

# On Teacher Effectiveness

## Towards Optimum Student Attainment

A Collaborative Practitioner Development Programme



# Expectations, Objectives and Intended Outcomes

- Develop personal effectiveness in the classroom for optimum student outcomes
- Develop shared ways of working – linked to the Outstanding Teacher Profile
- Focus specific techniques – questioning, modelling, starters, marking, the use of artifacts, assessment for learning, building rapport (relational learning), coaching approaches.....
- Share practice and develop mutual support and consultation
- Develop joined up levels/phases of delivery across year groups
- Increase strategic capacity to develop fit-for-purpose student 'learning offers' in an ever changing 21<sup>st</sup> century context
- Increase teacher efficiency & overall productivity as a result of effective practices
- Increase quality of output & learning outcomes
- Reduce resource sub-optimisation
- Increase innovation
- Energise practitioners
- Meet or exceed best practice
- Achieve increased validation as teaching professionals

# On Outstanding

**The Teacher Effectiveness Programme** offers a focused approach to:  
*'Being the best you can be.....'*

**There is more than 1 model of 'best! Contexts count.  
The choice is yours!**

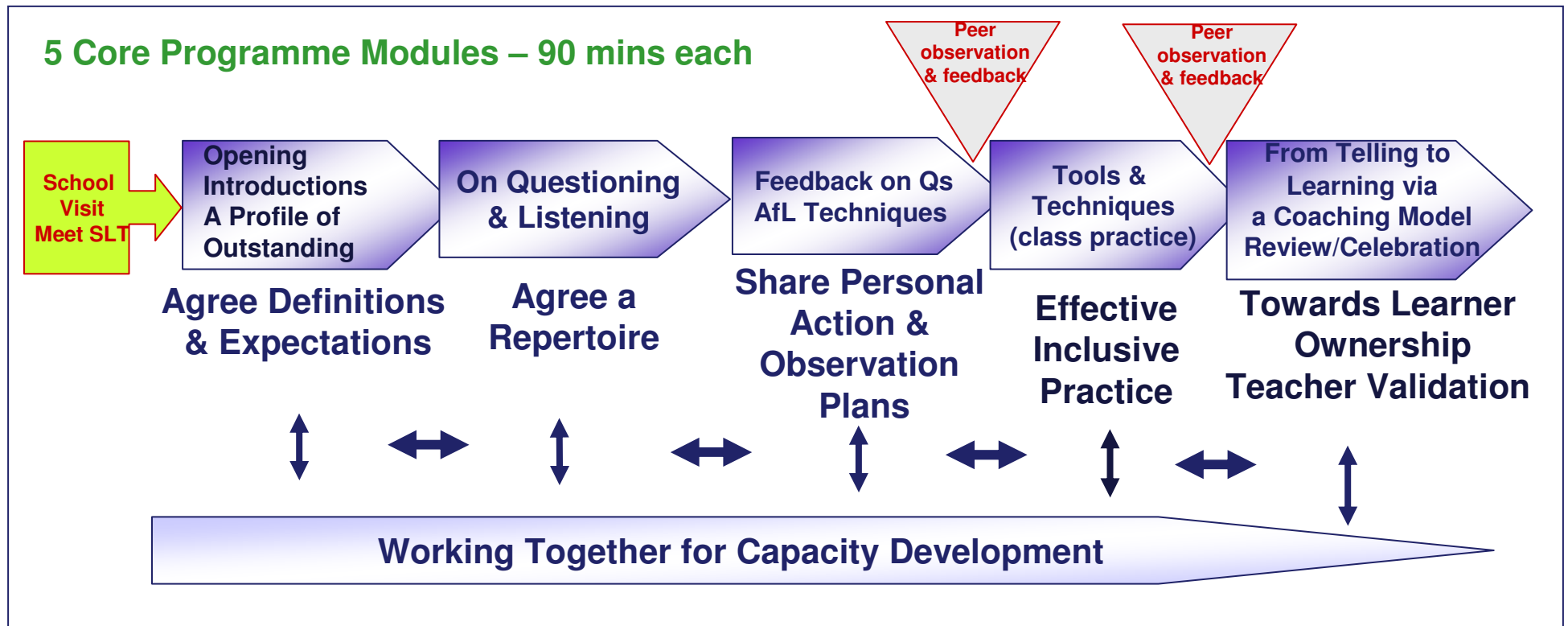
A proven starting baseline to consider =

*'One good relationship will keep a child in school!'*



# Focusing Personal Effectiveness Development

## Personal Practitioner Effectiveness Development Framework



# On the Programme Sessions

- Sessions are designed to develop knowledge and skills through loosely structured interactive, inclusive conversation anchored in pre-prepared templates
- The emphasis is on teacher practice and pupil learning – not theories around teaching & learning
- As a result school will have a common language based on a number of proven classroom practices, tools, techniques .....for more effective learning outcomes
- The programme facilitation is not about instruction or training, but to provide an environment in which we can all learn and share experiences - enrich the learning of each other
- We encourage participants to cascade insights and associated tools and techniques through the school
- We recognise we only get as much from an 'event' as we put in; excellence/outstanding practice requires commitment
- We stress we are ourselves responsible for personal development



# Programme Components

- School visit & SLT conversation – (2 hours)
  - Conversation 1 – (1.5 hours)
  - Conversation 2 – (1.5 hours)
  - Conversation 3 – (1.5 hours) + Peer Co-Consultation/Support
  - Conversation 4 – March (1.0 hours) Review & Celebration – (30 mins)
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- Bound Programme Materials for each participant

# Papers – For Thought

**Feedback through Marking:** Paul Black (NCSL online)

**The Role of the Head in School Improvement:** Michael Fullan (NCSL online)

**Outstanding in Primary School Teaching Practice:** Andrea Charman (VLS online)

**Think Piece - Towards an Evidence Base:** John West-Burnham (New Visions – Introduction to Headship Pilot Programme)

**Think Piece - Interpersonal Leadership:** John West-Burnham (New Visions – Introduction to Headship Pilot Programme)

**Think Piece – Building Leadership Capacity in Schools:** Linda Lambert (New Visions – Introduction to Headship Pilot Programme)

**Think Piece – From Individual to Shared Leadership:** John MacBeath (New Visions – Introduction to Headship Pilot Programme)

**Tools – Working Inside the Black Box** - Dylan Wiliam et al