Ambition Institute

EARLY CAREER FRAMEWORK: SUSTAINING WELLBEING AND IMPLEMENTING CHANGE

Conference 3 | Participant Workbook

KEEP GETTING BETTER

Ambition Institute is a registered charity (1146924)

"Teachers are the foundation of the education system – there are no great schools without great teachers… The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. "

Early Career Framework, 2019

Conference 3- Sustaining wellbeing and implementing change

Session aims

Understand:

- What Year 2 of the programme entails.
- How the programme supports you to develop your expertise.
- The importance of protecting time for rest and recovery in order to manage your wellbeing.
- One approach to implementing change and developing your practice to improve pupil outcomes.

Reflect on:

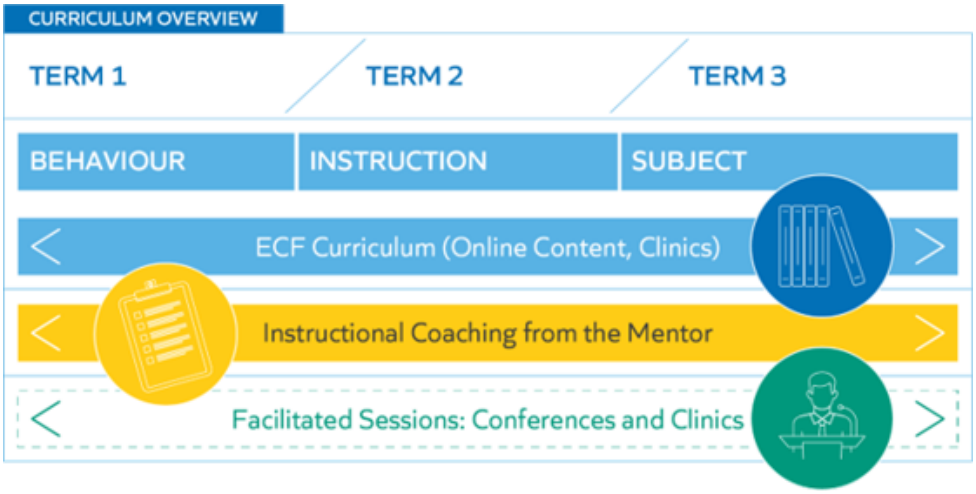
- How developing your practice can support your wellbeing in the longer term.
- How implementing change can increase your expertise and sustain your wellbeing in the longer term.

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

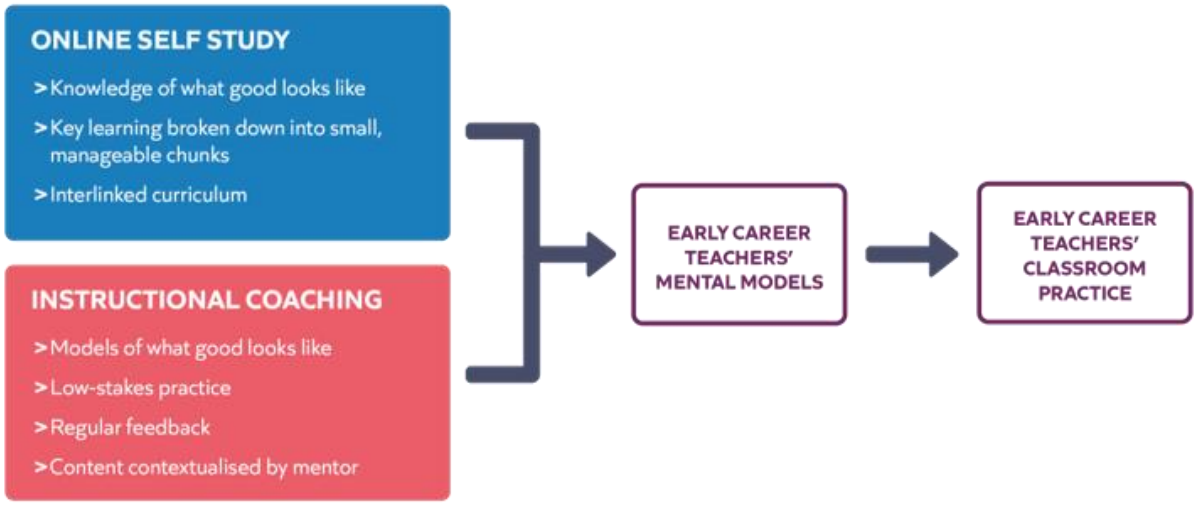
Dylan Wiliam, 2019

Introduction to Year 2

Programme journey so far



Self-study and coaching



Year 1 Clinics and conferences

Training sessions	
Conference 1	The Science of Learning and Habits of Planning
Clinic 1	Using routines to manage behaviour
Conference 2	Responsive Teaching
Clinic 2	Giving whole class feedback
Clinic 3	Giving effective praise

Reflecting on the first year

What has gone well?

> Identify 2-3 things that have gone well in your first year.

What do you want to change or develop?

> Identify one element of your practice you would like to develop further.

What can I expect from Year 2?

> Continued support from your mentor (fortnightly is recommended, but this may differ depending on your school.)

> All Steplab self-study modules available for you to access from the start of Year 2.

Your Entitlements

> ECTs will receive a 5% timetable reduction in the second year of induction.

> This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

See the statutory guidance for further information.

Continued Professional Development

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Y1	Conference 1		Conference 2			
		Clinic 1		Clinic 2		Clinic 3
Y2	Conference 3					
		Clinic 4	Clinic 5		Clinic 6	

Year 2 content

- **Conference 3: Sustaining wellbeing and implementing change.**
- Clinic 4: Pupil thinking and responses.
- Clinic 5: Implementing change.
- Clinic 6: Teaching key vocabulary.

Year 2 Self-study

- Access to all self-study modules from year 1.
- Complete all the modules from year 1 (time allocated for this in year 1).
- Once all modules have been completed, you can revisit modules where you may still have gaps in knowledge or misconceptions.
- Minimum 5 hours self-study in year 2 to revisit modules.

Diagnostic tool

- Supports you and your mentor to identify areas of strength and areas for further development.
- Supports your self-regulation.

> *"…our intuitions and introspections appear to be unreliable as a guide to how we should manage our own learning activities….learners can easily be misled as to whether learning has been achieved, typically resulting in overconfidence."*
>
> Bjork, R. A., Dunlosky, J., & Kornell, N. (2013)

Diagnostic process

1. Check modules completed on Steplab (complete outstanding modules).
2. Take diagnostic quizzes to help you to diagnose areas for further development.
3. Discuss identified areas with mentor.
4. Make a plan for Year 2 self-study

Diagnostic tool case studies

Read the case studies below and consider:

- How does the completion of diagnostic quizzes support the teacher to develop their mental models?
- What are the benefits of revisiting modules which have already been completed?
- How did the teachers apply self-regulation to support their professional development on the programme?

Case study 1

Alex is about to start year 2 of the programme. In year 2, he knows that he will be coached fortnightly by his mentor and has discussed when this coaching will take place. Alex also knows that he is entitled to a minimum of five hours of self-study during his second year and now he wants to take stock of what he has looked at in year 1, so that he can identify if there are any modules which he has not completed and whether there is any content which he feels he could do with revisiting.

He starts by going into Steplab to see which modules he has completed over the course of year 1. From there, he identifies that he hasn't managed to complete the following modules; behaviour 12, instruction 12 and subject 12. Alex knows that it is better to space out his learning and so plans to complete one module per fortnight, so that he completes the outstanding modules over 6 weeks.

On top of the previous modules from year 1, Alex knows that he has a minimum of 5 hours self-study to complete for year 2. In order to decide what to study for the remaining hours of self-study, Alex completes the diagnostic tool. These low stakes quizzes reveal that Alex struggled to answer a question which is linked to effective questioning. Based on the tool, Alex is advised to review the following modules: Instruction 10 and Subject 10. Again, Alex knows that spacing learning will be more effective than cramming modules in one go. Once he has completed the previous modules from year 1, he therefore plans to discuss with his mentor how he may space out this time so that it is evenly distributed across the year. When discussing with his mentor about the modules which have been flagged, the mentor agrees that questioning is a potential area for development which Alex would benefit from working on further. Alex and his mentor agree that he will study the Instruction module 10 on Questioning prior to the next coaching session in two weeks time and his mentor will make sure to look out for how Alex questions pupils in the next observation.

Notes:

Case study 2

Joanna, who is also starting year 2 of the programme, has checked on Steplab and has seen that she has completed all the self-study modules in year 1. However, when looking through the names of the modules she recognises that, particularly for the early subject modules, she can't remember very clearly what they were about and she realises that at that time, she wasn't very well. To give her a better sense of what gaps in knowledge she may have, she completes the diagnostic tool and, unsurprisingly to her, the content around planning to develop pupil knowledge has been flagged as potential areas to revisit. She has been encouraged to revisit S2 (planning backwards from learning goals) and S3 (Types of knowledge and breaking them down). Joanna wants to distribute her study evenly across the terms and discusses with her mentor the results of the diagnostic tool. Joanna has asked whether her mentor can support her to develop her expertise around lesson planning as she has a new year group and is not as familiar with the medium and long term plans for this year group. In term 2 Joanna will have finished her modules so she knows that she needs to plan in time to complete at least another three hours worth of self-study. Because the diagnostic tool revealed that Joanna has deep understanding of the rest of the key content, she needs to consider what she will study for the remaining three hours. When discussing with her mentor, they both decide that Joanna may benefit from engaging with stretch materials around behaviour as Joanna's practice has really developed in this aspect of her teaching and both would like to ensure that she continues to develop expertise in this area.

Year 2 self-study recommendations

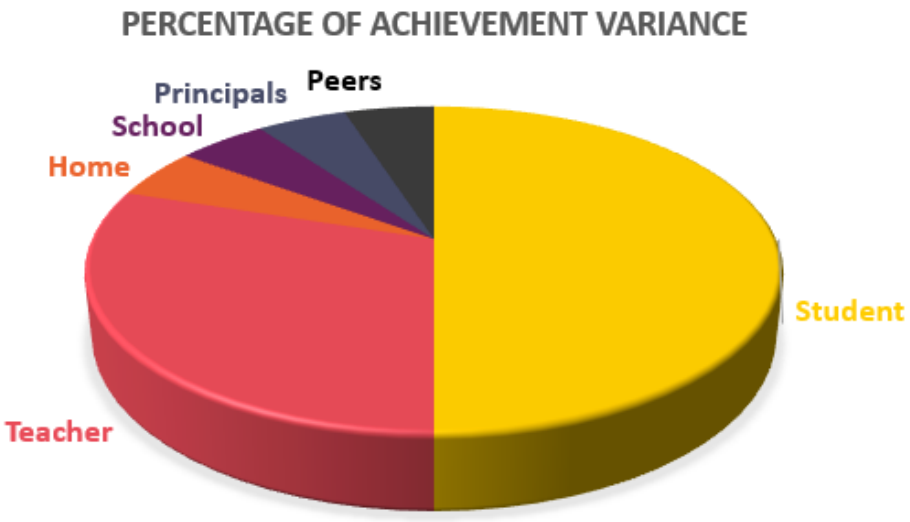
> Recommend to work through modules in numerical order.

> Self-study doesn't have to match action steps given by your mentor.

Importance of Professional Development

> *"Teachers are the largest non-student effect on achievement variance, at c.30%. Schools and principals have >10% effect."*
>
> Hattie, 2003

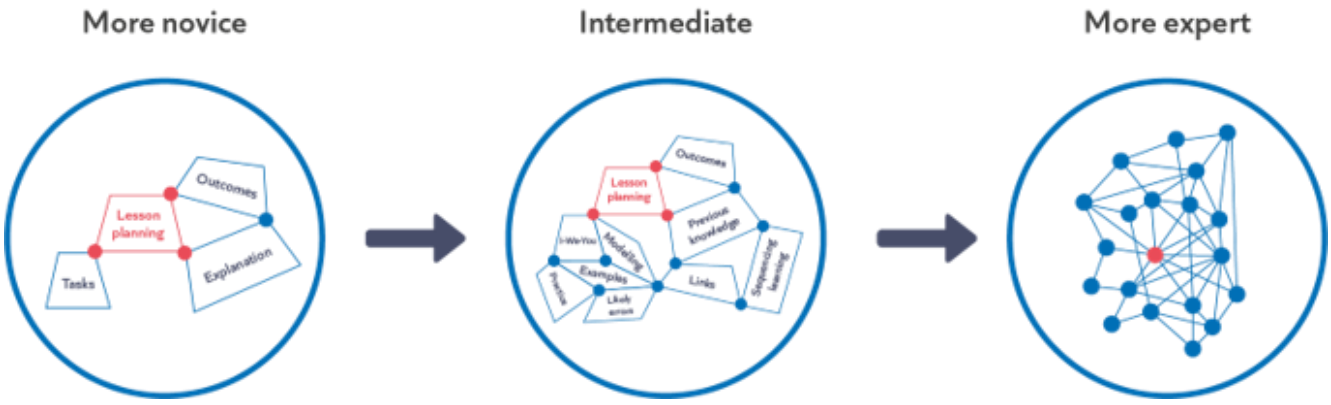
Teacher impact on pupil academic outcomes



In this 2003 study Hattie sought to focus on the extent to which teachers contribute to pupil academic outcomes and how expert teachers differ from novice and experienced teachers. In doing so, he synthesised over 500,000 studies to identify the above influences on student achievement. The home factor looks small but, as Hattie states, the major effects of the home are already accounted for by the attributes of the student. Teachers are the largest non-student effect on achievement variance, at c.30%. Schools and principals have >10% effect.

Hattie, 2003

Developing expert mental models



Efrat Furst, 2018

Read and reflect: Expert teaching

Read the extract from **Mccrea 2018** *Expert Teaching: What is it, and how might we develop it?* Then answer the reflection questions which follow:

Expertise as Action

The following four aspects of behaviour enable expert teachers to have great impact:

- **Perception**: Expert teachers see their classrooms in a qualitatively different way (Glaser, 1996). Like the football goalie who focuses on an attacker's posture to anticipate where they will kick, expert teachers are adaptively attuned to the most critical movements of their classrooms. They perceive events at a deeper level of abstraction, focusing almost exclusively on cues that allow them to make inferences about student progress (Findell, 2009). They can be distinguished as much by what they do not attend to as what they do (Miller, 2011).
- **Simulation:** Expert teachers are able to accurately simulate the consequences of various actions and events across a range of familiar situations. This enables them to anticipate what might happen well in advance, and so to make the most effective professional judgement (Westerman, 1991). They are constantly several steps ahead of their pupils (and others), and as a result, their lessons often appear to just happen (Berliner, 2004).
- **Execution:** Although they tend to do less than their colleagues (Schempp, 2002), and sometimes take longer to arrive at a diagnosis (Sternberg & Horvath, 1995), expert teachers consistently select the rootmost impactful interventions across a wide range of situations (Ball et al., 2008). They are often more flexible and opportunistic in their choice of action (Berliner, 2004), and execute routinely with fluency and precision (Hattie, 2003).
- **Conservation:** Expert teachers conduct much of their practice on 'automatic pilot', enabling them to: devote significant mental resources toward monitoring the complex, chaotic environment of the classroom (Miller, 2011); focus executive control towards the most important teaching processes (Sternberg & Horvath, 1995); and tackle unexpected problems as they arise. As a result, they are highly sensitive to, and can keep track of (and better remember) multiple changes in the tasks and

behaviours of pupils, even when engaging with individuals (Clarridge & Berliner, 1991; Woolf et al., 2017).

Expertise as Mental Models

Appreciating what expert teachers do differently is helpful in some ways. It makes it easier to recognise expertise when we see it. However, an action definition still doesn't give us the secure footholds we need to develop expertise. For that, we need to look deeper still, towards one of the root causes of teacher behaviour: their mental models. Mental models refer to what people know and how this knowledge is organised to guide decision and action (Schempp, 2002).

What do expert teachers know?

As teachers move from novice to expert, they develop increasingly powerful mental models in the following broad domains:

- **Path:** Knowledge of the pathway towards mastery of a curriculum, including: the concepts and process that pupils need to know at different stages of their journeys; how these are best represented and sequenced (Hattie, 2003; Westerman, 1991); as well as common obstacles to progress (Sadler, 2016).
- **Pupil:** Knowledge of what their pupils know and don't know, what motivates and concerns them, and how these things change over time (Berliner, 2004, Schempp, 2002). The development of pupil knowledge is produced (and limited) by teacher assessment knowledge (Christodoulou, 2017; Wiliam, 2016).
- **Pedagogy:** Knowledge of how learning works and how to catalyse it. This area draws on fields such as cognitive and behavioural science (Deans for Impact, 2015) as well as personal experience, to help teachers build a mental model of the learner (Willingham, 2017b). It encompasses cognitive, emotional, social and cultural dimensions of learning.
- **Self-Regulation:** Knowledge of how to analyse, evaluate and iterate their own knowledge and action towards increasing impact (Ericsson, 2015; Hattie, 2012). This includes an awareness of their own cognitive biases and how to mitigate them. Reduce the power of any of these domains and teacher impact declines accordingly. For example, if you ask an expert to teach a different subject (Sternberg & Horvath, 1995) or year group (Kini & Podolsky, 2016), or even give them a new group of pupils (Berliner, 1994), they are no longer likely to enable exceptional outcomes. Expertise is highly domain-specific. Even the PE teacher who is proficient at teaching fitness may be woefully lacking when it comes to teaching racket sports (Berliner, 2004).

How is expert teacher knowledge organised?

Expertise is a result of not just what teachers know, but how that knowledge is organised to guide perception, decision and action. The mental models of expert teachers are:

- **Extensive:** They have a comprehensive, connected and evidence-informed understanding of the domains outlined above (Ericsson & Pool, 2016).
- **Actionable:** This knowledge is knitted together with an appreciation of their local context, alongside the cues they routinely encounter through pupil interaction (Schmidt, 2007).

- **Fluent:** The vast majority of this knowledge can be accessed and employed rapidly, and with minimal effort 6 (Findell, 2009).
- **Meaningful:** Expert teacher knowledge is threaded with their personal and professional values. They care deeply about their craft, and about elevating the life chances of their pupils (Schempp, 2002). As a result, they take full responsibility for their actions (Berliner, 2004), and are driven to continually improve their practice (Hattie, 2003).

Combined, these organisational features of mental models enable teachers to act in the ways described in previously, and effectively tackle the most persistent problems they face in everyday practice.

Developing Expert Mental Models

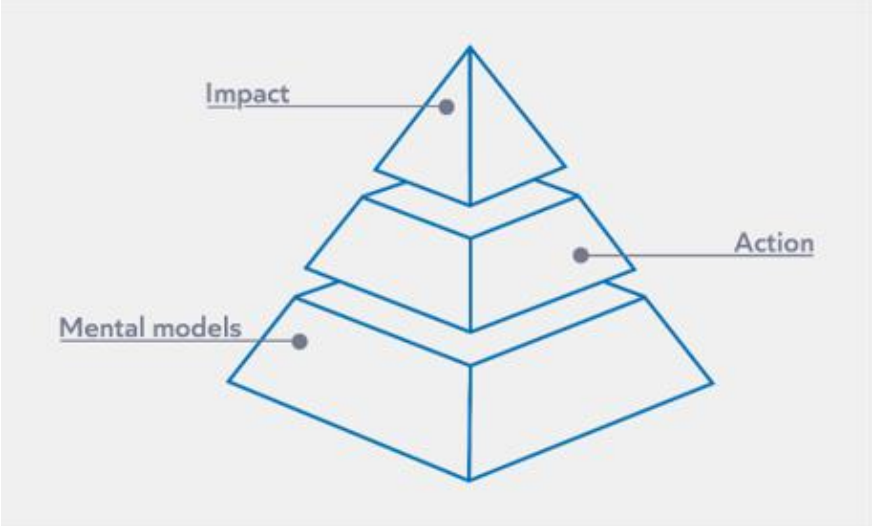
Developing teacher expertise is largely a process of helping teachers build their mental models in the domains outlined above. Certain aspects of this knowledge unfold fairly naturally through experience (Allen & Sims, Forthcoming). These tend to be behaviours which have a longstanding role in our evolutionary history as a species (Geary, 2007), are easy to imitate (Kini & Podolsky, 2016), and offer fairly immediate and tangible feedback. For example, building trusting relationships with pupils. However, there are also aspects of expert mental models that we are much less likely to develop through experience alone. Particularly those that are unintuitive, hard to measure, and demand judicious use (Rohrer & Pashler, 2016). For example, interleaving practice (Brown et al., 2014) and delayed feedback (Fletcher-Wood, 2017). To develop these kinds of models, our best bet is to be intentional in supporting teachers to:

1. **Study** – Build an evidence-informed understanding of how these things work.
2. **Practise** – Put this evidence to work in their context, and repeatedly implement towards fluency and fidelity (Schmidt & Rikers, 2007).
3. **Iterate** – Continually evaluate (against pupil impact) and improve their mental models and actions. Not all study, practice and iteration is equal. Crafting professional learning experiences that have an impact on what teachers know and how they act, and that have an impact on pupil learning is rare to achieve (Coe et al., 2014; IES, 2016).

Expert teaching

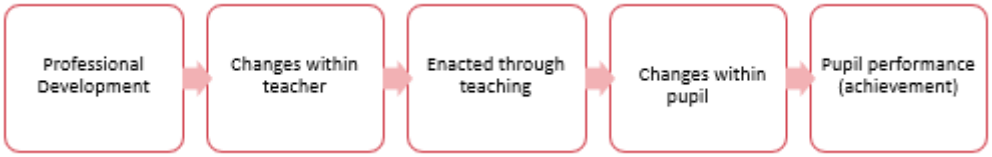
- What do expert teachers do?
- What do expert teachers know?
- How can we develop expert mental models?

Notes:

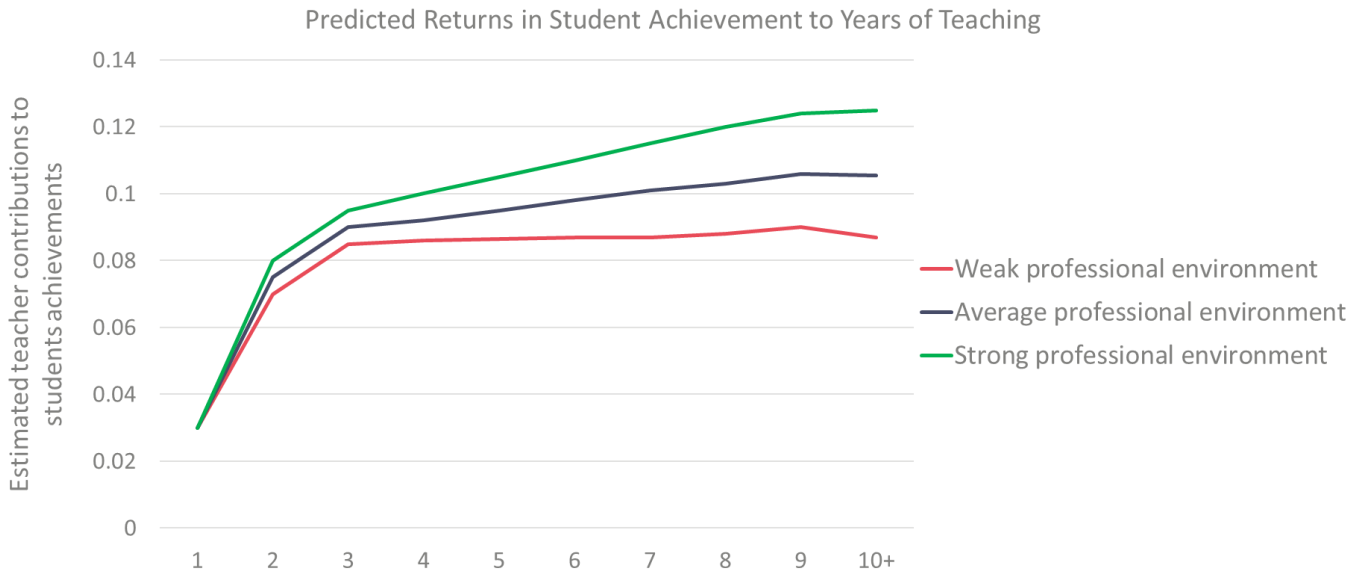


McCrea, 2018.

Why is professional development important?



Impact of PD on pupil outcomes



Adapted from Papay and Kraft 2016

Resources for Professional Development

- EEF guidance reports
- DfE Documents.
- Reading lists from self-study modules.
- Colleagues.
- PD networks.

Developing wider networks

- Pedagogical.
- Subject.
- Professional.
- 'Grassroots'.

Notes:

Effective professional development

- Builds knowledge.
- Motivates teachers.
- Develops teaching techniques.
- Embeds practice.

Notes:

"*Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective*."

EEF, 2021

Reflect

Which of the mechanisms can you identify as being present in the ECT programme?

Notes:

One or more mechanisms from each category	Mechanism (core building blocks of PD)
Build knowledge	Manage cognitive load. Revisiting prior learning.
Motivate staff	Setting and agreeing on goals. Presenting information from a credible source. Providing affirmation and reinforcement after progress.
Develop teaching techniques	Instruction. Social support. Modelling. Monitoring and feedback. Rehearsal.
Embed practice	Providing prompts and cues. Prompting action planning. Encouraging self-monitoring. Prompting context specific repetition.

Notes:

"Once teachers have built knowledge (using a method that manages cognitive load and revisits prior learning), they still need to be motivated to act upon that knowledge."

EEF, 2021

Motivation

Read the extract from the National Foundation for Educational Research on Teacher Autonomy and consider the following questions:

- What drives your motivation to invest in your own professional development?
- Reflect on a time where you may have not invested the time and energy into your own professional development as much as you would have liked. What barriers might have caused this to happen?
- Which of the psychological needs do you feel is most important to you when it comes to engaging with professional development?

Self-determination theory (Deci and Ryan, 2008) provides a theoretical framework for understanding motivation and its implications for staff. The theory hypothesises that while both forms of motivation [intrinsic and extrinsic motivation] can drive job performance, they have different implications for staff well-being and job satisfaction. Staff working in conditions that emphasise a greater reliance on intrinsic motivation are thought to be more likely to have high well-being and job satisfaction and be more likely to stay. Conversely, greater reliance on extrinsic motivation is thought to risk undermining staff members' sense of feeling trusted and their own intrinsic motivation, potentially leading to disengagement, burnout and leaving. Deci and Ryan outline three basic psychological needs that underpin intrinsic motivation:

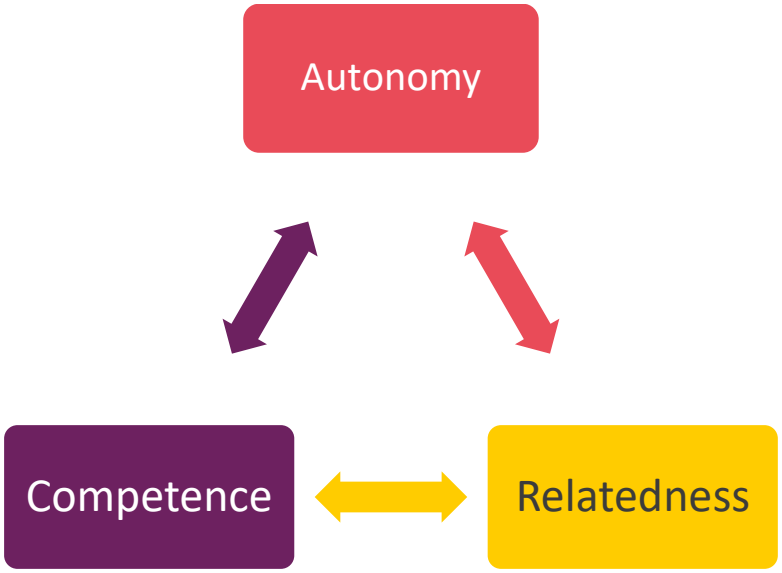
- Competence – skills to perform well in one's job.
- Autonomy – direction over one's own decisions and actions.
- Relatedness – connection with, and support from, colleagues.

The theory suggests that these needs are interdependent. In other words, intrinsic motivation is likely to increase more if you have all three (competence, autonomy and relatedness) at the same time. One implication of this interdependence is that too much autonomy for novices risks overwhelming them, as they are early in the process of establishing their competence and forming working relationships.

This theory of motivation underlies our interest in the professional autonomy of teachers and our findings support the theory that there is a positive relationship between autonomy, job satisfaction and retention.

Notes:

Exploring Self-determination theory



"Teachers' autonomy over their professional development goal-setting is particularly low, and is the most associated with higher job satisfaction. Increasing teachers' autonomy, particularly over their professional development goals, therefore has great potential for improving teacher job satisfaction and retention."

NFER Report, 2020.

Self-regulation

"[Self-regulated] learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies. They monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve."

Zimmerman, 2010

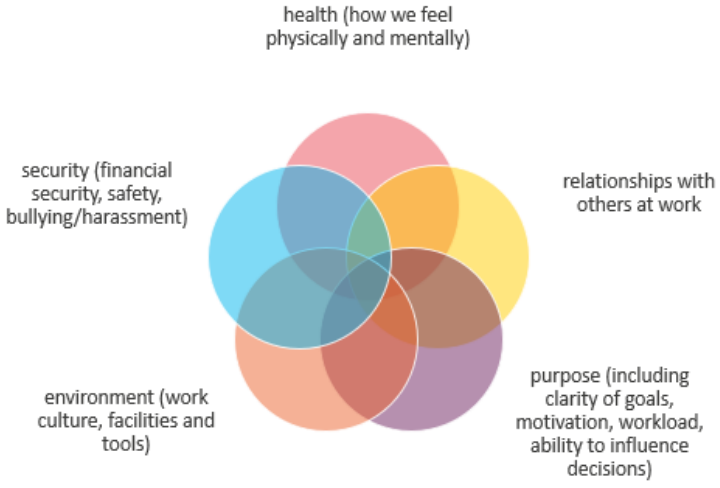
Sustaining Wellbeing

What is wellbeing?

Dodge, Daly, Huyton and Sanders, 2012

> *"So, wellbeing at work is more than just liking your own job. Occupational well-being is like an eco-system. It consists of inter-related elements and is shaped by an individual as well as those around them. Levels of low or high wellbeing are rarely due to just one factor."*
>
> Ofsted, 2019

Factors influencing wellbeing



Adapted from What Works Centre for Wellbeing framework

Notes:

Why is wellbeing important?

> Teacher sickness and burnout

> Teacher wellbeing and student wellbeing are linked

> It is not just teacher's individual responsibility but also the responsibility of the government and of your school leaders to help support you in maintaining your wellbeing and prevent burnout

Notes:

Read and reflect

> How do these statements chime with your current marking, planning and data management practices?

Reducing Teacher Workload

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"

Foreword from Chair, Dawn Copping
- Marking report

"Teachers should not be spending their time on bureaucracy that does not add value. Teachers' time should be protected and used to make a difference."

Foreword from Chair, Kathryn Greenhalgh
- Planning and teaching resources report

"Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it."

Foreword from Chair, Lauren Costello
- Data management report

Here's a quick look at what three independent teacher-led workload review groups said in short reports on marking, planning and resources and data management.

Do	Don't	Remember Ofsted says
√ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes	× Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it!	Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
√ Remember quantity of feedback should not be confused with the quality.	× Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking'	Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning.
√ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload.	× Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work.	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
√ Look to identify blocks of time to allow for proper collaborative planning.	× Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning.	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
√ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.	× Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
√ Have high quality resources and schemes of work already in place and easily accessible.	× Plan to please external organisations.	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
√ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?	× Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose.	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
√ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.	× Duplicate data for different audiences – 'collect once, use many times'.	

Notes:

"Tackling workload should improve recruitment and retention rates in schools, improve work-life balance for teachers and leaders, and enable them to focus on their own development."

Department for Education, 2019

Managing workload and time

- What systems and routines do you currently have in place, in order to help manage your time and the tasks you need to do?
- How (if at all) have these systems and routines changed over the past year?
- Prompts:
    - How do you manage marking and feedback?
    - How do you manage planning?
    - How do you manage preparing resources?

Notes:

Read and discuss

Read the adapted extract from Harry Fletcher Wood's blog "A strategy for managing time". At the point of writing this, Harry had both teaching and leadership responsibilities. Therefore, some of the responsibilities discussed below may differ slightly from yours but others will hopefully resonate with your current role. As you read, consider the reflection questions below:

- To what extent does Harry's experience resonate with your own?
- What do you value most in teaching?
- What factors help you decide if a task is important or not?

…Managing time as a teacher seems similar to using language effectively: it's a teachable skill which is often left untaught…. You can find dozens of such ideas online, many of them useful; I can think of embarrassing moments searching for worksheets or students' reports that such tips might have prevented. The starting point for this post, however, is that none of this solves the underlying problem: this tinkering frees you to move on to the next task, but the list of tasks remains infinite. Must we be left like the White Rabbit, on the run just to keep still? …. Over the last couple of years, I adopted a kind of system to manage my time. I rotated between tasks (mostly because I found it hard to maintain my interest in marking through a whole class set, so I would mark five books, then do a bit of planning, then do something else, then go back to marking). If I had a couple of frees on a particular day, I would try to make time for something extra, beyond the run of the mill. Most essential things got done in time; occasionally I managed some important extra things, like working on my professional development…..The second year working in a new school seems harder than the first, so it is this year I have had to fix my shoddy time management.

A strategy for managing time

Needs are infinite… in the classroom, teachers learn not just to rush around helping those who clamour for support, but also those who do not ask – that is to choose who to help depending on their assessment of need and priority. What about outside the classroom?

Covey's writing on time management builds on his earlier chapters, which invite the reader to identify their principles and values (something I tried to do at the start of term). It is then possible to identify the actions which are most important in pursuing those principles. Covey suggests using four quadrants, a strategy I suspect most readers will know:

I Urgent and important
II Not urgent and important
III Urgent and unimportant
IV Not urgent and unimportant

Covey argues that the most successful people spend most of their time working on things found in Quadrant II. The more time spent in Quadrant II – working on long-term issues which build towards success, the less it is necessary to 'firefight' unexpected problems and crises.

I would rather not dwell on how much of my career has been spent in Quadrant I; I suspect that may be true of many teachers. Thankfully, Covey has a mechanism for putting these principles into practice.

Principles into practice

1) List roles

I stuck within my professional life and listed teacher, head of department and head of CPD; this could equally be holistic and include aspects of life outside school: partner, parent, friend, volunteer? Blogger?

2) Identify three goals for each role, each week

A recent week for me looked something like this:
Teacher: teaching lessons…, responding to Year 7 reflection sheets, planning extensions to current Year 8 unit.
Head of Department: planning upcoming trip, responding to my curriculum review, planning the next Year 7 unit
Head of CPD: planning the next Teacher Learning Community, checking details for CPD for the rest of term, working out ways to improve CPD for support staff.

3) Block out time for each goal across the week

This looks far easier in Covey's imaginary example than for a teacher, who begins the week with twenty or twenty-five unavoidable obligations rather than a blank easier. All I do, however, is write into each of my frees one of the tasks I've given myself for this week.

4) Stick to the schedule

Then you just follow the week's plan… Easy?

Does it work?

Yes. And/but:

Resisting short-term pressures – getting the important things done
I use my time much better: more important stuff gets done, to a higher quality. I can sit for an hour focused on my intended task and avoid frittering half the time on emails, incidental tasks or last-minute changes to the next lesson. I'm sometimes a little less clear about what I'm teaching until I walk into the room (because it was planned earlier in the week, not the lesson before), but lessons are better because they are thought through in advance. I get more things done comfortably ahead of deadlines; I even complete tasks which are important but have no deadline. I also feel in charge of my work: instead of waiting for a colleague to set a deadline for something I know I'll have to do, I now find myself chasing them to get the process started, because I've set time aside for the task and intend to complete it. And I'm better at resisting surprises, because I believe pretty firmly that whatever I don't know about on Monday morning, when I make the week's plan, is unlikely to be that important; if it's truly critical, the school will have to consider reducing my workload elsewhere to get it done.

Resisting external pressures – how do I keep space for my priorities?
We did an exercise choosing words to describe ourselves and each other recently at school and the word most commonly applied to me was 'strong-willed.' My instinctive reaction to authority is bolshie, so pushing back on external pressures comes pretty naturally to me. This is a different kind of resistance, a more principled one. Before, my resistance to an idea, policy or task would be because either a) it seemed a bad idea or b) I didn't have time. There is no change to (a) but with (b) I am much clearer in my own mind as to the consequences of the time lost with additional, last minute tasks than I was before and of the sacrosanct nature of the goals I have chosen for the week. I have priorities and a schedule, so I will have to be convinced that an additional, imposed task is more important and more urgent than what I have planned to do. This is a more useful conversation than simply claiming that I'm busy: everyone's busy.

Reconsidering my principles – what do I value?
This exercise helped shed new light on my values and how I use my time. Perhaps the most profound and most useful realisation, certainly the most pleasant, related to taking breaks. Last Thursday (the heaviest

day of the fortnight, although not by much), I taught five hours, ran an hour's enrichment, supervised lunchtime detentions and had a half-hour meeting; that left one free, in the middle of the day. As anyone who has ever taught a full teaching day will know, by 5pm I was invariably less patient with my students than I would have wished. The treadmill mentality of getting as much as possible done had me using that one free hour to complete another task or two. Considering what mattered, rather than a list of tasks, helped me to recognise that actually, to be the teacher I'd like to be, that time is best used taking a break – if the weather's nice, I go for a walk – and I feel rested and refreshed by the time I'm back at school.

Reconciling myself with Quadrant V – how do I deal with unavoidable tasks?
Stephen Covey never grappled with Quadrant V, unimportant but unavoidable. Mostly, these are accountability-focused things that I can't escape but which seem unlikely to significantly affect my students' learning; sometimes they are things I don't want to do but should. Covey might argue that you should pursue your principles and enter into debate on the need or the execution of each task, but time and stamina for this discussion is limited. I began by ignoring these tasks and then having to fit them in around my priorities. Now, instead, I set myself one 'unavoidable' action each week – and allot a slot to it too. By ensuring that it is only one action a week and the unavoidable tasks are done, I maintain the underlying integrity of managing my time effectively.

The conclusion?
I've habituated this now: the first thing I do on Monday morning is now plan my tasks and block out the week for them. Frequently, as in India, I fail to meet my goals. However, with an achievable, meaningful list of tasks, I get more done and I have a clear conscience about the tasks I'm not getting done – they were never that important anyway.

The line which has stuck with me most strongly from Good to Great is this: "The enemy of great is not bad, it's good." I wasn't sitting around all day checking facebook and bad-mouthing students all day before and I'm not super-teacher now. I was doing good things: marking, teaching, planning… but as Covey says: "Keep in mind that you are always saying 'No' to something." By prioritising differently, by saying 'No' to some of those tasks in the short term, I have more time for great things: finding ways to mark more effectively, planning further in advance more effectively and more precious time to make longer-term investments in my own learning which will help make me a better teacher.

The crux – I am a professional: I choose how I spend my time
This is not just reorganising my diary, it's bigger and bolder; it increases both the power and the pressure I feel in doing my job. In choosing only three tasks within each role, I am accepting that I will not do – will never do – a vast array of other things. If I say I will resist external pressures to meet my priorities, I'd better be certain they are right. To me, this represents another small piece in the jigsaw of professionalising teaching: professionals do not implement the directives imposed upon them, they use their judgement to decide where they will focus their efforts.

Notes:

Prioritisation Example

1. Urgent and important Fight in the corridor Planning your lesson for period 2 Complete NQT targets Call parent Mark books	2. **Non-urgent and important** Getting to know your class better Planning next week's lessons Reading on Steplab Conversations with colleagues
3 Urgent and unimportant Some emails and requests Printing	**4 Not urgent and unimportant** Some emails Some admin tasks

Principles into practice

Notes:

Time Blocking

- Time-blocking is creating a finite amount of time for a specific task.
- Time-blocking can also be used for "movable" tasks such as exercise time or your weekly independent task for the programme.
- This strategy is especially useful for stopping activities 'expanding to fit' the time you have free.

Reflect:

- What blocks of time will you protect for personal professional development?
- Thinking about your school timetable, when in the school day will you block out time for other urgent tasks, so that you have the time and space to engage in personal professional development through the week?

Notes:

Managing energy reflection

Notes:

Rest and recovery

- Having a sense of mastery helps build up new and restore threatened internal resources e.g. energy, self-efficacy, positive mood.
- Completely 'switching off' – not just physically, but mentally is important for recovery.
- Having control over your out of work activities helps increase your sense of self-efficacy* and feelings of competence.

Notes:

Reflection

- How do you use the time below?

- What do you most enjoy in those times? What feels most restorative?
- What barriers are there to you benefitting from these chunks of time?

Notes:

Reflection

- What blocks of time could you protect for rest and recovery activities?
- How can you make sure that these activities don't expand into other blocks of times?
- Thinking about your school timetable, when in the school day could you block out time for other urgent tasks, so that you have the time and space to engage in rest and recovery activities through the week?

Notes:

Developing positive habits

"Control of a behaviour that no longer requires conscious effort and is triggered by cues in the environment that activate an automatic response."

James, W., 1890

How can you actively create a new habit?

Example: Developing a new habit

What is the challenge?	Even though I have blocked out time every week,I'm still worried that I won't be motivated or have the energy to complete my personal professional development.
What is your target behaviour?	I will complete my personal professional development every Tuesday after school.
What will be your cue for the target behaviour?	> I will block a chunk of time in my weekly planner every Tuesday. > I will leave school early every Tuesday to complete my personal professional development.
How does you plan to repeat this target behaviour?	I will self-regulate - every Tuesday morning I will mentally organise my day and rearrange any priorities, so that I can make sure I leave early.
How will you reward your target behaviour?	> I will get home early from school and treat myself to cake and coffee whilst I am completing personal professional development. > I will finish on time which will give me some time for a recovery activity.
How will you monitor whether the target behavior is automatic?	I will self-evaluate and self-regulate after the first half-term: How have I developed as an educator and improved my practice? How routine is my habit? Do I need to adapt the cue or reward?

Your plan to develop a new habit

What is the challenge?	
What is your target behaviour?	
What will be your cue for the target behaviour?	
How does you plan to repeat this target behaviour?	
How will you reward your target behaviour?	
How will you monitor whether the target behavior is automatic?	

Further support

- Colleagues and mentors.
- Shared resources, such as textbooks.
- Wellbeing teams in school.
- Friends and/or family.
- https://youngminds.org.uk/ A charity that provides information and advice to young people, parents and carers to support your peoples to look after their mental health.
- https://www.educationsupport.org.uk/ Charity dedicated to supporting the mental health and wellbeing of teachers and education staff.
- https://www.annafreud.org/schools-and-colleges/ Charity providing a wide range of tools and research around how to best support young people's mental health and wellbeing
- https://www.eis.org.uk/Teacher-Health-And-Wellbeing-Resource/Selfcarewebinars The Educational Institute for Scotland has several wellbeing focused webinar, podcasts, free apps and other tools for staying active and maintaining wellbeing.
- https://schools.au.reachout.com/teacher-wellbeing An Australian website which provides tools and resources to support teacher wellbeing.

Implementing change

"Implementation can be described as a series of stages relating to thinking about, preparing for, delivering, and sustaining change."

EEF, 2019

Read and reflect

Read the adapted extract from EEF guidance and consider the following:

1. Why is implementation important?
2. What are the common "traps" which we can fall into when trying to implement change?
3. What are the main stages of implementation?

Implementation is what schools do to improve: to change and be more effective. And yet implementation is a domain of school practice that rarely receives sufficient attention. In our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success. Too often the who, why, where, when, and how are overlooked meaning implementation risks becoming an 'add on' task expected to be tackled on top of the day-to-day work. As a result, projects initiated with the best of intentions can fade away as schools struggle to manage these competing priorities. One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. Often, individuals and schools that implement well tend do so by instinct, or what might be called common sense. Unfortunately, good implementation occupies a rarefied space of 'uncommon common sense', with too few explicit discussions of the characteristics and qualities that make it effective. The purpose of this guidance is to begin to describe and demystify the professional practice of implementation—to document our knowledge of the steps that effective schools take to manage change well. Ultimately, it doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day–to–day work of people in schools.

There are legitimate barriers to implementing effectively in schools—the bombardment of new ideas and initiatives, limited time and resources, and the pressure to yield quick results, to name just a few. Nevertheless, this guidance report shows a lot can be achieved with careful thought, planning, and delivery using existing resources and structures. It is about making the implicit explicit, providing clarity and purpose to existing processes, and reframing what you are already doing— rather than bolting on a whole new set of procedures. To date, schools have used the guide to help implement a range of different school improvement decisions— programmes or practices, whole-school or targeted approaches, internal or externally generated ideas.

Teachers should also find the guide useful in developing a better understanding of how to make practical changes to their classroom practice, as well as their role in supporting departmental or whole school changes.

This guide starts with two important underlying factors that influence a school's ability to implement effectively: (a) treating implementation as a process, and (b) school leadership and climate. The remainder of the guide is organised around four well-established stages of implementation— Explore, Prepare, Deliver, Sustain—with actionable recommendations at each stage.

Try and see these recommendations as a rough guide rather than a rigid set of steps. You may find that some activities overlap or that some recommendations simply aren't feasible—the 'best shouldn't be the enemy of the good!

Notes:

EEF guidance on implementation

1. Treat implementation as a process, not an event.
2. Create an environment and climate that is conducive to implementation.

Foundations for implementation

- Treat implementation as a process not an event.
- Allow enough time, particularly in the preparation stage; prioritise appropriately.
- Do fewer things better.
- Set the stage for implementation through day-to-day routines and practices, e.g. motivation, forming habits, embedding practice.

Implementation case study

Read the case study and consider the following:

- Which elements of effective implementation can you identify?
- What could Tanya have done to develop her implementation further?
- What might you have done differently?

Tanya is finding it difficult to improve pupils writing attainment. She is keen to implement an instructional approach that will support her with this issue. She returns to her induction materials in order to find something that may help her practice. After this, she speaks to her mentor and they agree that she should focus on using clear scaffolds for teaching writing in order to support pupils further. She decides to use worked examples to scaffold learning for her pupils and uses the self-study module as a springboard to research further into worked examples. She creates an example for an upcoming lesson and shares this with her mentor. She practises how she will explain the purpose of these scaffolds to her pupils, as well as planning a routine for how she expects pupils to use the scaffolds. In order to monitor how well this change is being implemented, she plans in opportunities in the lesson to examine pupils' writing. She is seeing that there is an improvement in the pupils who need the most support but she also notices that some of the pupils who had initial higher attaining writing skills are just using the worked example and not pushing themselves to expand their writing. She realises that, within her routine, she has not considered when she needs to remove the scaffold. She adjusts her routine and explanation and plans to review if this has had an impact on their writing.

Notes:

Non-example

Read the non-example below and consider the following:

- What further details might Amy have wanted to consider before implementing the change?
- What further evidence may Amy have wanted to gather before considering the implementation to be successful?
- What might you do differently?

Amy has been told by a colleague that there is a great new blog out on EduTwitter around effective questioning. After having read it, Amy decides to adopt one of the approaches to questioning with one of her classes. She takes the checklist of questions exemplified on the blog and makes sure to ask three of these in her next class. She is pleased to see that more of her pupils are putting up their hands to answer those questions, so she decides to roll this out with all of her classes. She sees that in some classes it doesn't seem to work as well but isn't sure why.

Notes:

Reflection on implementation

Reflect on a strategy or idea you had for your classroom practice that, despite best intentions, either lost momentum or didn't quite work.

Discuss, in pairs:

- Why wasn't it as successful as you'd hoped?
- Why do you think it lost momentum?
- Was it something that happened before/during/after delivery?
- If time, further prompt questions can be found in the workbook.

<u>Additional questions</u>

Thinking about your experience, give one example where a change in practice was implemented or delivered effectively.

This could be within your own practice, across a department/phase or whole school.

- What was the purpose of that implementation?
- What impact did it have on pupils?
- List any smaller implementation activities that helped to make this implementation successful.

Notes:

Identify a key priority for change

Below are symptoms observed in lessons which may indicate areas for development within a teacher's practice:

1. Pupils are slow to start any paired or independent tasks.
2. Pupils find it difficult to understand the essential information in lessons.
3. Pupils struggle to complete complex tasks with high levels of application or problem solving.

Which symptom do you think is the highest priority, and why?

Reflect on the following:

> What factors are within your control to influence and change?

> What factors are beyond your control to influence and change?

> How could you begin to identify a key priority for change in your context?

Notes:

Reflection

Consider the problems below and reflect on the following:

- Which symptoms have you encountered in your classroom?
- Which symptom is currently your highest priority? Why? What evidence do you have?

Notes:

Examples of potential symptoms

- Pupils don't have the prior knowledge they need to access new learning.
- Pupils' behaviour for learning is poor, they are often distracted during lessons.
- I find it difficult to cover the curriculum in the time that I have to teach it.
- When learning collaboratively (e.g. group or paired work), pupils often go off task.
- Pupils are unable to retrieve learning from previous lessons.
- Excessive marking (for example, homework tasks) add a proportionate amount of time to my workload.

Notes:

"Teachers and schools are being encouraged to become more evidence-based or evidence informed, the aim being to use evidence to improve teaching practice. By acting on the best evidence, it increases the likelihood that we will make better decisions."

Institute for effective education (2019)

We recognise that being a good doctor, or teacher, or manager, isn't about robotically following the numerical output of randomised trials; nor is it about ignoring the evidence, and following your hunches and personal experiences instead. We do best, by using the right combination of skills to get the best job done.

Ben Goldacre, 2013, p.19

Different sources of information

Academic sources

- Experiments
- Case studies
- Surveys
- Data analysis
- Systematic reviews
- Meta-analyses

Non-academic sources

- Blogs and social media (e.g., Edutwitter)
- Newspapers and magazines (e.g., Timed Education Supplement)

Reflection

Read the scenario and consider the following:

- Why is it beneficial for Anna to look in a little more detail at the theory underpinning the suggested approach?

Anna, an ECT in the second year of the programme, has spoken to her colleagues and her mentor. She has gathered evidence of her pupils' behaviour and she thinks that the key symptom is that pupils are slow to start paired or group tasks. At this point she wants to find out more about motivating pupils to start a task efficiently. She chooses to engage with literature around potential strategies around increasing pupil motivation to help her. She starts by finding an article on TES which refers to pupil motivation. Having read the article, she gets to gist of the approach but wants to understand in more detail the theory underpinning the suggestions in the article. She looks at the reference list within the article and engages with an academic paper cited there because she knows that this type of literature may be more reliable.

Questions to consider as you engage with evidence

- What is the focus of the research (or the research question)?
- Is there evidence of the author's values/beliefs about education? If so, what are they?
- Who might agree and who might disagree with the research? Is there a consensus?
- How does it link to other research you have read (does it precede/build upon other theory)?
- Are there any studies in the reference list that you would like to investigate further?

Notes:

Reflection and next steps

Consider the following questions:

- If you were able to resolve the key priority you identified in the explore phase, how might it impact your wellbeing and workload?
- Thinking about the strategies explored for managing your workload, which strategy do you think may be most helpful to you in the coming year?
- What might you need to stop doing to create the space, time, and effort for you to engage in professional development throughout this year on the programme?

Notes:

Appendix 1

- Choose from the hyperlinks to the reading materials provided below as a starting point to explore programmes and/or practise you wish to implement.
- Consider the following as you read:
    - What is the focus of the research (or the research question)?
    - Is there evidence of the author's values/beliefs about education? If so, what are they?
    - Who might agree and who might disagree with the research? Is there a consensus?
    - How does it link to other research you have read (does it precede/build upon other theory)?
    - Are there any studies in the reference list that you would like to investigate further?
- Identify up to three programmes or practices which you are considering for implementation.

Reading 1: Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact.
Reading 2: Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American educator*, *36*(1), 12.
Reading 3: Coe, R., Rauch, C. J., Kime, S., & Singleton, D. (2020). Great teaching toolkit: evidence review.
Reading 4: Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom.
Reading 5: Institute for Effective Education. Engaging with evidence guide (2019).

Behaviour	Instruction	Subject
B1 Strand fundamentals and contracting Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.	**I1** Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.	**S1** Strand fundamentals and re-contracting Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.
B2 Routines Explores effective routines, the role of classroom environment and its connection learning.	**I2** Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment.	**S2** Planning backwards from learning goals Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.
B3 Instructions Shares role of high-quality instructions and how to plan and reinforce them.	**I3** Instruction for memory Considers how teaching can support lasting change in pupils.	**S3** Types of knowledge and breaking them down Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.
B4 Directing Attention Examines monitoring and reinforcing expectations with praise, voice and movement(s).	**I4** Prior knowledge Examines the implications prior knowledge and misconceptions have on instruction.	**S4** Gaps and misconceptions Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.
B5 Low-Level Disruption Focuses on managing low level disruption to learning and how to maintain a positive environment.	**I5** Teacher exposition Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.	**S5** Acquisition before application Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates.
B6 Consistency Explores how teacher consistency builds a positive learning environment.	**I6** Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	**S6** Promoting deep learning Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.
B7 Positive Learning Environment Focuses on classroom culture required for pupils to learn effectively.	**I7** Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.	**S7** Developing pupils' literacy Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.
B8 Structured Support of Learning Shares the link between success, behaviour and grain size.	**I8** Explicit teaching Explores explicit teaching across a lesson/unit of learning.	**S8** Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.
B9 Challenge Explores the role challenge plays in pupil behaviour.	**I9** Scaffolding Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.	**S9** Assessing for formative purposes Examines the link between learning goals, formative and summative assessments.
B10 Independent Practice Considers the link between successful independent practice and expectations, routines and feedback.	**I10** Questioning Looks at how effective questions can deepen and extend pupil thinking.	**S10** Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.
B11 Pairs and Groups Focuses on how to make paired and group work successful through expectations, routines and culture.	**I11** Classroom talk Explores how classroom talk can help to develop pupils' mental models.	**S11** Adapting lessons to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.
B12 Upholding High Expectations Examines how to continually reinforce established foundations.	**I12** Feedback Examines the link between teacher questions, feedback for pupils and responsive instruction.	**S12** Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.

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My key takeaways from today:

Extra space for notes: