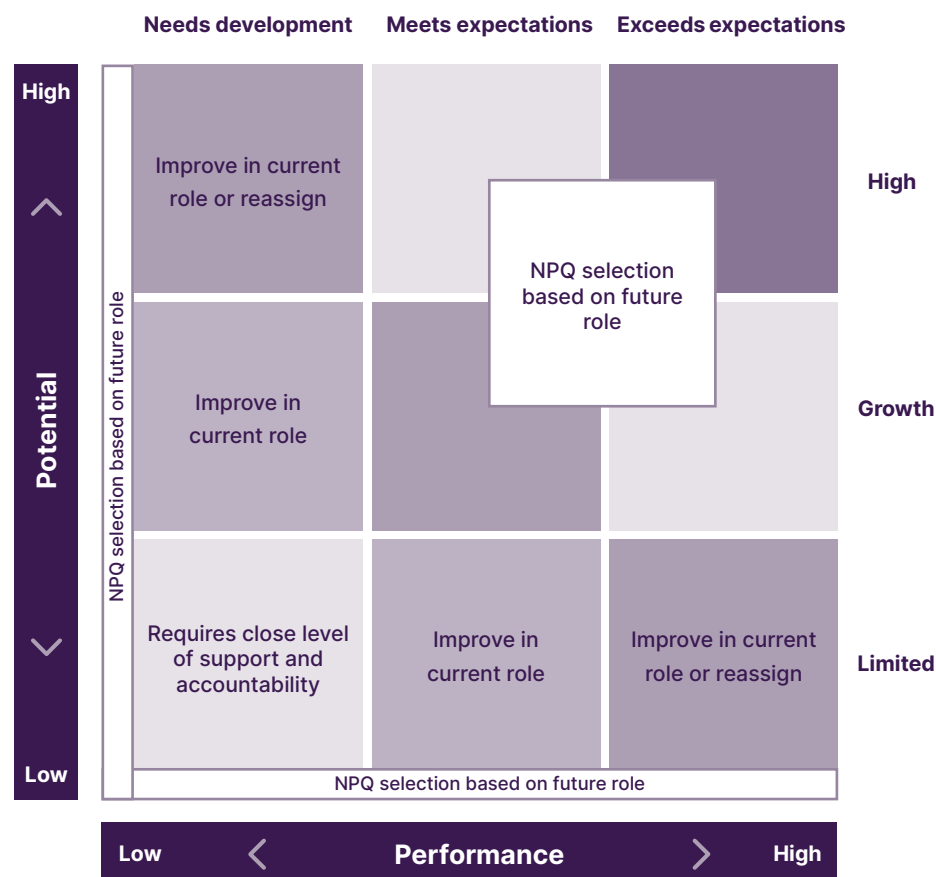


Implementing Learning from Leadership NPQs

Topics which participants will cover during their course.



Making the most of NPQs for staff development:



Performance Management

The NPQs are really effective when looking to evidence work in line with performance management targets.

You may wish to identify a standardised way of building this into the templates that your staff work from. Consider how to keep the progression going by setting targets which build on the completion of an NPQ.

Self Evaluation

Consider where and how you build the NPQs into your evaluation of staff impact.

Staff Development and Support

Use a matrix/coding system to identify where your staff fit and then use this as a starting point to determine the right NPQ for them and for your school.

If a member of staff requires additional training for their current level and role, consider the NPQ which best supports them and your setting. Likewise, if they are ready for a new challenge, pick the NPQ which will prepare them for an agreed new role.

Example coaching questions to ask your staff on a Leadership NPQ.

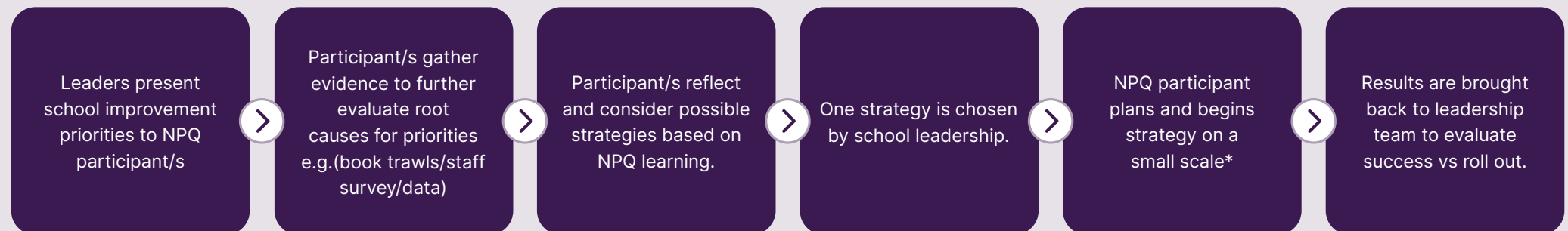
1. On a scale of 1-10 where do you rate your leadership skills at the beginning of your NPQ? Why? What does a 10 look like to you personally, and which skills do you hope to focus on to bump up two notches on your scales?
2. What is values do you bring to leadership? How will these support our school priorities?
3. If you could wave a magic wand – what one thing would you like to see transformed in school/nursery? What would be the first step to this happening?
4. Name three possible roles you will do at the pinnacle of your career, e.g. Headteacher, CEO, Education advisor – which common skills do these roles have? How can you focus on the common skills through your NPQ to pave a way to any of these careers?

Principles for Implementing and evaluating impact of NPQS in schools.

1. **Be specific to your context** – each context will need a variation in approach to implementing the learning from NPQs. The key here is for leadership to have a clear strategic plan for the direction of the school and it's areas for improvement, this should guide how the learning from NPQs is implemented and impact evaluations linked to school improvement planning. **"Local adaptations can have significant benefit in implementation" Powell et al 2014.**
2. **Plan intentional implementation** – implementation should link clearly with schools pre-existing objectives. **School leaders should "...focus on selecting strategies that are a good fit for their setting the colleagues can deliver faithfully ahead of any 'particular and popular' strategies" Dyssegaard et al 2017.**
3. **Give enough time** – Ensure there is a clear plan to give enough time for NPQ participants to embed, evaluate and sustain both their learning from NPQs as well as any subsequent initiatives or changes introduced because of this. **Schools should aim to "do fewer things better – regularly evaluate and de implement initiatives not having the intended impact" Evidence for Learning 2020.**

Implementing Learning from NPQs:

*If more than one staff member is taking part in an NPQ consideration needs to be given to how many strategies can be implemented at any one time. EEF implementation guidance and framework in Appendix A can be used to support planning any implementation.



EYL: IMPACT QUESTIONS:

How has the participant influenced the Early Years Setting?

How have the standards and learning from the children changed as a result of this course?

When has the participant had opportunities to share their knowledge at whole school/nursery level and collaborate outside of the school or nursery setting?

SL: IMPACT QUESTIONS

How has the participant contribute or influenced the whole school culture or initiatives?

How has the learning the participant undertaken influenced a school priority?

Where has the participant had the opportunity to lead others? How do they know if this was successful?

Has the participant used new evidence informed knowledge to feed into whole school priorities?

When has the participant had opportunities to share their knowledge at whole school level and collaborate outside of the school setting?

H: IMPACT QUESTIONS

In what ways have the pupils benefited from a participant setting and communicating clear goals?

How has the participants knowledge and skills learned impacted whole school culture?

Where has the participant had the opportunity to lead a significant project which have been influenced by the Trust or School improvement priorities.

When has the participant had opportunities to share their knowledge at whole school level and collaborate outside of the school setting?

POSSIBLE EVIDENCE

Staff are more aware of current research – evidenced in planning/staff voice/topics covered in staff meetings.

Whole school CPD mapped against school priorities. Implementation plan in place for developing less experienced staff. Survey of staffs view on CPD within the school.

Clear approaches to 1-1 staff development evident, e.g. Instructional coaching, personalised plans, staff undertaking NPQs.

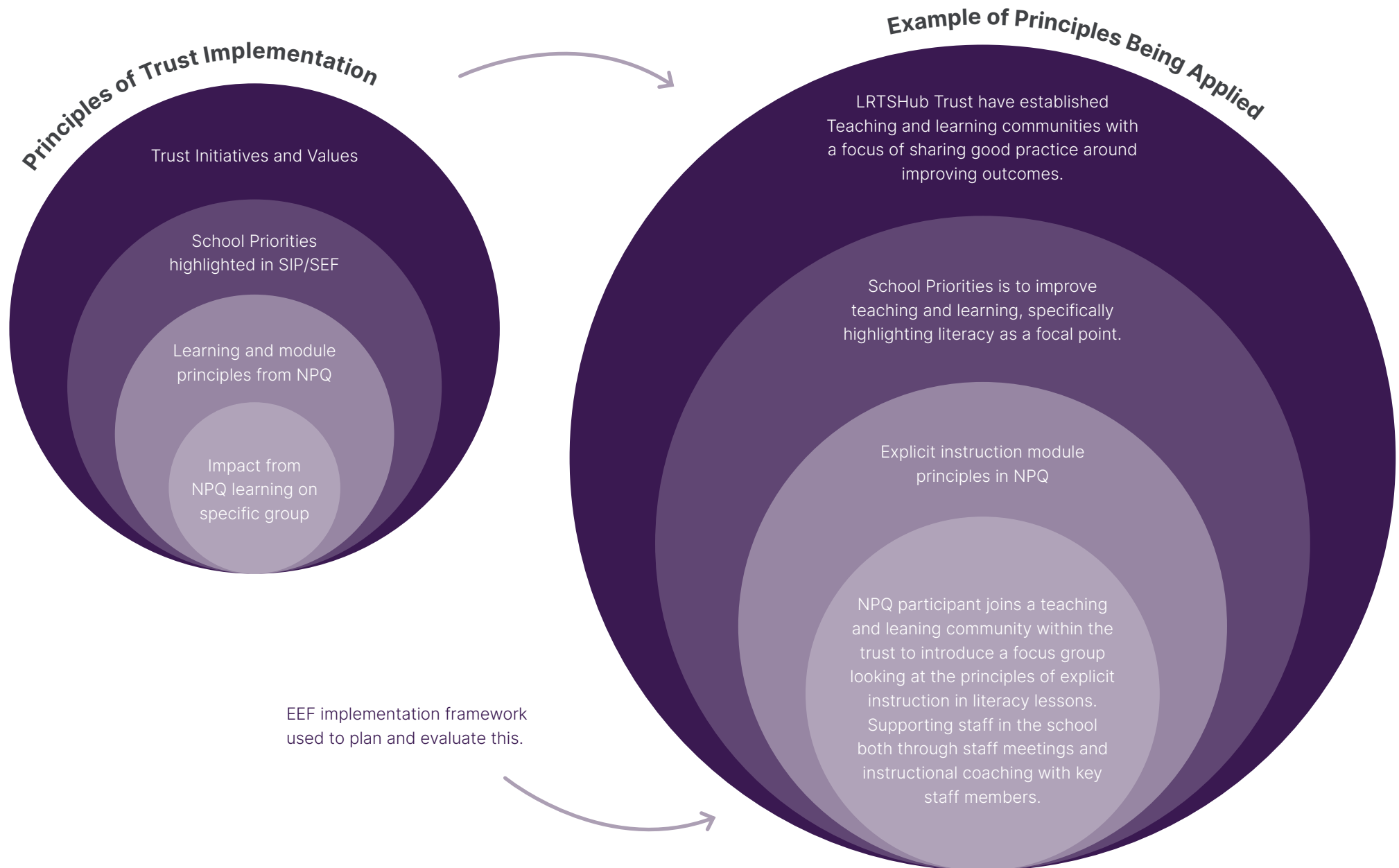
NPQ participants know what the Trust and school priorities are and are able to link their knowledge to these specifically.

Clear evidence of goal setting linked with knowledge gained from NPQs and school/Trust priorities.

There are wider opportunities within the school/Trust for NPQ participants to share their knowledge and support staff.

There is a common language in school around cognitive science and shared principles.

NPQ participants lead projects/share knowledge/consider approaches which will support structures and priorities already highlighted by the School/Trust Leadership.



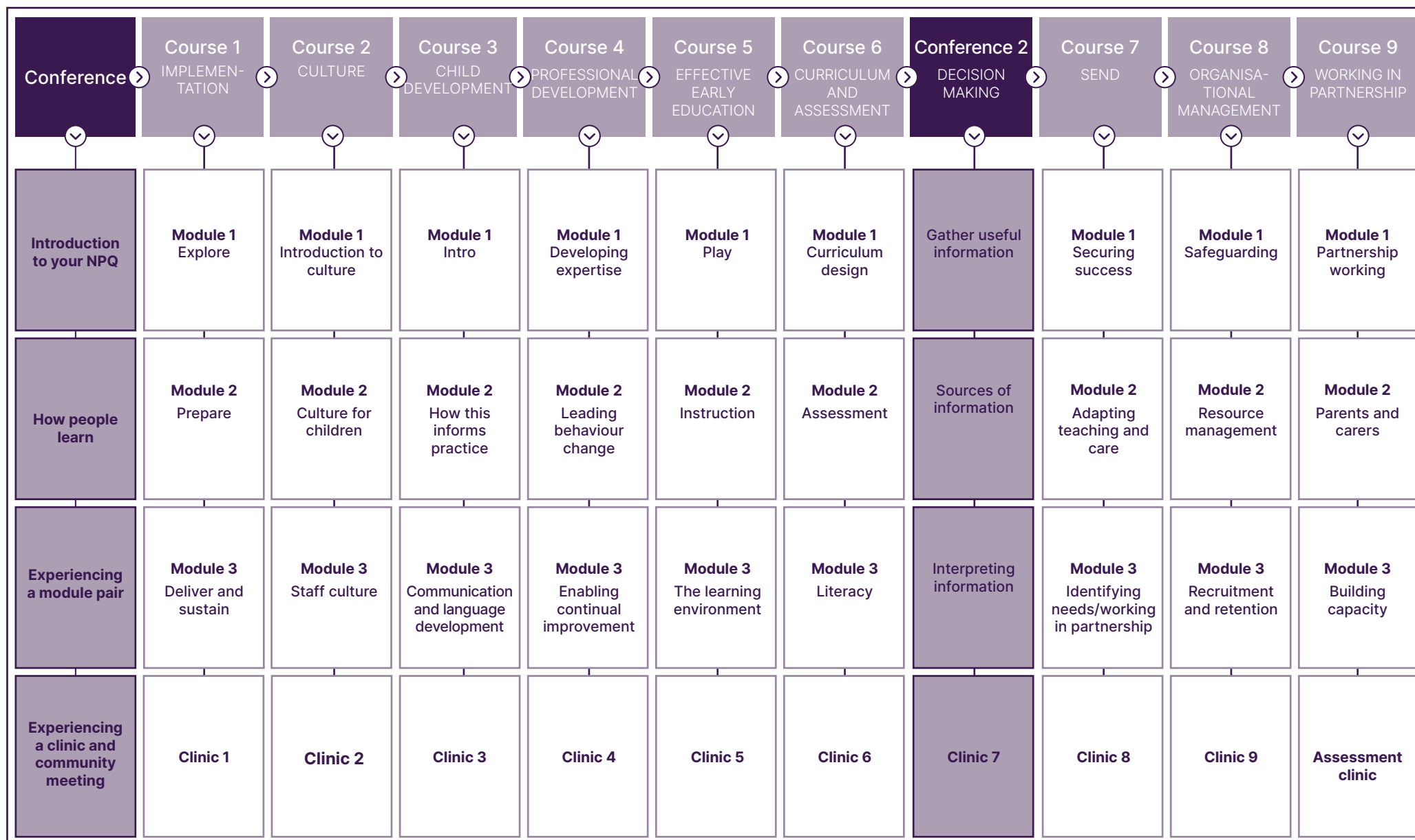
Appendix A - Implementation Framework (EEF)

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)
			Short term	Short term
			Medium term	Medium term
			Long term	Long term

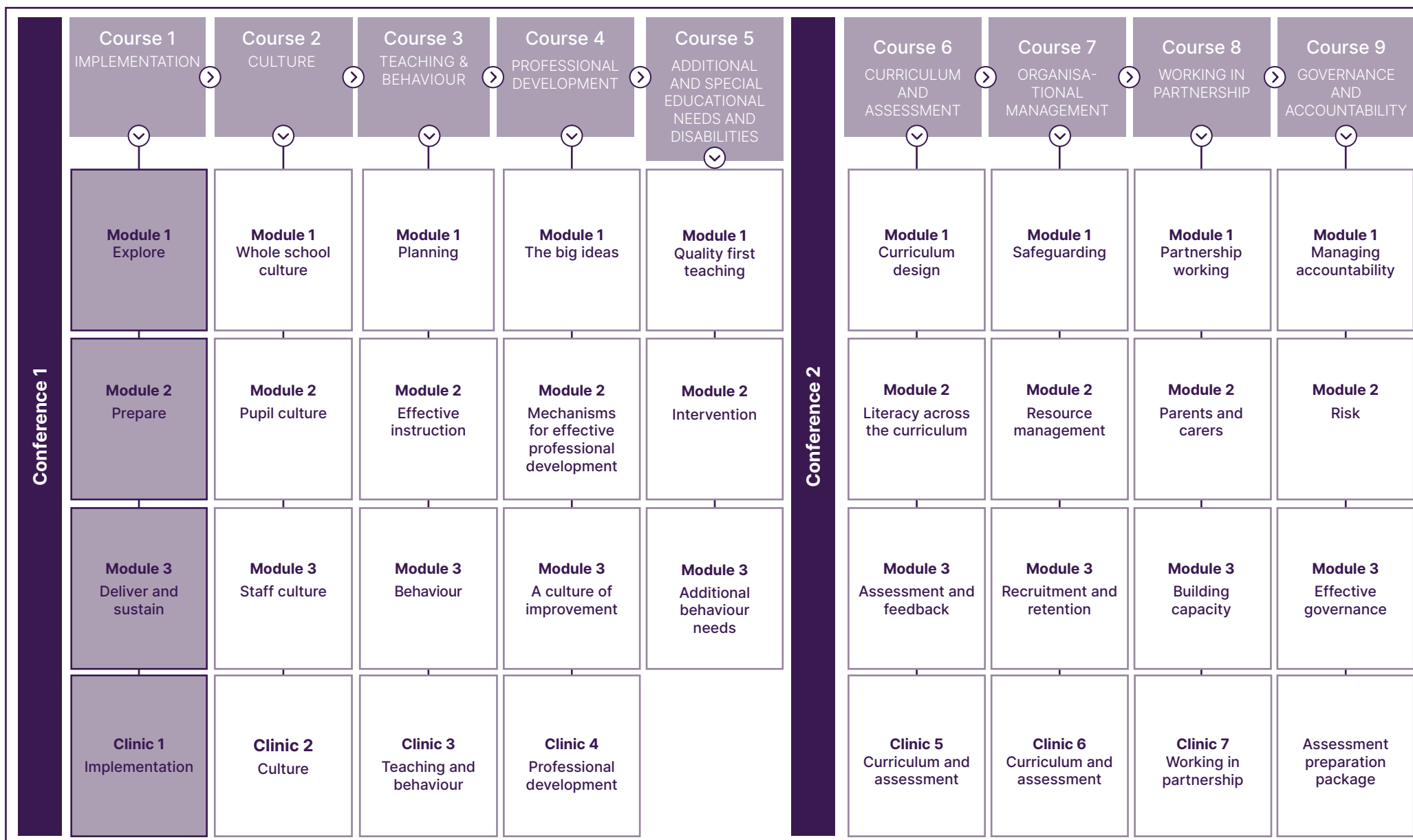
Guskey's model for evaluation of professional development:

Participants' reaction	2 Participants' learning	3 Organisation and support	4 Participants' use of new knowledge/skills	5 Student learning outcomes
<p>This tells you how colleagues initially respond to a professional learning activity. It might include whether the content felt relevant, whether the delivery was effective or just whether they enjoyed the experience.</p> <p>This is often collected through surveys at the end of sessions. Tools such as Google surveys and various school improvement online tools can support this.</p>	<p>This tells you whether colleagues have learnt any new knowledge or understanding and what that new knowledge or understanding is. This might be something that colleagues reflect on themselves, share with each other, or perhaps write up and record. Line-management or team meetings might be a vehicle to support this.</p>	<p>This level examines the impact on the organisation and whether the organisation supported the implementation of any new learning. Was the organisational support there? Were there enough resources or was there enough time? This might be apparent through staff feedback, in meetings or through school plans. Tools such as the TDT Network's CPD Audit looks at organisational support for effective CPD in schools.</p>	<p>Are teachers then using any new knowledge or understanding they have learnt? This tells you how well implemented the professional learning has been. It might be evident in lesson observations or feedback from staff through surveys or conversations. Low-stake learning walks, line-management meetings, peer observations such as Lesson Study can all support this and online performance management tools can also include self-evaluation tools to help teachers reflect on this.</p>	<p>Finally, has there been an impact on students? This could be any outcome – attainment, behavioural or attitudinal – depending on what need your CPD was planned to address. This could be measured using attainment data, pupil work, homework, questionnaires or observation or video. Processes such as collaborative enquiry or Lesson Study can also support teachers in evaluating and measuring this.</p>
Top tips	<ul style="list-style-type: none"> • Be clear on what you are intending to measure from the outset. • Some of these areas may carry more weight than others – and that's OK. 			

¹ Evaluating Professional Development (Guskey TR, 2000, Thousand Oaks, CA: Corwin Press).



National Professional Qualifications (NPQs): Headship



National Professional Qualifications (NPQs): Senior leadership

