

Teachers' Professional Development at Thomas Tallis 2017-18
Education to understand the world and change it for the better

This is our school plan, which informs this policy:

Our plan for education to understand the world and change it for the better	
CURRICULUM Who we are	Thomas Tallis is a creative comprehensive school with a broad entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.
INCLUSION What we do	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.
COMMUNITY How we work	Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.
Above all, we mean what we say	

Jon Curtis-Brignell

Policy adopted from: September 2016

Policy reviewed and updated: September 2017

To be reviewed: September 2018

This policy applies to teaching staff. Non-teaching colleagues' professional development is overseen by their line leaders.

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

- Dylan Wiliam

Research shows that powerful continuing professional development helps students succeed and teachers thrive. At Thomas Tallis, we value the contributions of all members of staff and want to support and guide colleagues through the different stages of their career.

This Teachers' Professional Development policy draws from the DfE's [Standard for teachers' professional development](#)¹ and recommendations from the Teacher Development Trust's [Developing Great Teaching](#) report (2015).²

The Standard for teachers' professional development should be used by everyone working in, and with, schools to raise expectations for professional development, to focus on achieving the greatest improvement in pupil outcomes, and to develop teachers as respected members of the profession.³ There are five parts to the standard, which all need to be acted upon together to ensure effective professional development:

- 1. Professional development should have a focus on improving and evaluating pupil outcomes.**
- 2. Professional development should be underpinned by robust evidence and expertise.**
- 3. Professional development should include collaboration and expert challenge.**
- 4. Professional development programmes should be sustained over time.**

And all this is underpinned by, and requires that:

- 5. Professional development must be prioritised by school leadership.**⁴

Meanwhile, the best available research⁵ suggests that successful professional development programmes display alignment between their design, structure and the pedagogic processes being promoted, and suggests that the design of effective professional development should consider the following elements:

- **Duration:** the most effective professional development lasts at least 2 terms - more usually a year (or longer).

¹ Department for Education. *Standard for teachers' professional development*. Crown copyright July 2016.

² Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., Coe, R. *Developing Great Teaching: Lessons from the international reviews into effective professional development*. Teacher Development Trust. 2015.

³ Department for Education. [Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers](#). Crown copyright July 2016. DFE-00167-2016.

⁴ *ibid.*, p.6

⁵ Cordingley et al., (2015).

- **Rhythm:** it is important that professional development programmes create a ‘rhythm’ of follow-up, consolidation and support activities.
- **Design for participants’ needs:** creating an overt relevance of the content to its participants - their day-to-day experiences with, and aspirations for, their students.
- **Creating a shared sense of purpose:** achieving a shared sense of purpose during professional development is an important factor for success. Whether teachers were conscripted or had volunteered to take part in an activity did not appear to be a highly significant factor – a positive professional learning environment, sufficient time, and a consistency with participants’ wider context were all more important.
- **Alignment:** No single particular type of activity – or configurations of multiple activities – was shown to be universally effective or crucial to success. What matters is a logical thread between the various components of the programme, and creating opportunities for teacher learning that are consistent with the principles of the student learning being promoted.
- **Content:** Professional development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential. Input should allow for the consideration of participants’ existing theories, beliefs and practice, and for opportunities to challenge these in a non-threatening way.
- **Providers of professional development:** Facilitators of the most successful programmes act as coaches and/or mentors to participants.
- **Collaboration:** There is evidence to suggest that access to some form of collegial support for problem solving is essential. Where using collaborative approaches, schools should allow participants to engage in collegial problem solving approaches that are focused on improving student outcomes.

Opportunities for career progression

The school has a lot of expertise available to all members of staff as required and requested. Some of the things available are:

- coaching – with opportunities to become coaches, or to be coached;
- observing colleagues – whether in their own subject or across the school;
- opportunities to undertake training – such as the Prince’s Teaching Institute CPD sessions, or other types of training with different organisations;
- working with partner schools – whether Primary or Secondary;
- mentoring NQTs and trainee teachers;
- opportunities to deliver and attend training sessions (including BSL);
- support in meeting Performance Management targets;
- the conducting of Research & Development;
- and opportunities to gain Lead Practitioner accreditation.

The below menu indicates suggested and recommended professional development opportunities for members of staff at different stages of their careers. Please note that it is not exhaustive, and we welcome enquires about other developmental opportunities.

Career point	ITT	NQTs	RQTs	Established teaching staff / post-holders	Middle Leaders	Leadership Group
Suggested professional development	<ol style="list-style-type: none"> Bespoke training and development programme coordinated by the Director of ITT Prince's Teaching Institute New Teacher Subject Days 	<ol style="list-style-type: none"> Bespoke training and development programme coordinated by the AST NQT Induction Prince's Teaching Institute New Teacher Subject Days 	<ol style="list-style-type: none"> Exam board marking eedNET Action Research Lesson Study Prince's Teaching Institute CPD Subject Days Application for bursary for MA / PhD. 	<ol style="list-style-type: none"> Exam board marking RGTSA Facilitated Action Research SSAT Lead Practitioner External CPD on request. Application for bursary for MA / PhD. 	<ol style="list-style-type: none"> RGTSA Facilitated Action Research Practitioner SSAT Lead Practitioner NPQML MA in Leadership and Innovation External CPD on request. Application for bursary for MA / PhD. 	<ol style="list-style-type: none"> NPQSL / NPQH MA in Leadership and Innovation External CPD on request, particularly ASCL / SSAT. Application for bursary for MA / PhD.
When does it happen?	<ol style="list-style-type: none"> Tuesday afternoons throughout the year 4 Saturdays throughout the year 	<ol style="list-style-type: none"> Tuesday afternoons throughout the year 4 Saturdays throughout the year 	<ol style="list-style-type: none"> Apply throughout the year for the Summer exam season x3 sessions throughout the year at the IoE, one per term. x3 lessons across the year, using Research and Development time Throughout the year – consult the events programme Discuss proposals with AHT: T, L and D (see Appendix 1 of this doc for further details) 	<ol style="list-style-type: none"> Apply throughout the year for the Summer exam season x4 sessions throughout the year, using R&D time. Evidence collected across the year, with moderation gateways in November and June. Throughout the year. Discuss proposals with AHT: T, L and D (see Appendix 1 of this doc for further details) 	<ol style="list-style-type: none"> x4 sessions throughout the year, using R&D time. Evidence collected across the year, with moderation gateways in November and June. This is a self-managed programme, which generally takes about 12 months to complete. The MA is inquiry based and project led, enabling teachers to design research projects that drive improvement and innovation in learning. It is a 2-year course. Throughout the year. Discuss proposals with AHT: T, L and D (see Appendix 1 of this doc for further details) 	<ol style="list-style-type: none"> This is a self-managed programme, which generally takes about 12 months to complete. The MA is inquiry based and project led, enabling teachers to design research projects that drive improvement and innovation in learning. It is a 2-year course. Throughout the year. Discuss proposals with AHT: T, L and D (see Appendix 1 of this doc for further details)

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Any queries about professional development should be addressed to Jon Curtis-Brignell. All applications for Training and Development must be submitted using the Training and Development Application Form on Sharepoint a minimum of 6 weeks prior to the date of the intended development. They will be responded to within 2 weeks.

Continuing Professional Development 2017-18

The 2016-17 CPD programme was excellent in terms of content and coverage (see the programme and collected resources [here](#)). However, the sheer breadth of the offer, when coupled with the timing (after school) and disparate nature of the sign-up process has led to small average group size, and lots of excellent CPD that has been accessed by only a small number of staff at any one time.

This year, our aim is to ensure that the structure of our school timetable best supports teachers to consistently improve their practice. We have decided to have an early finish every two weeks to create more time for training and development.

We want to make sure that we use this time to best support the needs of the school, identified as follows:

- **Improving teaching and learning, so that there is an impact on teaching effectiveness and student achievement**
- **Supporting teacher workload, so that there is an impact on teacher wellbeing, recruitment and retention.**

Evidence suggests that the most effective CPD programmes:

- Are sustained and iterative, focusing on fewer priorities and taking time on each;
- Establish a rhythm of improvement and learning;
- Focus on what students need and how teachers can develop to achieve this;
- Allow sufficient time, alongside high quality expertise and facilitation, in an atmosphere of trust and respect;
- Ensure that all staff are connected to the latest practice

A summary of our professional development programme for 2017/18 is as follows:

We have 3 x 1 day Insets with normal school hours, with 2 at the start of September, one of which will be in departments. The other will be February. Our other two days will be disaggregated, allowing the added bonus of an extra day's holiday after October half-term and again in January after the Christmas holidays.

We then make up the other allocated professional development time through a combination of Whole-school, curriculum-led and personal research and development, all of which have an allocated time allowance (from Directed Time) of 1 x 120-minute sessions each half-term.

Of the three sessions we have created per half-term, we propose to allocate time as follows:

- Session 1 (Tuesdays) – school priority CPD

- Session 2 (Wednesdays) – curriculum-led CPD
- Session 3 (Thursdays) – personal research and development

Two key shifts in our approach to CPD are particularly important to consider:

1. The primary finding of the Developing Great Teaching report referred to above is that to be effective in producing profound, lasting change, professional development interventions had to be prolonged. The most effective professional development lasted at least 2 terms - more usually a year (or longer). We are therefore aiming to offer cogent, consistent and coherent programmes of support and engagement.
2. According to the review, professional development and learning should consider the importance of focussing on both generic and subject-specific pedagogy. It is therefore important to consider how subject expertise can be developed alongside more generic aspects. Hence, we have offered curriculum areas the opportunity to introduce their own models for developing subject-specific pedagogy and expertise (PCK).

Whole-school CPD

Is directly informed by our school plan and priorities. More specifically, these are:

Curriculum:

1. More Able Learners
2. Making it stick
3. Differentiation

Inclusion

1. Low level disruption
2. Trauma and behaviour management
3. Engagement of disadvantaged students

Community

1. Staffing and the budget (the 0.78 q)
2. Linking character and learning in KS5, KS4
3. PP, enrichment and trips

Our whole-school CPD sessions will therefore be allocated as follows:

- **Tuesday 19th September 2017: School priorities, appraisal, behaviour and Ofsted**
- **Tuesday 14th November 2017: Tallis Curriculum**
- **Tuesday 9th January 2018: Tallis Inclusion**
- **Inset Day 19th February 2018 – putting Tallis Curriculum and Inclusion into practice within departments**
- **Tuesday 20th February 2018: Tallis Community**
- **Tuesday 24th April 2018: Tallis Curriculum**
- **Tuesday 5th June: Tallis Inclusion**

Curriculum-led CPD

Has been designed by curriculum / subject leaders. Curriculum leaders attended a conference in July 2017 in which they explored leadership, curriculum, pedagogy and professional development within their particular contexts.

The methodology of curriculum-led CPD should be one of ongoing collaboration, planning and assessment within departments, the focus of which is on improving and sharing teaching knowledge and practice in direct response to student needs.

For full details of your curriculum-led CPD programme, please speak to your curriculum leader or Jon Curtis-Brignell.

Personal Research & Development

This is as described – time for teachers to work on whatever aspects of their practice they wish. Any additional CPD or meetings organised during this time will be optional. This time is partly allocated, however, for the completion of a Research & Development project across the year, which will remain the third target within appraisal.

As we transform and reshape the manner in which schools enable teachers to continue to learn, research and development occupies an increasingly central place in our school culture. By engaging with the theories and ideas of academic research, Tallis teachers can better understand the effectiveness of all that we do and feel a greater sense of empowerment as we reform pedagogy and grasp the mantle of professional knowledge creation.

Thomas Tallis School is committed to enabling practitioner research for all teaching staff, so that our collective professional capital is enhanced through the investigation and exploration of genuine questions that are centred on effective pedagogy and learning, thereby nurturing home-grown teacher-researchers who contribute to the growing body of knowledge that enables the profession to sustain itself.

In the academic years 2014/15, 2015/16 and 2016/17 every teacher at Thomas Tallis has built teacher-led systematic research into their everyday practice. The classic work by Carr and Kemmis (1986)⁶ describes pea research as being about:

- The improvement of practice;
- The improvement of the understanding of practice;
- The improvement of the situation in which the practice takes place.

Research is an activity associated with effective professional development, including as it does the types of activities which feature in successful professional development strategies, including:

⁶ Carr, W., and Kemmis, S. *Becoming Critical: Education Knowledge and Action Research*. Routledge, 1986.

- The use of specialist advisors and external experts
- Engagement in the analysis of and reflection around the underpinning rationale, evidence and relevant assessment data. This reflection and analysis is important for bringing about and embedding changes in practice.
- The exploration and challenging of teachers' own beliefs and assumptions
- Explicit discussions about how to translate content to the classroom;
- Teachers implementing what they have learned by experimenting in the classroom;
- Collaborative enquiry and structured peer support
- The opportunity to explore why things do and don't 'work'.

'All the research indicates that enquiry-orientated learning is not a quick-fix, but needs to be a sustained over time to ensure that learning (for both teachers and pupils) actually takes place'.

([BERA/RSA 2014: 25 - 27](#))⁷

To read the completed Action Research reports from 2014/15, 2015/16 and 2016/17, please visit [here](#), [here](#) and [here](#). Following consultation and evaluation, the following research and development strategy will be continued in the academic year 2017/18:

- In order to broaden the types of research being undertaken by colleagues we will now refer to Research & Development (instead of Action Research).
 - Research & Development will continue to be linked to appraisal and will be negotiated from a range of options as follows:
1. [The Tallis Action Research model](#) – colleagues may choose to undertake individual pedagogy-based research linked to their own practice in the classroom (exactly the same as this year). The final 'report' may take a variety of forms to be negotiated with Jon Nicholls.
 2. [The eedNET Action Research model](#) – 6 colleagues can opt to attend 3 workshop sessions at the IoE which will provide intensive support for their Action Research project from the Expansive Education Network. This option would suit colleagues new to Action Research and/or Tallis.
 3. School priority group research model - this involves colleagues picking a theme from a list of whole-school priorities. Each group has a leader who will coordinate the meetings and research. Each member of staff would decide on something to investigate across the year, and then the group leader will collate into an overall 'report' collating the outcomes.
 4. [Practice-based research](#) – this gives colleagues an opportunity to develop their own practice through publishing an artefact E.g. a collection of poems, an exhibition of art work or a performance. Proposals will be negotiated with Jon Nicholls.
 5. Lesson Study - [a form of classroom inquiry in which two or three teachers collaboratively plan, teach, observe, revise and share the results of a single class lesson.](#)
 6. [RG TSA Facilitated Action Research](#) – up to 4 spaces available for colleagues to do Action Research supported by Greenwich University
 7. Distance-learning - colleagues may opt to undertake an online study/research project e.g. [MOOC](#), which is documented through a 'report'

⁷ BERA. *Research and the teaching profession: building the capacity for a self-improving education system*. BERA, 2014.

8. Finally, colleagues may opt to propose an alternative project to the above which is linked to whole-school priorities. These will be moderated by Jon Curtis-Brignell.

As it is linked to appraisal, selecting one of these options is compulsory for all teachers except NQTs, who may opt in to the process if they wish. NQTs will be complete a separate programme of reflection as part of their induction.

Every teacher is a researcher. We are committed to supporting them in sharing their understanding with the wider professional community for the benefit of all learners.

For further details about Research & Development, please visit our website [here](#), or contact Jon Curtis-Brignell or Jon Nicholls.



Appendix 1: The Trainee Teacher Programme (Schools Direct, PGCE, Teach First, Troops to Teachers)

All Trainees at Tallis will have:

- a mentor in their subject area, who will also provide support and guidance through the procedures and expectations of the school;
- opportunities to work with other colleagues in their subject, planning collaboratively;
- regular feedback from colleagues;
- opportunities to attend training sessions being run by the school, including things for the wider community, such as BSL lessons;
- experience of a pastoral nature, including opportunities to go on trips and visits, when appropriate;
- 'settling in time' – observing colleagues and familiarising themselves with the school, including opportunities to pupil shadow and spend time in alternative provision;
- support with completing job applications and writing CVs;
- and Professional Studies sessions, co-ordinated by the Director of ITT.

All Trainees will be expected to:

- complete the tasks set by their training organisations on time;
- communicate effectively with their mentors, including seeking feedback and time with mentors;
- follow school procedures, for absences and setting of cover work;
- shadow pupils and observe colleagues as much as possible;
- plan lessons and show plans to the teacher whose classes they are taking;
- mark the work of the classes they teach, following department procedures and school expectations for marking and feedback;
- be attached to a tutor group and gain pastoral experience;
- and attend parents evenings/after school events, as directed by mentors.



Appendix 2: The Newly Qualified Teacher Induction Programme

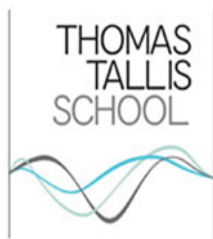
All NQTs at Tallis will have:

- their own mentor in their department area, who will also provide support and guidance through the procedures and expectations of the school;
- a 90% teaching timetable;
- opportunities to attend external training sessions;
- access to observe and work collegiately with more experienced colleagues;

- support and guidance for gathering evidence against the teaching standards;
- a dedicated, and sometimes personal, training programme delivered by a range of staff from different backgrounds;
- regular feedback from mentors and other colleagues;
- opportunities to be involved in planning and taking part in extra-curricular activities;
- a 'buddy' who is in their second year of teaching;
- opportunities to work in a pastoral role and support from experienced Heads of Year;
- and weekly training co-ordinated by the AST NQT Induction.

All NQTs will be expected to:

- track their progress to meeting the standards half termly, submitting this to the AST NQT Induction and their mentors;
- compile an evidence folder by the end of their induction year (either on paper or electronically);
- seek time and feedback with their mentors;
- participate within the wider school community (in a manageable way);
- contribute to the school community, through a pastoral role (usually as a co-tutor);
- attend NQT training sessions;
- and reflect upon their practice, setting themselves targets and aspirations.



Appendix 3: Recently Qualified Teachers

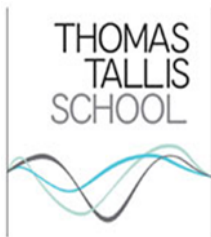
All Recently Qualified Teachers will have:

- extra support systems in place, for when they may be needed;
- access to support and guidance towards meeting their Performance Management Targets;
- opportunities to work with outside groups as part of research projects;
- and further opportunities for professional development.

All Recently Qualified Teachers will be expected to:

- continue to contribute to the wider life and community of the school;
- 'Buddy' an NQT (when appropriate) – providing informal support and planning opportunities;
- devise performance management targets, in discussion with their appraiser;
- continue to reflect on their practice and seek opportunities to further develop subject knowledge and pedagogy;

- and contribute to the development of schemes of work – as directed by the Curriculum Leader.



Appendix 4: Colleagues Applying for Support for External Qualifications

Excellence through engagement

We want everyone in our community to learn and develop together through authentic engagement and exceptional teaching. Our young people love learning because of our commitment to knowledge, our common creativity and cohesive community. We educate them to become independent thinkers, working with their individual talents to learn and achieve. We share high aspirations and expectations for ourselves and our school and we expect that learning continues well beyond lessons. We value participation, communication, praise, experience and empowerment.

We value learning very highly at Tallis. We would like to support colleagues who seek to improve their knowledge, skills and qualifications. We are, however, a public service and so we must :

1. Use public money for demonstrable public good

2. Offer a quality and undisturbed educational experience to our young people.

Therefore, when **teachers** are considering higher degrees or other professional qualifications and wish to seek time or financial support from school we will use the following questions:

1. Has the proposal been discussed with the relevant line leader and Assistant Head (Teaching, Learning and Development) prior to application?
2. Are the aims and intentions of the course clearly identified?
3. Does the course match an identified need within the department's or school's plan?
4. Will the course link to an appraisal or action research target?
5. Does the proposed course of study have any adverse effect on the provision of education at TT?

If the above questions are answered satisfactorily we may agree to make a contribution to course fees up to a maximum of **50%** of the total fees. Time will be negotiated according to the needs of the teacher's timetable. It is unlikely that time will be given except for the purposes of sitting external examinations.

Once a course is complete – or during its completion - we would expect teachers to lead a session for colleagues on the whole school or faculty implications of their work. This will be agreed with the AHT Teaching, Learning and Development.

This policy applies to teachers. Non-teaching colleagues' requests will be considered by the school Business Manager according to the school's business needs.