

# Joint Practice Development

Learning from one another



# Joint Practice Development

At Glenmoor and Winton Academies, we believe that continued professional development comes from sharing and collaborating with colleagues and that a great deal of teaching practice expertise is within our own walls.

At the start of the year, staff fill in a self diagnostic questionnaire in order to identify areas of strength and development. We build our Joint Practice Development schedule from these questionnaires.

Sessions are designed to improve identified areas for development and are lead by staff identified as having that particular strength.

TERM  
AY16/17

Self-Diagnostic for setting AGO

Rate yourself against the elements of teaching –

Novice: currently do not do this; have limited experience; struggle with this.

Expert: very confident in this aspect.

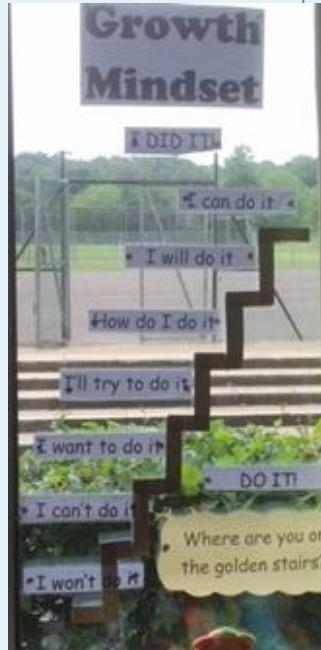
Elements of Teaching	Novice	Apprentice	Practitioner	Expert
Setting clear AGO for lessons				
"Electric" Starter activities				
Transitions between phases of the lesson				
Range of questioning				
Implementing No Hands Up				
Managing group work				
Stretching the most able				
Supporting the least able				
Providing feedback				
Fostering Creative Thinking				
Making Thinking visible / explicit				
Managing behaviour				
Resource / Classroom management				
Effective Plenaries				
Developing Numeracy/Literacy				
Using student data to inform planning				
Motivating Students				
Managing Homework				
Narrowing the achievement gap for SEND and PP				
Developing a growth mindset in students				
Implementing effective assessment procedures				

A diagnostic teaching and learning questionnaire allows staff to identify strengths and areas for development

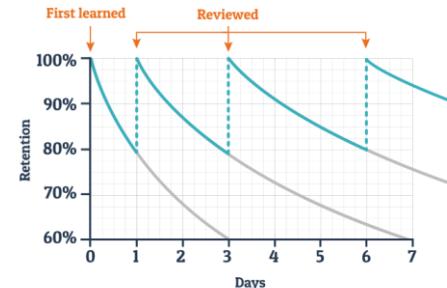
# Joint Practice Development

We ensure that the schedule is created in reaction to the staff needs, and not the other way around. Last year, two sessions that were not on the original list, improving childrens' memory and encouraging growth mindset were added to the schedule in reaction to the staff's suggestions.

In addition, popular sessions were delivered twice at different times of the year to ensure everyone had the chance to attend. Many staff joined sessions that were not areas for development to further their understanding.



Typical Forgetting Curve for Newly Learned Information



Sessions were added or extended to ensure staff could get a bespoke CPD provision.

# Joint Practice Development

At the end of each session, staff completed a questionnaire to gauge the quality of CPD provision taking place. Any sessions that did not have the required impact on the quality of teaching and learning were changed, improved or scrapped.

There were 34 sessions delivered during the course of the year. When asked to rate the quality of each Joint Practice Development session, 95% of the staff ratings across the board were classed as good or better and 54% of the staff ratings across the board were classed as outstanding.

Here are some examples of the sessions:

SESSION	OVERALL RATING % Outstanding	OVERALL R % Good or
4Matrix for Middle Leaders	70	100
Setting Clear Objectives	67	100
Numeracy for Teachers	100	100
Philosophy for Children	100	100
Laser Sharp Use of Data	33	100
Understanding RAISEonline	88	100
Developing Leadership Skills	67	100
Narrowing the Gap	25	100
Stretch and Support	50	100
Catering for Vulnerable Students	25	100
Making Thinking Visible	100	100
The Metacognitive Learner	100	100
Creating a Culture	71	100
Managing Group Work	50	75

The sessions were evaluated by the staff attending. 95% of the staff ratings were classed as good or better.

# Joint Practice Development

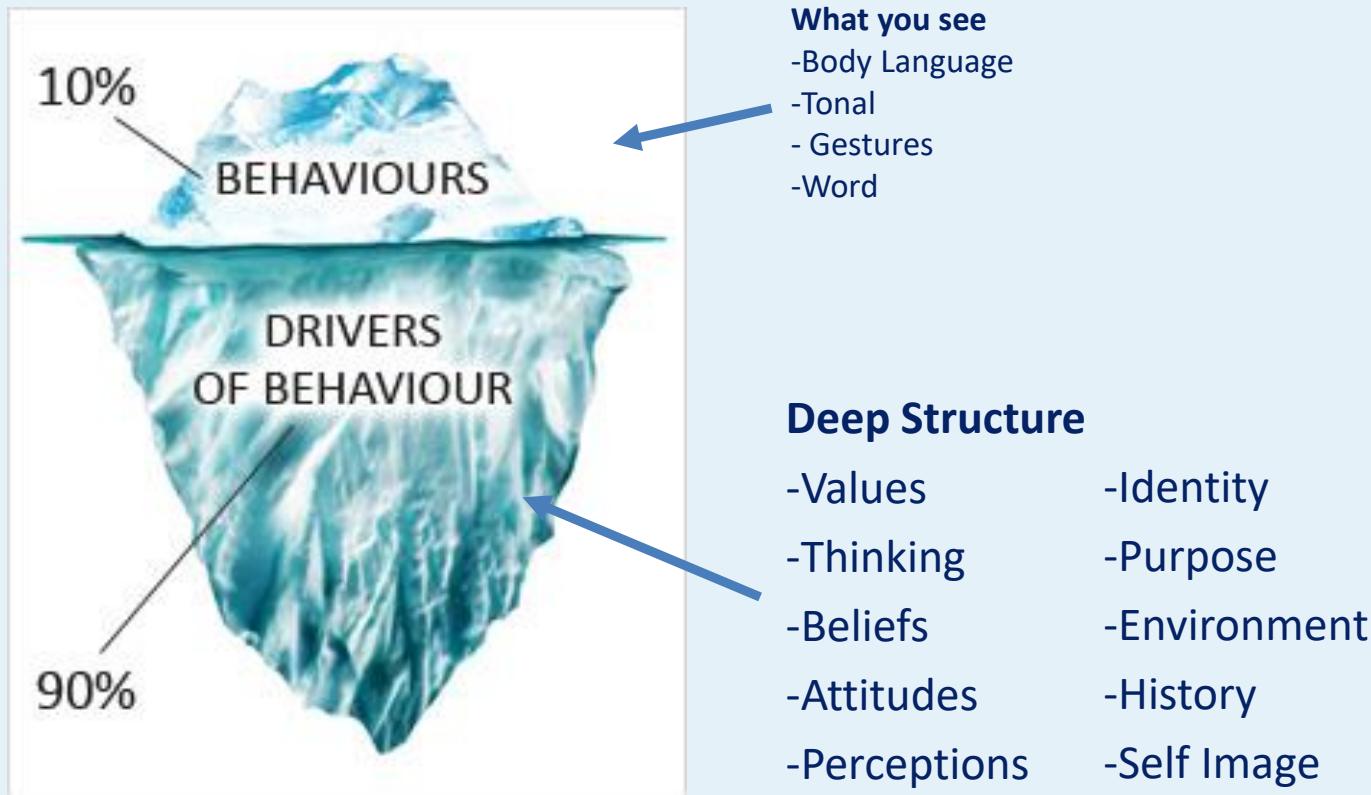
Some highlights



# Catering for our Most Vulnerable Students

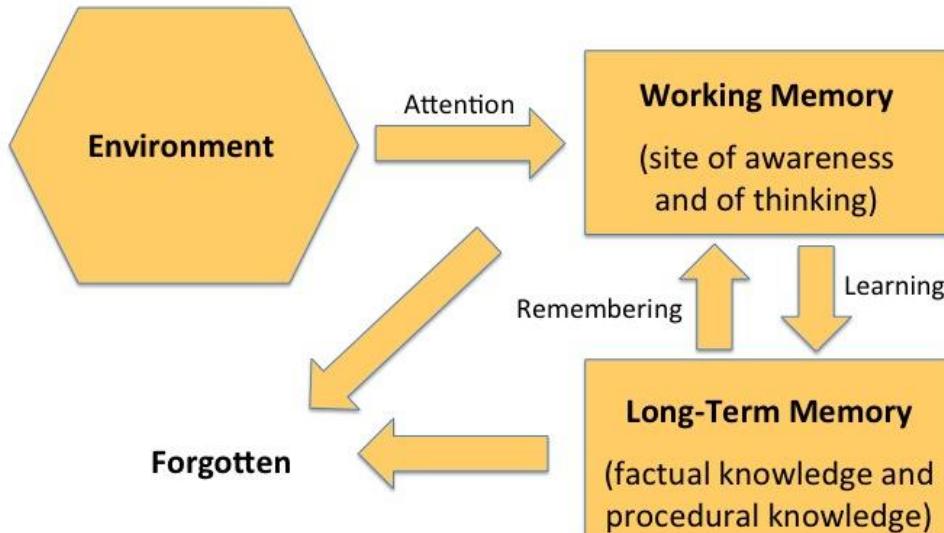
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## The Iceberg of Behaviours



# Improving Children's Memory

## Willingham's model of working memory



### Key Principle 1

- Memory is the residue of thought
- What you think about most is what you will remember

### Key Principle 2

- If there is no change in long-term memory there is no learning

# Effective Questionning

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14 strategies for developing questioning

1. Serve and return
2. Probe like Socrates
3. Closed to Open questions
4. Raise challenge
5. Respond in the moment
6. Rouse the dead
7. Support the struggle
8. Remember to pause
9. Involve everyone
10. Chain the question
11. Probe the continuum
12. Orchestrate the discussion
13. Use hinge questions
14. Devise the questions themselves



# Effective Group Work

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# Effective Feedback

Some suggestions – Link marking to LOs

Isolation and the evolution of new species.

Rank these learning outcomes 1-5 depending on your confidence (1=low,5=high)	Start	Middle	End
I can describe what isolation and speciation means	1	3	4
I can explain how isolation and speciation happen	1	2	5
I can evaluate the impact of isolation and speciation on evolution and populations	1	1	2

www:

- Clear definitions to describe speciation & isolation
- You have explained the diagram well to show how this occurs.
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ebi:

- You discussed the fact that due to speciation the new populations can no longer interbreed and species now diverge & evolve



# Literacy For Teachers

ATL required: focused, mature and sensible.

How has the author structured this extract to interest you as the reader?

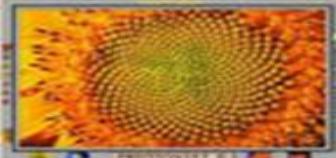
Sentence starters	Subject terminology	Success Criteria
<ul style="list-style-type: none"><li>• <i>In the exposition of the extract...</i></li><li>• <i>This is shown when...</i></li><li>• <i>This makes the reader think / feel...</i></li><li>• <i>Lee may have done this because...</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Exposition</b></li><li>• <b>Rising action</b></li><li>• <b>Climax</b></li><li>• <b>Denouement</b></li><li>• <b>Dialogue</b></li><li>• <b>Foreshadowing</b></li><li>• <b>Tone</b></li></ul>	<ul style="list-style-type: none"><li>• Discuss beginning, middle and end.</li><li>• Use quotes</li><li>• Discuss the EFFECT on the reader.</li><li>• Why has Lee done this?</li></ul>

LO: To be able to effectively comment on the structure of the text.

To be able to use technical terminology in my answer.

8 Marks  
10 minutes.

# Numeracy for Teachers

English	
	<p>Mathematics lessons can help to develop and support pupils' literacy skills: for example, by teaching mathematical vocabulary and technical terms,</p>
<p>by asking children to read and interpret problems to identify the mathematical content, and by encouraging them to explain, argue and present their conclusions to others. Equally, English lessons can support your mathematics lesson. For example non-fiction texts can be chosen in which mathematical vocabulary, graphs, charts and tables have to be interpreted.</p>	
Art, Design & Technology	
	<p>Measurements are often needed in art and design and technology. Many patterns and constructions are based on spatial ideas and properties of shapes, including symmetry.</p>
<p>Designs may need enlarging or reducing, introducing ideas of multiplication and ratio. When food is prepared a great deal of measurement occurs, including working out times, adapting recipes, and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.</p>	
History, Geography and Religious Education	
	<p>In history and geography children will collect data by counting and measuring and make use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio.</p>
<p>Historical ideas require understanding of the passage of time, which can be illustrated on a time line, similar to the number line that they already know.</p>	

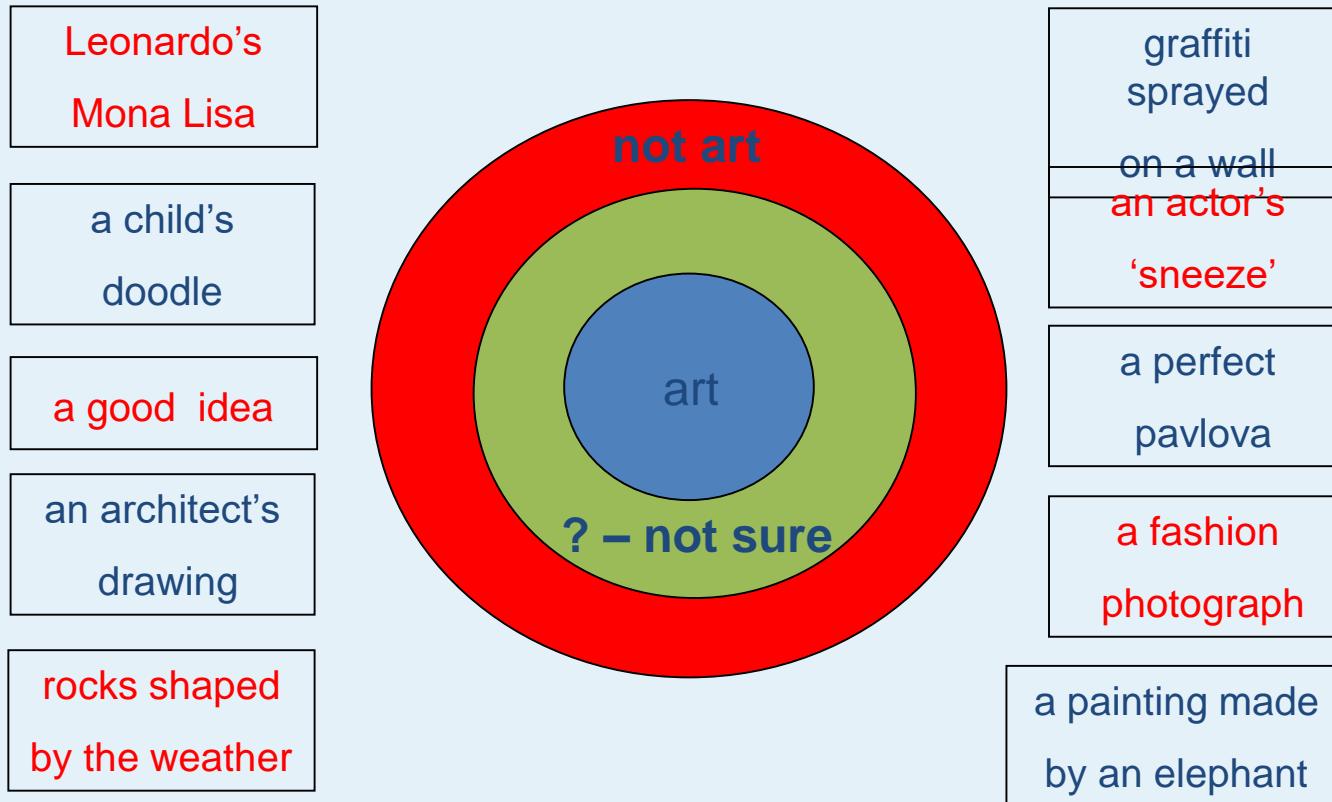


# Philosophy for Teachers

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## 1. Concept Cracking

(sometimes called ‘Target’ or ‘In or Out?’)



# Understanding Growth Mindset

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## What Kind of Mindset Do You Have?



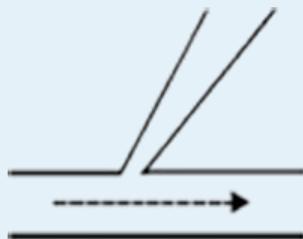
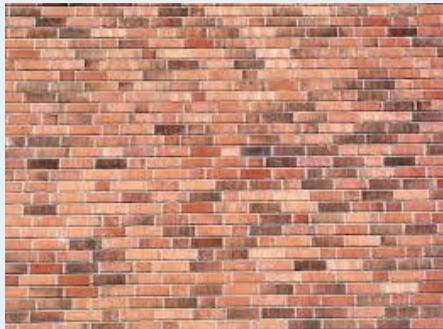
I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

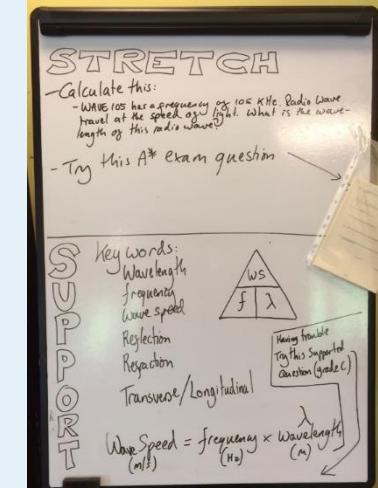


# Metacognitive Learning

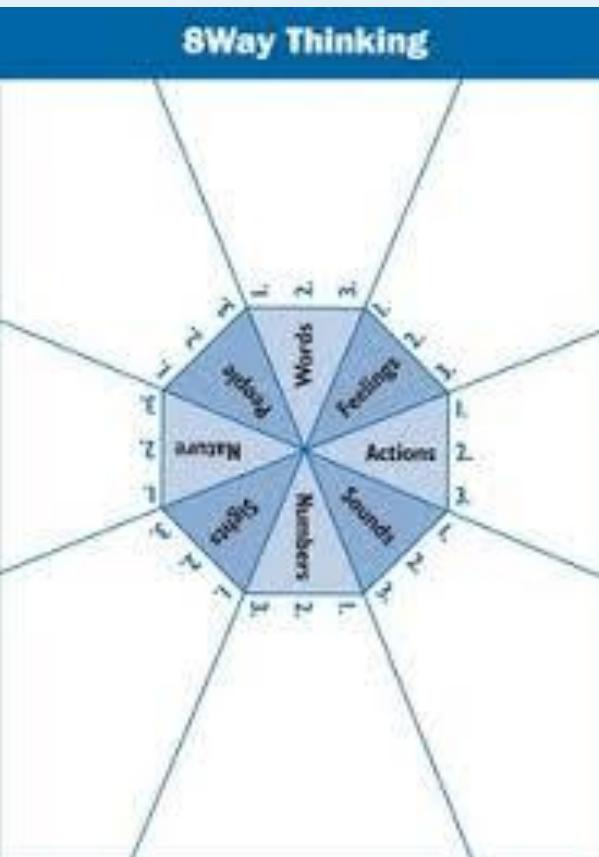


**S**ubstitute  
**C**ombine  
**A**dapt  
**M**odify/Distort  
**P**ut to other purposes  
**E**liminate  
**R**earrange/reverse

		Urgent	Not Urgent
Important	Urgent		
	Not Important		



# PUNK learning



# Differentiated Learning

