful collaboration and ensured they focussed their time on teaching and learning
'Curriculum focus' were introduced at the start of school INSET days	Individual whole-school	Helped create a focus and dialogue about learning across the school. Built confidence among teachers	This 'validated' the successes of change and made clear that new pedagogy was relevant to all teachers and across the curriculum. It created new links between departments
The school joined an 'external' school improvement programme set by a local university	Individual whole-school	Helped create greater learning opportunities and a language about teaching/learning	This enabled the school to learn from research and to exchange ideas across a wide network of schools. Staff learnt from the teaching of others

118 | Building Improvement
The Project Strategy

© Crown copyright 2003
Ref: DfES 0565-2003

4.5 Developing a repertoire of activities that build capacity (15 minutes)

Use Handouts 4.4, 4.5 and 4.6 to develop further the idea that a wide repertoire of different strategies is available and that an activity should be chosen on the basis of its 'fitness for purpose'.

Arrange participants into groups of four and ask them initially to work in pairs. Provide every pair with an envelope containing the cards cut out from Handout 4.5. Indicate that there are two blank cards should participants wish to add further ideas or strategies of their own.

One pair should be asked to focus on activities which might build capacity by shifting internal cultures and adjusting ways of working to maximise collaborative learning. Provide them with Handout 4.6 to help their thinking.

The other pair should be asked to focus on developing self-awareness and confidence, which help to generate inclination and capacity to trial and develop new methodology. Provide them with Handout 4.7 to help their thinking.

Ask all pairs to conduct a '**diamond ranking**' exercise to help determine which of the strategies are most effective. Explain that diamond ranking is a tool used in many different contexts and subjects to help detailed thinking about levels of priority or importance. It enables some factors to be ranked equally but does encourage depth of thought, particularly about the most and least significant factors.

Note that an alternative set of cut-outs (alternative Handout 4.5a) is provided for use by presenters with participants who are school senior leaders.

Developing a repertoire to build capacity Handout 4.5
(Cut-outs for use in the 'diamond ranking' exercise)

Trainees report back to their department immediately after attending training.	Trainees report back to their department after trying out strategies seen in training.	The whole department trials the strategies learned from training and progressively develops them.
The department conducts joint planning about how to introduce new strategies.	Individual team members watch video/DVD material of training events.	Departments conduct a joint evaluation of the impact of training two months after the training.
Heads of department discuss training with trainees and provide support during trialling of new methodology.	Trainees submit a written report on training they have attended to the department and to the SLT.	Pupils are surveyed as part of an evaluation of the impact of the training.
The department reports back to a school 'teaching and learning group' about changes made.	Departmental meetings are 'reversed' so that teaching and learning matters are discussed first.	Video recordings are made of lessons for self-analysis purposes by all members of a department.
Team and departmental meetings routinely commence with a demonstration of classroom methodology.		

© Crown copyright 2003
Ref: 0565-2003 Building Improvement
Key Stage 3 National Strategy | 124

Developing a repertoire to build capacity Alternative Handout 4.5a
(Cut-outs for use in the 'diamond ranking' exercise)

The school's ASTs attend training events on 'teaching and lesson observation.	Job shadowing is undertaken by teachers to enable them to learn more about middle and senior management roles.	Whole departments trial the strategies learnt from training and progressively demonstrate them.
The school sets up a cross-curricular 'teaching and learning group' to champion new developments.	Departments are paired to enable systematic sharing of good practice.	The school sets up 'buddy' arrangements to support trialling of new methodology by teachers.
Heads of department discuss training with trainees and provide support during trialling of new methodology.	Trainees submit a written report on training they have attended to the SLT for school distribution.	Pupils are surveyed as part of an evaluation of the impact of the training.
The school establishes a coaching programme to support teachers experiencing classroom difficulties.	Departmental and school meetings are 'reversed' so that teaching and learning matters are discussed first.	Video recordings are made of lessons for self-analysis by staff and to identify and mobilise good practice.
School staff and departmental meetings routinely commence with a demonstration of classroom methodology.		

124 | Building Improvement
Key Stage 3 National Strategy © Crown copyright 2003
Ref: 0565-2003

Building capacity – shifting cultures and adjusting ways of working Handout 4.6
(Framework for use in 'diamond ranking' exercise)

© Crown copyright 2003
Ref: 0565-2003 Building Improvement
Key Stage 3 National Strategy | 124

Building capacity – developing self-awareness and self-belief Handout 4.7
(Framework for use in 'diamond ranking' exercise)

127 | Building Improvement
Key Stage 3 National Strategy © Crown copyright 2003
Ref: 0565-2003

4.5 Developing a repertoire of activities that build capacity (continued)

Allow 5 minutes for discussion in pairs.

Then ask the pairs to report their findings to the other pair in the group of four.

Ask them to consider, within their groups, whether certain strategies are valuable and effective both in establishing self-awareness and in building collaborative learning (a further 5 minutes).

Ask for brief feedback on which strategies are the most effective.

In drawing out significant themes emphasise or recognise that:

- Strategies should be combined for significant impact. For example, coaching is most effective when combined with the use of video recording to facilitate self-review. Rarely will one action, on its own, transform the capacity of a department or school.
- Strategies chosen need to match the particular developmental context of the department or school (fitness for purpose).
- Shifting cultures usually requires a range of long-term strategies which involve challenging existing stances, generally in addition to structural and systemic changes.

- The most effective capacity building arises from senior and middle leaders recognising that most routine school or departmental functions can be undertaken in such a way that they build the capacity of the individuals and teams involved. **Capacity building can thus be considered as a ‘state of mind’ rather than simply a set of activities.**

4.6 Plenary and Ready for more? (10 minutes)

Remind participants that the purpose of sessions or modules of this kind is to improve practice, not simply to raise awareness.

Ask participants to briefly describe one key factor they have learned from this module and explain how it will influence follow-up actions in their own department or school.

Consider carefully whether to ask ‘volunteers’ or all the participants. Lead directly on to the Ready for more? section by explaining that it provides a range of ways of looking in detail at their own needs as a basis for future actions.

Use OHT 4.5 to suggest potential follow-up to the module.

Distribute Handout 4.8 and 4.9 to support follow-up.

Ready for more? OHT 4.5/Handout 4.8

Possible next steps might include:

- Use the capacity review which forms Appendix 2 to assess the capacity needs of your department or school. Provide the review to some other members of your team to gather their views of needs. Draw up and act upon a brief list of points for development.
- Use Handout 4.3, which describes the characteristics of an organisation with a well-developed capacity for improvement, as a basis for a detailed discussion about the capacity of your department or school. Draw up a prioritised list of points for action.
- Use Appendix 3 to evaluate the range of strategies being used by your department or school to disseminate new learning such as that from training events. Use the list as a basis to help decide on the follow-up strategies for your department's or school's forthcoming training activities.
- Conduct a series of discussions with staff who are new to the school or department. Focus upon the differences between the culture of their previous department or school and their current perceptions. Draw up a brief list of points for discussion and development.
- Conduct a detailed discussion with a teacher who attended a training event about three months ago. Enquire about the factors which have supported and constrained his or her building upon the learning from that event. Use this knowledge to adjust departmental or school practices.

© Crown copyright 2003
Ref: 0565-2003

Characteristics of a school or department with a well-developed capacity for improvement Handout 4.9

Attributes	Examples at whole-school level	Examples at department level	How are we doing?
It routinely shares its expertise.	Staff meetings regularly feature teachers demonstrating or discussing how they teach.	Collaborative planning involves teachers sharing their ideas on how each part of work might be delivered. The head of department teaches demonstration lessons to staff.	
It uses external support and challenge to enhance practice.	Teachers are regularly encouraged to attend external INSET. LEA school advisers are drawn in to contribute to in-school self-review processes.	The department uses the LEA QCA consultants to observe lessons and provide feedback.	
It has a clear operational focus.	The SMT signals clearly that certain areas of meetings are significant to improving teaching and learning and ensures they are given significantly more time.	The team is clear about what things should be reviewed (e.g. spent as long time on as possible). Administrative items are given less time in meetings.	
It has a well-developed set of priorities.	It has a clear and operational and consistent development plan which guides resource decisions and actions taken.	The department has an action plan based firmly upon an audit of strengths and weaknesses. Resource decisions are based on declared priorities of strengths and weaknesses.	
It elevates professional development to a continual process.	Individual teachers are enabled to watch colleagues teach on a regular and systematic basis.	An audit of each team member's skills is used as a basis for identifying review discussions and lesson observations.	

118 | Building Capacity
Key Stage 3 National Strategy

Appendix 1

Pre-course reading

Pre-course task:

Participants are asked to read these extracts prior to the course.

This pre-course reading is all taken from ***Preparing for change: evaluation of the implementation of the key stage 3 strategy pilot*** by Louise Stoll et al, published by DfES, ISBN 1-84185-871-4 (pp.84–87). It establishes a case for building capacity in schools and LEAs.

Capacity of those implementing the reform

One of the fundamental issues of improvement and reform is when institutions do not have the capacity, at the individual, collective or organisational levels to be able to implement the changes. In these cases, what frequently happens is that ideas get adopted on the surface but there is no meaningful change in teaching and learning.

Individual capacity: McLaughlin and Oberman (1996) view “the problem of reform” as “a problem of teachers’ learning”. For teachers of middle years pupils, learning to change requires intense intellectual and emotional effort. Influences on individuals’ capacity to implement changes in teaching and learning include their existing knowledge, skills, professional confidence, emotional wellbeing, and the extent to which they choose to work with others. Individuals’ actions are influenced by what they believe. A large body of evidence suggests that belief change during adulthood occurs relatively rarely, although a counter-argument suggests that changing teachers’ behaviour and practices precedes changing beliefs, the latter occurring once teachers are convinced that the former has made a positive difference. Teachers’ professional confidence also influences their capacity to take external frameworks and materials and translate them into practice.

Department capacity: Research on secondary schools’ academic effectiveness has drawn attention to the importance of subject departments, and in many schools, the departmental or subject cultures often differ from those of the whole school, operating as ‘realms of knowledge’ that are hard to penetrate. Subject leaders can greatly influence the culture of teaching within their subject or curriculum area, and subject leadership is an important factor in secondary school improvement. Evidence from an international study on the Professional Culture of Teachers suggests that a strongly collaborative culture within a subject department or other small grouping has a positive impact on teachers’ work.

School capacity: Some schools are more successful in developing conditions that help them to implement improvement, while others need to work on basic climate setting, focusing on key issues of management, organisation and ethos before the necessary attention can be devoted to teaching and learning. School culture is a critical component of schools’

capacity for implementation, as are motivation and emotions, the community they create, making connections, inquiry and creativity, ongoing learning opportunities and time. Essentially, forces outside classrooms influence the quality of learning and teaching, and therefore, reform efforts have to focus within schools on both classroom learning conditions and school conditions. Research increasingly suggests that teachers learn more when they are part of a professional learning community, because such communities promote collaboration and collective responsibility for pupil progress and development. Leadership also appears to be an important feature of school-wide change. The role of the principal as an active and ongoing supporter of reform has been shown to be critical to the success of school-wide change efforts and changes of leadership, at senior and teacher levels, have been found to have a considerable impact on reform implementation and sustainability.

Schools with ostensibly similar contextual characteristics, and even similar baseline results, display different capacity for improvement. This raises issues about whether any one reform strategy can fit all schools and the extent to which there is a need to differentiate strategies for different schools.

LEA support capacity: The importance of the role of the LEA to school improvement has been emphasised, and the major North American studies conclude that district-level processes are critical to support improvements. Districts, however, have been found to vary in their effectiveness, as have LEAs in the support for improvement. Little is understood about LEA capacity, although it appears that external change agents also need support if they are to be successful in their work with teachers and schools.

Pupil engagement and school capacity

A key lens through which we have viewed this Pilot is how it plays itself out in schools that vary in their capacity to bring about and sustain change. Drawing on teachers' ratings of school capacity, we compared the results of the 416 pupils in the 20 schools for which we had sufficient teacher responses to constitute a 'school view'. While the pupils in high, medium and low capacity schools did not significantly differ in their academic self-perception, several features of the learning experience were viewed significantly more positively by pupils in high, and sometimes medium, capacity schools than by their peers in low capacity schools. These included relationships with teachers and teachers' explanations and feedback. Pupils in high capacity schools were also more positive about their secondary school, found their work more interesting and were also more willing to persevere with challenging work (see Table 6.5C). These data appear to provide further confirmation of the importance of capacity to school improvement.

Table 6.5C
Comparing pupil survey responses in high, medium and low capacity schools

	High capacity	Medium capacity	Low capacity
	N of pupils = 144	N of pupils = 139	N of pupils = 133
	%	%	%
I get on well with my teachers	86	78	66
My teachers care what I think	62	51	49
My teachers listen to what I say	69	61	57
My teachers tell me how I can improve my work	74	76	59
My teachers help me to understand how I learn best	60	51	44
My teachers make learning fun	40	35	26
This school is better than primary school	80	70	70
I'm really interested in my school work	69	55	36
I give up when work gets too hard for me	17	26	35

Appendix 2

A review of capacity

Reviewing elements of a school's/department's capacity

Use this document to review the capacity of your school/department. Use the descriptions provided to judge where your school/department fits on each line. You may find it helpful to add notes in the central boxes to inform future action.

Individualism ←

→ **Collaboration**

I have a great deal of autonomy over what I do, so I largely go my own way. I prepare what my pupils need – there doesn't seem time to work with other people on planning or sharing our ideas about teaching and learning.

We regularly share ideas about how we will teach each unit and most classroom resources are run off and everyone uses them. We seem to have got to the position where we now review how things have gone. When we've been on courses we have a slot on the department agenda to discuss changes and we now regularly visit each other's classrooms for both informal contact and more formal mentoring and coaching.

Feedback-free ←

→ **Self-aware**

I've taught here for ten years and apart from Ofsted no one has been to see me teach. I didn't feel that I had a very good week and was always seen with my weakest groups. I've no real idea of where I stand, although I don't think my teaching is all that bad. The pupils seem to enjoy the lessons and they opt for the subject.

At first I found it very different here. In my last school I was used to the odd comment about my classroom but very little else. Now I get very regular comments about the materials I've created and more importantly how I teach. Our partnerships give you loads of feedback and it's not just cosy stuff. Sometimes it's quite challenging but I enjoy my job more because I am better at it. I know what I am good at now.

**Wandering/
haphazard** ←

→ **Clear focus
and direction**

We tend to respond to things as individuals and attend those meetings which seem best for us. The development plan is a document to show visitors rather than for us to work to. The school usually seems happy to support us to go on courses for our own needs.

The whole-school self-evaluation process has been successfully developed within the department. Everybody knows how they fit into the current plan which focuses on our agreed area of engaging learners. It steers how we do things, the courses we go on and the things we give time to.

**Administrative
and organisational
culture** ←

→ **A culture supporting
teaching and learning
development**

Most meetings are taken up with administrative matters such as who is going to run the departmental detention this week and who is going to move rooms to allow for another group to use the computers. We do talk but it seems to be about the peripheral things.

We've been quite ruthless about what we will spend our time on. We set tight time targets on the admin staff and now we use our collaborative time on getting into the detail of how we teach and, more importantly whether the students are learning or not.

Centralised leadership



Distributed leadership

If you want to launch anything here you need to get the right permission. We do have consultation groups but the power resides with four people so it's best to leave the initiatives to them. Professional development is about going on courses rather than contributing to leadership.

You get plenty of chances here to contribute and even to lead. I think we've understood that putting leadership in the hands of just a few people invites overload and inaction. We contribute by leading working groups regardless of our formal position in the hierarchy; the professional development bit is vital.

Uncertainty



Confidence and self-belief

I am happy enough with what I do although I am not really sure about what is expected of us or what the big picture is. This is certainly not a place to take risks in the classroom. I suspect our parents wouldn't appreciate anything different or radical.

We work quite hard at making people feel valued and giving them the confidence to use their abilities. People need some faith in their own abilities if they are going to trial new ideas. Our 'buddying' arrangements seem to be making a real difference. We know what the 'implementation dip' is and how we can overcome it.

Appendix 3

A repertoire of dissemination strategies that also build capacity for sustainability

One-to-one strategies

- Coaching
- Pair/team teaching
- Demonstration lessons
- Joint viewing of training DVD/video
- Analysis of self-generated video of 'trial' lessons
- Mutual lesson observation
- Joint lesson planning
- Buddying/mentoring/pairing

Team strategies

- Formal report back after attending training
- Whole-department coaching programmes
- Demonstration lessons
- Modelling/demonstrating a teaching approach in a department meeting
- Collaborative lesson planning
- Joint medium-term planning
- Joint viewing of training DVD/video
- Preparation of materials (with new approaches built in) for team use
- Report back on individual trialling
- Distribution of research articles/documentation
- Analysis of self-generated video of trial lessons
- Pursuit of a 'line of enquiry' throughout the department
- Collaborative moderation of pupil work-samples
- Partnering/linking with another department

Whole-school strategies

- Distribution of research articles/documentation
- Formal report back after attending training
- A whole-school coaching programme
- Creation of a staff website with 'stealable' examples
- Commencing whole-staff meetings with the modelling/demonstration of a 'new' teaching strategy
- Joint viewing of training DVD/videos
- Analysis of school self-generated video of 'trial' lessons
- Whole-school use of a teaching approach/strategy and cross-curricular analysis of its implementation/effectiveness
- Pursuit of a whole-school 'line of enquiry'(e.g. an investigation into how to ask effective 'speculative' questions)
- All staff have a common theme (involving the use of a new teaching strategy) as part of their performance management

- Dedicated whole-school INSET days focusing on key generic teaching and learning themes (perhaps two modules from the Foundation subjects folder)
- Pairing with another school

Appendix 4

Additional reading might usefully include:

- Extracts from Michael Fullan's *New Meaning of Educational Change* published by Routledge Falmer (ISBN 0-8077-4069-1). Chapter 8 is probably the most directly relevant.
- *Preparing for change: evaluation of the implementation of the Key Stage 3 strategy pilot* by Louise Stoll et al published by DfES (ISBN 1-84185-871-4) pages 84–87.
- *School improvement for real* by David Hopkins published by Routledge Falmer (ISBN 0-415-23076-4), especially pages 16–19, 64–70.

From small beginnings ... one department's experience of change

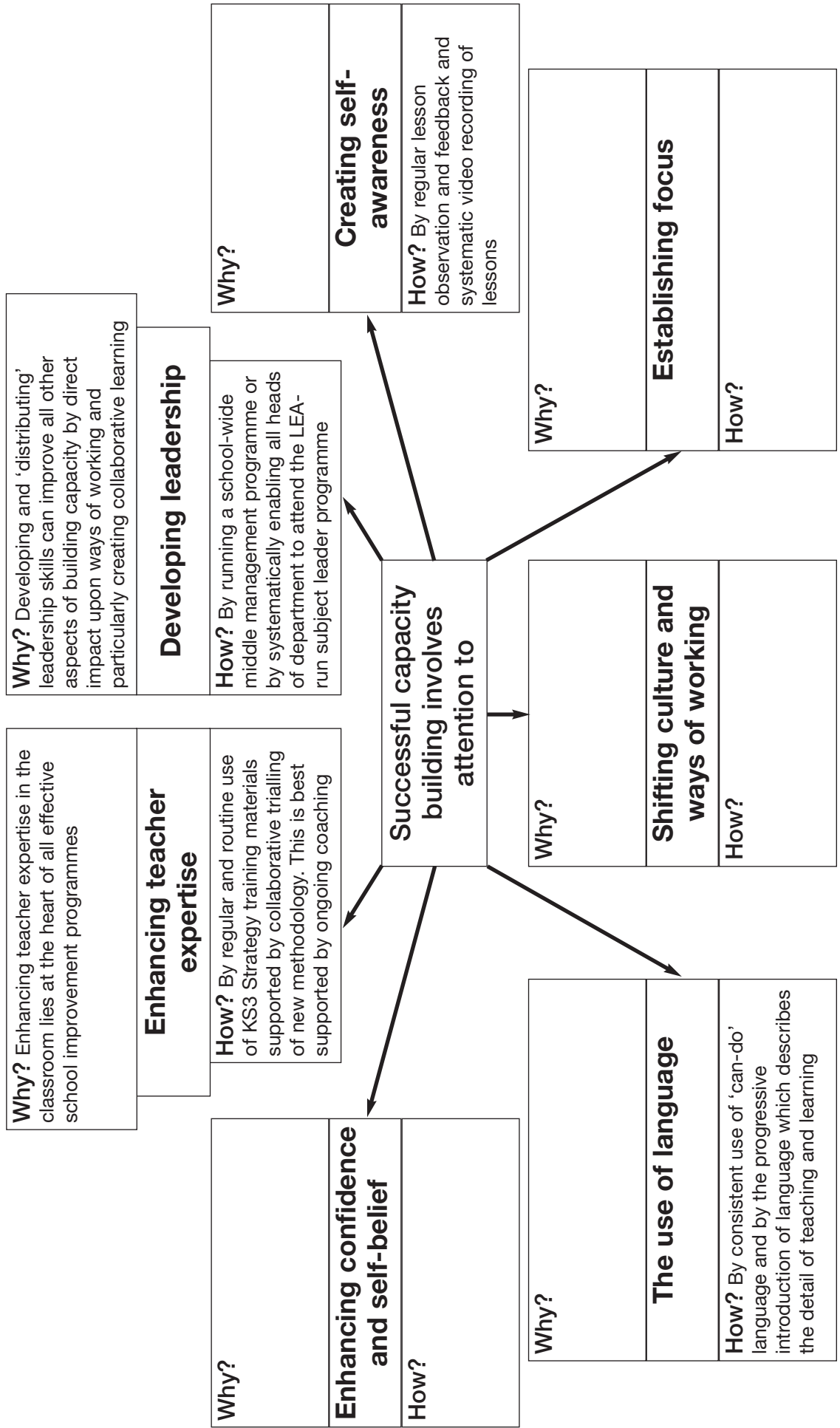
Handout 4.1

What steps were taken (by the department or the school) which:

- developed the teacher's readiness for or inclination towards change in her classroom;
- ensured Sadie's learning was shared;
- ensured Sadie's learning was developed and built upon?

Dimensions or themes of building capacity

Handout 4.2/OHT 4.4



Practical steps to build capacity

Steps or strategies	Levels of capacity building	Dimensions of capacity building (e.g. shifting culture)	Potential impact?
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		
	Individual/ team/ whole-school		

Practical steps to build capacity

Handout 4.4

Steps or strategies	Levels of capacity building	Dimensions of capacity building (e.g. shifting culture)	Potential impact?
Performance data was used to pinpoint precise areas of underachievement	Whole-school	Created a focus for development and supported the college's shift of culture	Helped reduce time spent on less significant areas and themes and thus creates useful common ground between teachers across a range of departments
An AST was deployed to work alongside pupils and to coach teachers in classes where underachievement was identified	Individual/whole-school	Created self-awareness and greater self-confidence. Built a language to analyse methodology	The network of coaching relationships helped build expertise and inclination to change and also spread good practice across the college
The school set up a teaching and learning group with representatives from all levels and from across the curriculum	Individual/whole-school	Built self-confidence and helped shift the internal culture of the school. Gave school-wide developments a consistent focus	Created a 'critical mass' in support of change and continuous dialogue about effective implementation of new methodology. Created a belief that all teachers could change and improve their practice
The agendas of department meetings were changed to focus on teaching and learning	Team	Helped change ways of working and shifted the prevailing culture. Created a focus on learning	This changed how teams worked together, increasing meaningful collaboration and ensured they focussed their time on teaching and learning
'Curriculum tours' were introduced at the start of school INSET days	Individual/team/whole-school	Helped create a focus and dialogue about learning across the school. Built confidence among teachers	This 'celebrated' the successes of change and made clear that new pedagogy was relevant to all teachers and across the curriculum. It created new links between departments
The school joined an 'external' school improvement programme run by a local university	Individual/whole-school	Helped create greater learning opportunities and a language about teaching/learning	This enabled the school to learn from research and to exchange ideas across a wide network of schools. Staff learnt from their training of others

Developing a repertoire to build capacity

(Cut-outs for use in the ‘diamond ranking’ exercise)

<p>Trainees report back to their department immediately after attending training.</p>	<p>Trainees report back to their department after trying out strategies seen in training.</p>	<p>The whole department trials the strategies learned from training and progressively develops them.</p>
<p>The department conducts joint planning about how to introduce new strategies.</p>	<p>Individual team members watch video/DVD material of training events.</p>	<p>Departments conduct a joint evaluation of the impact of training two months after the training.</p>
<p>Heads of department discuss training with trainees and provide support during trialling of new methodology.</p>	<p>Trainees submit a written report on training they have attended to the department and to the SLT.</p>	<p>Pupils are surveyed as part of an evaluation of the impact of the training.</p>
<p>The department reports back to a school ‘teaching and learning group’ about changes made.</p>	<p>Departmental meetings are ‘reversed’ so that teaching and learning matters are discussed first.</p>	<p>Video recordings are made of lessons for self-analysis purposes by all members of a department.</p>
<p>Team and departmental meetings routinely commence with a demonstration of classroom methodology.</p>		

Developing a repertoire to build capacity

(Cut-outs for use in the ‘diamond ranking’ exercise)

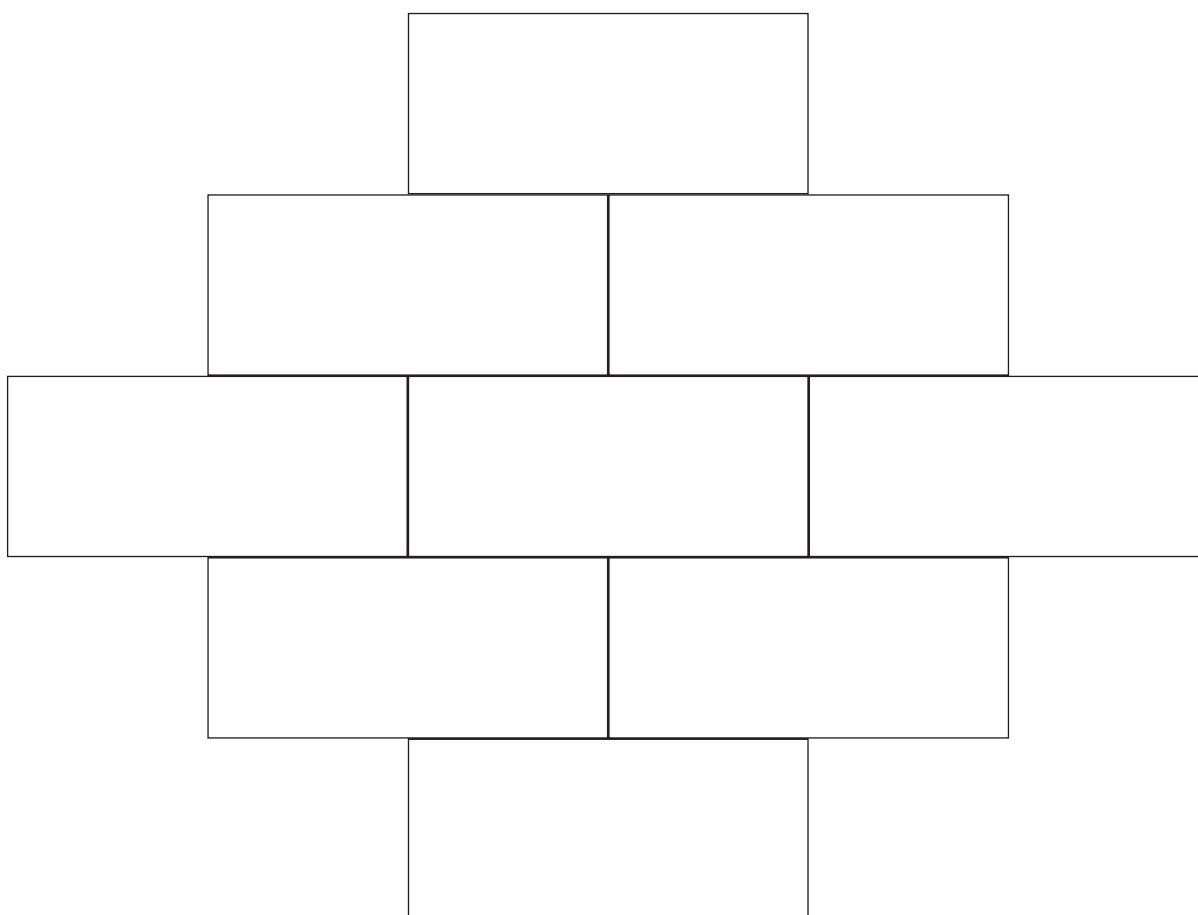
<p>The school’s ASTs attend training events on ‘coaching’ and lesson observation.</p>	<p>Job shadowing is undertaken by teachers to enable them to learn more about middle and senior management roles.</p>	<p>Whole departments trial the strategies learnt from training and progressively demonstrate them.</p>
<p>The school sets up a cross-curricular ‘teaching and learning group’ to champion new developments.</p>	<p>Departments are paired to enable systematic sharing of good practice.</p>	<p>The school sets up ‘buddy’ arrangements to support trialling of new methodology by teachers.</p>
<p>Heads of department discuss training with trainees and provide support during trialling of new methodology.</p>	<p>Trainees submit a written report on training they have attended to the SLT for school distribution.</p>	<p>Pupils are surveyed as part of an evaluation of the impact of the training.</p>
<p>The school establishes a coaching programme to support teachers experiencing classroom difficulties.</p>	<p>Departmental and school meetings are ‘reversed’ so that teaching and learning matters are discussed first.</p>	<p>Video recordings are made of lessons for self-analysis by staff and to identify and mobilise good practice.</p>
<p>School staff and departmental meetings routinely commence with a demonstration of classroom methodology.</p>		

Building capacity – shifting cultures and adjusting ways of working

Handout 4.6

(Framework for use in 'diamond ranking' exercise)

↑
Most useful
strategy

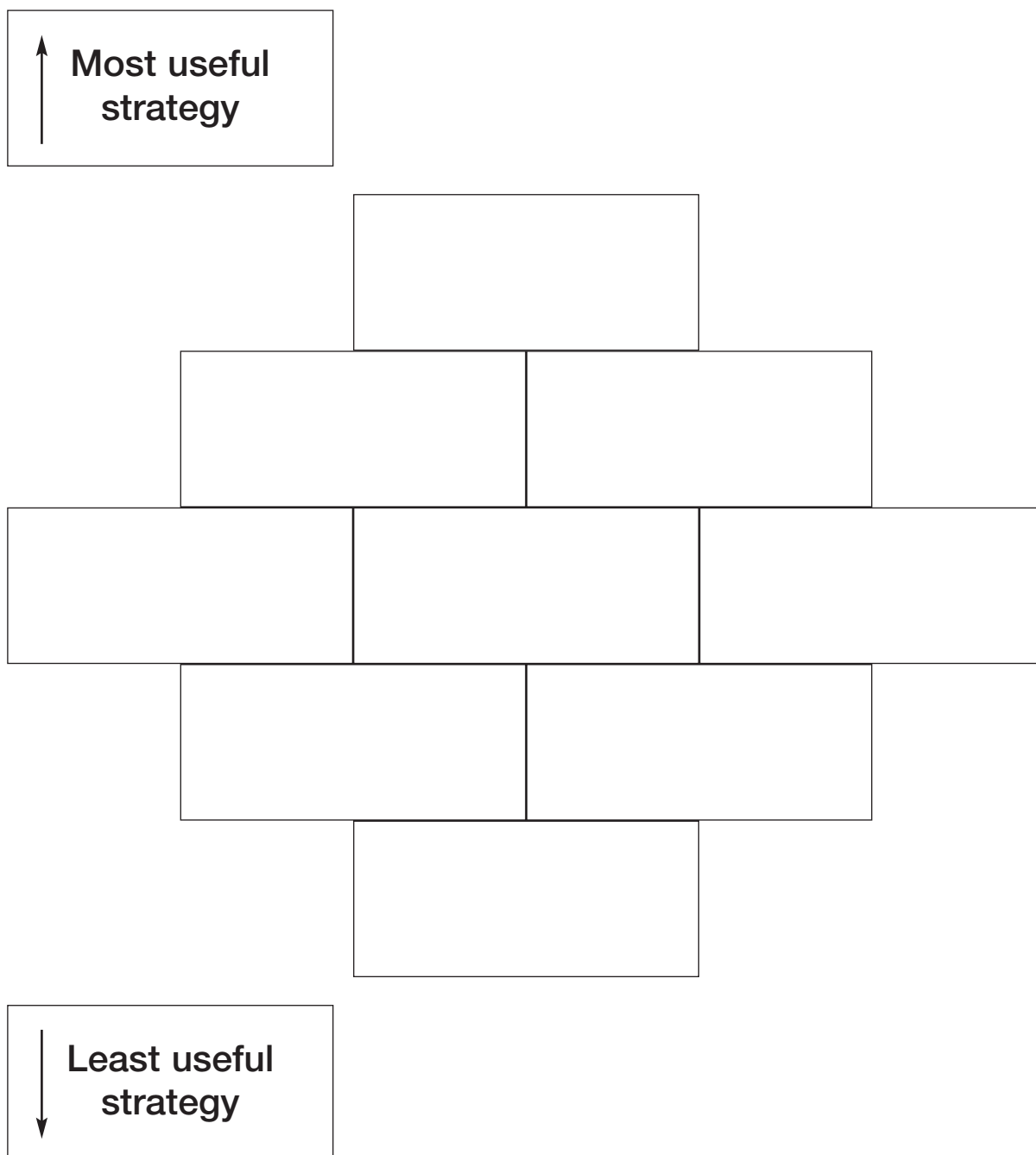


↓
Least useful
strategy

Building capacity – developing self-awareness and self-belief

Handout 4.7

(Framework for use in ‘diamond ranking’ exercise)



Possible next steps might include:

- Use the capacity review which forms Appendix 2 to assess the capacity needs of your department or school. Provide the review to some other members of your team to gather their views of needs. Draw up and act upon a brief list of points for development.
- Use Handout 4.9, which describes the characteristics of an organisation with a well-developed capacity for improvement, as a basis for a detailed discussion about the capacity of your department or school. Draw up a prioritised list of points for action.
- Use Appendix 3 to evaluate the range of strategies being used by your department or school to disseminate new learning such as that from training events. Use the list as a basis to help decide on the follow-up strategies for your department's or school's forthcoming training activities.
- Conduct a series of discussions with staff who are new to the school or department. Focus upon the differences between the culture of their previous department or school and their current perceptions. Draw up a brief list of points for discussion and development.
- Conduct a detailed discussion with a teacher who attended a training event about three months ago. Enquire about the factors which have supported and constrained his or her building upon the learning from that event. Use this knowledge to adjust departmental or school practices.

Characteristics of a school or department with a well-developed capacity for improvement

Handout 4.9

Attribute	Examples at whole-school level	Examples at department level	How are we doing?
It routinely shares its expertise.	Staff meetings regularly feature teachers demonstrating or illustrating how they teach.	Collaborative planning involves teachers sharing their ideas on how each unit of work might be delivered. The head of department teaches demonstration lessons to staff.	
It uses external support and challenge to enhance practice.	Teachers are regularly encouraged to attend external INSET. LEA school advisers are drawn in to contribute to school self-review processes.	The department uses the LEA KS3 consultants to observe lessons and provide feedback.	
It has a clear, operational focus.	The SMT signals clearly that certain items in meetings are significant to improving teaching and learning and ensures they are given significantly more time.	The team is clear about what things should be 'minimised' (i.e. spent as little time on as possible). Administrative items are given later 'slots' in meetings.	
It has a well developed set of priorities.	It has a clear and operational (not cosmetic) development plan which guides resource decisions and actions taken.	The department has an action plan based firmly upon an audit of strengths and weaknesses. Resource decisions are based on declared priorities of strengths and weaknesses.	
It elevates professional development to a continual process.	Individual teachers are 'enabled' to watch colleagues teach on a regular and systematic basis.	An audit of each team member's skills is used as a basis for termly review discussions and lesson observations.	

- To promote a wider understanding of the importance of building capacity in improving pupil outcomes, developing teacher expertise, enhancing departmental effectiveness and supporting wider school improvement
- To develop skills of analysis which enable teachers to evaluate the capacity of their department and school
- To create an understanding that the capacity of a department or school to improve can be built through careful management of ‘ways of working’ and changes in internal ‘culture’
- To develop a knowledge of the repertoire of different activities that can enhance a school’s capacity for improvement

What is meant by capacity?

OHT 4.2

‘Internal capacity is the power to engage in and sustain continuous learning of teachers and the school itself for the purpose of enhancing pupil learning.’

The above quote is from Louise Stoll in *Improving school effectiveness*, edited by John Macbeath and Peter Mortimore, published by Open University Press, 2001 (ISBN 0-335-20687-5).

A working definition of 'building capacity'

OHT 4.3

Building capacity for improvement involves a range of strategies which deliberately set about building for the future by:

- **creating dialogue**
- **sharing learning**
- **changing ways of working**
- **shifting internal cultures**

in order to create wider awareness, expertise and inclination.

In that way changes which occur are not localised and confined to one or two individuals but are systematically shared and progressively become part of the embedded practice of the department or the whole school.

In brief, change becomes increasingly effective and sustainable because it is part of the day-to-day functioning of the school.

The capacity of the department or school to take on any future development is significantly enhanced.

Copies of this pack may be available from:

DfES Publications

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
e-mail: dfes@prolog.uk.com

Ref: DfES 0565-2003 G

© Crown copyright 2003

Produced by the
Department for Education and Skills

www.dfes.gov.uk

If this is not available in hard copy it can be
downloaded from:

www.standards.dfes.gov.uk

The content of this publication may be reproduced
free of charge by schools and local education
authorities provided that the material is
acknowledged as Crown copyright, the publication
title is specified, it is reproduced accurately and not
used in a misleading context. Anyone else wishing
to reuse part or all of the content of this publication
should apply to HMSO for a core licence.

**The permission to reproduce Crown copyright
protected material does not extend to any
material in this publication which is identified
as being the copyright of a third party.**

Applications to reproduce the material from this
publication should be addressed to:

HMSO, The Licensing Division, St Clements House
2-16 Colegate, Norwich NR3 1BQ
Fax: 01603 723000
e-mail: hmsolicensing@cabinet-office.x.gsi.gov.uk