

CONTINUOUS PROFESSIONAL

LEARNING



**KICK-START YOUR
BRAIN.
NEW IDEAS COME FROM
WATCHING,
TALKING TO PEOPLE,
EXPERIMENTING,
ASKING QUESTIONS
AND GETTING OUT OF
YOUR OFFICE**

STEVE JOBS

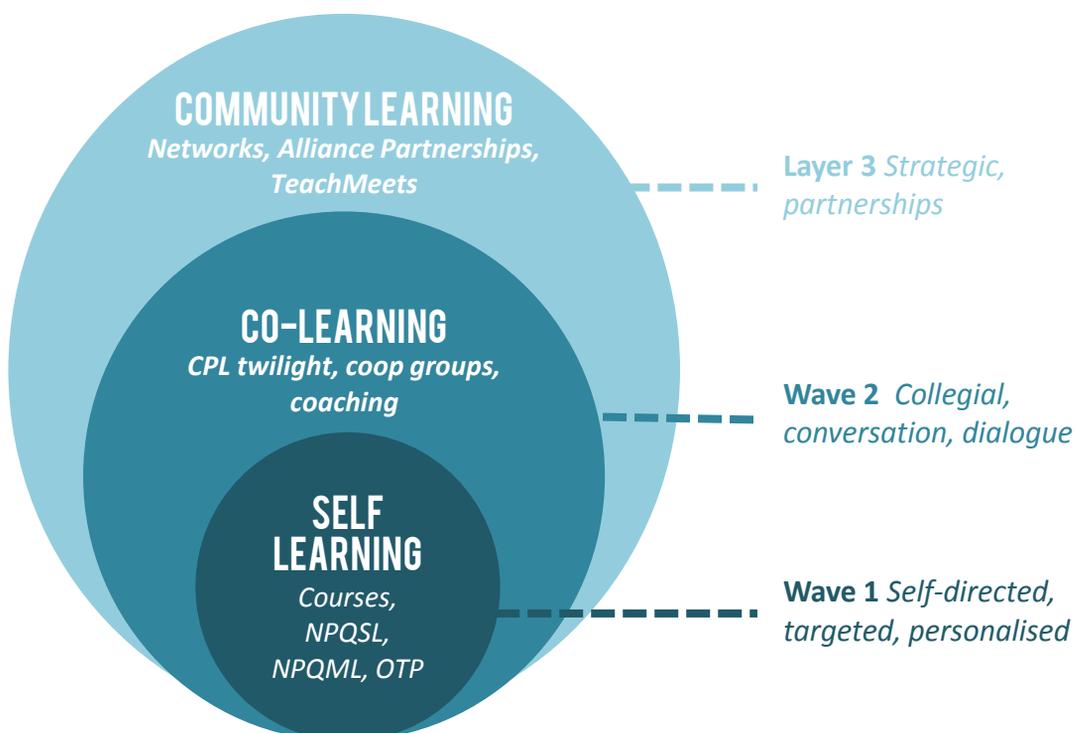
AIMS & VALUES

Continuous professional learning (CPL) at KEVICC should be:

- Tailored to individual staff needs
- Focused on the College's strategic priorities
- Centred on choice and individual reflection
- Responsive and flexible
- Modelled by senior and middle leaders who take a lead as 'learners'
- A space for growing partnerships and the spreading of good ideas
- Evidence-led
- Open to innovation and risk taking
- Academically and professionally valuable (e.g. lead to Masters, SLE, LLE, Lead Practitioner accreditation)
- Continually evaluated and refined

LAYERS OF LEARNING

CPL should be **layered** to reflect individual, collective and college-wide priorities.



**THERE CAN BE NO
EDUCATIONAL
DEVELOPMENT
WITHOUT TEACHER
DEVELOPMENT**

LAWRENCE STENHOUSE

SOME BARRIERS TO EFFECTIVE CPL

#1 LIMITED TIME

Unstructured, ad hoc professional learning does not allow sustained discussion to take place or good ideas to take root. Time should be made for regular professional learning.

#2 INFLEXIBLE

An inflexible, limited range of learning opportunities does not meet collective professional needs. Professional learning should be a flexible and layered offer.

#3 LACK OF EXPERTISE

Simply recycling half-snippets of information or misquoting Hattie, Wiliam or Claxton does not help anyone. Trainers should be up-to-date in their pedagogical expertise.

#4 A BANG AND A WHIMPER

Getting 'someone in to inspire staff' does not always lead to lasting change. Professional learning should form part of an on-going process not just an 'event'.

#5 LACK OF CHOICE

Professional learning that lacks choice does not meet the diverse needs of staff. Forcing everyone to have the same input is counter-productive and breeds resentment.

#6 INPUT VS PLANNING

Professional learning that gives staff time to embed and put good ideas into practice leads to lasting improvement. Input should always be balanced with reflection and planning time.

**THE MORE THE
STUDENT BECOMES
THE TEACHER AND THE
MORE THE TEACHER
BECOMES THE
LEARNER...
THEN THE MORE
SUCCESSFUL ARE THE
OUTCOMES**

JOHN HATTIE

THE BIG IDEA

STEP #1 KNOW OURSELVES

Staff strengths, development needs and wishes are identified across the College through past observations, appraisal and professional conversations.

STEP #2 PLAN HUB STREAMS

These priorities are built into **hub streams** that will run over the course of the year (e.g. sustainable differentiation, formative in-class assessment, iPad training etc.). Hub streams will cater for individual, department and College wide needs.

STEP #3 STAFF CHOICE IS KEY

At the start of each term, staff will choose from **six** different hub streams. Each stream will initially last for **three twilight sessions** and will follow an **input-create-share model**.

STEP #4 TWILIGHT HUB SESSIONS

The first twilight session will be an **input hub** delivered by a colleague. The second twilight will be a **create hub**, giving staff space and time to reflect, plan and design. The third hub will be a **share hub** and provides an opportunity for staff to talk through and collate collective outcomes and learning.

STEP #5 EVALUATION, REFINE & REPEAT

Staff will be asked to provide **feedback**. Following any adjustments and refinements, the cycle will then begin again the following term with six new hub streams to choose from.

STRENGTHS

Choice
Planning and reflection time built in
Varied, changing content

WEAKNESSES

Not entirely personalised content

OPPORTUNITIES

Opportunity to learn from each other
Opportunity to lead training
Opportunity to continually feedback

THREATS

Planning time must be used effectively
For effective sharing there must be collegial commitment and input

INPUT-CREATE-SHARE

Staff pick a hub stream. They attend an initial **input** hub. This is followed by a **create hub** and then a **share hub**. The cycle repeats over the course of each term.

SESSION #1 INPUT

Led by a colleague, the **input hub** will focus on:

- Research
- Sharing effective pedagogy
- Encouraging and challenging thinking
- Creating opportunities for reflection and discussion

SESSION #2 CREATE

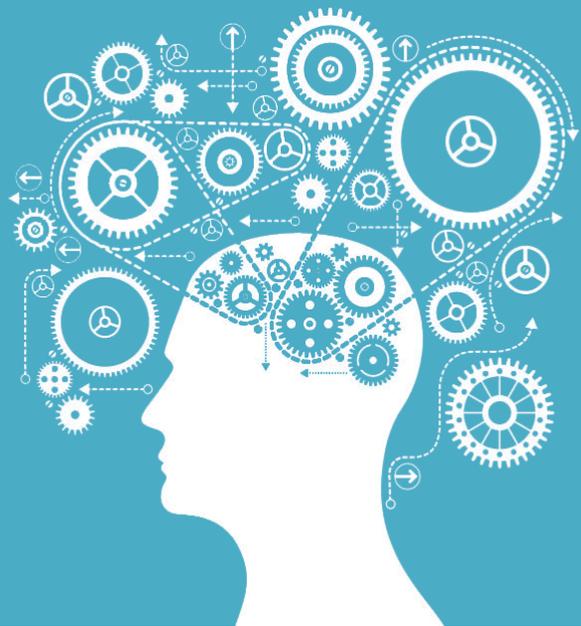
Designed to give time and space for staff to further reflect, plan and design, the **create hub** will allow staff to:

- Work independently or collaboratively
- Embed and make learning relevant
- Design teaching resources and learning opportunities
- Close progress gaps for priority groups
- Close their own skills gaps
- Contribute to KEVICC Effective Pedagogy

SESSION #3 SHARE

Finally staff will be asked to share their learning; the **share hub** will allow us to collate and disseminate our professional learning by asking:

- What did you do?
- What was the impact?
- What did you learn?



Sessions run for **an hour**. The focus should be on **sharing research, reflecting upon pedagogy and developing best practice**. The **eight areas** below act as a loose guide for the teachers leading our input hubs.

#1 WELCOME

Sign in, orientation and tea/coffee...

#2 STARTER

Warm up those creative and flexible minds. **Set the scene**. Open up thinking about the focus area...

#3 RESEARCH / CONTEXT

Provide a **brief overview** of the research and/or the wider picture. Share the objectives for the session...

#4 SHARE BEST PRACTICE

Share **outstanding approaches**, demonstrate **resources**, watch/model **exemplars** of best practice of the focus area...

#5 STRUCTURED ACTIVITIES

Design **collaborative activities** to open up critical thinking and active engagement around the focus area or best practice shared...

#6 REFLECTION / DISCUSSION

Reflect on the exemplars, resources and approaches. **Discuss** practical ways forward in **own classroom** and **curriculum area**...

#7 PLENARY

Summarise the learning, come back to the objectives and what has been achieved...

#8 CREATE COMMITMENT

Encourage staff to commit to their **create hub** task. Give out the **create hub planning framework** and allow time for discussion.

Create hub sessions run for **an hour**. The focus should be on **reflecting, planning** and **designing effective pedagogy** relevant to you. Use the **prompts** below as a guide in structuring your create hub time and final outcomes.

WHAT WILL YOU DO?

Will you design and trial a new **teaching idea**... Do a short, sharp piece of **action research**... Focus on a particular **priority group**... or close your **skills gap**?

HOW WILL THIS BE SHARED?

At the start think about how you will **share** this at the **next hub**. Will you take **photos** of student books? **Video students** working? **Video yourself** teaching? Share resources? Bring along work?

WHO WILL YOU WORK WITH?

Will you work **collaboratively** or **independently**? What's your rationale behind this choice?

HOW WILL YOU KNOW YOUR IMPACT?

What do you hope will happen? What will students say has changed? Will learning feel different? Might progress over time look different? Do you expect outcomes to alter? How?

CPL

SHARE HUB CAPTURE FRAMEWORK

Share hub sessions run for **an hour**. The focus will be on **sharing, collating** and **disseminating effective pedagogy** and professional learning. Use the **prompts** below to capture and collate your hub's learning.

WHAT DID YOU DO?

WHAT WAS THE IMPACT?

WHAT DID YOU LEARN?

HOW COULD THIS BE TAKEN FORWARD?

ARE THERE ANY RESOURCES THAT COULD BE SHARED?

