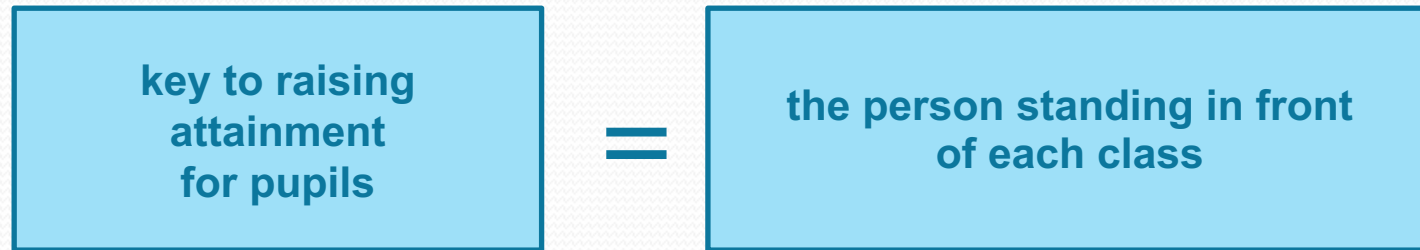


Leadership: Improving Education

Richard Cobden School



Leading high performance:



What are we doing to make sure they are the best they can be?



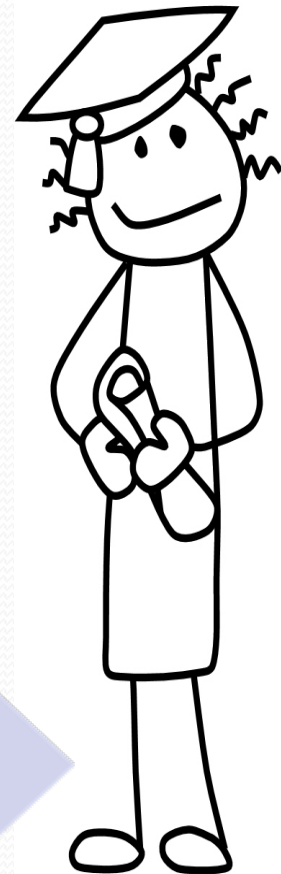
High Quality
Professional
Development



Collaborative
Development



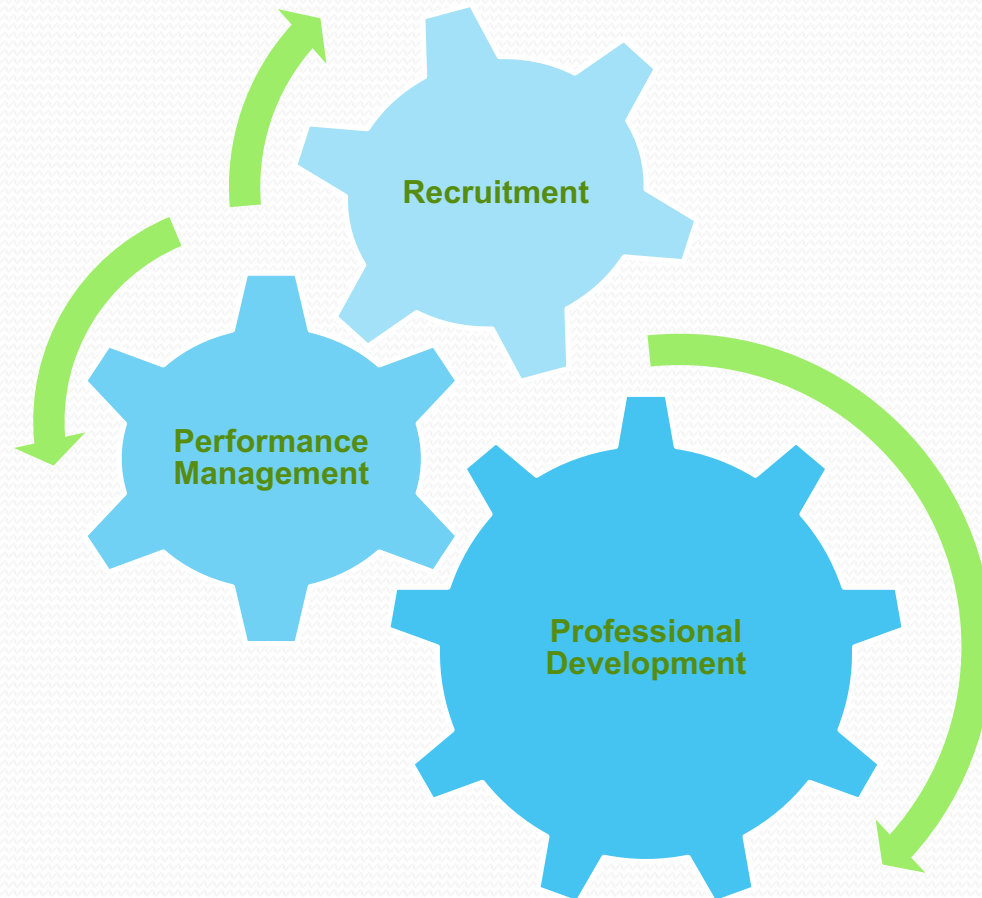
Action Research
Lesson Study



Being a Richard Cobden Teacher

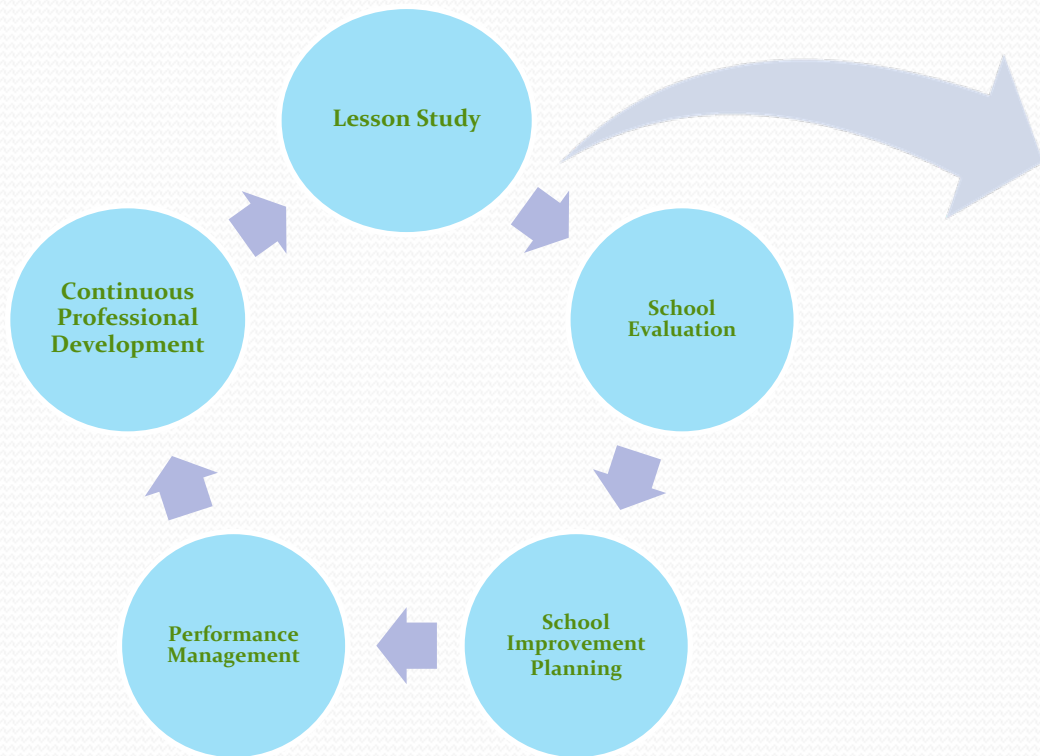
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Action Research – getting maximum impact

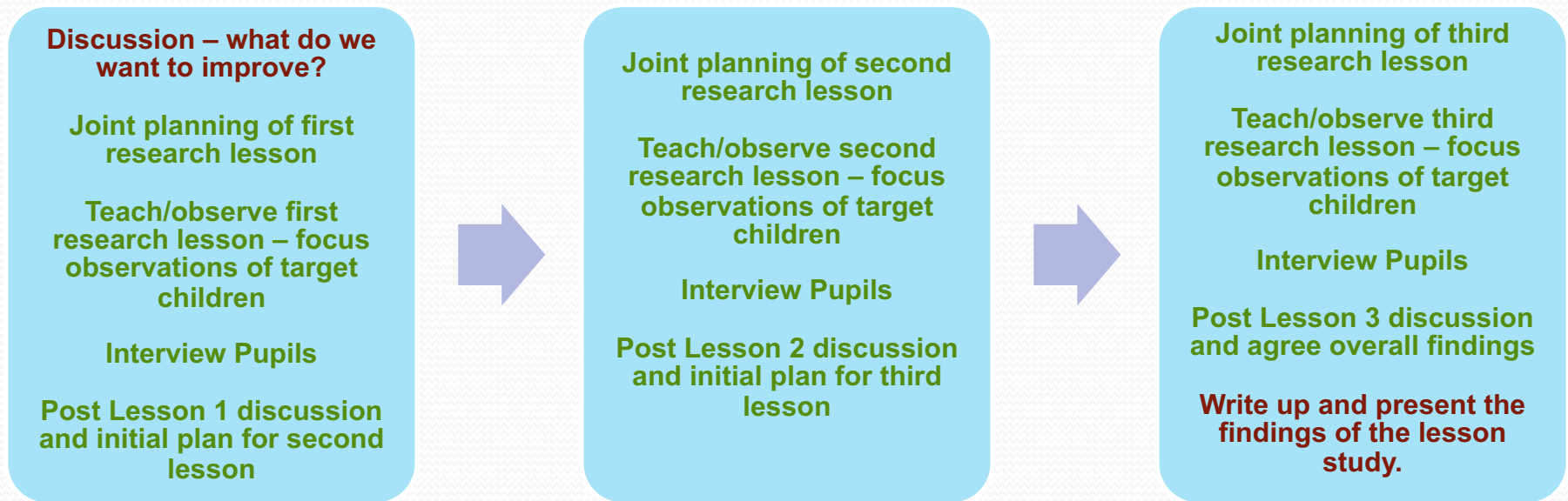
Within School



With External Partners

- Camden Learning - Hubs
- Cross Phase Action Research/Lesson Studies
- Local Cluster Groups
- Working with other organisations – Voice 21, Cambridge University, Reeves Foundation

The Structure of Lesson Study:



Being actively connected to teaching and learning.

How does the Lesson Study process develop our teachers:

- A powerful means of reflecting on classroom practice and the real impact on learners; are our teachers following the development of theory and practice or are they actively shaping it?
- Teachers unpick their teaching by probing deeply into its impact on how pupils learn, or sometimes fail to learn, within their classrooms.
- Active constituents in shaping their professional development - stepping back and observing with honesty and integrity to see what is really taking place.
- Adapting teaching to the current classroom environment – ongoing reshaping of pedagogy and practice based on evidence and informed by current research, supporting the development of the curriculum
- Professional development which is not only a catalyst for developing the individual teacher, but also enabling teachers to be at the heart of a self-improving system for the development of pedagogy and practice which is responsive to the emerging needs of our pupils.

Being actively connected to teaching and learning.

Developing reflective and reflexive practice in teaching

What teachers bring to the research?

- Assumptions, experiences, beliefs
- How they teach – influencing outcomes
- Established relationships that may need to adapt to facilitate effective research
- How well can they manage their personal feelings if a belief is challenged?
- Extent to which they are able to reflect, observe, interact with the study
- Extent of experience of working with colleagues in this way - research
- Established relationships and ways of working with pupils – may facilitate research or may need to be adapted to enable more effective research outcomes – e.g. interviewing pupils about impact of teaching method or style on them
- An established way of working/classroom environment

What teachers take from the research?

- Heightened awareness of themselves as teachers and how they impact on outcomes.
- Opportunities and strategies to question and challenge own attitudes, values, assumptions, behaviours etc.
- Learn about themselves – how does the impact of their teaching match up with what they believe is happening in their class?
- Confidence to open practice up to the scrutiny of colleagues.
- Being able to shift insights to evolve practice.
- Being able to see, define and reshape their own conscious understanding of their role and how they perform within it.
- Being reflexive in daily classroom practice – develop an ability to critically analyse own assumptions to gain a deep understanding of themselves as teachers and how this influences their teaching.
- More confidence in knowing that what we have learned is worth acting upon – more likely to work; they consider the implications of what they have discovered and act upon them.
- Less focused on 'what they do' and more in tune with who they are as teachers and how this impacts on 'how they do'.

Creating the right culture – accountability without blame

- Creating a culture where a reflective and reflexive teacher feels secure and trusted to open themselves up to the process – investigating the impact of their work – their professional worth – being researched
- Genuine interest in their development – no hidden agendas
- Permission to try without blame
- Accountability for professional improvement
- Accountability for being consciously and actively involved
- Being collectively accountable for developing collaborative pedagogy and practice
- Being connected to the research - if not actively taking part in a particular round, research the area of study, be prepared to questions outcomes, add to the discussion, test ideas and outcomes, provide feedback – be part of the collaborative experience
- Contribute to it – help to shape it – learn from it- act upon it – reflect upon it in action
- Able to be a measured risk taker

How does school leadership impact on teaching and learning?

– high quality teaching and learning – positive outcomes for pupils –

Development Inhibitors

- Formal Lesson Observations
- Data driven performance management
- Top down school development
- School cultural norms – influenced by accountability and monitoring
- Teachers working in isolation in their year groups

Development Enablers

- Lesson study – action research facilitating professional dialogue
- Collaborative approach to professional and whole school development – shared vision and collective approach to creating change
- Collective accountability for outcomes
- Genuine respect for all levels of experience in process
- Genuine culture where teachers feel safe – able to take measured risks – able to say when they need help