

# Implementing Learning from Specialist NPQs

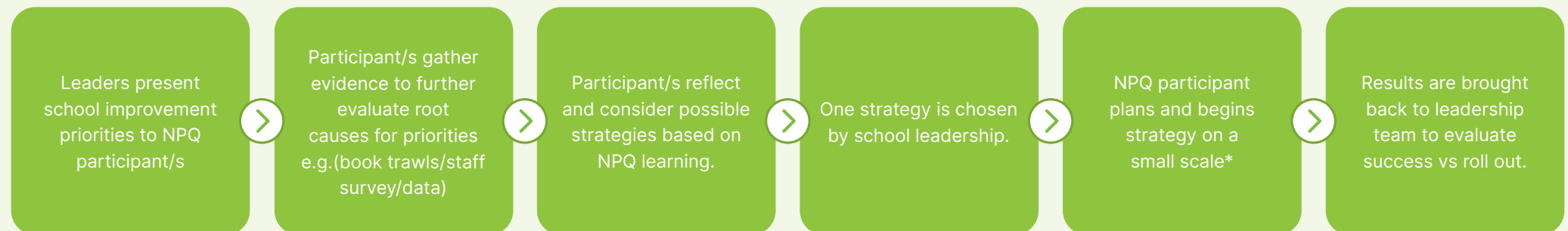


## Principles for Implementing and Evaluating Impact of NPQs in Schools

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.**
1. 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**
1. 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.



## LTD: IMPACT QUESTIONS

- How have participants awareness of evidenced informed approaches to teaching and current research impacted the school?
- How has the participant contributed to developing and/or evaluating whole school CPD?
- Has the participant supported other colleagues develop teaching through either 1-1 sessions or a whole staff approach?

## 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.

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.

## LT: IMPACT QUESTIONS

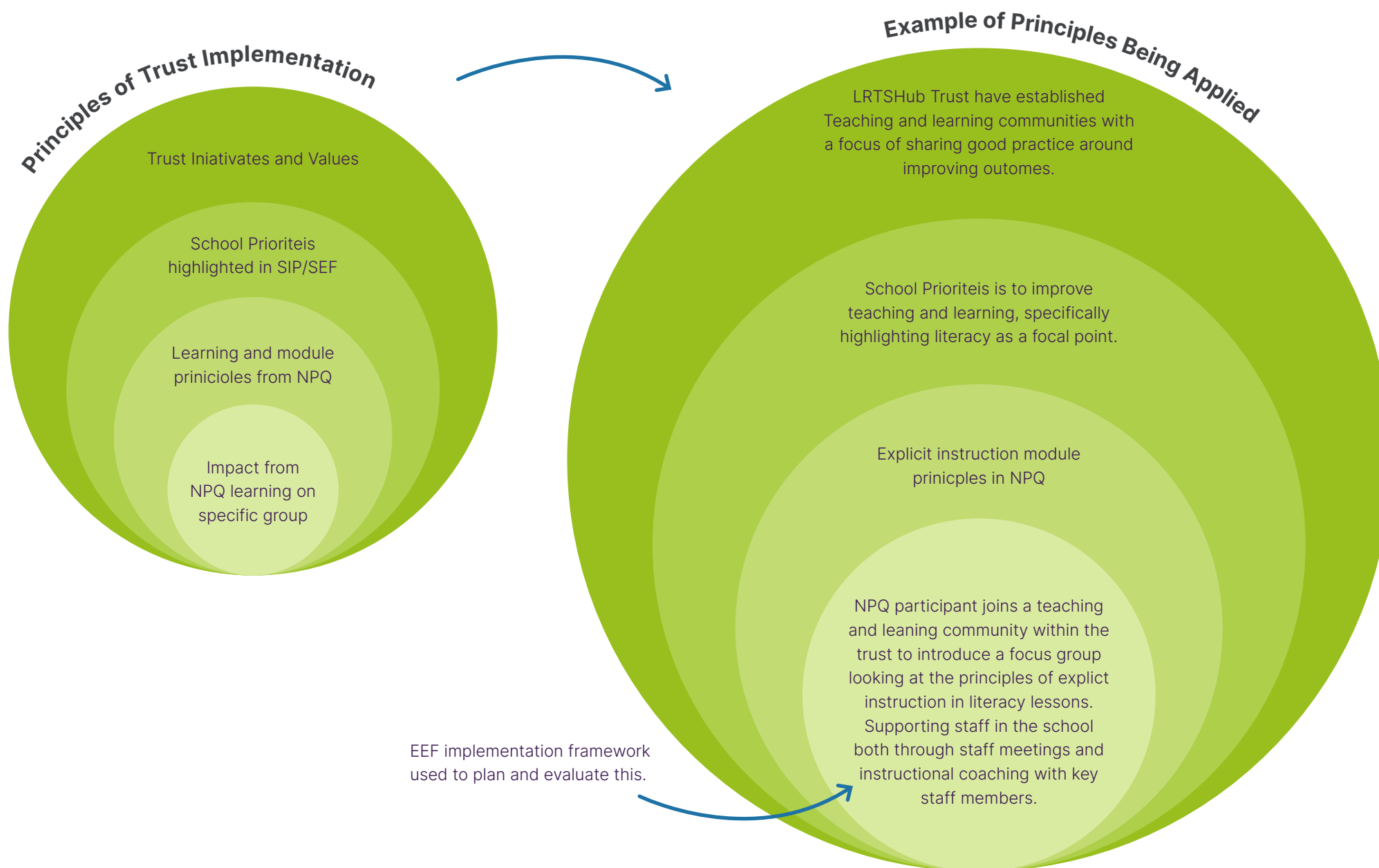
- How has teaching of the curriculum across the school or department been impacted by the participants contributions?
- How has the participant supported other colleagues to better embed literacy in their teaching through either 1-1 sessions or a whole staff approach?
- When has the participant had opportunities to share best practice and build relationships with those outside of their school?

## LBC: IMPACT QUESTIONS

- ☐ How has the culture of the school been impacted by the participants contributions
- ☐ Are there any new approached to culture in practice in the setting
- ☐ Has participant contributed to whole staff development around culture
- ☐ When has the participant had opportunities to share best practice and build relationships with those outside of their school?

## LL: IMPACT QUESTIONS

- Has the culture of literacy across the school been impacted by the participants contributions?
- Has the participant supported other colleagues to better embed literacy in their teaching through either 1-1 sessions or a whole staff approach?
- When has the participant had opportunities to share best practice and build relationships with those outside of their school?



# 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

# NPQ Specialist Overviews

Topics which participants will cover during their course.

National Professional Qualifications (NPQ): Leading Teacher Development						
Conference	Course 1 TEACHING	Course 2 TEACHER LEARNING	Course 3 THE WHAT	Course 4 THE HOW	Course 5 ENABLING CONDITIONS	Course 6 IMPLEMENTATION
Introduction leadership and your NPQLTD	Module 1 Theory of change	Module 1 Teacher expertise development	Module 1 Identifying learning content	Module 1 Instruction	Module 1 Supportive professional development	Module 1 Explore
How people learn	Module 2 Simple model of memory	Module 2 Habits and behaviour development	Module 2 Sequencing learning	Module 2 Building and balancing insight	Module 2 Culture, systems and coherence	Module 2 Prepare
Experiencing a module pair	Module 3 Developing teaching	Module 3 Motivation	Module 3 Mechanisms	Module 3 Teacher formative assessment	Module 3 Assessment and evaluation	Module 3 Deliver and sustain
Experiencing a clinic	Clinic 1 Teaching	Clinic 2 Teaching learning	Clinic 3 The what	Clinic 4 The how	Clinic 5 Enabling conditions	Clinic 6 The assessment clinic

# NPQ Specialist Overviews

Topics which participants will cover during their course.

National Professional Qualifications (NPQ): Leading Teaching						
Conference	Course 1 CULTURE AND LEARNING	Course 2 ASSESSMENT	Course 3 INSTRUCTION	Course 4 SUBJECT AND CURRICULUM	Course 5 PROFESSIONAL DEVELOPMENT	Course 6 IMPLEMENTATION
Introduction leadership and your NPQLTD	Module 1 Theory of change	Module 1 Decision-driven data collection	Module 1 Introduce	Module 1 Curricular purpose	Module 1 Developing expertise	Module 1 Explore
How people learn	Module 2 Simple model of memory	Module 2 Responsive teaching	Module 2 Adapt	Module 2 Identifying learning content	Module 2 Mechanisms for behaviour change	Module 2 Prepare
Experiencing a module pair	Module 3 Culture and behaviour	Module 3 Feedback	Module 3 Embed	Module 3 Sequencing learning	Module 3 Enabling continual improvement	Module 3 Deliver and sustain
Experiencing a clinic	Clinic 1 Culture and learning	Clinic 2 Assessment	Clinic 3 Instruction	Clinic 4 Subject and curriculum	Clinic 5 Professional development	Clinic 6 The assessment clinic

# NPQ Specialist Overviews

Topics which participants will cover during their course.

National Professional Qualifications (NPQ): Leading Behaviour and Culture						
Conference	Course 1 TEACHING AND LEARNING	Course 2 ENABLING CONDITIONS	Course 3 CULTURE	Course 4 SUPPORTING ALL PUPILS	Course 5 PROFESSIONAL DEVELOPMENT	Course 6 IMPLEMENTATION
Introduction leadership and your NPQLTD	Module 1 Theory of change	Module 1 Motivating classrooms	Module 1 A culture of high expectations	Module 1 Responsive teaching	Module 1 Developing expertise	Module 1 Explore
How people learn	Module 2 Simple model of memory	Module 2 Whole-school enabling conditions	Module 2 Safe and supportive school	Module 2 Whole child development	Module 2 Mechanisms for behaviour change	Module 2 Prepare
Experiencing a module pair	Module 3 Setting conditions for learning	Module 3 Working in partnership	Module 3 Building alignment	Module 3 Interventions	Module 3 Enabling continual improvement	Module 3 Deliver and sustain
Experiencing a clinic	Clinic 1 Teaching and learning	Clinic 2 Enabling conditions	Clinic 3 Culture	Clinic 4 Supporting all pupils	Clinic 5 Professional development	Clinic 6 The assessment clinic

# NPQ Specialist Overviews

Topics which participants will cover during their course.

National Professional Qualifications (NPQ): Leading Literacy						
Conference	Course 1 ENABLING CONDITIONS	Course 2 DEVELOPING LANGUAGE	Course 3 DEVELOPING READING	Course 4 DEVELOPING WRITING	Course 5 IMPLEMENTATION	Course 6 PROFESSIONAL DEVELOPMENT
Introduction leadership and your NPQLTD	Module 1 Effective learning and instruction	Module 1 Developing spoken language	Module 1 Learning to read	Module 1 Learning to write	Module 1 Explore	Module 1 Developing teacher expertise
How people learn	Module 2 Motivation	Module 2 Effective vocabulary instructions	Module 2 Effective reading instructions	Module 2 Leading effective writing instruction - transcription	Module 2 Prepare	Module 2 Mechanisms for behaviour change
Experiencing a module pair	Module 3 Leading literacy	Module 3 Leading language development	Module 3 Leading reading	Module 3 Leading effective writing instruction - composition	Module 3 Deliver and sustain	Module 3 Enabling continual improvement
Experiencing a clinic	Clinic 1 Enabling conditions	Clinic 2 Developing language	Clinic 3 Developing reading	Clinic 4 Developing writing	Clinic 5 Implementation	Clinic 6 The assessment clinic