Responsive Curriculum Leadership

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Context

- 11-16 Secondary

- City centre Wakefield, Yorkshire, England

- My role: Senior Vice Principal

- Highest quintile of deprivation. IDACI: 71% in the top 30% most deprived areas; 23% of the whole school cohort live in homes with an IDACI score of 1. 44% FSM.

- Well above average SEND

- Consistently top 10% of schools nationally for student progress

- TES National Secondary School of the Year 2019
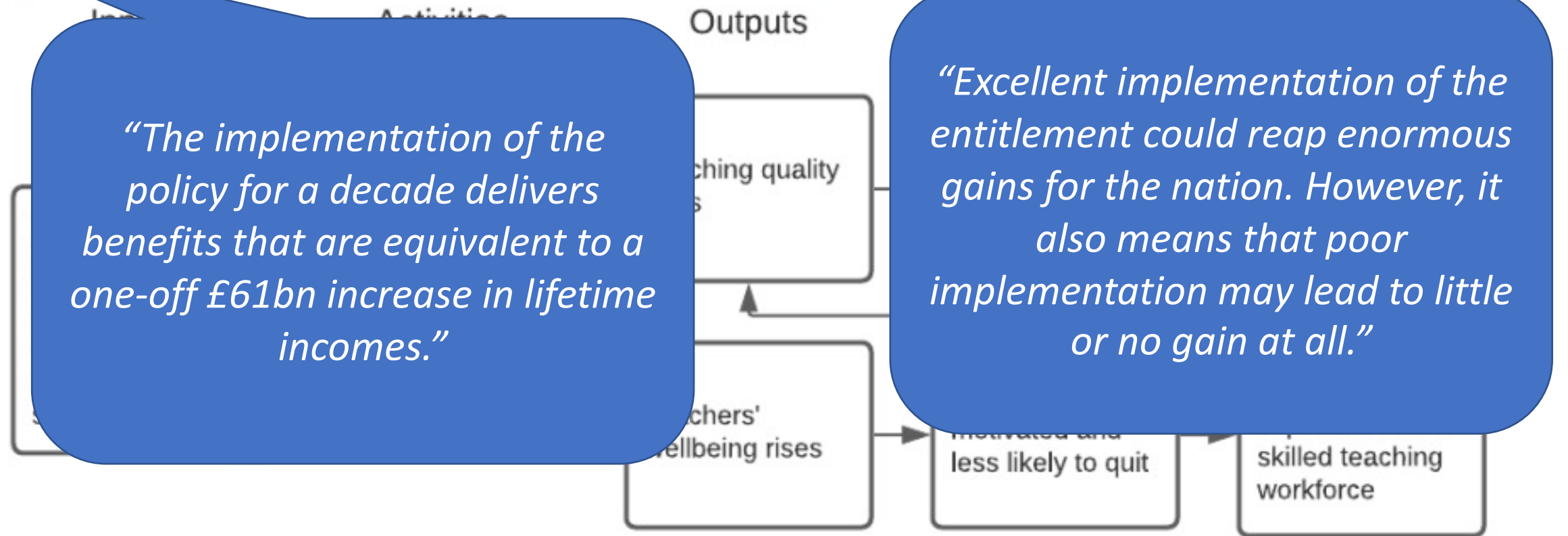
- Ofsted Outstanding May 2022

Research base – Impact of effective CPD

Jens Van den Brande and James Zuccollo published a cost-benefit analysis on 'The effects of high-quality professional development on teachers and students'. (Wellcome and Education Policy Institute 2021)

They proposed this logic chain:

Figure 1: Logic chain of the benefits of an entitlement to high-quality professional development

Outputs

"The implementation of the policy for a decade delivers benefits that are equivalent to a one-off £61bn increase in lifetime incomes."

"Excellent implementation of the entitlement could reap enormous gains for the nation. However, it also means that poor implementation may lead to little or no gain at all."

teaching quality

teachers' wellbeing rises

motivated and less likely to quit

skilled teaching workforce

Research base – Impact of effective CPD

The 2011 Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' found that "**The difference between a very effective teacher and a poorly performing teacher is large**. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher." (p.3)

The OECD's Teaching and Learning International Survey (TALIS) report (2019) found that a positive impact of professional development, reported by teachers, is correlated to a high level of self efficacy and/or job satisfaction. The report notes that '**the most successful education systems ... have embedded professional development as an integral part of the work of teachers** and do what it takes to facilitate participation' (p. 47).

The Chartered College of Teaching publication 'Teacher CPD' (2019) is built on the understanding that "**we know the impact that high-quality teaching has on the learning of children and ... the impact that professional development can have on teacher effectiveness**" (p.6)

TEACHER CPD
International trends, opportunities and challenges

Edited by Cat Scutt and Sarah Harrison, Chartered College of Teaching
Supported by a grant from Nord Anglia Education

NORD ANGLIA EDUCATION

CHARTERED COLLEGE OF TEACHING

Research base – What is 'effective' CPD?

Weston and Hindley (2019) acknowledge "there is unlikely to be one single recipe that works in all cases" but several studies suggest a list of common features in effective teacher CPD.

Education and Training 2020 Thematic Working Group 'Professional Development of Teachers' Literature review

The kind of CPD most likely to affect teaching positively is therefore of the 'hands-on' kind, and has the following characteristics:

- a considerable duration;

- a *clear theoretical rationale* grounded in research, and a *strong knowledge base*;

- is based on collaborative, *active* learning and teaching (not on a one-shot lecture or a 'drive-by' workshop), as well as on feedback;

- is delivered to a team of teachers (same age group, subject, school...)

- is focused on *specific content knowledge / strategies* (not general), helping teachers develop the pedagogical skills to teach specific content, with strong positive effects on practice;

- is coherent, practical, focused on students' learning of content and on the examination of students' work, in relation to standards for what students should know and be able to do.
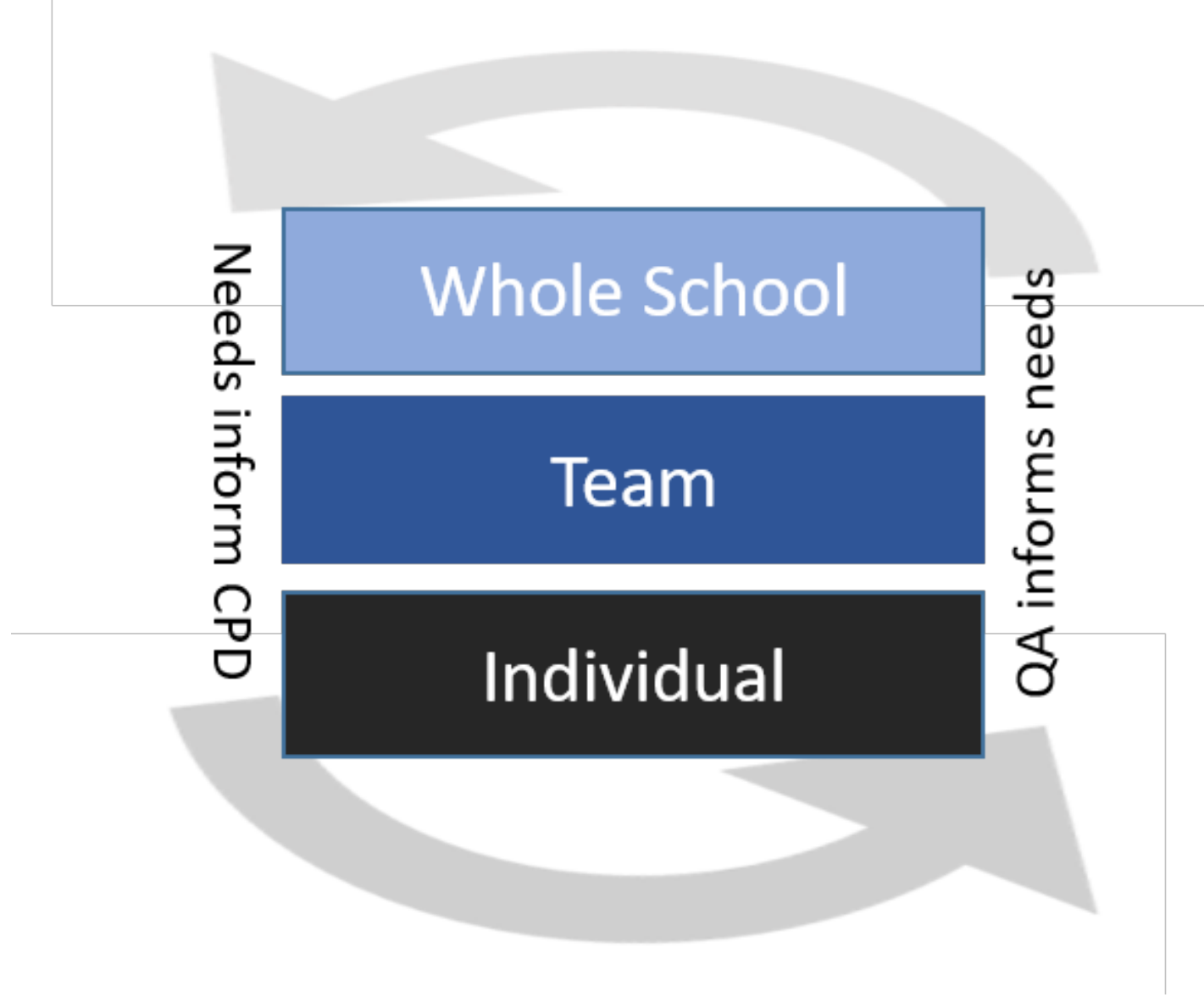
Culture of collaboration

There is a consensus in the literature of the **importance of teacher collaboration**. But an acknowledgement that teaching can be a 'uniquely isolating profession'.

Culture of trust and risk-taking needed – non-judgemental – with a shared ownership of increasing the effectiveness of teaching.
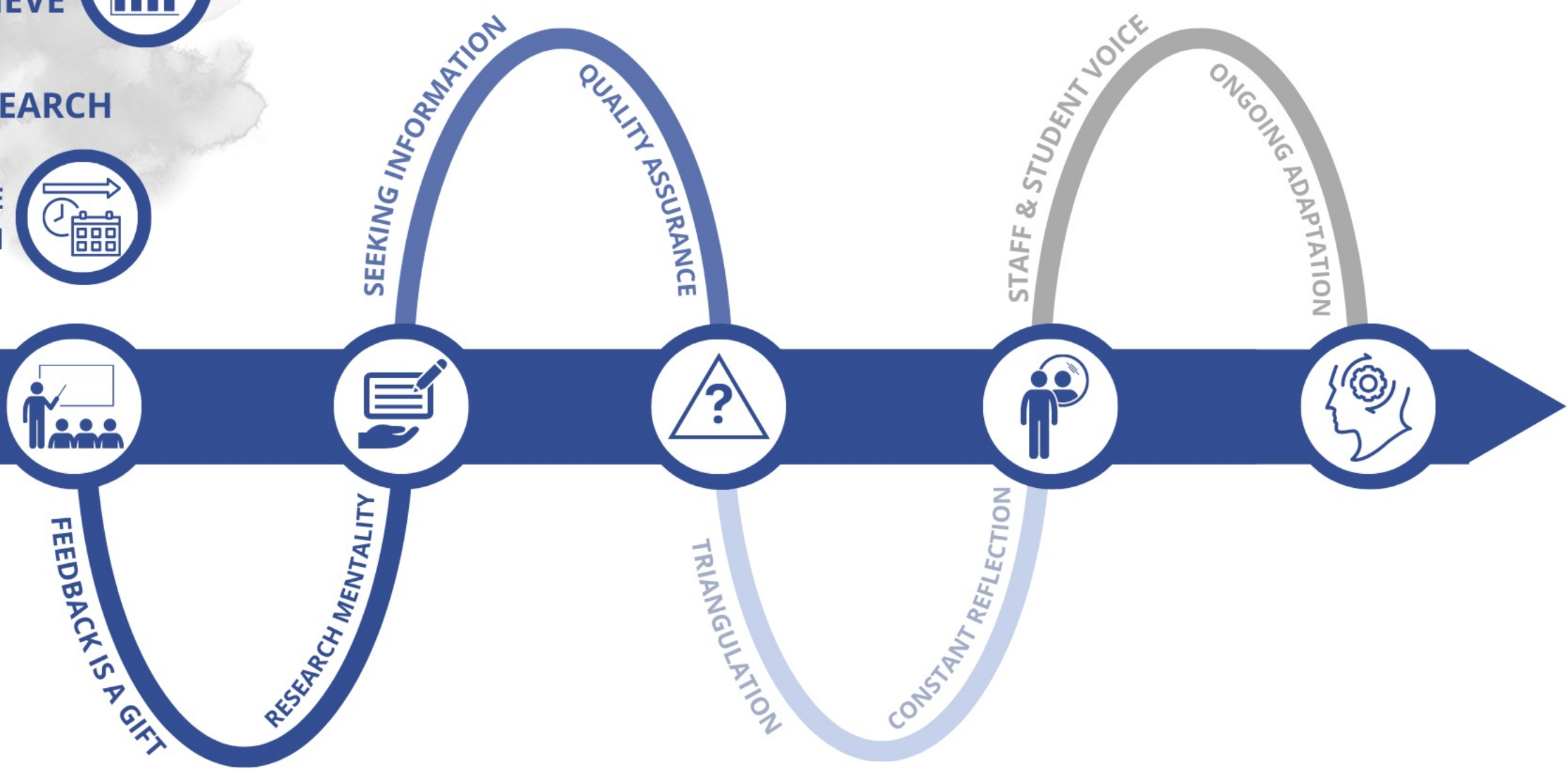
Collaboration between **teachers of the same department, grade or subject** is more likely to afford opportunities for active learning.

But **leadership is needed** – where collaboration is the only focus, learning was limited.

IDENTIFY PRIORITY

SET AMBITIOUS GOALS - BELIEVE

RESEARCH

PLAN FOR THE LONG TERM

RESPONSIVE CPD CURRICULUM

SEEKING INFORMATION

QUALITY ASSURANCE

STAFF & STUDENT VOICE

ONGOING ADAPTATION

FEEDBACK IS A GIFT

RESEARCH MENTALITY

TRIANGULATION

CONSTANT REFLECTION

Seek information

- Quality Assurance is NOT making judgements to label teachers.

- Assuring quality means finding out:
  - What is happening?
  - What is the impact?
  - How can we do it better?

- Learning walks; spotlights; walk and talk; work scrutiny

"Evaluation methods like conducting observations, calculating value added, and collecting student feedback together must be continuous, low-stakes, and informative." Rauch and Coe, 2019

Pedagogical elements

Establish a clear framework and shared language in which you can talk about teaching and learning.

Pedagogical elements

We diagnose the quality of our practice on a granular level:

Subject Passion and Expertise	Literacy	Reflect and Respond	Talk and Questioning	Pitch and Challenge	Focus and Purpose
SPE: Sequencing	Lit: Word of the lesson	R&R: Student response	T&Q: Think big questions	P&C: Challenge	F&P: Quick 6
SPE: Depth and accuracy of content	Lit: Staff oracy	R&R: Live model marking	T&Q: Targeted questioning	P&C: Scaffolding	F&P: STAR
SPE: Teacher Explanation	Lit: Student oracy	R&R: Self/peer assessment	T&Q: Retrieval questioning	P&C: In depth practice	F&P: BfL
SPE: Purposeful Activities	Lit: Live feedback	R&R: responsive teaching	T&Q: All student response		F&P: High Expectations
SPE: Links to assessment/ exam	Lit: Reading	R&R: quality of feedback	T&Q: Checking for understanding		
SPE: Modelling	Lit: vocabulary instruction	R&R: impact of feedback	T&Q: Probing for depth		
SPE: Misconceptions	Lit: literacy feedback strategy				
SPE: Breadth (cc, smsc, careers)					

- **Missed opportunity**
- **Area to focus on**
- **Developing practice**
- **Clear impact**
- **Exemplary practice**
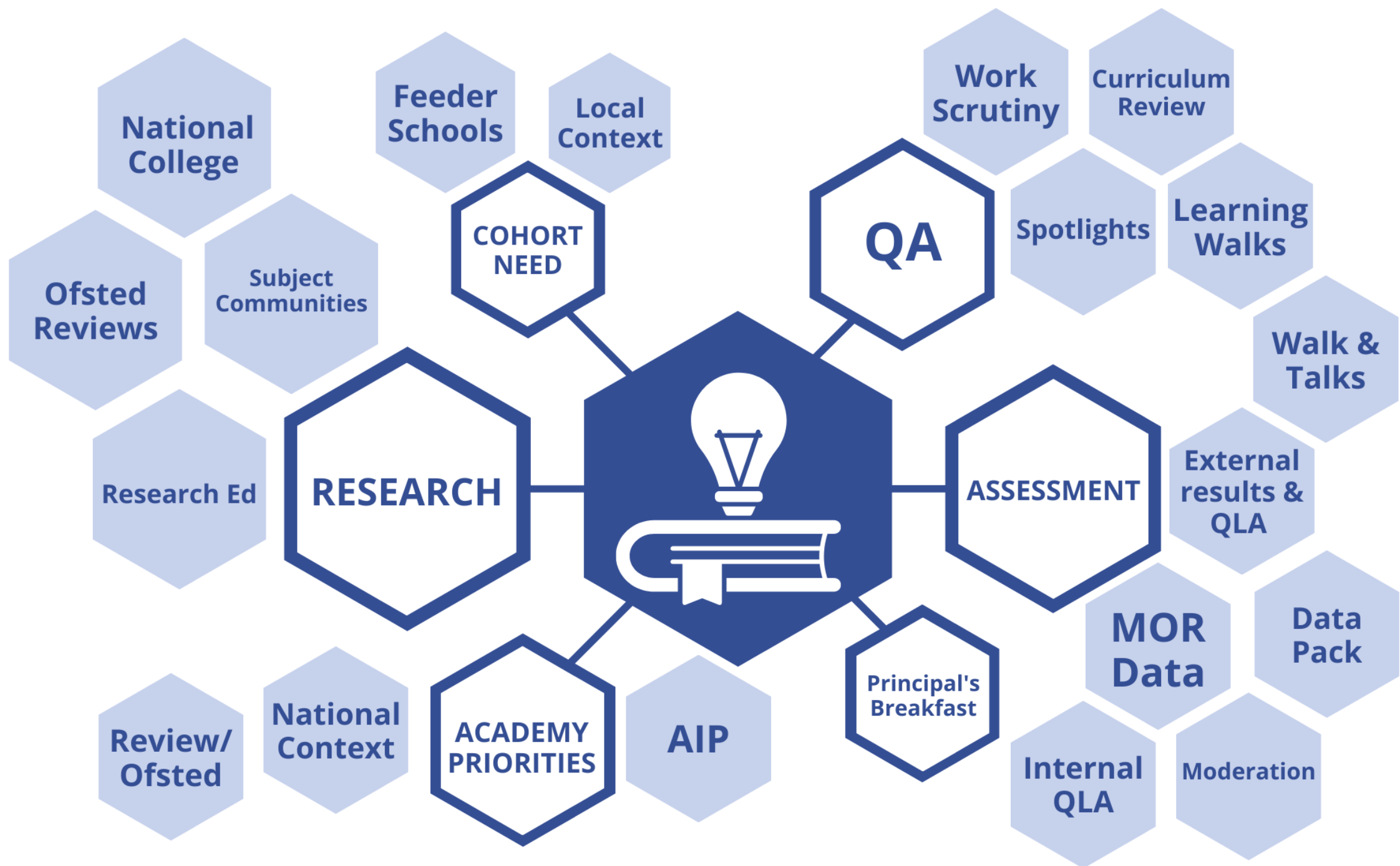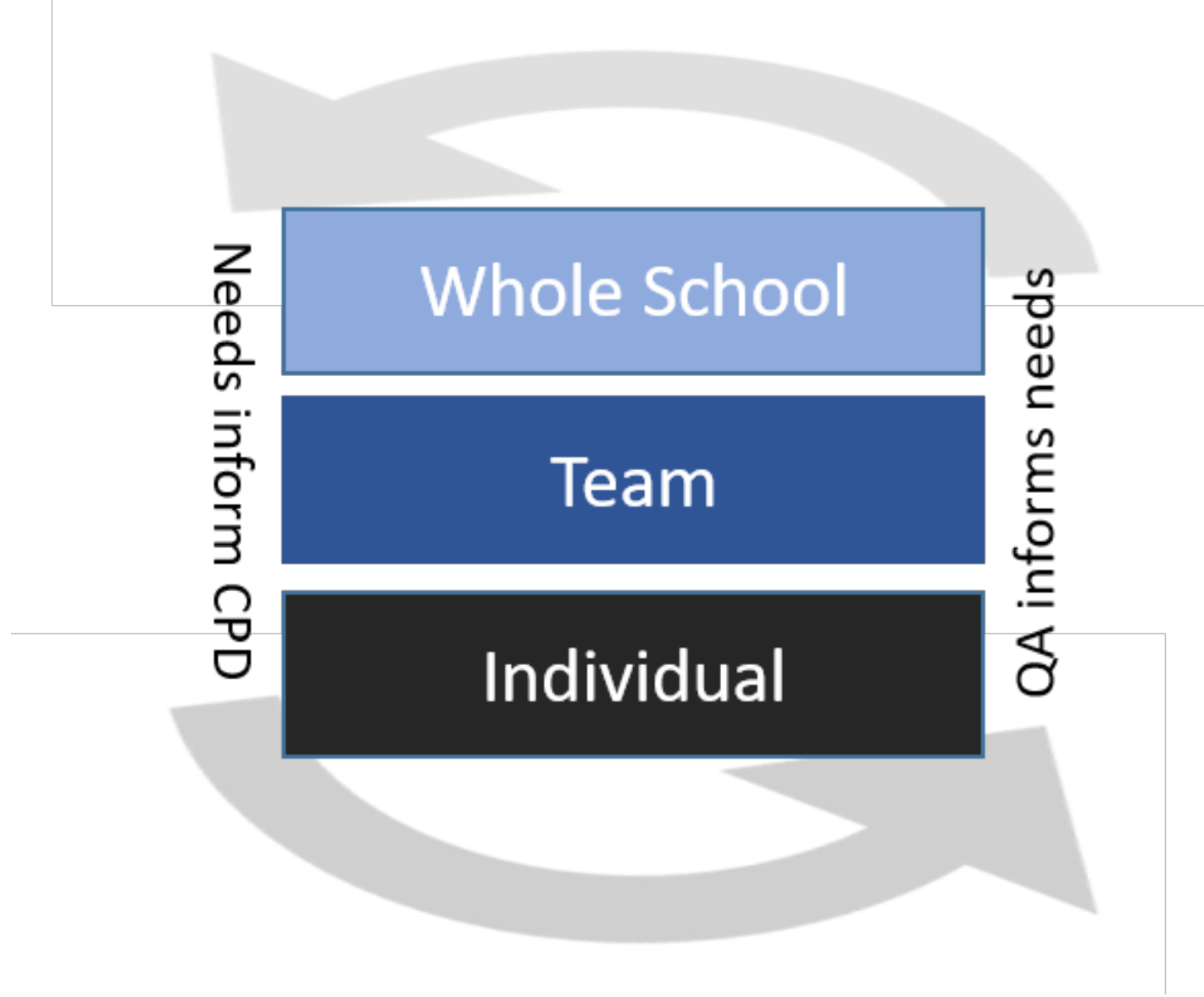
Identify priorities

- **Whole school priority**: learning experiences are underpinned by an understanding of human cognitive architecture.

- **Ambitious goal**: All staff and students use their understanding of human cognition to inform learning, the impact of which is seen in student progress.

Identify priorities

- **History Curriculum priority**: improve student evaluation of significance in 16 mark questions.

- **Ambitious goal**: sig+ results in 16 mark questions in 2023 AQA QLA (Question Level Analysis.)

T2 Curriculum Action Plan
Subject:

What do I know? (from QA, assessment, academy priorities, research)	How do I know this?	What am I going to do about it this half term?	How will I know it has been successful?

Week beginning	Calendar	Monday CPD[1]	Planned QA[2]	Other departmental events/ deadlines/ priorities[3]
1/11/21	1/11/21 INSET day 2/11/21 PM Review due	INSET		
8/11/21	12/11/21 Work scrutiny 1 due			
15/11/21	19/11/21 PM Planning due	Whole school safeguarding		
22/11/21	Y11 Mocks 25/11/21 CL Meeting			
29/11/21	Y11 Mocks	Whole school: literacy		
6/12/21	9/12/21 Y10 AW1 closes			

[1] Understanding, owning and articulating the curriculum design; response to QA data with training on specific aspects of pedagogy; exploring whole school CPD/ AIP targets through a disciplinary lens; exploring educational/ subject specific research; ensuring understanding of exam spec; collaborative planning; practising effective exposition/ modelling/ ways of overcoming student misconceptions; moderating assessment; analysing student work and outcomes data

[2] Work scrutiny; learning walk focus; walk and talk focus; curriculum review

[3] Curriculum planning and adaptations; delegation of resource/booklet planning; assessment design; paired data entry; support or coaching for staff; RAP meetings; Cobra; Performance Management meetings

Trinity Academy Cathedral

AUTUMN TERM 1
2022/23
CPD Journal

THE
ELEMENTS

THE MECHANISMS

SUBJECT PASSION AND EXPERTISE
FOCUS AND PURPOSE
PITCH AND CHALLENGE
TALK AND QUESTIONING
REFLECT AND RESPOND

NAME:...

The mechanisms of learning

Activating prior knowledge
Remember what you already know about a topic before you start to learn something new, to help build connections in your long-term memory.

Retrieval practice
Quizzing, recall and memory activities to slow down the rate of forgetting!

New knowledge
Learn something new through reading, teacher explanation, diagrams, listening to or watching something.

Processing knowledge
Do something with your new knowledge to help you understand it better.

Guided practice
Work collaboratively with your teacher as you strengthen new skills.

Independent practice
Using your knowledge and understanding to complete a piece of quality work independently.

Reflect and respond
Thinking about what you have learned, what went well and what you could improve next time.

From *Memorable Teaching* by Peps Mccrea

Memory Architecture

From an educational perspective, the most useful way to think about memory is as a system of two interacting components: *Long-Term Memory* (LTM) and *Working Memory* (WM).

Together, these components are responsible for pretty much all of the intended learning that happens in our classrooms. As such, it's worth taking some time to understand how they operate.

Our long term memory is our *mental model of the world*. It's a bit like a map. A map we construct ourselves, and use to help us make sense of and navigate our environment.

It represents what we know and who we are, and informs how we act.

10 Our LTM is composed of beliefs, understandings, mindsets, skills, dispositions and facts.

This knowledge is not static. It is constantly evolving and decaying as a result of our thinking interaction with the environment. Our LTM is more like a forest than a library.

Powerful LTM

Life is an ongoing effort to upgrade our models of the world in an effort to make them *powerful*. More powerful models mean more successful action. More successful action 15 better chances in life. This is what learning is and why schools exist.

Our job as teachers is to increase the life chances of our students by helping them powerful LTM.

The power of our LTM is a function of two factors:
1. Depth: how well structured our knowledge is. The more comprehensive and 20 LTM is, the better it performs for us in our lives. When it comes to structure for depth.
2. Durability: how long these structures remain available to us. The more a the more useful it is. When it comes to structure we also want durability

Our job as teachers is to help our students build *deep and durable LTM*, to 25 understanding.

Authoring Memory

If LTM is our map of the world, then WM is our pencil.

It is the instrument with which we *author* our mental model of rea construct our LTM. It is an instrument that facilitates three interac
1. **Attention**: we select what to focus on for further thinking.
30 2. **Short term memory**: we temporarily hold these foci in our
3. **Elaboration**: we attempt to make sense of these objects of modifying that LTM as a result.

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35 The ways in which our WM executes these processes, within the con what we learn. Sometimes this learning is powerful, sometimes not. about how this process works, the better we can leverage it in our tea

The Matthew Effect

If LTM is equivalent to *knowledge*, then WM is equivalent to *thinking*. The more we can know. And the more we know, the better we can think.

This extraordinary relationship between WM and LTM is the reaction engine called the *Matthew Effect* and it's our job as teachers to catalyse it.

SUMMARISE IN YOUR OWN WORDS:

What is long term memory?

....

....

What is working memory?

....

....

What is an example of something in your subject which you need students to have in their long term memory?

....

....

What is an example of something students need to use their working memory for in your subject?

....

....

Key terms/ concepts/ facts:	Notes:

Personal Reflection and next steps:

....

....

....

NEW KNOWLEDGE: Why Philosophy?

What is Philosophy?

Philosophers ask questions often difficult questions. What is reality? How do we know what is true? Is there a god? What makes us human? How should we live? T... ultimate questions because they are big... certain answers. Philosophers have been... questions for millennia.

Some 2500 years ago, Socrates, an Ancie... the streets of Athens questioning the ide... by challenging them to justify their belief... as one of the founders of Western philos... known as the "Father of Western Philoso... Ancient Greek philosopher was Plato wh... question the ideas of those around him. ... continued for over 2500 years.

Philosophy helps us understand the esse... all. All humans grapple with happiness a... questions of right and wrong. We all eng... we seek to understand fundamental trut... in which we live, and our relationships to... other.

Philosophy allows you to explore differe... response to ultimate questions. Some yo... others you might think are entirely wron... philosophy- listening, thinking, question... working out whether or not you think th... is.

---

a. What types of questions does philosophy investigate?

---

demean verb
demeaned verb (past tense)

Connect: degrading humiliating ...

de-mean-ing

↙   ↘

define:

'Microaggressions, the little slights that are demeaning and often ... undertones, are being spoken about now by young black teen...

How is the word 'demeaning' being used in this sentence? What doe...

....

DISCUSS: How is the word being used differently in these sentences?
1. I left the conversation feelings incredibly demeaned.
2. Your language is offensive and demeaning!
3. You might not think that comment is demeaning but think about it from...

Why is it important for black teenagers like Gabrielle to have open ... about the day-to-day comments that they receive that are demean...

....

What does the article help us understand about racism and how to fight again...

....

Evaluation

Evaluation is an opportunity to: discuss your development and final work. In Art, we reflect on the work that we have produced and discuss what has worked well and what could be improved.

Observe the examples below. Where would yo...

Physically: *How might the character act, move, speak? What might they DO to show you how they are feeling? Can you describe how the actor moves during a version of the play you have seen?*

Emotionally: *What does the character say about their feelings? How does their language and tone show what they think and feel?*

Psychologically: *What is Shakespeare saying overall about this character's mental state? How have they been impacted by the events and ideas in the text? How is the audience supposed to react to the character's experience?*

NEW KNOWLEDGE: What is Horror?

What is 'atmospheric dread'?

What is 'anticipation'?

Can you think of a story that is could be classed as gothic **and** horror?

What is the key difference between terror and horror?

How does Cirque Du Freak build a 'sense of dread, terror, and suspense'?

Horror is an ancient art form . We have tried to terrify each other with tales that trigger the less logical parts of our imagination for as long as we've told stories. From the ballads of the ancient world to modern urban myths, audiences willingly offer themselves up to sadistic storytellers to be scared witless, and they are happy to pay for the privilege.

A lot of gothic work is about building a sense of dread, terror, and suspense in the audience. This may be followed by some horrific reveal, or it may not, but **atmospheric dread** is key. Horror on the other hand is the visceral reaction that comes when we see something horrifying. The horror genre is intended to outright scare us whereas the gothic genre builds the anticipation without as much of a 'big reveal' at the end.

It is important to note the difference between terror and horror. Terror is more about dread, anticipation founded in apprehension and fear (e.g. a babysitter walking around a big, empty, dark house alone at night), whereas horror is an innate reaction to seeing or reading something truly shocking, gory, or disturbing (the killer jumps out and physically harms someone).

PROCESSING KNOWLEDGE: Use the questions and key ideas above to answer:
What are the differences between the gothic and horror genres? Why is it important to be able to distinguish between the two?

....

64

Why *Cognition* and *Metacognition*?

Teachers and students need to understand how the brain works; how it learns, remembers and reconstructs information over time.

Solid awareness of cognition and the associated strategies builds a foundation for *Metacognition...*

'There is an abundance of compelling research evidence to suggest that teaching pupils in ways that engage and develop metacognitive and self-regulatory processing leads to demonstrable, statistically significant gains across a range of pupil outcomes.'

- Mannion and McAllister, 2020

'high impact for very low cost, based on extensive evidence'
'7 additional months of progress per year'

- Education Endowment Foundation, 2018

resilience
independence
self-awareness

The Mechanisms in action...

The Mechanisms in action…

Activation of prior knowledge

Retrieval of prior knowledge

Reading

Processing

Retrieval of prior knowledge

Processing

Guided practice

Retrieval of prior knowledge

Independent practice

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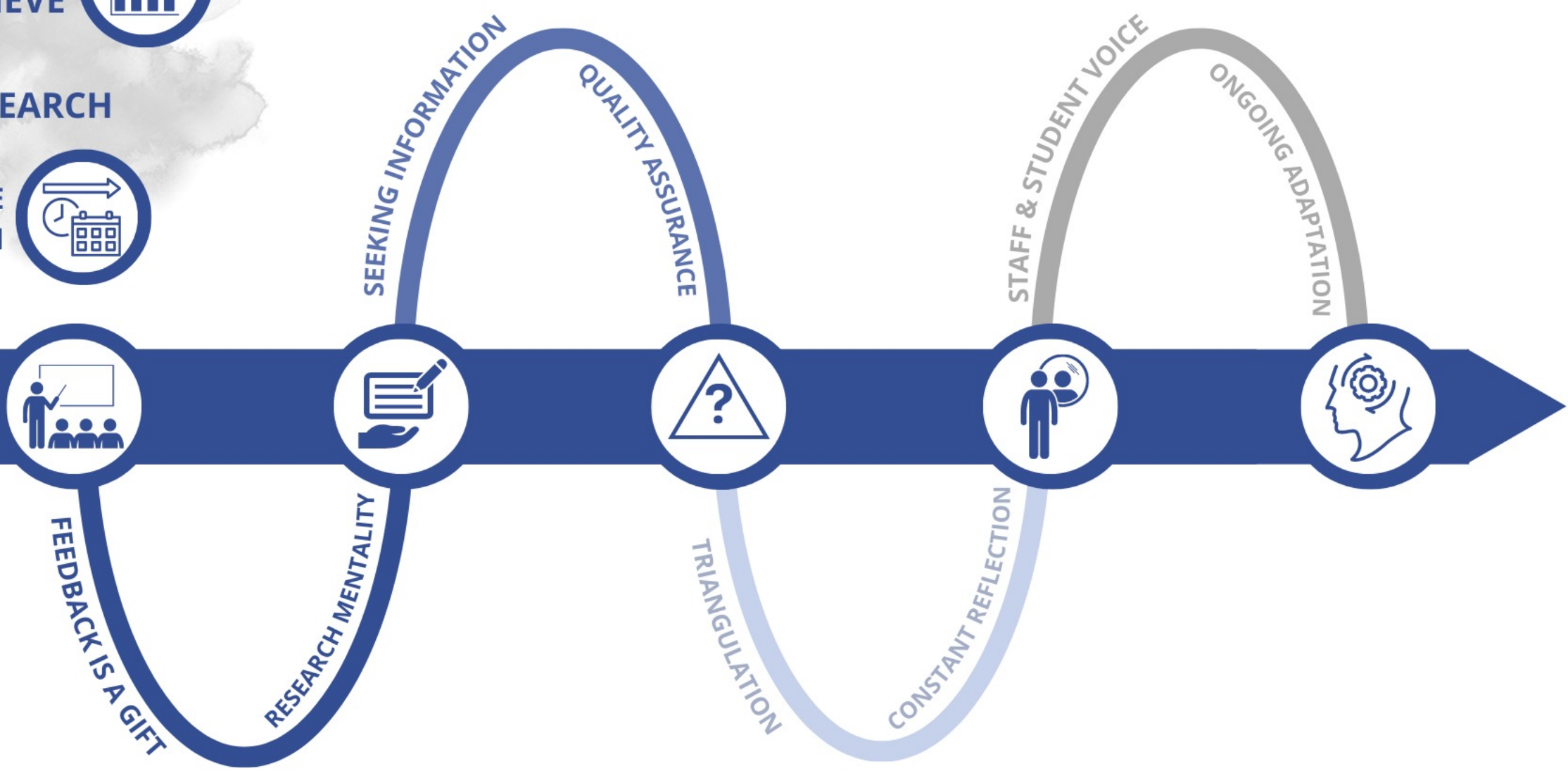
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Get it.
See it.
Use it.
Keep it.
Own it.

Peps McCrea
(Mind the Gap podcast with Tom Sherrington and Emma Turner Dec 2021)

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