



Pedagogical Development Programme 2021-2022

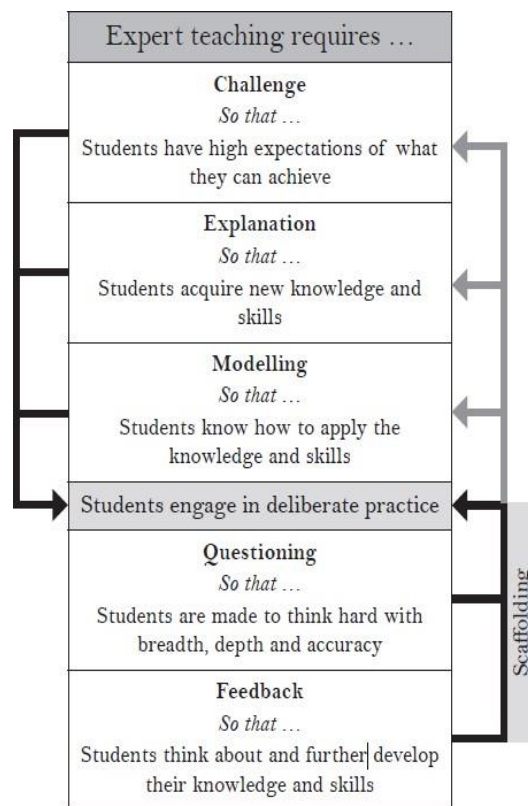
(To be read in conjunction with our Teaching and Learning Policy)

Aims

To establish a climate of professional learning
To promote our value of Trust by providing a safe learning experience of all professionals
To develop teachers understanding of the impact of quality first teaching on pupil learning
To improve the pedagogical principles in the classroom that underpin quality first teaching
To link the appraisal process to professional learning

Introduction

As a Trust we recognise that the development of quality first teaching, along with that of the curriculum, underpins the quality of education for all learners. The following diagram, designed by Shaun Allison and Andy Tharby (2015), encapsulates the core principles of effective teaching and learning that we promote through our Teaching and Learning Policy. Teachers should understand that their role is to motivate pupils to achieve and to teach in a precise way that makes it possible for all learners to engage successfully at the appropriate level of challenge.



This pedagogical development programme focuses on professional learning primarily through the use of the 'Lesson Study Cycle' to develop the quality of teaching and learning across the schools within the Trust whilst giving teachers the opportunity to work together collaboratively. Coaching from a Teaching and Learning Champion can support and develop the professional learning by modelling an effective teaching strategy prior to the lesson study cycle to ensure that all participants are clear of the intended outcome. Across the Trust we also use the Teaching and Learning Champions to develop our Early Career Framework teachers.

Part of our ethos as a Trust is to value all of our community and this means creating time for our staff to enjoy and benefit from professional learning opportunities by incorporating time into our school systems. This learning will take place across the Trust where possible. The use of lead teachers to support and develop the professional learning provides a platform for a culture of collaborative learning across the Trust. This approach will help the

development of all teacher practice knowledge.

We aim to use this learning approach as part of our appraisal process for teachers and it is important to recognise that this is a separate process to the monitoring and evaluation cycle that may include formal lesson observations. It is anticipated that all staff will be involved in one cycle of lesson study in an academic year and it may be that some practitioners complete more than one cycle. Repeat cycles in additional years would provide an opportunity for teachers to work with other groups.

The lesson study approach involves groups of teachers collaboratively planning, teaching, observing and analysing learning and teaching in 'research lessons' and record their findings. Over a cycle of research lessons, they may innovate or refine a pedagogical approach by focusing on an agreed teaching strategy which will then be shared with others through the school CPD cycle. Lesson Study has become popular in the UK, following the success attributed to it by US researchers in developing deep teacher knowledge of both pedagogy and of subject amongst Japanese teachers which leads to high standards of educational attainment by Japanese pupils when compared with those of comparable groups of pupils in the US (Stigler and Hiebert, 1999; TIMSS., 1999).

Why conduct a Lesson Study?

Lesson Study works ... because it helps teachers to:

- *see pupil learning occurring in much sharper detail than is usually possible*
- *see the gaps between what they had assumed was happening when pupils learned and what it actually happened*
- *find out how to plan learning which is better matched to the pupils' needs as a result*
- *do all this in the context of a supportive teaching and learning community which is strongly committed to helping pupils to learn and to the professional learning of the members of the group. (Dudley, P. 2011a)*
- *Take these abilities into their teaching*

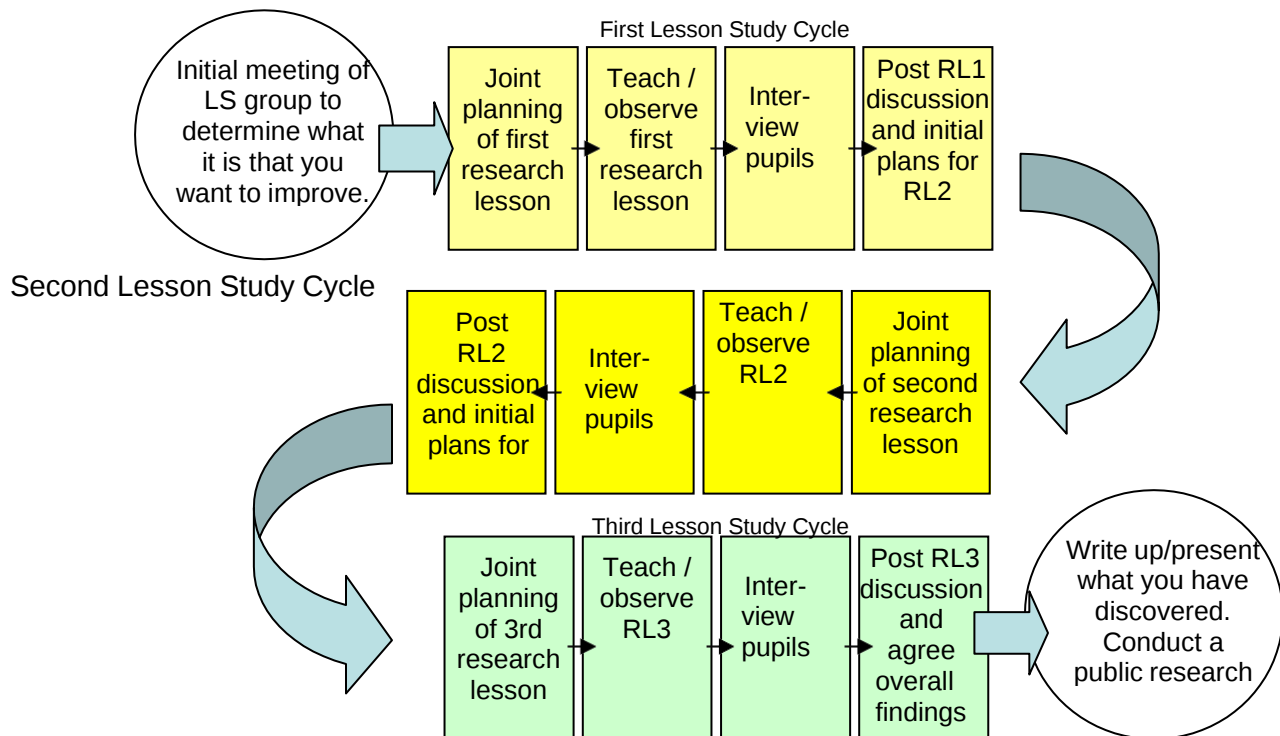
Dudley, P (2011) Lesson Study: what it is, how and why it works and who is using it, www.teachingexpertise.com

Classrooms are amongst the most complex working environments in which any professionals have to operate. The amount of information that is generated by 25-30 or more learners engaged in lesson activities over the course of an hour or so is vast. So is the speed at which the information comes at a teacher.

Researchers have studied how teachers cope with this complexity and speed. They found that teachers who survive their first three years and become good teachers do so because every time they discover a new way of managing a teaching situation that has presented a challenge to them, they rapidly internalise the practice knowledge they gain in a form that can be drawn upon unconsciously when it is next needed in the classroom. Practice knowledge in this form is not something a teacher is often conscious of knowing. It is tacit. Like our knowledge of how to ride a bicycle, it only manifests itself when it is needed and it is very difficult to put into words. Because teachers tend to practice in isolation as lone professionals within their classes, other teachers seldom get an opportunity to see others' tacit knowledge manifested in action. When a teacher's practice is observed by another professional it is more likely to be in the context of some form of appraisal or judgement of performance than in a context of professional learning and in such contexts teachers tend to play safe with the practices they put on view.

Lesson Study helps experienced as well as inexperienced teachers to learn. Because, through the processes of joint planning, joint observation, joint analysis we have to imagine learning together, we get to see aspects of pupil learning through the eyes of others as well as our own and we compare actual learning observed in the research lesson with the learning we imagined when we planned it. This forces us to become conscious of the impact of effective teaching strategies on the learning of the pupils.

The Lesson Study process



© Bethlehem University 'Centre for Excellence in Teaching and Learning' Learning Toolkit: Lesson Study, Dudley, P., (2011)

Structure

A group of three teachers, from a range of year groups, across the Trust including a lead member of staff to come together to enjoy the challenge of developing a professional learning approach (Appendix 1 provides a framework for discussion). They identify the key area/s of focus for the professional learning from the pedagogical principles/effective teaching strategies laid out in the Teaching and Learning Policy.

In a lesson study all members of group are of equal status – as professional learners. The aim is to improve specific aspects of teaching and learning by working together. The initial meeting should aim to set out expectations and ground rules which will enable people to feel free to **take risks** and not feel they are under scrutiny.

The group should identify the area of focus and develop some parameters which are based on identified school or class / year group needs. (For example, to develop the use of discussion for learning in group work sessions). Following this the group should agree which class to conduct the first research lesson in and then identify three pupils who reflect different groups of learners in the class – pupils who are making good, average or below average progress in a given area of learning. The planning frame in Appendix 1 is intended to support this process.

Teaching the first research lesson

- Use the research lesson planner Appendix 2) to plan the research lesson. It works best blown up to A3. It also acts as the observation sheet.
- This is the key point of reference for the post lesson discussion.
- It is really important that the group clearly writes what they want each pupil to be able to do in the focus strand by the end of the lesson and what they will be looking for as evidence of this.
- Because the research lesson is jointly planned, it is jointly owned by the group. This means the focus for the observers is less on the teacher and more on the learners – the focus pupils. They should try to start each observation as if zoomed-in on the focus pupil and then pan back to allow a bigger group or the whole class to come into frame.
- Observers should try to capture the focus pupils' responses at different points in the lesson – and how they match or differ from what was predicted at that stage.
- Note also any patterns e.g. all focus pupils misunderstand something in the same way note it in the right hand column.
- Note the time against each annotation if you can.
- What role is the effective teaching strategy having on the experience of the learner?
- At the conclusion, look for the evidence of progress for each pupil against what was planned and the extent they are achieved.
- What are key points for the next lesson for the focus pupils, their groups or the class?
- What might you want to ask them in their post lesson interview? Jot this down in 'initial thoughts' at the bottom of the page.

Interviewing case pupils after the lesson

Interviewing focus pupils after the research lesson to gain their perspectives of the lesson add to the impact assessment of learning. Asking them what worked for them, what they felt they learned and how they think lesson could be changed if it were taught again to another class in order to make it work even better.

The interview should be short and immediately after the lesson. This can be done with all the case pupils in a group or individually. Pupil voice is key so writing what they say is helpful. Appendix 3 provides a template.

The post research lesson discussion

Come together as soon as you can after the Research Lesson (and certainly not later than 24 hours afterwards using Appendix 4).

The most important thing to remember though is that the flow of analysis needs to start with the observations made of the case pupils' (and other pupils') learning before it addresses the teaching. This preserves the focus on pupil learning and on teacher learning from this and reduces the tendency for lesson observation discussions to become feedback on teaching (which teachers can feel is judgmental in nature and not conducive to teacher learning. What we want to find out is how learning is empowered

and what role effective teaching strategies have in this.

Reflection and Impact

Each practitioner then needs to take time and reflect on their own professional learning and how this will now be taken back into their own classroom practice. Consideration should be given to future learning opportunities that might develop further aspects of teaching. Impact of professional learning can be captured in a variety of ways. This could be through pupil and teacher voice as well as through demonstrable progress of learners. The most powerful impact is through the individual reflection of professional learning and how this improved practice can then be seen by school leaders in future monitoring.

References

Allison, S & Tharby, T (2015) Making Every Lesson Count Crownhouse. Kirschner, P. A., Dudley, P. (2008). Lesson study in England: from school networks to national policy. Presented at the World Association of Lesson Studies Annual Conference, Hong Kong Institute of Education.

Dudley, P. (2011). How Lesson Study orchestrates key features of teacher knowledge and teacher learning to create profound changes in professional practice. Presented at the World Association of Lesson Studies Annual Conference, Tokyo.

Takahashi, A. (2005). An essential component of lesson study: post-lesson discussion. Presented at The Northwest Regional Educational Laboratory's Lesson Study Symposium, Olympia, Washington: DePaul University, Chicago.

Lesson Study Planning Frame

Participants_____

Date_____

What class will be the first study? Who will be the first teacher?

Who are the three focus pupils?

What level are the pupils working at?

Pupil A

Pupil B

Pupil C

Who will focus their observations on which pupil?

What is the effective teaching strategy we are focusing on?

What are the key factors that make this an effective strategy?

Do we need to see a model lesson first where this effective strategy is in place so we are all clear on what it looks like? If so where and when will this take place?

What area of the curriculum? Subject?

What resources will be used and how?

How will we all know what stage of the lesson we are at?

Now write out in full **exactly** what you want each pupil to be able to do by the end of the first lesson and then each lesson after on the lesson planning sheet.

Appendix 2

Research lesson planning, observation and discussion sheet (*enlarge to A3*) Subject _____ Learning Focus _____ Teacher/observer/s _____

What this research lesson is aiming to teach (it may be a section of a longer teaching sequence)

What effective teaching strategy (one of the six principles) is the research lesson aiming to develop? *We are improving...*

What do you expect the children to have achieved by the end of the lesson?	Case pupil A		Case pupil B		Case pupil C		
Stage of lesson sequence	How you hope case pupil(s) A will respond	<i>How they are observed to respond</i>	How you hope case pupil(s) B will respond	<i>How they are observed to respond</i>	How you hope case pupil(s) C will respond	<i>How they are observed to respond</i>	Patterns / issues
Stage ... (Approximate time)							
Stage ... (Approximate time)							
Final stage ... (Approximate time)							
What were they able to do? (What progress have they made and how do you know?)							
Which of the six principles has impacted on the pupils' learning?							
Initial thoughts							

Appendix 3

Suggested questions for a post lesson interview with the case pupils	
What did you enjoy most about that lesson?	
What did you learn? (What can you do now that you could not do. What can you do better?How is it better?)	
What aspect of the teaching worked best for you?	
If the same lesson is being taught to another group, what would you change. Why would you change that aspect?	

Appendix 4

Post Lesson Discussion record			
Participants _____		Date _____	
	Case pupil A	Case pupil B	Case pupil C
What progress did each pupil make? Was this enough?			
What about the other learners in the group they typify?			
How did the effective teaching strategy impact on learning? If at all?			
What surprises were there?			
What aspect(s) of the teaching strategy could be adjusted next time to improve the progress of each			
So what should we try next time?			