

# NEW HORIZONS

TEACHING SCHOOL ALLIANCE REVIEW

Volume 1. October 2014

# INTRODUCTION

The New Horizons Teaching School Alliance is a partnership between a wide variety of schools to improve the quality of teaching and leadership to enhance the life chances of children. This year has seen the partnership grow with the addition of Thomas Aveling and The Leigh Academy Trust to the alliance. This first volume of the NHTSA Review highlights the types of training and school to school support facilitated through alliance partners to bring about this improvement.

Jon Sullivan (Editor)

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## NHTSA Partners



“To improve the life chances of all children and young people across our alliance by securing the highest standards of teaching and learning, educational research, professional and leadership development.”

# THIS ISSUE

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## NHTSA Shorts

'NHTSA Shorts' form a series of articles to inform NHTSA partners and other stakeholders of services developed by NHTSA Schools which can be accessed. In this issue it discusses the role of NHTSA subject network meetings, the Bradfields Outreach Service and the MSc in Professional Practice: Teaching and Learning.

## NHTSA Feature

The NHTSA is at the heart of developing a school led system for improving the quality of teaching and school leadership to ensure great outcomes for children. But what does this look like and how does it work? In this feature Rachel Grey from Portsmouth Academy for Girls, describes how working with colleagues across the NHTSA has benefited PAFG greatly since opening as a new academy in September 2013.

## NHTSA Future Teachers

The New Horizons Teaching Schools Alliance works closely with our school centred initial teacher training partner (SCITT) Kent and Medway Training to deliver one of our key objectives, providing alliance schools with teachers trained to exceptional standards. This article by Stuart Russell and Karen Esland of KMT discusses "Schools Led" teacher training opportunities with KMT in partnership with NHTSA schools and KMT consortium schools in our region.

## NHTSA Professional

### **Coaching to improve teaching and learning**

Many schools now engage in coaching. It is seen as a potentially effective professional development opportunity that can improve teacher practice and outcomes for pupils. Teachers spend much of their professional lives in professional dialogue and conversation as they value any opportunity to share their practice and explore new ideas. So what makes a coaching conversation different and why should we consider it when, most of us know, it can take time – and time is something of a rare and treasured commodity for busy professionals? In this article Carol Taylor discusses the role of coaching in raising teaching standards in schools.

## NHTSA CPD

TeachMeet is a relatively new form of CPD organised by teachers for teachers. It provides teachers with an informal forum to share practice, fostering a collegiate ethos. In this article Stuart Gibson of Thomas Aveling discusses the role of TeachMeet in improving the quality of teaching in Medway Schools and beyond.

## NHTSA Leadership

Leadership is key to school improvement across the New Horizons Teaching School Alliance and ultimately improves the lives of children and young people in our country and the global context. This does not mean just those at the top but also those who lead within classrooms and with school teams. There is a growing body of research and evidence demonstrating the power of good leadership in the education setting. Teresa Copeland (Deputy Principal, Strood Academy) discusses the role of the NHTSA/Institute of Education in developing leadership with alliance partners.

## NEXT ISSUE

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Focus on NLEs

NHTSA Pedagogy – AfL

NHTSA Thinking –  
The Thinkers Tool Kit

NHTSA Opinion – What  
is the future of teaching  
schools?

NHTSA Talent Spotting

NHTSA NQT

NHTSA Coaching –  
The STEP Programme

# NEWS IN BRIEF

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## NHTSA and Medway Teaching School to Collaborate

Two Teaching Schools, one mission

New Horizons Teaching School Alliance (Lead School: The Rochester Grammar School) and Medway Teaching School Alliance (Lead School: Sir Joseph Williamson's Mathematical School) have been working together for a few years on various initiatives and we have now agreed to work in close collaboration to provide school improvement opportunities for Medway.

Therefore, we have decided to jointly write the School Improvement Bulletin for Medway. We are also co-writing our teaching school action plans to pool our skills base, thus avoiding unnecessary overlap. Our collaboration on numerous projects will strengthen our support provision and the impact that we can have on Medway schools. We look forward to providing a clear and co-ordinated menu of support for all of our peers which we hope you find useful.

“ Our collaboration on numerous projects will strengthen our support provision and the impact that we can have on Medway schools.”

# NHTSA SHORTS

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‘NHTSA Shorts’ form a series of articles to inform NHTSA partners and other stakeholders of services developed by NHTSA Schools which can be accessed.

## NHTSA Subject Network Meetings – Computing Case Study



Chris Coetzee

NHTSA has appointed Specialist Leader in Education, Chris Coetzee, for this fast changing subject. Chris is a Level 2 Master Teacher for Computing and was recently nominated for the Kent Teacher of the Year award.

Since the introduction of GCSE Computing and its inclusion in the English Baccalaureate, interest in the subject has skyrocketed. Subsequently, the programme of study for IT in the national curriculum (Keystages 1 – 3) has been rewritten to reflect the move away from IT towards Computing science.

SLEs and Lead Practitioners like Chris are tasked with holding four Subject Network Meetings for NHTSA schools to network, get updates, share good practice and generally have a helping hand with all the many changes they are facing.

The meetings take place in the late afternoon and last for about an hour, depending on the topics being covered. The Subject Network meetings are hosted at the New Horizons Children's Academy. (<http://www.newhorizons-ca.org.uk>).

By Chris Coetzee, Head of Department: IT/Computing  
Saint George's C of E School, Gravesend

## Goodbye ICT, Hello Computing!

Few things are as scary as teaching a new subject for the first time. For many IT teachers, they will be facing this reality from September 2014 when the new national curriculum for Computing replaces the existing ICT curriculum.

The best way to face change is to have support. As IT departments are generally quite small, with sometimes only one member of staff, the NHTSA's Computing Subject Network Meetings have become an invaluable meeting point for getting help with everything from scheme of work planning to how to assess programs in Java.

Subject Meetings usually have a focus with an agenda (e.g. How to assess computing homework done in a programming language), but are quite fluid and will often go off-piste to help attendees with a new or pressing item. At the moment, the need has been greater at GCSE level, so attendees have come from academies and grammar schools in Medway and as far as Canterbury. Future meetings might be more primary school focused as their needs increase, but at the moment, everyone is welcome.

### What is the most positive thing you have taken from attending these meetings?

'Having the chance to look at what the new computing curriculum really involves and what some of the key terminology means.'

'I am much more aware about the requirements of the course and am now in a much better position for planning a scheme of work around it. I've been given a lot of ideas to take back to my school about how to implement the new KS3 curriculum.'

### How has the day's activities impacted you (practice/skills/etc.)?

'I will be better equipped to deal with the challenges ahead. [My students] will be able to enjoy learning computer science in a more inspiring and exciting manner.'

### What impact will today have on your students?

'Their teachers will be able to plan for their ability whilst complying with the national requirements. I also think that their lessons will be varied against activities through the peer share of activities. Excellent! Definitely worth the 45min drive to Medway.'

### Contacts

If you would like to attend a NHTSA Subject Network Meeting in English, Maths, MFL or Computing please contact Mrs J Gladden at J.Gladden@rochestergrammar.org.uk for details.

## NHTSA – Bradfields Outreach Service



Mary Stephens

Bradfields Academy is an NHTSA Partner with extensive experience in complex learning difficulties and disabilities including speech, language, emotional, sensory, physical or autistic spectrum secondary disabilities.

The outreach team works with partners across NHTSA schools and academies developing whole school inclusion programmes, through providing lesson observations, CPD sessions, learning walks, coaching and mentoring. Bradfields Outreach team also provides DSEN training for ITT students. The core of our work relates to developing the capacity for quality first teaching as it applies to teaching students with DSEN.

By Mary Stephens, Bradfields Academy

### Contact

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Email: outreach@bradfields.medway.sch.uk



## MSc In Professional Practice: Teaching And Learning

The NHTSA in conjunction with Brompton Academy, The Rochester Grammar School and the University of Kent offer a two year MSc. In professional Practice: Teaching and Learning. The MSc is taught in collaboration with University of Kent's Faculty of Social Sciences with some modules led by RGS and Brompton Academy by Gwynn Bassan (Principal – RGS) and Vicky Kirby (AP – BA). These modules are strongly linked to school improvement planning and are taught at weekends.

### Further information can be found on

[www.newhorizonstsa.com/cpd/msc-professional-practice-teaching-and-learning/](http://www.newhorizonstsa.com/cpd/msc-professional-practice-teaching-and-learning/)  
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Vicky Kirby: vickykirby@bromptonacademy.org.uk



# NHTSA FEATURE

## Working with NHTSA partners to bring about whole school improvement



Rachel Grey (AP PAFG)  
rgrey@pafg.org.uk

The New Horizons Teaching School Alliance is at the heart of developing a school led system for improving the quality of teaching and school leadership to ensure great outcomes for children in NHTSA schools. But what does this look like

and how does it work? In this feature Rachel Grey from Portsmouth Academy for Girls describes how working with colleagues across NHTSA has benefited PAFG greatly since opening as a new academy in September 2013.

'As a NHTSA partner we have worked collaboratively with NHTSA colleagues to develop solutions to school improvement challenges. This has mainly been through the use of Specialist Leaders of Education, (SLEs), development of outstanding CPD, the development of an outstanding NQT induction programme and subject specific, curriculum based work. Every aspect of our collaboration with NHTSA colleagues has been highly informative and had excellent outcomes.'

'One of the most successful and significant contributions has come from the work with Jon Sullivan (NHTSA) alongside our science team. There have been a number of areas where Jon has worked with the team such as: curriculum development, teaching and learning strategies, stretch and challenge of the most able, planning and delivering controlled assessment to ensure excellent outcomes. Jon also supported our Lead Teacher of Science in bonding and motivating a large team in order to embed these changes, and as a result the outcomes have been extremely pleasing. Teaching and learning grading of science observations have improved significantly. All members of the science team are consistently being graded 'good' or above. Also the Science GCSE projected results stand at 83% with a significantly high proportion of students expected to achieve an A or A\* especially in Triple Science.'

'A variety of other curriculum leaders across PAFG have worked alongside SLEs from NHTSA to develop strong and outstanding leadership of their teams. In Maths, the story has been similar to that of Science. The PAFG Maths team have worked closely with Alison Cloutour and Parm Dulai (SLEs in Mathematics) with a focus on ensuring good to outstanding lessons to ensure progression. In addition, schemes of learning are really stretching and challenging pupils.'



Alison Cloutour (Maths SLE)

'PAFG has also worked closely with NHTSA in developing staff training which has led to significant progress in the standards of teaching and learning. Additionally, in partnership with NHTSA colleagues we are developing the STEP (Supporting Teachers to Enhanced Performance) programme. This will enable staff to be coached effectively to

enhance their performance in the areas they wish to develop. The input from SLEs, such as Paula Gurr, has been invaluable in establishing and developing systems to identify staff who would make excellent coaches, and also those who would be able to take advantage of the STEP programme, either as part of the 'Good to Great', or the 'Securing Good' cohort. The NHTSA has also given some staff the opportunity to embark on one of the many Institute of Education leadership courses on offer. The feedback from these is that the courses are very encouraging and are allowing staff to engage with a variety of leadership styles irrespective of their stage in their career.

NQTs and trainees at PAFG have always had strong induction however input from NHTSA partners has strengthened the training and the monitoring of standards. NHTSA Colleagues have worked closely with our lead teacher for this area to develop a clearer programme which can track NQTs in a more strategic way, enabling the academy to run CPD which is relevant and timely.

The support, enthusiasm and motivation from all members of the NHTSA has been second to none. The input given to the school leadership and staff at all levels has aided the transformation of our school. It has developed teachers and leaders where necessary but also enabled strong leaders and teachers to shine.'

By Rachel Grey, Assistant Principal for Teaching and Learning, Portsmouth Academy for Girls

### Contacts

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Parm Dulai: [dulaip@northfleetgirls.kent.sch.uk](mailto:dulaip@northfleetgirls.kent.sch.uk)

# HOW TO BECOME AN SLE



Jo Slevin  
(Assistant Principal – Teaching School)

Specialist Leaders of Education are at the heart of NHTSA school to school support and we biannually recruit new SLEs to complement our team.

To become a SLE your headteacher will need to confirm that you have been in a leadership role for at least two years. You can be from any type or phase of school. You do not need to be in an outstanding school, as long as your school has the capacity to release you to work in other schools. It is best to have a conversation with your headteacher about this first before going any further to check they are happy to support your application. You must have at least one specialism from the areas of expertise, which are based on the four areas of focus for Ofsted, as outlined in the table below.

Ofsted focus	Areas of expertise
Leadership and management	Academies and academy transition; assessment; leadership of continuing professional development; school business management and financial management; leadership of curriculum
Pupil achievement	Art; closing the gap; drama; design and technology; early years; English; geography; history; information and communication technology; maths; modern foreign languages; music; phonics; physical education; personal, social and health education; religious education; science; special educational needs; support for the most able pupils
Quality of teaching	Initial teacher training and newly qualified teacher development
Behaviour and safety	Behaviour and discipline; attendance

Once you are happy that you fulfil all the criteria you must register your interest and request an application from the NHTSA.

Contact Janene Gladden at [j.gladden@rochestergrammar.org.uk](mailto:j.gladden@rochestergrammar.org.uk), who will be able to supply you with this information when the next recruitment round will take place. Should you require any further details please visit the New Horizons website or contact Jo Slevin who coordinates the SLE programme who will be happy to help.

By Jo Slevin, Assistant Principal for Teaching School/Thinking School, The Rochester Grammar School for Girls

<http://www.newhorizonstsa.com/sle/request-sle/>  
Email: [j.slevin@rochestergrammar.org.uk](mailto:j.slevin@rochestergrammar.org.uk)

# NHTSA FUTURE TEACHERS

The New Horizons Teaching Schools Alliance works closely with our school centred initial teacher training partner (SCITT) Kent and Medway Training ([www.kmtraining.org.uk](http://www.kmtraining.org.uk)) to deliver one of our key objectives, providing alliance schools with teachers trained to exceptional standards.

NHTSA and KMT believe the most effective way to train teachers is to allow trainees to spend the maximum time possible in the classroom allowing for the 'excellent use of experienced, often charismatic, school – based practitioners to deliver high quality training.' – Ofsted. School centred training is complemented by centre based training at KMT enabling trainees to reflect on their experiences in the classroom.

KMT has expertise in providing School Direct Routes in twelve subjects and can provide some trainees in Maths, Science, MFL, English, Geography, History and Business Studies with the opportunity to gain a PGCE (Professional Graduate Certificate in Education), which is validated by The University of Brighton. From September 2014 KMT will also be training Primary teachers in local schools.

KMT Consortium schools are in the Dartford, Gravesend, Northfleet, Medway and Tonbridge areas and offer a variety of contexts in which trainee teachers can develop the competencies needed across the full range of secondary education (11-19). We are able to offer placements in urban and semi-rural settings, single sex and co-educational schools, comprehensive schools, academies and selective establishments. The Headteachers of KMT schools are all members of the Management Board of Kent & Medway Training. Within the consortium each school has its own distinctive character and aims.

By Stuart Russell and Karen Esland,  
Kent and Medway Training



# TALES FROM...

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Embarking on any teacher training programme is a big commitment. However, it is one that can bring huge professional and personal fulfilment as discussed by a current KMT School Direct and PGCE Trainees.

## A School Direct Perspective

'When I began to consider training to be a teacher I knew I wanted to follow a school based training route. For me, learning to become a teacher was not just about learning to teach a good lesson but about learning how to deal with students in all parts of school life – from form time first thing in the morning to after school clubs and even on school trips.

Following the School Direct training route has been one of the hardest things I can remember doing but I do feel that I have learnt more about myself and how to deal with people this year than I ever have before. There are of course challenges – being based in school you have more accountability for the classes that you teach and there is an expectation that as a member of the teaching staff you will contribute to the wider school by doing duties, helping out in sports days and going on school trips.

For me, one of the biggest advantages has simply been being in school since the very beginning of the year and being expected to participate in the wider school. As a result I have built real relationships with the students I teach. For my NQT year I now know exactly what to expect at the beginning of September when everyone – teachers and students – come back after the long summer break.

Despite the challenges, I am certainly glad I followed a school based training route and I know that, as a result, I will be a better teacher for it come next September.'

## A PGCE eye view of ITT teacher training, the challenges and solutions and the rewards.

'When beginning your PGCE, you will always be told it will be the toughest year of your life. There is so much to juggle: lectures, essays, learning how to be a teacher. Whilst you do that however, you still have to work and be an actual teacher. Nothing can prepare you for the

shock of how much work is actually involved in being a teacher. I think that the PGCE route provides a great balance between your own learning and your teaching of others. You are eased into the school environment in order to not overwhelm you, and so you can learn best practice from experienced colleagues. School can be an overwhelming experience for anyone, and I really appreciate the support that teachers provide for trainees.

The difficulty that comes with ITT through the PGCE route is that you feel like a part-timer. Throughout the year you become capable and confident, and you feel ready to spread your wings. Yet you still share your classes with the 'real' teacher and spend 20% of your time out of school in lectures. Whilst this is wonderful if you are having a tough week, it can interfere with your credibility with the students ("Miss, when will you be a real teacher?"), when all you really want is to plan awesome lessons and see your students making awesome progress. When I was told about how tough this year would be ("oh the planning, the essays, oh the differentiation"), something that they forget to tell you about is the relationship you build with your students. Your students can sometimes be the cause of the 'lows', but they will always be the reason for the 'highs'; whether this is by a result they've achieved in a test, or simply a humorous comment they make in class. I look forward to being able to call classes my own, and for them to call me their "real teacher"!

## Contacts

KMT website: <http://www.kmtraining.org.uk/>  
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Kent & Medway Training (KMT)  
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“excellent use of experienced, often charismatic, school – based practitioners to deliver high quality training.” – Ofsted

## How to apply

- 1** Register with the National College for Teaching and Leadership NCTL  
<http://www.education.gov.uk/get-into-teaching/subjects-age-groups/why-sign-up>
- 2** Register to take skills tests in Literacy and Numeracy (and practice these online before booking to take the tests)  
<http://www.education.gov.uk/get-into-teaching/apply-for-teacher-training/skills-tests>
- 3** Make sure you gain at least 10 days experience in UK schools. KMT and KMT consortium schools can often help you to do this.
- 4** Check whether you meet the Initial teacher Training requirements on the NCTL site.  
<http://www.education.gov.uk/get-into-teaching/apply-for-teacher-training/basic-requirements.asp>
- 5** Apply through UCAS Teach and make sure you prime your referees using the guidance on the UCAS Teach website. UCAS Teach will make your application available to KMT once your references have been completed.

From October 2014 you will be able to search for 2015/6 places with KMT by looking for Core PGCE places under the name Kent and Medway Training or by looking for School Direct places using the names of our School Direct Lead Schools - Leigh Academy in Dartford, Mascalls in Paddock Wood, near Tonbridge, Rochester Grammar School and Thomas Aveling in Rochester. NB. All KMT Primary places will be listed under the name of Leigh Academy.

<http://www.education.gov.uk/get-into-teaching/apply-for-teacher-training/apply-now>

### School Direct Subjects which can lead to PGCE

Business Studies
English
Geography
History
Mathematics
Modern Foreign Languages (French, German, Spanish, Italian, Japanese)
Science (with Physics, with Chemistry, with Biology)

### School Direct QTS only courses

Art	Media
Classics	Music
Computer Science	PE
Dance	Physics with Maths
Design and Technology	Primary
Drama	Psychology
Health and Social Care	RE
History	
KMT Professional Studies Session	

N.B. Apply for Core PGCE in Maths, Science, English, MFL, Business Studies, History and Geography – search using "Kent and Medway Training"

- Apply for School Direct Salaried and School Direct Non-Salaried Secondary and Primary places – search using The Rochester Grammar School (which is the named Lead School but is not the only school which is offering training places.)

# NHTSA PROFESSIONAL – COACHING TO IMPROVE TEACHING AND LEARNING



Carol Taylor

Many schools now engage in coaching. It is seen as a potentially effective professional development opportunity that can improve teacher practice and so improve outcomes for pupils. Teachers spend much of their professional lives in professional dialogue and conversation as they value any opportunity to share their practice and explore new ideas. So what makes a coaching conversation different and why should we consider it when, most of us know, it can take time – and time is something of a rare and treasured commodity for busy professionals? In this article Carol Taylor discusses the role of coaching in raising teaching standards in schools.

## Can coaching really make a positive difference – and what does the research tell us about it?

In this article I hope to share with you why coaching is a potentially powerful professional learning opportunity and why we at the IOE have been working with NHTSA and The Rochester Grammar School to develop the coaching skills of a group of teachers who are supporting the STEP programme.

Before we delve further in to ‘why coaching?’ perhaps we should clarify exactly what we mean by coaching?

The two terms of coaching and mentoring are often used interchangeably and there are indeed similarities – but there are also differences. In schools we will inevitably move between both processes in the course of our many and varied roles and responsibilities in working alongside and developing the practice of colleagues.

A national framework for coaching and mentoring was developed by CUREE (2005) that distinguishes between three related processes:

1. Mentoring is a structured, sustained process for supporting professional learners through significant career transitions (e.g. induction where there is an element of recording and perhaps mapping against competencies).
2. Coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner’s practice (e.g. supporting experimentation with new classroom strategies).
3. Collaborative (Co-) coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

In the coaching relationship the coach is not necessarily a line manager, whilst in mentoring the mentor is almost always somebody in a senior role with the appropriate experience and expertise to guide the mentee. As a process, coaching is not about the coach giving answers or offering a quick fix strategy. It is firmly based on the principle that the way forward lies within the coachee.

The role of the coach is to support the development of the thinking and learning processes of the professional learner and to help the coachee to grow. In this way, it has the potential

to build capacity rather than dependency and it is always non-judgemental.

Many schools and organisations have made the strategic decision to develop a ‘coaching culture’ based on their firm belief that coaching has the potential to improve the organisation. Research supports this and tells us of its potential to make a positive difference to the performance of individuals.

## Clutterbuck and Megginson (2005a) define a coaching culture as one where

“Coaching is the predominant style of working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people”

## Porritt (2008) refers to Crane (2005) who describes a coaching culture as the most potent organizational change process for creating a ‘high-performance’ culture where

“all members of the culture fearlessly engage in candid, respectful coaching conversations, unrestricted by reporting relationship”

Clearly, coaching is more than a ‘cosy’ conversation. Rather it offers us a structure through which the coach can use open questions to raise awareness, explore beliefs and encourage professional learners to arrive at their own plans, understand consequences and develop their own solutions and next steps. In such a culture, ‘feedback’ or ‘post-lesson dialogue’ is viewed as a learning process for building trusting working relationships.

The CfBT Trust (2010) reminds us of the key relationships between engagement, feedback and learning for students, as exemplified by the assessment for learning agenda, and refers us to John Hattie’s (2009) meta-analysis of influences on students’ learning, demonstrating the link between:

‘challenge and feedback, two essential ingredients of learning’.

CfBT also draw us to the significance of the parallel relationship between challenge and feedback in teachers’ learning. We can only wonder why do not apply the same principles we apply every day in supporting the learning of pupils to our own learning. CfBT go on to remind us that in the challenge of managing our own roles we sometimes focus on:

‘the burdensome nature of the job, rather than the intellectual and practical challenges it throws up’

And so we are more likely to:

‘ adopt a set teaching routines, often waiting for examination results, performance management and Ofsted inspections to indicate how well we are doing. The burdens of the role, and the relatively blunt instruments available for feedback, can lead teachers to overlook some of the fine detail of practice. Coaching is one way that teachers can redress this balance.’

We all recognise that our own learning and development underpins school improvement and is key to raising achievement and attainment for pupils. We need to better understand our pupils’ learning in order to begin to adapt and innovate in our practice. In the Educational Practices series, Helen Timperley (2009) identifies the core principles of effective professional learning and development. These include the need to create conditions which allow teachers to:

- experience and develop understanding of an integration of knowledge and skills
- gain multiple opportunities to learn and apply information
- have their beliefs challenged by evidence which is not consistent with their assumptions
- have opportunities to process new learning with others.

Clearly, coaching can provide a means by which these and other key principles can be achieved and thus teacher learning can be enhanced. Coaching is a form of collaborative professional learning. It is active, rather than passive learning and it has the potential to help teachers to move from the comfort of the ‘land of nice’ (City et al, 2010) to one where they can safely be challenged and supported in the process of interrogating their own practice with a view to ‘shifting it not just sharing it.’ It goes without saying that the coach needs to develop a set of coaching skills and these are clearly articulated in the CUREE framework.

([www.curee-paccts.com/files/publication/1219925968/National-framework-for-mentoringand-Coaching.pdf](http://www.curee-paccts.com/files/publication/1219925968/National-framework-for-mentoringand-Coaching.pdf))

It must be stressed that coaching is not a deficit model – it is not there solely to correct perceived deficiencies – it can be used as a process of appreciative enquiry to better understand what is working well with a view to doing more of it – and of course – of celebrating achievements. However, in order to develop an organisation that has a coaching culture at the heart, a strategic commitment is essential and appropriate processes and structures must be in place to enable it to succeed.

The work that the IOE / LCLL have been doing in partnership with NHTSA and The Rochester Grammar School over the last year demonstrates the commitment the organisation has to improving learning and teaching through coaching, recognising that a challenging development approach has the potential to enhance learning in contrast to a judgemental approach which has the potential to suppress learning (Watkins, 2005).

With this shared belief we have created a coaching programme to support the work of middle leaders who have a role in developing others both through the STEP programme and as leaders of departments and teams.

Last year’s pilot programme was successful in making a difference to both the coaches and coachees and in rolling the programme out again this year, we hope to further develop a cadre of leaders who have a strong underpinning knowledge of the principles and practices of coaching.

If you are reading this article as a teacher who is engaging in coaching with a colleague – either through the STEP programme or otherwise – we hope that your experience resonates with what

you have read here. If you have yet to experience coaching, we hope that it inspires you to want to develop your own coaching skills in the future.

By Carol Taylor, The London Centre for Leadership in Learning (LCLL) at the Institute of Education (IOE), University of London

## References

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CUREE (2005) *National Framework for Mentoring and Coaching*, available at:

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Watkins, C. (2005) *Classrooms as Learning Communities: What’s in it for Schools?* Abingdon: Routledge.

## Useful web links

- NCSL offers a range of resources, links, useful publications and case studies of coaching in schools at [www.ncsl.org.uk/coaching](http://www.ncsl.org.uk/coaching)
- CUREE have a number of useful publications available [www.curee-paccts.com/dynamic/curee40.jsp?m=46](http://www.curee-paccts.com/dynamic/curee40.jsp?m=46)
- The General Teaching Council for England (GTCE) publication, ‘The Learning Conversation’ is a helpful leaflet, based on examples from schools and research, about how a structured approach to professional dialogue can support professional development and impact on teaching and learning. Copies can be downloaded from [www.gtce.org.uk/LearningConversations](http://www.gtce.org.uk/LearningConversations)
- The Coaching & Mentoring Network [www.coachingnetwork.org.uk](http://www.coachingnetwork.org.uk)

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# TALES FROM...



Heather Cumming

The NHTSA STEP Programme (Supporting Teachers to Enhance Performance) is a peer to peer teacher centred programme to develop pedagogic practice through CPD and coaching. In this

short article Heather Cumming reflects on her experience of the programme from the perspectives of both a coachee and a coach.

'When I was asked in September 2012 to take part in the pilot for the STEP programme, I was delighted to be involved in a new project that included both RGS and other schools within the NHTSA. It was an opportunity not only to meet new colleagues and share teaching and learning experience, but also to improve my own practice with the help of an outstanding teacher who was to be my coach for the year. I took part in the programme that aimed to help teachers who were new to the profession become consistently 'Good' according to OFSTED standards. The choice of coach was interesting as it was not someone who studies my own subject. This enabled me to focus on how the students learnt the subject matter in order to make progress throughout the lesson, not just the subject content of the lesson. The coaching I received was invaluable. One of the key points identified by my coach was that I needed to link the learning and outcomes in lessons more effectively to the Learning Objectives through the use of hierarchical learning objectives. To sit down with my coach before an observation and discuss how I intended to do this helped me to produce a plan that was focused and allowed students to move onto higher skills through the lesson, therefore making progress.

As a member of staff who was new to the Thinking Tools, the STEP programme also enabled me to develop my use of these and allowed me to gain a deeper understanding of how effective the Thinking Tools are in helping the students to make progress through both logical and creative processes. It also helped me to develop my role as a facilitator rather than just 'teaching' the students, by allowing them to work more independently and use the Tools as a structure for independent thinking.

Observations also played a key role in my development on the programme. The advice I was given by both my coach and SLT helped me to achieve two 'Outstanding' observations by the end of the programme. Feedback was always constructive and at no time did I feel I was being criticised – it was a highly supportive environment which was not only beneficial to me, but also to the students I teach.

On completion of the year, I was then asked to take on the role of coach to one of the ICT teachers at RGS. In the same way that having a coach who did not teach my subject last year proved to be beneficial to me as a coachee, I believe that working with someone not in my department is also helpful as a coach, as it enables me to focus solely on their teaching practice when I meet and observe them. It also ensures that I maintain a coaching role rather than a mentoring role as there is no temptation to tell him how to teach my subject. Our meetings are always informal and constructive and my coachee does most of the work and comes up with the ideas. The Institute of Education Coaching CPD sessions have been particularly useful in helping to establish the difference between a coaching and mentoring role and in setting the protocols for the coach/coachee relationship to enable it to flourish. This year has allowed me to build on the success of last year's experience, and I hope that my coachee will find his time on the programme equally as invaluable and go on to develop a coaching role next year.'

By Heather Cumming, Assistant Director of English,  
The Rochester Grammar School

**“ This year has allowed me to build on the success of last year's experience, and I hope that my coachee will find his time on the programme equally as invaluable and go on to develop a coaching role next year.”**

# NHTSA CPD – TEACHMEET KENT & MEDWAY: THE BEST CPD EVENT OF THE YEAR?

TeachMeet is a relatively new form of CPD organised by teachers for teachers. They provide teachers with a informal forum to share practice, fostering a collegiate ethos. TeachMeet is a chance to learn something new, be amazed, amused and enthused. It is about engaging and inspiring each other but also about making connections with other educators. In this article Stuart Gibson discuss the role of TeachMeet in improving the quality of teaching in Medway Schools and beyond.

## What are TeachMeets?

TeachMeets are twilight peer to peer CPD events where teachers share ideas they have found effective in their teaching. Initially developed in Scotland in 2005, numerous TeachMeets take place across the UK each year. The Kent and Medway TeachMeets are dynamic, pacy, and attract over 125 teachers from 25 schools across Kent. You can choose to present your ideas, when signing up to a TeachMeet. You'll be either given a two minute 'nano' presentation slot or seven minute 'micropresentation' slot You then simply come along, grab some refreshments, mingle and make new contacts.

The 'nano' and 'micro' slots allow a greater number of presentations in a short time and, if a topic is not of interest to an individual, it is only a matter of minutes until something else is being discussed. This gives the opportunity to reflect or write notes, check out the online tool the last presenter was talking about, or tweet or blog your thoughts about the event so far.

## Great ideas can be shared through Twitter



## Interesting presentation

- Whole class assessment sites [www.socrative.co.uk](http://www.socrative.co.uk).
- Animation site [www.goanimate.co.uk](http://www.goanimate.co.uk).
- Flipped Learning model using Youtube channels and [www.educreations.com](http://www.educreations.com).
- Kagan Structures.
- Pound Land pedagogy.

## What the teachers say



Presenting at a TeachMeet

“I went along and it was brilliant hearing other people's ideas for engaging students.”

**Business Studies Teacher**

“It gave me the chance to listen to some experienced teachers and some newly qualified teachers and share new ideas.”

**(Geography Teacher)**

“I liked the fact that there are teachers from different schools and different departments sharing their best ideas/practice.”

**(MFL teacher)**

“The main thing that does it for me is the pace and diversity. There is bound to be something there for everyone to add to their practice without spending a whole day on a CPD course to find the one good thing. They are short and succinct and share practice from practicing teachers who teach the same students that you do, so the ideas have lots of relevant application. None of it is ever sold as a magic bullet or panacea and you can just dip into which ever things suit you.”

**(Science Teacher)**

“Best CPD I have ever attended with lots of quick flowing ideas that you can take away and adapt. It's also a really good networking opportunity.”

**(ICT teacher)**

By Stuart Gibson, T&L Lead Thomas Aveling School

# NHTSA LEADERSHIP



Teresa Copeland

Leadership is key to school improvement across the New Horizons Teaching School Alliance and ultimately aims to improve the lives of children and young people in our country and the global context.

This does not mean just those at the top but also those who lead within classrooms and with school teams. There is a growing body of research and evidence demonstrating the power of good leadership in the education

setting. Teresa Copeland (Deputy Principal, Strood Academy) discusses the role of the NHTSA/IOE in developing leadership with alliance partners.

Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers in the classroom. To learn well students need access to high quality teaching and a balanced curriculum. After that they benefit most of all from the positive effects of strong school leadership (Centre for Educational Policy Analysis – Leithwood and Riehl).



Strood Academy, the Institute of Education Leadership Hub for NHTSA, works with alliance partners promoting and facilitating a range of leadership and coaching programmes to support leadership at all levels and for teaching and support staff across the alliance. The aims of the leadership programmes offered are:

- To have a clear progression route in our schools from ITE through to headship.
- To have a succession planning policy across the schools where we identify those with talent but also offer those who have not developed their leadership skills to realise their true potential.
- Build leadership capacity, not only in the local community of Medway, but covering all areas of the alliance partners.

The IoE Leadership programmes are for current and aspiring leaders and support developing leadership behaviours and capacity as well as enable the nurturing of new leaders. The ultimate goal for the leadership programmes is for the alliance to develop and enhance leadership capabilities and sustainability in different disciplines across the different partnership organisations which in turn will have a positive impact on students' experiences, attainment and achievement. All programmes/qualifications improve the effectiveness of leadership practice in NHTSA schools. The Modules at each level are based around the functionality of leadership in the context of educational excellence, operational management and strategic leadership. The modules combine academic rigour with a strong focus on practical leadership, drawing on evidence from international research and the knowledge and experience of some of the most successful school and children centre leaders in England. In addition, there is a school based project that focuses on school improvement. The project has to show impact and sustainability along with how the competencies have been developed.

CPD sessions offer participants opportunities to reflect on the implications of their leadership through discussion and debate with peers and their line manager resulting in an improvement in the level of leadership amongst the NHTSA school's leaders.

Additionally NHTSA offer the IOE Leadership Suite of practically based programmes to develop leadership behaviours in participants and get them to reflect on the leadership traits of others within their colleagues. These programmes are offered at Early Leadership, Developing Middle Leadership and Widening Leadership for senior staff in schools.

Applications for all Leadership courses are through the NHTSA.

## Institute of Education Leadership Programmes provided by NHTSA

Middle Leaders NPQML Level one	Senior Leaders NPQSL Level two	NPQH Level three
Team and department focus – suitable for those responsible for leading a team within a school, academy or children's centre (e.g. head of faculty, key stage or year group)	School-wide focus – suitable for those responsible for leading more than one team and/or leading across a school, academy or children's centre (e.g. assistant head, deputy head or SENCO)	Whole school context and focus – suitable for those aspiring to lead a school, academy or children's centre (e.g. aspiring head, principal or children's centre leader) – next job is headship
Mainly operational with some strategic	Operational and developing one strategic competency	Strategic with some operational
Team focus for examples, models and case studies	School-wide focus with examples beyond school	Extended boundaries for illustrative materials
Emphasis on implications for self and team in the context of whole the school	Emphasis on implications for self and whole school	Emphasis on implications for self, school and system

By Teresa Copeland, Deputy Principal, Strood Academy

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# IOE REFLECTIONS ON WORKING WITH NHTSA

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Annette Beard

Working with the New Horizons Teaching School Alliance has been a very productive collaboration.

It has enabled the IOE to widen its reach at a more local level, yet allowing participants the opportunity to visit the IoE as well. We developed with NHTSA a pathways model so that the

schools are able to see the possibilities for their progression through leadership within school moving from being leaders of learning in a classroom context to leaders of learning at whole school level. We need to develop this further as NHTSA has broadened its working with the IOE with input on coaching, mentoring and action research.

The evaluations for the programmes have been very high and the projects presented at the Leadership Suite sessions have shown that individuals have moved on in their thinking around leadership and how they work with colleagues. They have become more reflective about their leadership and proactive in their approach to leadership.

We feel very privileged to be contributing to the talent spotting and succession planning in the NHTSA so that children and young people in Kent can have a supply of qualified leaders for the future. There is a strong correlation between good leadership and impact in the classroom.

By Annette Beard, London Centre for Leadership in Learning, Institute of Education

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## TALES FROM...

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So what is it actually like participating in a IoE programme and what are the outcomes. The reflections of an IoE NPQML participant shed some light on this.

“ My experiences of the led sessions have been very good. I have enjoyed working with colleagues from other schools and key stages/subject areas. There have been many opportunities within the training to reflect on own practice and how to develop that practice. It has made me more aware of my role as a middle leader as well as my leadership style. I have learnt skills to prevent alienation of my team by completing an exercise on the different types of people within a team (I really enjoyed that and feel as a stand-alone is such a useful exercise for all colleagues to take regardless of their role), it has supported me to look at my areas for development, to not be afraid of improving those areas and seeking support if needed. The benefits to my current role and the future roles are immeasurable; the led sessions have been relevant and very worthwhile.”

“ The benefits to my current role and future roles are immeasurable; the led sessions have been relevant and very worthwhile.”



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