



**BWA Professional
Development Programme
2023-24**



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"Every teacher needs to improve, not because they are not good enough, but because they can be even better."

Dylan Wiliam, 2019

Rationale

Teaching and learning is at the heart of Brooke Weston Academy. As a school community we recognise the importance of excellent teaching and learning in raising aspirations and driving the progress of our students. As an Academy, we engage in a research informed yet reflective approach to ensure all staff are equipped to support our students to learn effectively. We are proud to offer a robust and reflective professional development curriculum which responds to the needs of staff and students.

Professional development at BWA recognises that to be effective it must be bespoke. Professional development must reflect where the teacher is on their journey; it is only with this understanding that meaningful high quality professional development can occur. CPD offered at the Academy is multi-faceted including whole school professional development, dedicated subject specific enhancement alongside bespoke CPD for individuals and members of the leadership team.

A culture of reflection and collaboration is integral at Brooke Weston enabling teachers to provide the highest quality of learning for our students.

BWA Principles of Instruction

Engaging with educational research to support the continued professional development of all staff and provide the best opportunities for our students is at the core of everything that we do at Brooke Weston Academy. While this ensures that we remain up to date with pedagogical approaches and on the cusp of new research, there are some foundations to our profession that will always remain central.

The work of Barak Rosenshine is widely referred to and referenced due to both the simplicity and the clarity of the principles of instruction¹. Seventeen instructional procedures emerged from his research, which formulate ten principles, which can be further simplified into four key strands as outlined below.

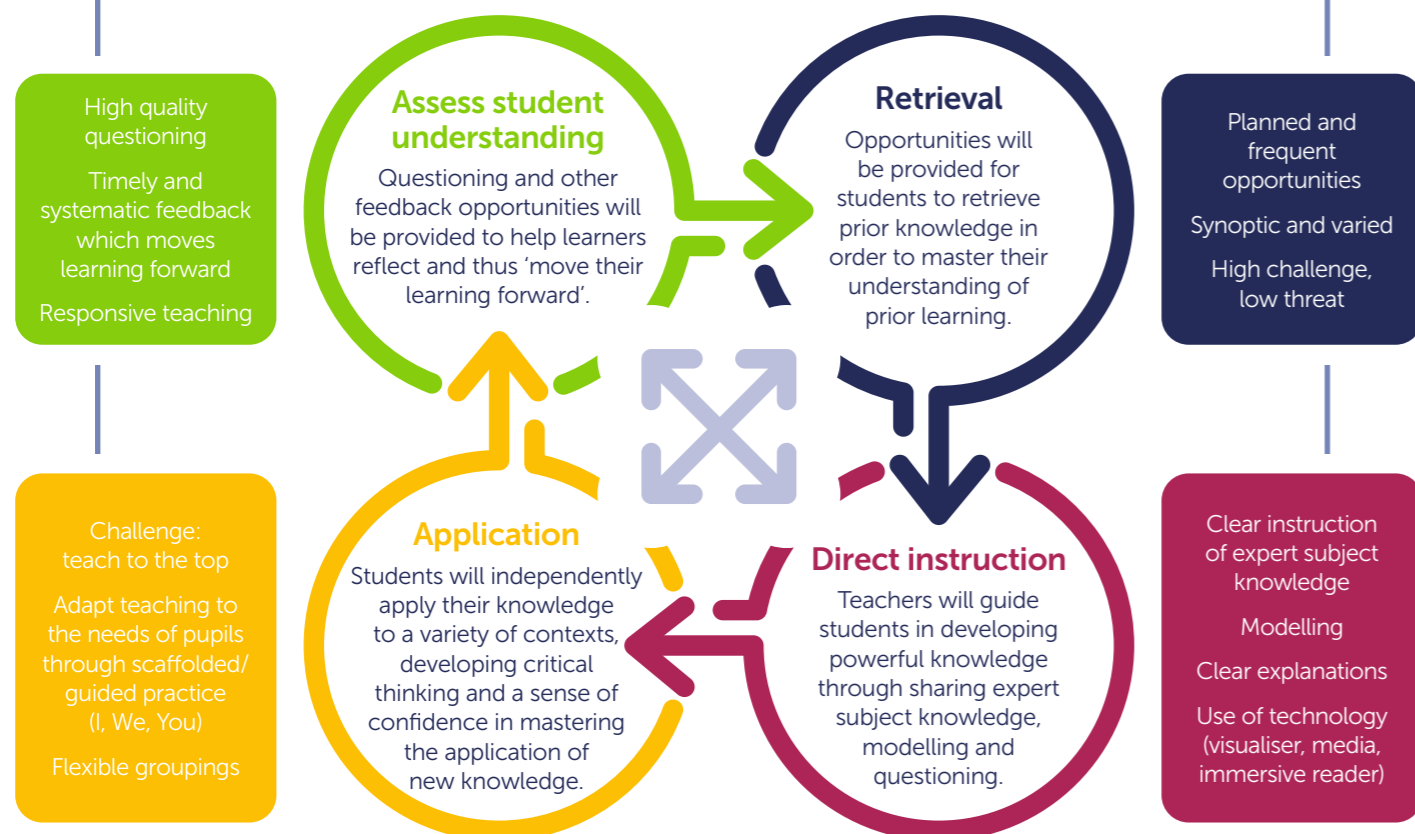
These principles are focused on providing an opportunity to master powerful knowledge through retrieval, develop a clear sense of purpose to each lesson through 'setting the scene' and encourage opportunities for self-regulated learning with student understanding being checked. Feedback will be provided to support students to deepen and develop their understanding – moving their learning forward.

These Principles of Instruction will support all learners to make progress in their learning. However, it is important to emphasise how these principles of Instruction are particularly inclusive for students with SEND. The EEF's latest guidance report by Gary Aubin on 'Five-a-Day' to improve SEND outcomes² identifies five key strategies to use to raise the attainment of all learners, including those with additional needs. The graphic below shows how these strategies are evident and incorporated within the BWA Principles of Instruction to ensure all learners are able to succeed.



Our Four Principles of Instruction

We **know** our students | We are **ambitious** for them | We have **high expectations** in every lesson

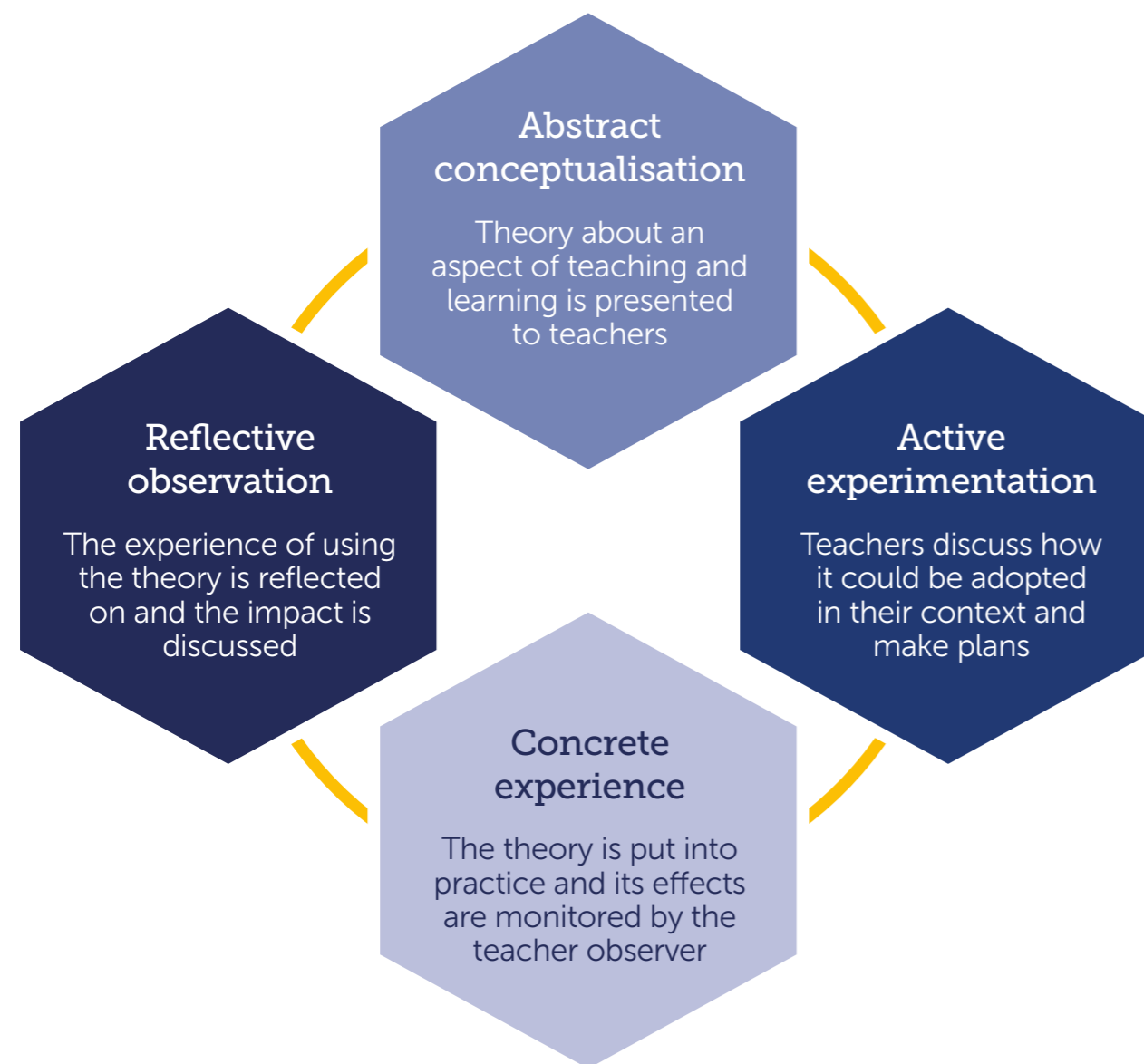


¹ Barak Rosenshine, Principles of Instruction: research-based strategies that all teachers should know, American Educator 36 (1) (2012): 12-19, 39. Available at: www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

² Gary Aubin, 'Five-a-Day' to improve SEND outcomes, Education Endowment Foundation (EEF) (2022). Available at: www.educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-to-improve-send-outcomes

Our Approach to Professional Development

Professional development at BWA encompasses both theory and experience. David Kolb's experiential learning cycle (ELC) informs the process underpinning this at Brooke Weston. Each week dedicated directed time is provided for professional development, providing teachers with the opportunity to engage with research, collaboratively discuss how the theory could be adopted in their context, practice, and then reflect on the impact.



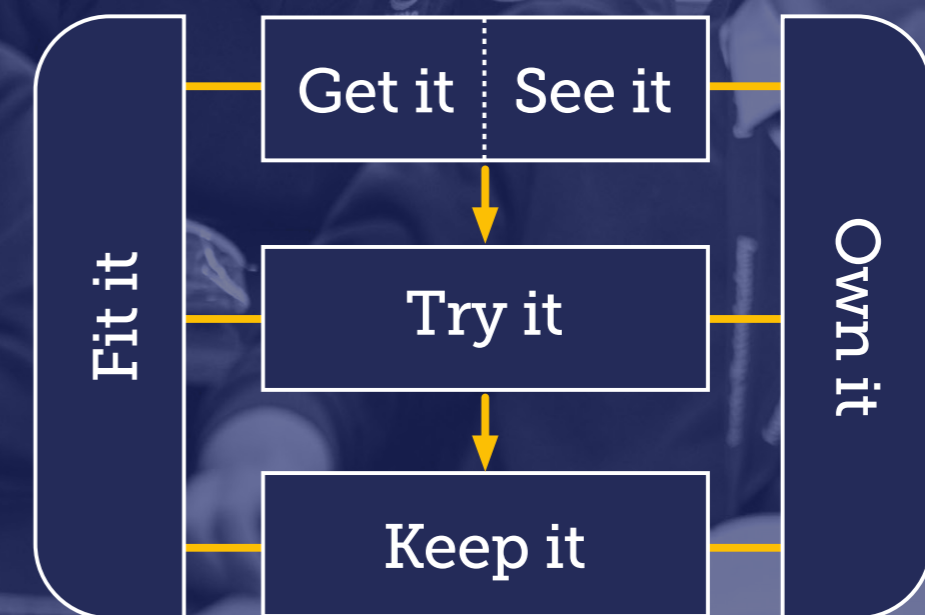
Zoe Enser and Mark Enser, *The CPD Curriculum, Creating conditions for growth* (Carmarthen: Crown House Publishing, 2021), p.56

The six essential ingredients of effective PD | Peps McCrea

Although our approach to PD has already been outlined, it is important to consider the ingredients that are incorporated into all forms of CPD offered at BWA. Peps McCrea has written extensively about this in his book 'Developing Expert Teaching (2023)' and his approach has been adopted within our academy. McCrea states that in order for expertise to develop, we need to:

- ◆ **Get it**
 Help teachers to develop an understanding of the causal mechanics of teaching and learning
- ◆ **See it**
 Help teachers develop a bank of strategies around what these mechanics look like in practice
- ◆ **Try it**
 Rehearse these strategies
- ◆ **Keep it**
 Build fluency and ensure strategies are embedded
- ◆ **Fit it**
 Ensure PD is tailored and bespoke to individual colleagues, teams and the school
- ◆ **Own it**
 Developing motivation to invest effort in these processes

Our CPD programme at BWA is dedicated to ensuring all colleagues no matter where they are on their journey are professional invested and this is comprised of a multi-faceted approach.



Peps McCrea, *Developing Expert Teaching* (Peps McCrea: 2023), p. 35

CPD Termly focus

At Brooke Weston Academy, our aim is to offer all staff the opportunity to undertake CPD relevant to their own personal professional development. The annual CPD programme is designed to improve the quality of learning, improve standards and encourage the sharing of best practice throughout the Academy. This includes promoting a culture of collaboration through an 'open door policy' to ensure staff have the opportunity to learn from one another alongside providing opportunities for bespoke development through Instructional Coaching.

The CPD programme will be delivered by a range of facilitators across three Monday's each half term. This year our professional development will focus on four key strands that link to our SIP and is triangulate with our QA outcomes.

Strands

1 **Assessing student understanding: moving learning forward**

Methods of assessment and metacognitive practice.

Assessing student understanding is integral to determining what our students know, understand and are able to do. This may take the form of asking questions or providing feedback on students work by exploring how they apply varying forms of knowledge. However, in order to successfully move learning forward, we need to consider how to effectively deconstruct the feedback we ascertain from students through retrieval practice and expertly use this to inform each lesson and the wider curriculum to raise student attainment. We will explore the principles that underpin effective methods of assessment, metacognitive practice and share best practice in this field.

2 **High Ratio Thinking for all**

Developing student independence through collaborative discussion and faded practice.

In order for our students to make progress, it is essential that all students, including those with additional needs, are challenged to think critically. This year, we have chosen to shine a spotlight on sharing best practice for 'High Ratio Thinking for all'. This strand of PD will consider the following for all learners:

Faded practice: how is support effectively removed overtime enabling students to successfully apply their learning to new contexts and become confident independent learners?

Flexible groupings & collaborative discussion: how is purposeful peer discussion used to develop student confidence and deepen understanding of concepts?

Maximising the impact of TAs: how can TAs and teachers be effectively deployed in the classroom to ensure all learners are supported yet sufficiently challenged?

3 **Curriculum - the BIG Picture**

To support student progress, a key focus this year will be supporting students to understand and see how their curriculum is linked. Through 'setting the scene' and exploring cross-curricular links, this strand of PD will challenge colleagues to explore the most effective strategies in making the curriculum journey explicit to all.

Subject Development

We recognise the importance of subject specialists coming together to talk about their subject. Not only do we provide opportunities for teachers to observe best practice across the academy through our 'Magpie timetable', we ensure that there is dedicated time for subject specialists to talk about their subject!

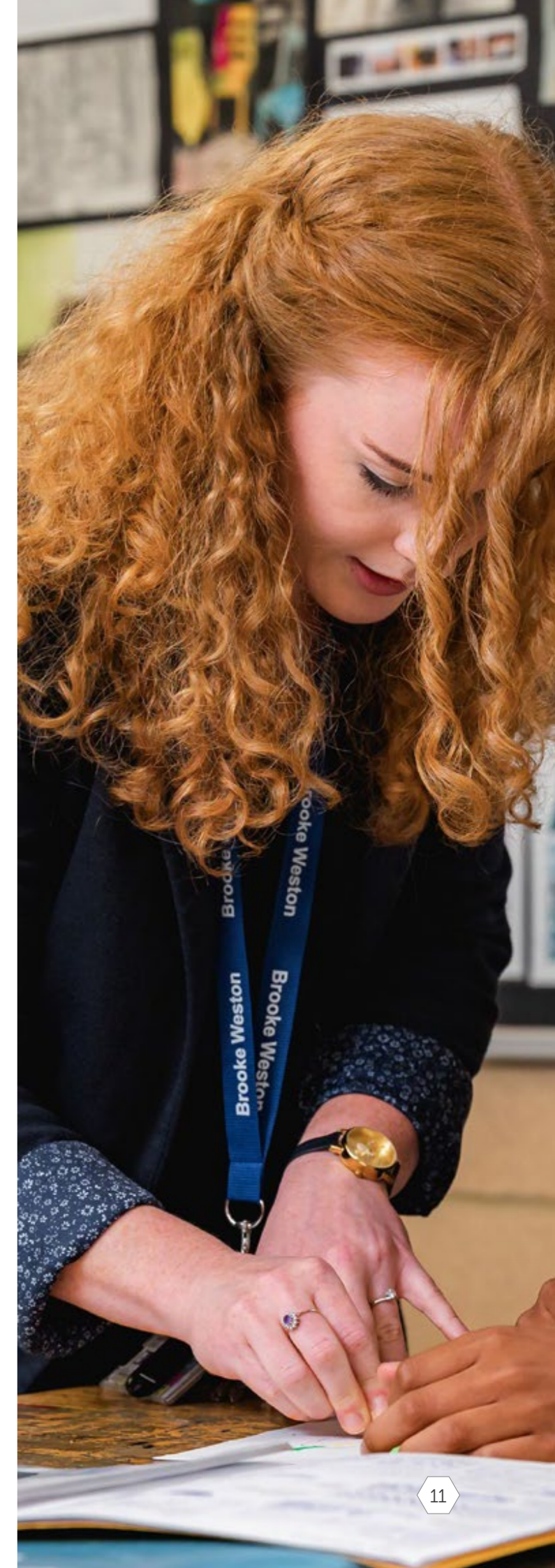
Excellent subject knowledge underpins outstanding teaching and ensures students make exceptional progress. This academic year, our professional development programme is dedicated to providing more time for teachers to talk about their subject and engage with the latest research.

How will this work?

Our new PD provision will take place on a Monday afternoon. Every half term, three of these sessions will be allocated to departments to engage with subject specific professional development. This time should be used to engage with subject specific research which is tailored to key improvement priorities within the department. This will be informed by the SIP. Each term, departments will reflect upon the CPD engaged with and assess its impact.

Process

- Identification of a CPD need is made based on findings from departmental quality assurance
- Plan for a professional development opportunity using Kolb's research.
- Implement and engage with the CPD session
- Review – what impact has been made? What could be done differently?



Middle Leadership Programme

Leadership within education provides the unique opportunity to directly broaden and deepen the impact your leadership can have on pupil progress. Whether this is through the implementation of policy, evaluation of new initiatives or developing others within your team area, leadership consists of a myriad of components.

This academic year, the 'Middle Leadership Programme' has been designed and informed by the leadership team to provide an opportunity to support and develop key leadership qualities which are vital to effective leadership in education. In addition to focused workshops, each term an educational text will be read and reviewed by the leadership team each term (3 texts across the course of the year). The first text of the new academic year is Adam Robbins 'Middle Leadership Mastery: A toolkit for subject and pastoral leaders' published in 2021.

Leaders within the Academy can also enrol on a selection of courses to support their own bespoke professional development needs, empowering leaders to shape their own leadership journeys. Further information about the courses on offer can be found on page 18

Leadership Themes

Developing your Leadership Approach



This session looks at developing an understanding of your own leadership style by exploring the varying characteristics of leadership and different styles that can be adopted. We will explore the importance of emotional intelligence, perspective and self-awareness whilst considering how contextual experiences may shape your leadership approach.

Coaching and Developing others



This strand of professional development is designed to support the central role of the leader to coach and develop those around them. These sessions will provide further training on alternative coaching models and explore practical strategies to support you in developing your team. There is also an opportunity to receive 1:1 coaching from an experienced colleague in the educational sector who is external to BWA.

Quality Assurance and Holding to Account



Accountability and performance management are a key role of leadership. This session will explore strategies that enable effective quality assurance whilst encouraging a discussion on practical strategies to manage difficult conversations.



Instructional Coaching

Coaching can be a powerful way to support an individual to develop professionally. Coaching takes into account the importance of providing time and support for colleagues to reflect on their practice, providing a personalised way to develop aspects of teaching and learning. At BWA, all staff will have the opportunity to participate in Instructional Coaching. With support from the Teaching & Learning Council, this programme will provide an opportunity for colleagues to identify an area of practice to develop and work with a trained coach to develop this area further. This programme will launch in term 3 and will take place across term 4 and 5.

How will this work?

- 1** The Instructional Coaching programme will enable staff to identify an area of their practice that they would like to develop further.
- 2** Staff will be paired with a trained coach with the shared pedagogical focus communicated. The intended outcome of the programme will be communicated by the coachee.
- 3** The partnership will agree opportunities for lesson visits to occur and provide opportunity for reflection and deliberate practice.
- 4** The coach and coachee will reflect upon the programme and discuss the impact of the instructional coaching programme.

Teaching & Learning Hub (T&L Hub)

Teaching & Learning Bulletin

At BWA, we pride ourselves on being 'outward looking' and relish in the opportunity to engage with the latest educational research. The BWA teaching & learning bulletin will continue to be published termly. This bulletin provides an opportunity to share the latest educational research, encourage reflection and collaborative discussion on key areas of pedagogical practice. Each bulletin will recommend something to 'read, watch and listen' which is directly linked the key area of focus for the term. Furthermore, this bulletin provides an opportunity for BWA staff to share their thoughts and reflections on their practice. This could include reflections following the implementation of a new strategy, a review of a latest piece of educational research or indeed insight into middle leadership. If you would like to contribute then please email your submissions to: adelle.northern@brookeweston.org

Library of Educational Research

The Teaching & Learning Hub provides an online library of educational research compiling articles, blogs and podcasts. The aim of this online 'library' is to provide you with an accessible platform of educational research which is easily accessible. This library will be context specific and include recommendations from you. So, if you have read something of interest, please share it with the Brooke Weston community.



Teaching & Learning Council

Brooke Weston Academy is proud to announce the creation of the 'Teaching and Learning Council'. This council has been formed to further shape and develop excellent teaching and learning practice across the Academy.

The role of this council will be to:

- Meet termly to discuss and implement policy which relates directly to teaching & learning
- Support in the implementation of an effective coaching & mentoring programme throughout the academy.
- Facilitate evidence-based research within the academy

Meet the Team

- Adelle Northern
- Jamie Jones
- Leah Patterson
- Charlee Broad
- Stephanie Dixon
- Thomas Howe
- Stuart Littlejohn
- Josh Bell
- Harry James
- Stuart Kelly



Interested?

If you are interested in joining this council then please email detailing your expression of interest to adelle.northern@brookeweston.org

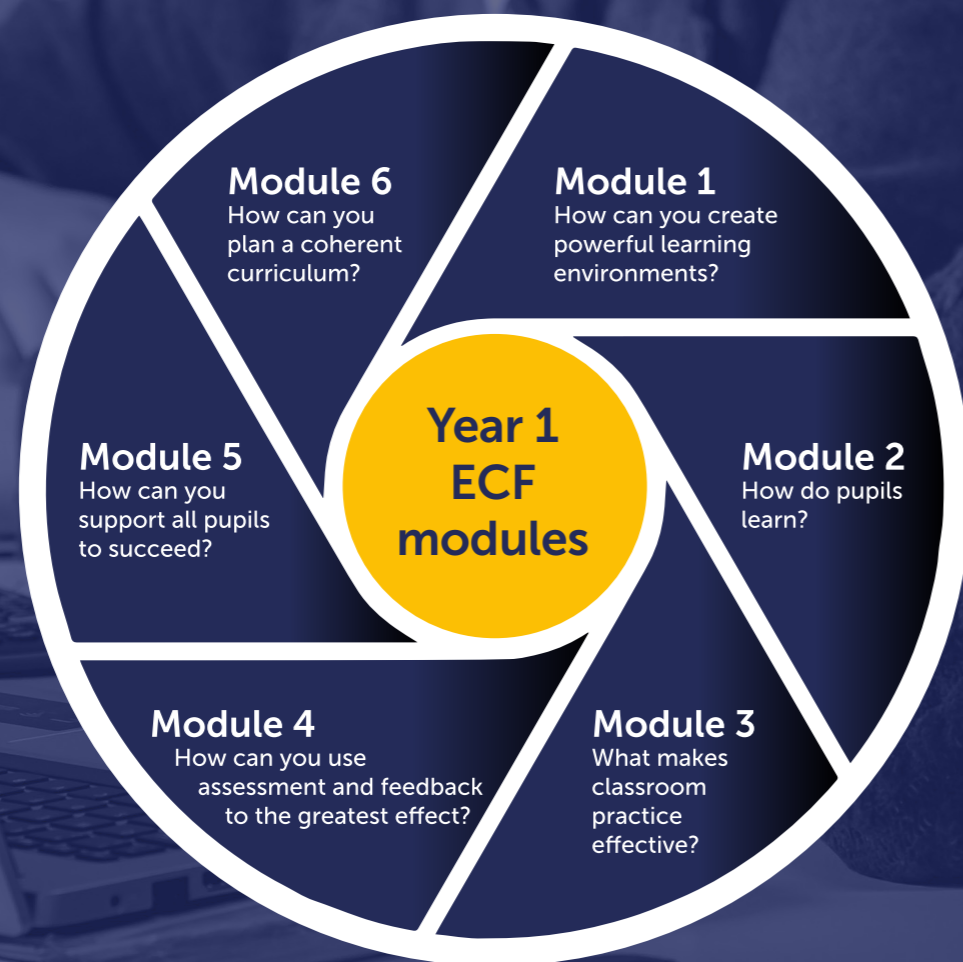


The Early Career Framework (ECF) is transforming the support and development offer for teachers at the start of their career. Since September 2021, all early career teachers have been entitled to an 'ECF induction'

All ECTs at BWA will be enrolled on the ECF programme led by the Northamptonshire Teaching School Hub (NTSH) and Teach First. This entitles early career teachers to two years of support including:

- Funded time off timetable (10% in year 1 and 5% off timetable in Year 2)
- Undertake a planned 131-hour curriculum of training, covering all the Early career Framework (ECF) 'learn that' and 'learn how' statement. This includes self-directed study sessions, mentor sessions and training sessions
- A trained mentor, familiar with the evidence and practice of the Early Career Framework (ECF), with funded time off timetable to support the early career teacher

Across the course of the first year, ECTs will engage with six modules to support their professional development as outlined below. This will be followed by a subject specific programme in year two.



ECF Mentor Training

The role of mentor is fundamental to the progress and professional development of early career teachers. To support the mentor in this important role, mentors will receive regular half termly bespoke training. If you mentor an ECT, this includes self-directed study sessions and training sessions led by the NTSH and Teach First. The training provided will focus on the following areas:

Mentor seminars 60 minutes per half term	Mentor self-directed seminars 30-45 minutes per half term
Engaging your ECT with research	Mentor assessment
The adaptive teacher	Building research literacy
A professionally acceptable workload	Metacognition and self-regulation
Developing an inclusive educator	Understanding equality, diversity and inclusion
Beyond the Early Career Framework	Mentor assessment



Mentoring and Coaching within BWA

In addition, the Brooke Weston Academy will offer a bespoke training programme to support the mentors of UQTs to further enhance the training support provided through our partner routes. Furthermore, the Teaching & Learning Council will be available to support both mentors and coaches in their roles. Guidance will be offered on instructional coaching alongside other areas deemed essential to support the development of staff. NTSH will provide full programme guidance for ECTs and the Mentors.

Brooke Weston Trust Ambition Hub



Growing Expert Teaching Programme

This programme for classroom teachers aims to develop 'expert teaching'.

Growing Expert Middle Leaders

This course aims to improve expertise in departmental leadership and will address aspects of leadership that are not covered by the NPQs.

BWT Leadership Residency

This programme will provide an opportunity for leaders in BWT schools to undertake a placement in a partner school. This will enable leaders to experience leadership in an alternative context and reflect upon their experience.

Teach First Master's upgrade

This programme will provide an opportunity for Teach First Ambassadors who have gained 120 master's credits from the Teach First training programme to upgrade to a full master's by doing a 60-credit master's dissertation.

BWT Masters in Education

Teachers and School Leaders who gained a PGCE within the last 5 years can use 60 credits towards the master's course. The course will focus on using research effectively to inform teaching practice. The BWT will run the course alongside a local partner university.



The Leadership Academy's training offer includes bespoke training events, personal coaching and career planning advice as well as opportunities to shadow senior leaders via secondments to other Trust schools in different contexts.



Scan the QR code to view a comprehensive set of CPD courses, designed to support your professional development in many areas including: Curriculum and Developing Teaching & Learning; Professionalising the Professionals; Safeguarding & Behaviour; Leadership; and Governance.

Northamptonshire Teaching School Hub

Northamptonshire
Teaching School Hub

NPQs



NPQLT | National Professional Qualification for Leading Teaching

Participants will discover what outstanding teaching looks like and use this knowledge to become high-performing leaders of teaching.

NPQLBC | National Professional Qualification for Leading Behaviour and Culture

Participants will gain expertise in behaviour management and discover how to create a school culture where staff and pupils can thrive.

NPQLTD | National Professional Qualification for Leading Teacher Development

Participants will have the knowledge to become teacher educators and successfully support fellow teachers to expand their skills.

NPQSL | National Professional Qualification for Senior Leadership

This 18-month programme helps participants to develop their leadership knowledge and expertise to improve outcomes for teachers and pupils in their schools.



If you are interested in receiving further information about any of the courses outlined including further guidance on the application process, please contact **Adelle Northern** at: adelle.northern@brookeweston.org

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