

Leading classroom-focused collaborative CPD

Model	Coaching	Lesson study	Classroom-based action enquiry
Use this model when...	<p>...developing less experienced teachers or those working in a new area, e.g. teaching a new age group or new skills needed to teach a subject successfully.</p> <p>...a teacher has developed a specific expertise they can share, e.g. using ICT to support learning in mathematics.</p> <p>...particular professional development is required in specific aspects of teaching or learning that meet the needs of individuals, e.g. early reading through phonics.</p>	<p>...improving the teaching of concepts which are important stepping stones in learning and present identified barriers to progress, e.g. securing children's understanding of fractions in mathematics.</p> <p>...you want to elicit the views of children on teaching that works and to identify the learning gains, e.g. how use of peer assessment in writing improves confidence and skills.</p> <p>...looking at how to secure learning in areas that are hard to teach and hard to learn, e.g. scaffolding the skills of enquiry in mathematics.</p>	<p>...introducing a new approach to teaching and learning across the school, e.g. guided writing.</p> <p>...identifying the reasons why under-performing groups of children are not making sufficient progress and testing the impact of different approaches, e.g. able girls with low expectations receive focused support on improving their problem-solving skills in mathematics.</p> <p>...carrying out an evaluation of progress by combining soft and hard data, e.g. pupil tracking data and lesson observation.</p>
Use with the Primary Framework to...	<p>...extend effective practice in the planning of teaching sequences – pairing an experienced teacher with an inexperienced teacher to develop their use of the Interactive Planning Tool (IPT) to plan units for mathematics and/or literacy.</p> <p>...share a particular expertise in assessment for learning – pair teachers who use the assessment for learning guidance in the Framework to build into their teaching regular opportunities and strategies for ongoing assessment.</p>	<p>...strengthen the teaching of problem solving – forming a group with concerns about their pupils' confidence and skills in problem solving, using the progression, units and resources from the Framework to prepare research lessons to teach children strategies in tackling particular problems.</p> <p>...understand why guided reading works well in a particular year group, using the children's voice to determine what and how they learn and the progress they make, and use the Framework to plan research lessons for other year groups.</p>	<p>...introduce the use of guided writing with groups of children – using the Framework to plan units of work for particular groups of children and assess and compare their progress against the progress of other groups who have not had the same teaching.</p> <p>...test the hypothesis that use of models and images helps children to 'see' the method of calculation more clearly – using the Framework to plan use of practical and ICT-based models and images to help children to divide two whole numbers and identify remainders.</p>

For more information about models of classroom CPD that work, visit the Primary Framework website at: www.standards.dfes.gov.uk/primaryframeworks/cpdthatworks

Primary National Strategy

Leading improvement using the Primary Framework

Guidance for headteachers and senior leaders
Models of classroom-focused collaborative CPD that work



Models of classroom-focused collaborative CPD *that work*

Model	Coaching	Lesson study	Classroom-based action enquiry
Origins of the model	<p>Coaching models were developed in other professions.</p> <p>Introduced into education as part of research into ‘expertise’ and performance development.</p>	<p>‘Design study’ used to improve performance without putting people at risk in areas such as ‘in flight’ design in aeronautical science.</p> <p>Key element of Japanese and Chinese teacher CPD.</p>	<p>Action research models developed in social sciences to gather evidence from within.</p> <p>Adapted for education research in schools to engage the profession in the process of classroom -based enquiry.</p>
Key features of the model	<p>Teachers work together to improve agreed aspects of practice. They negotiate an area for development in colleague A’s teaching after joint review and evaluation of A’s teaching and its impact on children’s learning. Colleague B may then demonstrate or model an approach or technique in which she has greater experience, knowledge or expertise. Colleague A begins to try elements of the practice with colleague B observing and feeding back. Gradually colleague A masters the new approach or technique. This extends the pool of expertise in the school and the coaching process can be widened to include other teachers to build whole-school expertise in particular aspects of teaching and learning. Other forms such as co-coaching and mentoring usually involve more negotiation and less prescription.</p>	<p>A pair or small group of teachers work to improve an aspect of teaching which evidence tells them could improve in relation to children’s learning and progress. They identify ‘focus children’ who are to be the focus of the study. Together they plan a ‘research lesson’ with some new element designed to improve the focus children’s learning (who may be higher-, middle- or lower-attaining). One person teaches the lesson while the others observe the progress of the focus children. They discuss the learning of each child – what worked as planned, what didn’t and why. They plan another lesson to address the identified learning issues. Over a series of lessons they develop techniques which strengthen learning and progress for each of the focus children. They share learning with other teachers via video, coaching or a public research lesson. Children can participate at this feedback stage.</p>	<p>Teachers identify a question they wish to answer, e.g. ‘How can we improve boys’ report writing?’ or a hypothesis they wish to test, e.g. ‘Children who use jottings to support mental calculation make faster progress.’ They plan a series of lessons aiming to try out different approaches with a whole class or with identified groups of children. They collect data related to the question and hypothesis drawing on children’s work, interviews and observations. They analyse the data and form new, or refine existing, hypotheses about what has made a difference and how. They then frame an amended question and carefully plan out how they are to test their revised hypotheses through further teaching and data gathering when they return to the classroom. The findings are written as a case study and shared with all staff.</p>

Strengths/constraints of classroom-focused collaborative CPD

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Strengths of the model	<p>Strongly focused on transferring known techniques in the school and classroom contexts. Helps colleagues to apply new knowledge in practice. Clear performance orientation. Plenty of opportunities to break down the practice in steps and build and re-build techniques. Regular feedback and self/peer review.</p>	<p>Strongly grounded in ‘lessons’ and improving hard aspects of teaching. Focuses exclusively on specific children’s learning with progress as an indicator of success. Peer ownership of the research lessons and focus on learning not the teacher. Encourages risk-taking in supportive context and incisive observation. Multiple views of the lesson allow more to be seen and so ‘dissect’ the learning. Collaborative honing of techniques then sharing the new approach boosts impact for all children.</p>	<p>Strongly focused on testing hypotheses and finding answers to key classroom questions about learning and teaching. Ongoing detailed analyses help to solve persistent problems. Attention to data from different sources relating to the question/hypothesis strengthens impact upon practice. Learning how to transcribe talk, analyse data, and review and refine questions and hypotheses can be revelatory in understanding classroom interactions and their impact on learning.</p>
Constraints and risks associated with the model	<p>Works well when the relationship between coach and coachee is positive and trusting in atmosphere that is not about accountability. The coachee must feel confident they can take measured risks. Coaches need to be skilled at observing and feeding back and dissecting their own practice. Developing coaches is a whole-school and long-term investment as coaches improve their own teaching the more they coach.</p> <p>Avoid creating a ‘demonstration’ culture without the analysis, review, practice and feedback.</p>	<p>Works well when careful analysis is made of a good range of progress information before research lessons are planned. Releasing groups of teachers to observe a research lesson can present difficulties and requires resourceful leadership. Care needs to be taken to ensure that this is not felt to be performance management oriented or less will be learned.</p> <p>Learning can be lost without opportunities to share what was learned.</p> <p>Avoid creating research lesson groups entirely made up of inexperienced teachers whose observation of learning is limited.</p>	<p>Works well when questions and hypotheses are sharp and there is a clearly-defined set of expected outcomes to review impact. Loses impact on learning, teaching and progress if the question focuses upon more static classroom aspects such as resources or environment.</p> <p>Approaches used in analysis may be superficial and guidance in designing the enquiry may be required to avoid reaching poor conclusions.</p> <p>Avoid creating a ‘free-to-research anything’ climate that lacks focus and rigour in analysis and refining of hypotheses.</p>