



AN EPIC TALE OF PERSEVERANCE AND DOGGED DETERMINATION

Our Journey towards teacher led professional development by means of peer and unseen learning
visits that embed reflective practice and coaching



To develop a teacher led approach to personal professional development



To empower teaching staff by moving away from a management led “visiting” system to one led by staff



To create a desire in staff to strive towards excellence and collaborate with others

Purpose and Vision



Where are we and what do we do?

Derwentside College is a Further Education College based in Consett, County Durham

- Major provider of post-16 education and training in the semi-rural district of Derwentside
- Apprenticeships for a significant proportion of the College's provision

Setting the scene



Who are the main characters?

- The teaching staff at the College are made up of College Based Lecturers and Training Consultants who deliver mainly on Apprenticeship provision
- There is a mix of Full Time and Part Time staff
- There is no AP team. The Teaching, Learning and Assessment Manager takes the lead on all matters Teaching and Learning

Setting the scene





Keep it simple!



Aim to get buy in from staff
therefore keep the process simple
and paperwork minimal and
manageable for busy staff

My Mantra



#APConnect

I first dipped my toe into #APConnect as part of the Communities of Practice and due to the wealth of information and support this brought, I continued year on year.

This year alone I have been lucky enough to be involved in several projects such as:

- Thinking Environments
- Leading AP Teams
- Developmental Observations
- Festival Fridays.... and so the list goes on

#APConnect has helped me stay focused, reinforced my belief in what we are trying to create and keep pushing forward on our journey.

It has given me the opportunity to network with like minded people and share ideas, but most importantly, listen and learn from their experiences and celebrate their success.



Culture change

The barriers and challenges

Let's turn the clock back to 2015

Our aim - move away from a graded system of observation to a developmental, supportive process led by teachers

Documentation - design a document that captured the success of the Learning Visit but still provide enough evidence to collate a report to identify themes and trends

Language - careful wording of feedback conversations to create trusting relationships between staff on all levels

Dropping the grade - Overcoming the need to know a grade - so, what would that have been if it was graded?

Fear of failure - "What happens if the Learning Visits doesn't go well?"

Rolling out the new process – without an AP Team, how were we going to drive this forward?

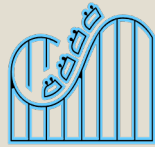
Our Journey to date



2015 / 2016

First steps to move away from a graded system of observation to an ungraded system using termly, unannounced Learning Visits
WWW, EBI and Best Practice (Shining Lights) recorded.

Staff could invite us to a session of their choice if they wished



2017 -2018

Process adapted to include mandatory key indicators for visitors to look out for such as, attendance and the use of Learning Support in lessons

Themes were still used to focus staff and visitors



2019 – 2020

Removal of all key indicators and themes leaving only WWW and EBI

First integration of the ETF Professional Standards for Teachers after each termly Learning Visit



2021 - 2022

Use of WWW and EBI only.

Use of ETF Professional Standards for Teachers as personal professional development for the year

Introduction of Peer and Unseen Learning Visits

Embedding coaching



Use of the ETF Professional Standards for Teachers

- In the beginning we used the ETF Professional Standards for Teachers after every termly Learning Visit, changing them as required
- Now a coaching conversation takes place after the Unannounced Learning Visit to identify one Professional Standard for Teachers which becomes the personal professional development for the rest of the year
- Progress towards this is monitored throughout the year

Coaching

The College created the opportunity for staff to attain a Coaching qualification.

This was optional and not mandated

Volunteers were plenty but it was a challenge to embed this into general practice

Staff still perceived coaching as something that happened if you are having difficulties or were seen as “under performing”

Our new process allows us to embed a coaching conversation and coaches into both Peer and Unseen Learning Visits, demonstrating the positive power of coaching and providing all staff with teaching and learning support, regardless of ability

The Roll Out - Term 1 -2022

Unannounced developmental Learning Visits.

Except for the use of the ETF Professional Teacher Standard, this process was familiar to staff



Following the Learning Visit a coaching conversation took place. An ETF professional standard for every teacher is established which becomes the focus for their professional development throughout the year



The Peer and Unseen Learning Visits are used to notice the progress made towards the area of personal professional development. Staff can discuss their achievements within Team Talks and Appraisals

Term 2 -2022

Peer Learning Visits - Staff were paired in advance within their curriculum teams



All staff were invited to a training session focusing on Reflective Practice



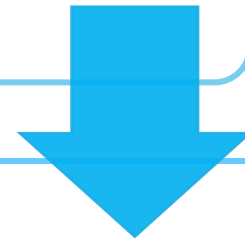
Co-ordinators were established to ensure the Peer Learning Visits stayed on track and all staff had support if required



Peer Learning Visit Evaluation via staff survey rolled out March 2022

Term 3 -2022

Unseen Learning Visits - Coaches are being identified and paired with staff as we speak



Results from the Peer Learning Visit survey and the outcomes from the Focus Group will be used to drive improve the process

Timeline for change



Implementation



Meetings with the Vice Principal to discuss “the dream”



The plan was shared at Quality Committee attended by Senior Leaders, Curriculum Leads, Apprenticeship Managers and the Quality Manager



The plan was discussed with all teaching staff at Team Meetings



Staff training in the purpose of the new process, Reflective Practice and “what’s in it for me?”



Staff and learner surveys and focus groups created to capture feedback and evaluate the impact

01

Peer Learning -
established
and nurtured

02

Peer and Team
collaboration
created

03

Person centred
professional
development -
established

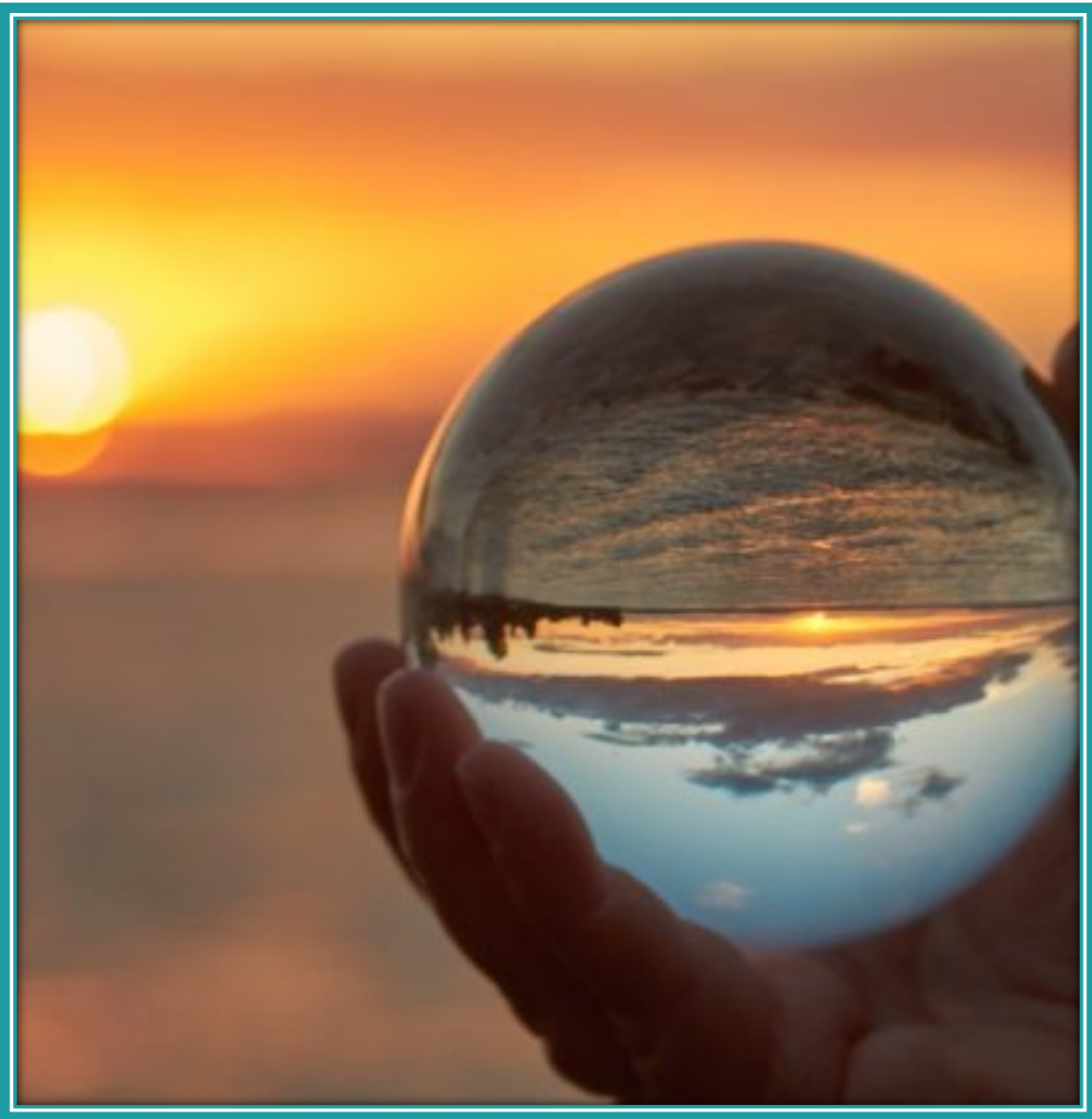
04

Reflective
Practice -
embedded

How Professional Learning was created

Future Plans

- Continue to improve both the Peer and Unseen Learning Visit process
- Further develop the use of coaching
- Expand teacher led professional development



IMPACT

Time will tell but I am
hopeful!

IF AT FIRST,
YOU DON'T
SUCCEED...

