Professional Development

Policy and Procedures

1. Principles

1.1. Professional development at The Spires College is a supportive, self-driven and collegiate process to help ensure that all teachers have the skills and support they need to carry out their role effectively. It helps teachers to continue to improve their professional practice.

1.2. The Professional Development Policy describes our approach. Our professional development model is designed to ensure each member of staff has access to collaborative, developmental and non-judgemental professional development that is personalised for their role and career stage.

1.3. This Policy applies to all teachers employed by The Spires College except those undergoing induction, i.e. Early Career Teachers, and those who are employed on a fixed term contract of less than one year.

Where a teacher is the subject of formal capability procedures, their participation in these Professional Development procedures will be suspended until the employee has been removed from formal capability procedures.

2. Practice

2.1. Professional development is a cyclical process that is not linked to the academic or calendar year. The first cycle will commence in the autumn term of 2021 for all. However, beyond this, the cycle is determined by the Practitioner's goals and progress. Where a teacher starts their employment at the College part-way through an academic year, they should commence their first cycle of professional development within the first term from the date of their employment.

2.2 The Principal allocates a Coach to all Practitioners. If the Principal appoints a Coach who is not the Practitioner's line manager, the Coach to whom she/he delegates those duties will have the necessary knowledge and skills to undertake the role. All Coaches of teachers, other than those reviewing the Principal, will be teachers and will be suitably trained.

2.3 If a Practitioner has concerns about the Coach appointed by the Principal, she/he may make a written request for the Coach to be changed. Any such request will be considered by the Principal. The Principal's decision will be final and there is no right of appeal.

2.4 Should an employee transition to a formal capability process, all aspects of this Professional Development policy will cease until the capability process has concluded. In the case of a teacher who is acting as a Coach being subject to formal capability procedures, their coaching role will be temporarily suspended until the employee has been removed from formal capability procedures and until the college is confident that they have the capability to coach others effectively. Another Coach will be allocated in the interim.

3. Leadership Development

3.1 Practitioners who hold a Teaching and Learning Responsibility (TLR) or those paid on the leadership scale, will similarly engage in cycles of professional development. These Practitioners will evaluate themselves and their practice against the Principles of Teaching and Leadership.

3.2 For members of the Senior Leadership team, coaching conversations will be incorporated within line management meetings with the designated line manager (the Principal or a Vice Principal).

3.3 The Principal will have access to leadership coaching from an external source and will engage in professional development relevant to their role.

4. Professional Development Coaching Sessions

4.1 Practitioners should meet with their Coach to commence each cycle of professional development. This coaching session will involve self-reflection and a coaching conversation with regards to the Practitioner's current strengths and areas for development.

4.2 The content of coaching sessions is recorded in writing by the Practitioner to allow them to track their progress over time and as a record of the conversation. The record should be completed during the coaching session. Where it is not possible to word-process the record during the coaching session, notes should be made and subsequently 'written up'. A blank record should be added to the bottom of the document to log each coaching session and form an ongoing commentary of progress. In the event that the Practitioner's Coach should change, this record will allow the new Coach to understand the Practitioner's chronicle of progress.

4.3 The details of the coaching session, including the identified strengths, area for development and next steps, should be documented on the Record (**Appendix 1**). An example of a completed Record has been provided (**Appendix 2**).

4.4 Practitioners will select one area for development based on the Principles of Teaching (**Appendix 3**) or, for those with a Teaching and Learning Responsibility or who are members of the Extended Leadership Team, the Principles of Leadership (**Appendix 4**). This area for development should target an aspect of professional practice based on individual need. Practitioners should be able to demonstrate that improving in this area will impact positively on their professional practice.

4.5 A Principle of Teaching or Principle of Leadership should be identified as the area for development and documented on the Record. Practitioners, through a coaching conversation, should then consider how this Principle relates to their own practice. This should be documented on the Record in the space provided (*'In my classroom this would mean…'*). This allows for personalisation of areas for development whilst retaining a clear link to our Principles of Teaching or Leadership. Appendix 2 provides an example of this.

4.6 The area for development should contribute to the development of the Practitioner and have regard to what can reasonably be expected given the desirability of being able to achieve a satisfactory work-life balance. The area for development should take account of the Practitioner's professional aspirations and career stage, and should contribute to improving the progress of students within the College.

4.7 Though each cycle of professional development requires an evaluation of one's overall performance, Practitioners should then identify *one* area for development per cycle, based on their personal development priorities.

4.8 Making progress in the area for development identified by each Practitioner will, if achieved, contribute to the College's plans for improving the educational provision

and performance, and improving the education and experience of students at the College.

4.9 An area for development should be clearly defined, with an outline of the next steps that could be taken in order to make progress in this area.

4.10 Discussion of next steps, explored through coaching, should identify the learning opportunities that may be of benefit to the Practitioner. These should be discussed, agreed and recorded, along with an explanation of the intended impact. (See '**7. Learning Opportunities**' for more information).

4.11 Once the Practitioner feels they have made progress in their area for development and that this progress has been embedded, they should arrange another coaching session with their Coach to commence another cycle of professional development.

4.12 Should a Practitioner encounter an obstacle or require additional support mid-cycle, they should be encouraged to seek informal support from their Coach or another colleague. This is likely to take the form of additional learning opportunities and may include supplementary coaching, collaboration, episodes of observation (joint or otherwise) etc. If and when this additional support is required should be determined by the Practitioner.

5. Self-evaluation

5.1 Self-evaluation and self-awareness are crucial skills for those working in education. Practitioners must have an accurate understanding of their own practice in order to engage with this process. The coaching conversation should provide challenge to support the Practitioner to reach informed judgements.

5.2 Practitioners may find it helpful to film and review teaching episodes to inform judgements they make about their own practice as a means of self-evaluation. This should be considered when planning a new cycle of professional development and as a means of evaluation of progress towards the end of a cycle. These reflections could be shared with the Coach to inform the coaching conversations if the Practitioner chooses to do so.

5.3 Prior to a coaching session, Practitioners should evaluate their own practice against the Principles of Teaching (Appendix 3) and, in the case of those with a Teaching and Learning Responsibility (TLR) or who are members of the Extended Leadership Team, the Principles of Leadership (Appendix 4). This self-evaluation will be discussed and recorded during the coaching session.

5.4 There may be occasions where questioning during the coaching conversation leads to the Practitioner altering their opinion of their practice. This is to be expected and is part of the developmental process.

6. Coaching

6.1 The quality of the coaching conversations is fundamental to the success of professional development. These conversations should be honest, supportive and development-focused. The onus is on the Coach to draw out thoughtful and insightful reflections on the strengths and area for development identified by the Practitioner. This requires active, attentive listening and a flexible approach to questioning.

6.2 Effective coaching also provides challenge. Practitioners must be challenged to understand and reflect on how adapting their practice will contribute to positive change. This challenge is not about disagreeing, it is about ensuring Practitioners have engaged with rigorous self-evaluation, questioning their practice and rationalising their judgements.

6.3 Coaches should also use questioning to support Practitioners when considering how their practice might be improved and the impact of this upon students. A guide to our approach to coaching has been provided (**Appendix 5**). This covers the structure of coaching conversations and provides some suggestions for conversation starters but is not a script; Coaches should adapt their questions to meet the needs of each Practitioner and to the trajectory of each conversation.

7. Learning Opportunities

7.1 During the coaching session, the Coach will signpost relevant learning opportunities that might support Practitioners to make progress in their chosen area for development. A 'menu' of learning opportunities at The Spires College and a 'Suggested Reading List' have been provided (**Appendices 6 and 7**) to support this process. These menus are not exhaustive and other relevant strategies or sources may be identified and utilised in agreement with the Coach.

7.2 The learning opportunities selected should be appropriate and directly relevant to the area for development identified. The Practitioner should record the intended impact of each learning opportunity to rationalise their choices. This record also represents an intent and commitment to engage in the learning opportunities outlined.

7.3 The College will protect a proportion of directed time for teachers to engage in self-directed professional learning in each academic year.

8. Training and Support

8.1 Our approach to professional development is supportive and will be used to inform the design and delivery of future learning opportunities. The College wishes to encourage a culture in which all Practitioners take responsibility for improving their practice through engagement with appropriate learning opportunities (e.g. through peer observation). Learning opportunities will be linked to the ongoing needs and priorities of individual teachers.

8.2 The Governing Body ensures in the budget planning that, as far as possible, appropriate resources are made available in the College budget for any training and support agreed for Practitioners.

8.3 With regard to the provision of learning opportunities, in the case of competing demands on the College budget, a decision on relative priority is taken with regard to the extent to which:

(a)   the opportunity identified is essential for a Practitioner to make progress,
(b)   the training and support helps the College to achieve its priorities;

and

(c)   the extent to which the requested learning opportunity is essential to meet needs identified under the capability policy and procedure.

GENERAL PRINCIPLES UNDERPINNING THIS POLICY

Complaints related to the application of this policy
Complaints relating to the application of the Professional Development Policy or people involved, will be managed as the part of the professional development process and should be raised as soon as the issue occurs, either verbally or in writing with the Coach. In most cases the Coach should be able to deal with the complaint. Where this is not possible or where the complaint refers to the Coach, the complaint should be submitted in writing to the Principal.

Confidentiality
Professional development, and any related Records generated, are treated with confidentiality and may only be shared, if necessary, with those with a professional need to be informed, i.e. the line manager, senior leaders and the Principal. However, the desire for confidentiality does not override the need for the Principal and Governing Body to quality-assure the operation and effectiveness of the professional development system. The Principal or appropriate colleague might, for example, review all Records personally, in order to check consistency of approach and expectation between different Coaches.

Consistency of Treatment and Fairness
The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled members of staff. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions
"Practitioner" refers to all teachers.

Grievances
Where a member of staff raises a grievance relating to professional development, a cycle may be temporarily suspended in order to deal with the grievance.

Monitoring and Evaluation
The Governing Body and the Principal will monitor the operation and effectiveness of the College's professional development arrangements.

Retention
The Governing Body and the Principal will ensure that all written professional development Records are retained in a secure place for six years and then destroyed.

Appendix 1 – Record

Academic Year:		Date of Meeting:	
Practitioner:		Coach:	

Use the space below to record the strengths discussed during this meeting:	
Principle of Teaching/Leadership:	**So that…**

Use the space below to record the area for development discussed during this meeting:	
Principle of Teaching/Leadership:	**So that…**
In my classroom, this would mean:	▲

Development Plan		
I will…	**So that…**	**By when?**
▲	▲	
▲	▲	
▲	▲	
▲	▲	
▲	▲	

Reflection	Date:	

Appendix 2 – Example Record

Academic Year:	2021-22	Date of Meeting:	22 March 2021
Practitioner:	Joe Bloggs	Coach:	Mickey Mouse

Use the space below to record the strengths discussed during this meeting:	
Principle of Teaching/Leadership:	**So that…**
1a	I build positive relationships with my students	Students respond positively, engage in their learning and behaviour is good
2a	I provide clear explanations and instructions in all lessons	Students understand new concepts and what is expected of them
4b	I use a 'Me, We, I' approach when introducing new skills/content	Students' confidence and independence builds as they learn

Use the space below to record the area for development discussed during this meeting:	
Principle of Teaching/Leadership:	**So that…**
1b: Teachers demonstrate effective classroom management	Minimal lesson time is wasted dealing with disruption or disorderly transitions
In my classroom, this would mean:	▲ Students enter the room quickly, calmly and begin work immediately ▲ Students understand and adhere to our expectations of behaviour and conduct ▲ Fewer de-merits are awarded ▲ The lesson flows; students transition between phases of the lesson seamlessly ▲ Students feel happy and engaged by the work and are able to focus on their learning

Development Plan		
I will…	**So that…**	**By when?**
▲ Observe Minnie Mouse teaching 8E4, focusing on routines	▲ I observe strategies for managing the beginning of lessons and transitions between lesson phases	23 April 2021
▲ Ask Minnie Mouse to observe the first 10 minutes of two of my lessons, focusing on routines and effective use of time	▲ I can receive impartial feedback on the routines at the start of my lessons	7 May 2021
▲ Work with Minnie Mouse and Goofy to plan lessons, focusing on how to manage transitions between activities so that time is used effectively	▲ I can collaborate on strategies for minimising disruption, and students' engagement and focus is maintained	14 May 2021
▲ Use the CPD library, reading chapters in XXX about XXX	▲ I reinforce my understanding of current research into behaviour management	23 April 2021
▲ Experiment with new strategies, reviewing their impact	▲ I develop a range of strategies to manage behaviour in transitory phases of my lessons and feel more confident	14 May 2021

Reflection	**Date:**	**21 May 2021**
Having undertaken the steps outlined in my action plan, I feel that I have made real, tangible progress in my ability to manage my classroom, including those key transition points. The observation of Minnie Mouse was useful because… Following this I… In my classroom I have… and this has had a positive impact because…		

Appendix 3 – Principles of Teaching

Principle of Better Practice	So that…
1. High behavioural expectations and routines	
a) Teachers create a warm, friendly, respectful and positive classroom culture b) Teachers demonstrate effective classroom management c) Teachers consistently apply sanctions and rewards according to the behaviour policy d) Teachers ensure that all students are able to participate and engage in their learning e) Teachers reinforce effort and provide recognition f) Teachers model the college attributes, discussing these with students	a) Students feel respected, safe and happy to participate in lessons b) No lesson time is wasted dealing with disruption or disorderly transitions c) Students can think hard about their learning, free from distraction. Achievements are rewarded d) Students are engaged in thinking hard about key learning e) Students understand the connections between effort and achievement f) Students play an active role in creating a positive, respectful culture and feel safe
2. Quality of instruction	
a) Teachers give highly effective explanations b) Teachers present new knowledge in small steps c) Teachers model thinking and processes to a very high standard d) Teachers ask questions that promote engagement and deep thinking	a) Students quickly grasp key ideas b) Each step can be mastered before students move on c) Students know what excellence looks like as well as how to achieve it d) A high proportion of students are asked and answer challenging questions
3. Subject expertise	
a) Teachers provide opportunities for students to learn and explore beyond course specifications b) Teachers promote and model reading widely and well c) Teachers demonstrate expertise in their subject, including exam specifications d) Teachers anticipate, plan for and address misconceptions e) Teachers sequence and interleave content appropriately f) Teachers promote and uphold the highest standards of literacy and oracy g) Teachers ask questions which are specific and encourage higher order thinking h) Teachers set meaningful homework that develops students' knowledge and skills	a) Students are inquisitive learners who develop cultural capital across the curriculum b) Students read widely and often, with fluency and comprehension c) Students enjoy a broad curriculum in each subject and are successful in examinations d) Students overcome common misconceptions e) Students revisit material in a way which promotes long term memory f) Students communicate in a manner that is clear, confident and accurate g) Students are encouraged to think hard and can provide high quality answers h) Students engage with homework and have opportunities to practise what they learn
4. Making it stick	
a) Teachers' planning shows an understanding of how children learn and remember b) Teachers guide students as they begin to practise new material c) Teachers plan opportunities for students to practise with increasing independence d) Teachers ask questions which make links with prior learning e) Teachers explicitly teach study skills	a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students are encouraged to draw on prior knowledge e) Students know how to study effectively and do so, demonstrating independence
5. Adaptive teaching	
a) Teachers provide appropriate scaffolds for demanding tasks b) Teachers pitch high every lesson c) Teachers adapt teaching as needs emerge d) Teachers have a developed understanding of students with diverse needs e) Teachers ask questions that are appropriately pitched and directed	a) Students are able to succeed in challenging tasks b) Students are challenged to reach aspirational goals c) All students make exceptional progress d) All students with SEND/EAL/other learning needs make exceptional progress e) Students are challenged to answer appropriately demanding questions
6. Responsive teaching	
a) Teachers give highly effective feedback in line with College policy b) Teachers judiciously identify and utilise appropriate feedback strategies c) Teachers accurately gather information on student learning in a variety of ways d) Teachers provide students with opportunities to act upon feedback	a) Student actions are refocused or redirected to achieve a goal b) Students understand what they have done well and how to make progress c) Teachers know which topics to re-teach that were not grasped first time d) Students can swiftly develop further knowledge and skills

Appendix 4 – Principles of Leadership

All leaders are expected to demonstrate high standards of personal and professional conduct. They are expected to meet the Principles of Teaching and be responsible for providing the conditions in which others can also fulfil them.

Principle of Better Practice	So that…
1. Culture	
a) Leaders strive to sustain the College's ethos and strategic direction in all areas of responsibility	a) Teachers understand the aims of the college and are supported to uphold its ethos
b) Leaders create a positive, collegiate and supportive culture	b) Staff and students experience a positive and enriching school life
c) Leaders uphold ambitious educational standards for all	c) Teachers prepare students from all backgrounds for their next phase of education and life
d) Leaders promote constructive and respectful relationships across the wider college community	d) Staff, students, parents and carers feel welcome, respected and heard
e) Leaders establish a safe, orderly and inclusive environment	e) Staff and students feel welcome, safe, respected and heard
f) Leaders ensure a culture of high staff professionalism	f) Staff understand and meet the College's expectations of professionalism at all times
2. Teaching and learning	
a) Leaders develop others to secure high-quality, expert teaching across the College	a) Teachers are experts and provide students with the highest quality teaching
b) Leaders model and share evidence-informed understanding of effective teaching and learning	b) Teachers engage with research and are discerning in their application of this to practice
c) Leaders ensure teaching is underpinned by high levels of subject and pedagogical expertise	c) Teachers consistently deploy expert subject and pedagogical knowledge
d) Leaders ensure effective use is made of formative and summative assessment	d) Teachers understand the progress students are making and identify common misconceptions
e) Leaders ensure staff are deployed and managed well	e) Teachers' skills and knowledge are utilised appropriately and effectively
f) Leaders ensure students are taught to read using evidence-informed, disciplinary approaches	f) Teachers understand and teach what it means to read successfully within their discipline
3. Curriculum and assessment	
a) Leaders plan a coherent curriculum that sets out the knowledge, skills and values to be taught	a) Teachers share a common understanding of what needs to be taught in each subject
b) Leaders communicate the vision and rationale for their curriculum, demonstrating expertise	b) Teachers' knowledge, understanding and skills are enhanced through outstanding leadership
c) Leaders ensure literacy and oracy instruction are delivered effectively and appropriately	c) Teachers are able to develop students' literacy and oracy to a high standard in each discipline
d) Leaders design appropriate strategies for assessing students' knowledge, skills and understanding	d) Teachers are able to assess students' progress deftly and use this data to inform planning
e) Leaders utilise assessment data to plan for progress and secure improved outcomes	e) Teachers ensure that students make exceptional progress
4. Behaviour	
a) Leaders sustain high expectations of behaviour for all, built upon relationships, rules and routines	a) Teachers build positive relationships with students that are conducive to exceptional conduct
b) Leaders develop others' understanding and management of behaviour	b) Teachers manage behaviour effectively, with confidence and consistency
c) Leaders uphold high standards of behaviour and conduct in line with the behaviour policy	c) Teachers have high expectations of all students, applying sanctions and rewards consistently
d) Leaders ensure that their teams model and teach the behaviour of a good citizen	d) Teachers are seen as role models by students
5. Additional and special educational needs	
a) Leaders ensure their teams hold ambitious expectations for all students, including those with SEN	a) Teachers support all students to reach aspirational goals
b) Leaders establish and sustain practices that enable all students to learn effectively	b) Teachers establish and maintain an inclusive classroom culture where everyone can succeed
c) Leaders work effectively in partnership with the SENDCo, other professionals and parents	c) Teachers understand and are able to support all students with disabilities and additional needs
6. Continuous improvement	
a) Leaders support their teams to access professional networks and communities	a) Teachers feel connected to and stimulated by the wider profession
b) Leaders ensure their teams have access to high-quality professional development opportunities	b) Teachers are able to take ownership of their CPD by accessing a broad range of opportunities
c) Leaders develop improvement plans that are realistic, timely, appropriately sequenced and suited to the school's context and individual needs of team members	c) Teachers share a common understanding of the strengths and areas of development within their subject and/or phase, and their role in securing improvement
d) Leaders quality assure the practice of their team, holding them to account where necessary	d) Teachers are challenged and supported to develop their practice and continuously improve
e) Leaders ensure careful and effective implementation of improvement strategies	e) Teachers are engaged by improvement plans and these lead to sustained improvement
f) Leaders prioritise and allocate financial resources appropriately	f) Teachers have access to the resources they need

Appendix 5 – Guide to Coaching Conversations

It is important to define the roles of each participant in these coaching conversations. The Practitioner should be prepared to lead this conversation and reflect with honesty upon their own practice. The Coach must listen attentively and pose questions that encourage the Practitioner to think deeply and probe or explain their perceptions. Both parties must approach coaching conversations with a commitment to honest, non-judgemental, developmental discussion and build a culture of trust in which both parties feel comfortable. The 'conversation starters' are suggestions only and are not exhaustive. Additional questions may be required to shape the conversation and coaching should be adapted to the individual needs of the Practitioner.

Phase	Aims	Conversation Starters
1. Discussion of strengths according to the self-evaluation:	The Practitioner should come to this coaching session prepared, having reflected on their practice in order to identify strengths and areas for development. This does not need to have been recorded in writing but the Practitioner should be prepared to begin the conversation by sharing these features of their practice with the Coach. The Coach should use this opportunity to validate and acknowledge the Practitioner's successes and efforts, drawing attention to the outcomes of these successes and the positive impact on students. The purpose of this step is to focus attention on the strengths of the reviewee, establishing the elements of practice that are particularly successful, identifying these with specificity. **These should be identified on the Record.** It may be the case that through questioning, the Practitioner's opinion of their own strengths shifts or changes. In these cases, the Coach should redirect the focus, supporting the Practitioner to identify areas they feel *are* successful.	▲ *Describe an element of your practice that you feel is particularly successful.* ▲ *What are you most proud of? Can you explain why?* ▲ *Tell me about a professional experience where you felt at your best.* ▲ *What do you see as your strengths as a teacher/leader?* ▲ *How could you share your successes with others?*
	The Coach should encourage the Practitioner to acknowledge the positive impact these identified successes have had on students and/or colleagues. This is about recognising the positive results that successes have on our College community and acknowledging the Practitioner's contributions to ongoing improvements. We want staff to feel proud of their accomplishments and take confidence from their successes.	▲ *What impact did that success have on the students in your classes?* ▲ *As a result, what can your students do now that they could not do before?* ▲ *What does that success mean for your students/team?*
2. Discussion of behaviours that lead to success (personal code for success):	Once area(s) of strength have been identified and discussed, the Coach should encourage the Practitioner to focus more acutely on the behaviours that *led* to success. Practitioners should be encouraged to reflect upon their experiences and practice, narrowing down the actions, characteristics and behaviours that contributed to their success. It may be helpful to focus on how their practice in this area has become more effective over time and the steps taken to achieve this. Practitioners should be encouraged to summarise the characteristics of prior successes, outlining their personal 'code for success'. This part of the conversation is extremely important as it encourages metacognition and reflection on the *process* of improvement rather than outcomes, and establishes a tone of positivity when discussing professional development. A clear understanding of how the reviewee has developed successful elements of practice is pivotal to the ongoing professional development process.	▲ *What did you do that contributed to that success?* ▲ *What is it about you or your practice that led to this success?* ▲ *How did your approach to this element of practice help secure success?* ▲ *What have you done to develop your practice in this area over time?* ▲ *How did you overcome challenges or potential barriers to success?* ▲ *What support did you access to secure success? How did it contribute to the outcome?* ▲ *So, how would you summarise your personal 'code for success'?*
3. Discussion of areas for development according to the self-evaluation:	It's important to acknowledge an area of practice that the Practitioner feels could be improved further. When identifying these, Practitioners should be encouraged to reflect upon the Principles of Teaching or Leadership within their own context, honing in on specific areas relevant to their own practice. Practitioners should be encouraged to be specific about why they feel these areas of their practice are less successful. The focus here should be on what these areas of practice would look like in an ideal world. Practitioners should be encouraged to describe what might be different if these areas for development were, in fact, strengths. The Coach's role is to facilitate and direct this conversation, helping the Practitioner to envision successful practice in areas within which they may lack confidence, skill, knowledge or experience. Practitioners may discuss multiple areas they feel could be improved but should then be encouraged to select one as a priority. This is the area of their practice they would like to focus on for this cycle of professional development. **This should be identified on the Record and may be personalised to reflect the Practitioner's context.**	▲ *How do you know this is an area for development?* ▲ *On a scale of 1-10, where are you with this currently?* ▲ *In classrooms where this area is a strength, what does it look like?* ▲ *What would you/the students be doing if this were a strength in your classroom?* ▲ *How would you know if this area was a strength?* ▲ *What impact would this have on your students/ team if this Principle of Teaching/Leadership were a strength?*
4. How could the code for success be applied to areas for development?	At this point in the conversation, the Coach should remind the Practitioner of the 'code for success' they described earlier by summarising the contributions they make to the Principles of Teaching or Leadership identified as strengths. The Practitioner should then be supported to reflect upon how their personal 'code for success' might be applied to improve practice in their identified area for development. This part of the conversation should explore how they can learn from previous successes to make gains in an area they feel is less successful. The discussion should encourage the Practitioner to explore how they might approach improvement in the area they have identified and begin thinking about next steps.	▲ *How might your 'code for success' be applied in other areas of your practice?* ▲ *What could you learn from your successes that might be useful here?* ▲ *How could you apply some of your 'code for success' to develop this area?* ▲ *What steps could you take to improve this area?*
5. Creating a development plan:	Now that the Practitioner has clearly identified the area for development they would like to focus on and have considered how they have secured prior successes, they should consider what impact success in this area might have for themselves and their students. The Record provides an opportunity for the Practitioner to identify the Principle of Teaching/Learning they have chosen and personalise this to reflect their own context. **Beneath this is a space to develop this personalisation further by identifying what success in this Principle of Teaching or Leadership would mean in the Practitioner's classroom or context.** The Coach should support the Practitioner to establish their goal; what are they hoping to establish or achieve for themselves and their students or team?	▲ *What specifically do you want to achieve?* ▲ *What difference would this make to you and your students or team if you were to succeed?* ▲ *Imagine you are successful. What will be different? What specifically would be happening?*
	The Practitioner has identified what they would like to achieve. They should now think carefully about the next steps that will secure this success. The Coach should use questioning to identify potential challenges or barriers to success, and mitigations to these. The Coach should familiarise themselves with the menu of learning opportunities at The Spires College (Appendix 6) prior to the coaching session and support the Practitioner to identify relevant, appropriate strategies that will support them to make progress and secure success. The menu is not exhaustive and other forms of CPD may be considered. The Coach should provide challenge to ensure the Practitioner justifies their next steps. **The Practitioner should identify these next steps and the intended outcome of each on the Record.**	▲ *What have you tried so far?* ▲ *What is working already? How do you know?* ▲ *What have you tried that hasn't worked?* ▲ *What else could you try?* ▲ *What approaches do others take in similar circumstances?* ▲ *What support might you need? Where might this come from?* ▲ *What knowledge and skills do you require to achieve this goal?* ▲ *Who might be in a position to support you with this?*

6. Summary	Before the coaching session comes to an end, it is important for the Practitioner to summarise what has been agreed and state their commitment to the development plan by identifying a **realistic timescale** within which each next step will be taken. These timeframes will vary depending on the scale and scope of the Practitioner's aims. The Coach should provide challenge and support to ensure the Practitioner's development plan is robust, appropriately challenging, realistic and ambitious enough to secure professional progress whilst maintaining wellbeing and a work-life balance. Before drawing the coaching session to a close, the Coach should ensure the Practitioner feels equipped to take their first step. They should also remind the Practitioner that professional development is self-led and that they can request support at any time from the Coach or another colleague. Similarly, the Practitioner is responsible for reviewing their progress in the first instance and should arrange a further coaching session once they feel they have accomplished the goals identified in their development plan. During this next meeting, the Practitioner and Coach will discuss the progress through another self-evaluation against the Principles of Teaching or Leadership, beginning a new cycle of professional development.	▲ *What will be your first step?* ▲ *How will you get started?* ▲ *When will we revisit and review this?* ▲ *So, can you confirm and summarise your goal?*

Appendix 6 – Learning Opportunities Menu

Career Stage Links to Standards	Individual Opportunities	Opportunities available within the College	Opportunities available beyond the College
Early Career Teacher (Year 1) Teachers' Standards Principles of Teaching	▲ Join a professional association ▲ Start a professional development skills portfolio ▲ Maintain a skills audit ▲ Read a range of educational magazines and/or newspapers ▲ Engage with professionals through 'EduTwitter' ▲ Explore and experiment with new technologies and techniques ▲ Record, reflect and analyse opportunities for impact	▲ The Early Career Framework Programme ▲ Meetings with ECF Mentor ▲ Observations by the Appropriate Body and/or Head of Department ▲ Observation by and of colleagues ▲ Research and Development Programme ▲ Research Groups ▲ Engagement with the CPD Library ▲ Subject CPD ▲ Moderation/Standardisation ▲ Friday Focus ▲ Collaboration with ECTs and/or other colleagues	▲ SWIFT Induction and Professional Studies ▲ SWIFT ECT Conference ▲ Subject/exam board CPD
Early Career Teacher (Year 2) Teachers' Standards Principles of Teaching	▲ Join a subject association ▲ Develop a career plan ▲ Maintain a skills audit ▲ Read a range of educational magazines and/or newspapers ▲ Engage with professionals through 'EduTwitter' ▲ Explore and experiment with new technologies and techniques ▲ Record, reflect and analyse opportunities for impact ▲ Lead/contribute to Subject CPD	▲ The Early Career Framework Programme ▲ Meetings with ECF Mentor ▲ Observation by and of colleagues ▲ Peer mentoring ▲ Joint learning walks ▲ Joint planning ▲ Research and Development Programme ▲ Research Groups ▲ Engagement with the CPD Library ▲ Subject CPD ▲ Moderation/standardisation ▲ Friday Focus ▲ Collaboration with ECTs and/or other colleagues	▲ Subject/exam board CPD ▲ SWTSA Subject Network Meetings ▲ Examiner training
Teachers Principles of Teaching	▲ Maintain a skills audit ▲ Read a range of educational magazines and/or newspapers ▲ Engage with professionals through 'EduTwitter' ▲ Explore and experiment with new technologies and techniques ▲ Record, reflect and analyse opportunities for impact ▲ Contribute to professional journals	▲ Professional development coaching ▲ Observation by and of colleagues ▲ Work as a PGCE or Early Career Teacher Induction Tutor/Mentor ▲ Peer mentoring ▲ Joint learning walks ▲ Joint planning ▲ Research and Development Programme ▲ Research Groups ▲ Engagement with the CPD Library ▲ Lead/contribute to Subject CPD ▲ Moderation/standardisation ▲ Friday Focus ▲ Aspiring Middle Leaders Programme ▲ Shadow middle leaders ▲ Contribute to the planning/delivery of whole-College CPD	▲ Subject/exam board CPD ▲ SWTSA Subject Network Meetings ▲ Examiner training ▲ National Professional Qualification (NPQML) ▲ Certificate in Evidence-Informed Practice
Middle Leaders Principles of Teaching and/or Leadership	▲ Read a range of educational magazines and/or newspapers ▲ Engage with professionals through 'EduTwitter' ▲ Explore and experiment with new technologies and techniques ▲ Record, reflect and analyse opportunities for impact ▲ Contribute to professional journals ▲ Maintain up to date reading on middle leadership and subject	▲ Professional development coaching ▲ Coaching others through professional development ▲ Observation by and of colleagues ▲ Work as a PGCE or Early Career Teacher Induction Tutor/Mentor ▲ Peer mentoring ▲ Joint learning walks ▲ Joint planning ▲ Research and Development Programme ▲ Research Groups ▲ Engagement with the CPD Library ▲ Lead Subject CPD ▲ Chairing meetings with parents/external agencies ▲ Leading moderation/standardisation ▲ Friday Focus ▲ Shadow senior leaders ▲ Contribute to the planning/delivery of whole-College CPD	▲ Subject/exam board CPD ▲ SWTSA Subject Network Meetings ▲ Examiner training ▲ National Professional Qualification (NPQML) ▲ National Professional Qualification (NPQSL) ▲ SLE training ▲ Certificate in Evidence-Informed Practice
Senior Leaders	▲ Read a range of educational magazines and/or newspapers ▲ Engage with professionals through 'EduTwitter' ▲ Explore and experiment with new technologies and techniques	▲ Professional development coaching ▲ Coaching others through professional development ▲ Observation by and of colleagues	▲ Leadership CPD ▲ SWTSA IG Meetings ▲ Safer recruitment training

| Principles of Teaching and/or Leadership | ▲ Record, reflect and analyse opportunities for impact
▲ Contribute to professional journals
▲ Maintain up to date reading on senior leadership and pedagogy
▲ Form links with senior leaders in other schools | ▲ Work as a PGCE or Early Career Teacher Induction Tutor/Mentor
▲ Peer mentoring
▲ Joint learning walks
▲ Joint planning
▲ Lead Research and Development programme
▲ Lead Research Groups
▲ Engage with the CPD Library
▲ Subject CPD
▲ Chairing meetings with parents/external agencies
▲ Engaging with governing body
▲ Moderation/standardisation
▲ Friday Focus | ▲ NLE training
▲ Ofsted Inspection training
▲ National Professional Qualification (NPQSL)
▲ National Professional Qualification (NPQH)
▲ Certificate in Evidence-Informed Practice |

Appendix 7 – Principles of Teaching – Suggested Reading

Resource	Availability
1. High behavioural expectations and routines	
▲ *Born to Fail? Social Mobility, A Working Class View* (Blandford, 2017)	▲ CPD Library
▲ *Chavs: The Demonization Of The Working Class* (Jones, 2012)	▲ CPD Library
▲ *Boys Don't Try? Rethinking Masculinity In Schools* (Pinkett, 2019)	▲ CPD Library
▲ *The Great Teaching Toolkit Part 2: Interaction, Motivation and Expectation* (Bradford Research School, 2020)	▲ https://researchschool.org.uk/bradford/news/the-great-teaching-toolkit-part-2-interaction-motivation-and-expectation/
▲ *Driven to succeed? Teenagers' drive, ambition and performance on high stakes examinations* (Jerrim et al, 2020)	▲ https://repec-cepeo.ucl.ac.uk/cepeow/cepeowp20-13.pdf
▲ *The science of motivation* (Murayama, 2018)	▲ https://www.apa.org/science/about/psa/2018/06/motivation
▲ *Running the Room Podcast* (Naylor and Bennett, 2020)	▲ https://anchor.fm/naylorsnatter/episodes/Running-the-Room-with-Tom-Bennett-ej7lge
▲ *Behaviour Guru, The: Behaviour Management Solutions For Teachers* (Bennett, 2010)	▲ CPD Library
▲ *Classroom Behaviour: A Practical Guide To Effective Teaching, Behaviour Management* (Rogers, 2011)	▲ CPD Library
▲ *High Expectations* by (Lad, 2020)	▲ https://researcherteacher.home.blog/2020/10/29/high-expectations/
▲ *Great teaching: The power of expectations* (Sherrington, 2018)	▲ https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/
▲ *High expectations and challenge for all: selected reading* (Scutt 2019)	▲ https://my.chartered.college/2019/12/high-expectations-and-challenge-for-all-selected-reading/
▲ *Classroom culture - high expectations and challenge* (Class Teaching, 2017)	▲ https://classteaching.wordpress.com/2017/11/24/classroom-culture-high-expectations-and-challenge/
▲ *The power of teacher expectations* (Quigley, 2015)	▲ https://www.theconfidentteacher.com/2015/04/pygmalion-effect-classroom/
▲ *GROW: Change your mindset, change your life a practical guide to thinking on purpose* (Beere, 2016)	▲ CPD Library
▲ *Making Kids Cleverer: A Manifesto For Closing The Advantage Gap* (Didau, 2019)	▲ CPD Library
▲ *Outliers: The Story Of Success* (Gladwell, 2009)	▲ CPD Library
▲ *Outstanding Teaching, Teaching Backwards* (Griffith, 2014)	▲ CPD Library
▲ *Outstanding Teaching: Engaging Learners* (Griffith, 2012)	▲ CPD Library
▲ *Teaching Walkthrus: Five Step Guides to Instructional Coaching* (Sherrington et al, 2020)	▲ CPD Library
▲ *Teaching Walkthrus 2: Step Guides to Instructional Coaching* (Sherrington et al, 2021)	▲ CPD Library
▲ *This Much I Know About Love Over Fear: Creating A Culture For Truly Great Teaching* (Tomsett, 2015)	▲ CPD Library
▲ *This Much I Know About Mind Over Matter: Improving Mental Health in Our Schools* (Tomsett, 2017)	▲ CPD Library
▲ *What Every Teacher Needs To Know About Psychology* (Didau, 2016)	▲ CPD Library
▲ *When The Adults Change, Everything Changes: Seismic Shifts In School Behaviour* (Dix, 2017)	▲ CPD Library
▲ *Why Don't Students Like School?: A Cognitive Scientist Answers Questions* (Willingham, 2010)	▲ CPD Library
▲ *Working Class, The: Poverty, Education and Alternative Voices* (Gilbert, 2018)	▲ CPD Library
2. Quality of instruction	
▲ *How to Talk so Kids Will Listen and Listen so Kids Will Talk* (Faber, 2012)	▲ CPD Library
▲ *How To Teach English Literature: Overcoming Cultural Poverty* (Webb, 2019)	▲ CPD Library
▲ *How I Wish I'd Taught Maths* (Barton, 2018)	▲ CPD Library
▲ *Great Lessons 6: Explaining* (Sherrington, 2013)	▲ https://teacherhead.com/2013/02/13/great-lessons-6-explaining/
▲ *Clear Teacher Explanations I: examples & non-examples* (Raichura, 2019)	▲ https://bunsenblue.wordpress.com/2019/10/20/clear-teacher-explanations-i-examples-non-examples/
▲ *Explanations: Top 10 Teaching Tips* (Quigley, 2013)	▲ https://www.theconfidentteacher.com/2013/05/explanations-top-ten-teaching-tips/
▲ *What does this look like in the classroom? Bridging the Gap Between Research and Practice* (Hendrick, 2017)	▲ CPD Library
▲ *Why don't they listen when we are modelling?* (Brennan, 2016)	▲ https://bettersongtosing.wordpress.com/2016/01/30/why-dont-they-listen-when-we-are-modelling/
▲ *Modelling: the 4th dimension* (Moss, 2019)	▲ https://paulgmoss.com/2019/02/02/modelling-the-4th-dimension/
▲ *Modelling: how, why and what can go wrong?* (Allison, 2015)	▲ https://classteaching.wordpress.com/2015/09/24/modelling-how-why-and-what-can-go-wrong/
▲ *The Coach's Guide to Teaching* (Lemov, 2020)	▲ CPD Library
▲ *Going further than the I do, we do, you do approach - teaching nothing new* (Barker, 2018)	▲ https://roundlearning.org/2018/09/15/teaching-nothing-new/
▲ *I, we, you modelling in my classroom* (Friis, 2020)	▲ https://classteaching.wordpress.com/2020/01/28/i-we-you-modelling-in-my-classroom/
▲ *Everyday modelling* (Tharby, 2019)	▲ https://classteaching.wordpress.com/2019/01/25/everyday-modelling/
▲ *Rosenshine and Sherrington on Modelling* (Beale, 2020)	▲ https://cirl.etoncollege.com/rosenshine-and-sherrington-on-modelling/
▲ *Rosenshine Masterclass II Sequencing Concepts and Modelling* (Sherrington, 2020)	▲ https://www.youtube.com/watch?v=jEctD5Iv84I
▲ *Modelling modelling: into the classroom with live drawing* (Boxer, 2018)	▲ https://achemicalorthodoxy.wordpress.com/2019/12/11/modelling-modelling-into-the-classroom-with-live-drawing/
▲ *Using a visualiser to provide feedback, model and scaffold* (Tavassoly-Marsh, 2019)	▲ https://fhesteachingandlearninghub.wordpress.com/2019/06/04/using-a-visualiser-to-provide-feedback-model-and-scaffold/
▲ *Whole-class feedback: improve the curriculum, not just the pupil* (Christodoulou, 2019)	▲ https://blog.nomoremarking.com/whole-class-feedback-improve-the-curriculum-not-just-the-pupil-327d73793be7
▲ *Feedback not marking* (The Educational Imposters)	▲ https://theeducationalimposters.wordpress.com/2020/08/28/feedback-not-marking/
▲ *Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies* (Sherrington, 2019)	▲ https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/
▲ *Deliberate practice: what it is and what it isn't* (Neelan and Kirschner, 2016)	▲ https://3starlearningexperiences.wordpress.com/2016/06/21/370/
▲ *Teaching Talk – Deliberate Practice* (Mulhern, 2017)	▲ https://classteaching.wordpress.com/2017/03/12/teaching-talk-deliberate-practice-with-john-mulhern/
▲ *Developing a culture of practice* (Lad, 2020)	▲ https://researcherteacher.home.blog/2020/10/31/developing-a-culture-of-practice/
▲ *The Curriculum: Gallimaufry to coherence* (Myatt, 2018)	▲ CPD Library
▲ *Educating Ruby: What Our Children Really Need To Learn* (Claxton and Lucas, 2015)	▲ CPD Library
▲ *The Hidden Lives of Learners* (Nuthall, 2007)	▲ CPD Library

▲	*Making Kids Cleverer: A Manifesto For Closing The Advantage Gap* (Didau, 2019)	▲	CPD Library
▲	*Outstanding Teaching: Engaging Learners* (Griffith, 2012)	▲	CPD Library
▲	*The ResearchED Guide to Education Myths* (Barton and Bennett, 2019)	▲	CPD Library
▲	*Rosenshine's Principles In Action* (Sherrington, 2019)	▲	CPD Library
▲	*The Secondary Curriculum Leader's Handbook* (2019)	▲	CPD Library
▲	*Seven Myths About Education* (Christodoulou, 2014)	▲	CPD Library
▲	*Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College* (Lemov, 2015)	▲	CPD Library
▲	*Teaching Walkthrus: Five Step Guides to Instructional Coaching* (Sherrington et al, 2020)	▲	CPD Library
▲	*Teaching Walkthrus 2: Step Guides to Instructional Coaching* (Sherrington et al, 2021)	▲	CPD Library
▲	*Teaching, Technology And The 'New Normal'* (Lemov, 2020)	▲	CPD Library
▲	*What If Everything You Knew About Education Was Wrong?* (Didau, 2015)	▲	CPD Library
▲	*Why Don't Students Like School?: A Cognitive Scientist Answers Questions* (Willingham, 2010)	▲	CPD Library
▲	*Teaching and Learning Education Paper Summaries* (Pearce)	▲	https://www.dropbox.com/s/cxvw61x5fbh77ac/T%26L%20Issue%2015.pdf?dl=0

3. Subject expertise

▲	*Closing the Reading Gap* (Quigley, 2020)	▲	CPD Library
▲	*Closing the Vocabulary Gap* (Quigley, 2018)	▲	CPD Library
▲	*Disciplinary Literacy and Explicit Vocabulary Teaching* (Mortimore, 2020)	▲	CPD Library
▲	*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction* (Lemov, 2016)	▲	CPD Library
▲	*What does this look like in the classroom? Bridging the Gap Between Research and Practice* (Hendrick, 2017)	▲	CPD Library
▲	*Modelling Good Speech. Let's talk properly* (Sherrington, 2015)	▲	https://teacherhead.com/2015/11/01/modelling-good-speech-lets-talk-properly/
▲	*Going further than the I do, we do, you do approach - teaching nothing new* (Barker, 2018)	▲	https://roundlearning.org/2018/09/15/teaching-nothing-new/
▲	*Live modelling with 'everybody writes'* (Martin, 2019)	▲	https://heartsandmindsteaching.wordpress.com/2019/01/26/live-modelling-with-everybody-writes/
▲	*The questioning collection* (Quigley, 2017)	▲	https://www.theconfidentteacher.com/2017/03/the-questioning-collection/
▲	*Making Every Lesson Count: Six principles to support great teaching and learning* (Allison and Tharby, 2015)	▲	CPD Library
▲	*Do they understand this well enough to move on? Introducing hinge questions* (Fletcher-Wood, 2013)	▲	https://improvingteaching.co.uk/2013/08/17/do-they-understand-this-well-enough-to-move-on-introducing-hinge-questions/
▲	*Diagnostic Questions: Is There Value in Just One?* (Wiliam, 2006)	▲	http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/DIMS%20%28NCME%202006%29.pdf
▲	*Closed questions are often the most important questions…* (Hutton, 2018)	▲	https://mrslhteach.wordpress.com/2018/12/08/closed-questions-are-often-the-most-important-questions/
▲	*Questions about questioning: just how important is it?* (Didau)	▲	https://learningspy.co.uk/training/questioning-questioning-just-important/
▲	*What's the big deal with Big Questions?* (Didau)	▲	https://learningspy.co.uk/featured/whats-the-big-deal-with-big-questions/
▲	*Great Teaching: The Power of Questioning* (Sherrington, 2018)	▲	https://teacherhead.com/2018/08/24/great-teaching-the-power-of-questioning/
▲	*Rosenshine Masterclass: Questioning* (Sherrington, 2020)	▲	https://www.youtube.com/watch?v=5EIH9LPODmQ
▲	*Experts and Novices: is that all there is?* (Needham, 2020)	▲	https://tomneedhamteach.wordpress.com/2020/10/19/experts-and-novices-is-that-all-there-is/
▲	*Direct instruction - A practical guide to effective teaching* (Renard, 2019)	▲	https://www.bookwidgets.com/blog/2019/03/direct-instruction-a-practical-guide-to-effective-teaching
▲	*The ResearchED Guide to Explicit & Direct Instruction* (Boxer and Bennett, 2019)	▲	CPD Library
▲	*The Curriculum: Gallimaufry to coherence* (Myatt, 2018)	▲	CPD Library
▲	*How to Talk so Kids Will Listen and Listen so Kids Will Talk* (Faber, 2012)	▲	CPD Library
▲	*The Learning Rainforest: Great Teaching in Real Classrooms* (Sherrington, 2017)	▲	CPD Library
▲	*Rosenshine's Principles In Action* (Sherrington, 2019)	▲	CPD Library
▲	*Seven Myths About Education* (Christodoulou, 2014)	▲	CPD Library
▲	*Teaching Walkthrus: Five Step Guides to Instructional Coaching* (Sherrington et al, 2020)	▲	CPD Library
▲	*Teaching Walkthrus 2: Step Guides to Instructional Coaching* (Sherrington et al, 2021)	▲	CPD Library
▲	*What Every Teacher Needs To Know About Psychology* (Didau, 2016)	▲	CPD Library
▲	*What If Everything You Knew About Education Was Wrong?* (Didau, 2015)	▲	CPD Library
▲	*Why Don't Students Like School?: A Cognitive Scientist Answers Questions* (Willingham, 2010)	▲	CPD Library

4. Making it stick

▲	*Make It Stick: The Science of Successful Learning* (Brown et al, 2014)	▲	CPD Library
▲	*Making Every Lesson Count: Six principles to support great teaching and learning* (Allison and Tharby, 2015)	▲	CPD Library
▲	*Dual Coding for Teachers Who Can't Draw: Teacher's Explanations* (Boxer, 2020)	▲	https://www.youtube.com/watch?v=16SBht2iF_k
▲	*What does this look like in the classroom? Bridging the Gap Between Research and Practice* (Hendrick, 2017)	▲	CPD Library
▲	*Outstanding Teaching, Teaching Backwards* (Griffith, 2016)	▲	CPD Library
▲	*Going further than the I do, we do, you do approach - teaching nothing new* (Barker, 2018)	▲	https://roundlearning.org/2018/09/15/teaching-nothing-new/
▲	*I, we, you modelling in my classroom* (Friis, 2020)	▲	https://classteaching.wordpress.com/2020/01/28/i-we-you-modelling-in-my-classroom/
▲	*Everyday modelling* (Tharby, 2019)	▲	https://classteaching.wordpress.com/2019/01/25/everyday-modelling/
▲	*Explaining the science of learning to teachers* (Fletcher-Wood, 2019)	▲	https://www.ambition.org.uk/blog/explaining-science-learning-teachers/
▲	*A Novice→Expert Model of Learning* (Didau)	▲	https://learningspy.co.uk/learning/novice-expert-model-learning/
▲	*Planning lessons using cognitive load theory* (Fletcher-Wood, 2017)	▲	https://improvingteaching.co.uk/2017/11/19/planning-lessons-using-cognitive-load-theory/
▲	*How to explain… schema* (Didau)	▲	https://learningspy.co.uk/featured/how-to-explain-schema/
▲	*Retrieval, workload and pedagogical content knowledge*	▲	https://achemicalorthodoxy.wordpress.com/2018/11/14/retrievalworkload-and-pedagogical-content-knowledge/
▲	*How to remember anything, forever* (Christodoulou, 2020)	▲	https://daisychristodoulou.com/2020/03/how-to-remember-anything-forever/
▲	*Rethinking Rigor: Desirable Difficulties vs. Heavy Lifting* (Gustafson)	▲	https://mrgmpls.wordpress.com/2019/06/13/rethinking-rigor-desirable-difficulties-vs-heavy-lifting/?sfns=xmwa
▲	*Metacognition: 5 Blogs from the Research Schools Network*	▲	https://researchschool.org.uk/bradford/news/metacognition-5-blogs-from-the-research-schools-network/
▲	*The role of retrieval practice in the classroom* (Firth, Smith, Havard and Boxer)	▲	https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/

▲ Knowledge Retrieval Practice Grids (Jones, 2018)	▲ https://lovetoteach87.com/2018/01/12/retrieval-practice-challenge-grids-for-the-classroom/
▲ Retrieval Practice: Resources And Research For Every Classroom (Jones, 2019)	▲ CPD Library
▲ The critical role of retrieval practice in long term retention (Roediger and Butler, 2011)	▲ http://eng90.com/wp-content/uploads/2015/05/Haarman5.pdf
▲ The benefits of spaced practice in the classroom (Smith, 2016)	▲ https://www.tes.com/news/benefits-spaced-practice-classroom-four-tips-teachers-0
▲ Dual Coding For Teachers (Caviglioli, 2019)	▲ CPD Library
▲ The Learning Rainforest: Great Teaching in Real Classrooms (Sherrington, 2017)	▲ CPD Library
▲ Low Stakes Quizzing and Retrieval Practice Part 1 (Needham, 2018)	▲ https://tomneedhamteach.wordpress.com/2018/03/01/low-stakes-quizzing-and-retrieval-practice-part-1/
▲ Low Stakes Quizzing and Retrieval Practice Part 2 (Needham, 2018)	▲ https://tomneedhamteach.wordpress.com/2018/03/06/low-stakes-quizzing-and-retrieval-practice-part-2/
▲ Low Stakes Quizzing and Retrieval Practice Part 3 (Needham, 2018)	▲ https://tomneedhamteach.wordpress.com/2018/03/14/low-stakes-quizzing-and-retrieval-practice-part-3/
▲ Low Stakes Quizzing and Retrieval Practice Part 4 (Needham, 2018)	▲ https://tomneedhamteach.wordpress.com/2020/01/13/low-stakes-quizzing-and-retrieval-practice-4/
▲ Low Stakes Quizzing and Retrieval Practice Part 5: Extended Quizzing (Needham, 2018)	▲ https://tomneedhamteach.wordpress.com/2020/02/03/low-stakes-quizzing-and-retrieval-practice-5-extended-quizzing/
▲ The Hidden Lives of Learners (Nuthall, 2007)	▲ CPD Library
▲ The Invisible Classroom: Relationships, Neuroscience & Mindfulness in School (Olson and Cozolino, 2014)	▲ CPD Library
▲ Memorable Teaching: Leveraging memory to build deep and durable learning in the classroom (Mccrea, 2017)	▲ CPD Library
▲ Rosenshine's Principles In Action (Sherrington, 2019)	▲ CPD Library
▲ Science Of Learning, The: 77 Studies That Every Teacher Needs To Know (Busch and Watson, 2019)	▲ CPD Library
▲ Slow Teaching: Calm Clarity and Impact in the Classroom (Thom, 2018)	▲ CPD Library
▲ Cognitive Science Education Paper Summaries (Pearce)	▲ https://www.dropbox.com/sh/gchzustalz0gyib/AADRFnVwdRoDUcL0h4hsNsaPa?dl=0
▲ An Introduction to Cognitive Science (Pearce_	▲ https://www.dropbox.com/s/jbpft08xpkedn8b/An%20introduction%20to...full%20guide.pdf?dl=0
▲ Teaching Walkthrus: Five Step Guides to Instructional Coaching (Sherrington et al, 2020)	▲ CPD Library
▲ Teaching Walkthrus 2: Step Guides to Instructional Coaching (Sherrington et al, 2021)	▲ CPD Library
▲ What If Everything You Knew About Education Was Wrong? (Didau, 2015)	▲ CPD Library
▲ Why Knowledge Matters: Rescuing Our Children From Failed Educational Theories (Hirsch, 2016)	▲ CPD Library
▲ Trialled and Tested: Working Memory (Scott, 2019)	▲ https://evidencebased.education/working-memory/
▲ Support a student's sense of autonomy and they thrive (Scott, 2018)	▲ https://evidencebased.education/student-autonomy-thrive/
▲ An annotated forgetting curve (Lemov, 2021)	▲ https://teachlikeachampion.com/blog/an-annotated-forgetting-curve/

5.   Adaptive teaching

▲ What works best for children with SEND works best for all children (Didau)	▲ https://learningspy.co.uk/featured/what-works-best-for-children-with-send-works-best-for-all-children/
▲ SEND IS Mainstream. But it's complicated (Sherrington, 2016)	▲ https://teacherhead.com/2016/06/02/send-is-mainstream-but-its-complicated/
▲ Boys Don't Try? Rethinking Masculinity In Schools (Pinkett, 2019)	▲ CPD Library
▲ Could Do Better! : Help Your Kid Shine At School (Beadle, 2008)	▲ CPD Library
▲ Freaks, Geeks & Asperger Syndrome: A User Guide To Adolescence (Jackson, 2002)	▲ CPD Library
▲ Why Don't Students Like School?: A Cognitive Scientist Answers Questions (Willingham, 2010)	▲ CPD Library
▲ Working Class, The: Poverty, Education and Alternative Voices (Gilbert, 2018)	▲ CPD Library
▲ Understanding how schools help learners with hidden learning needs (Ross, 2019)	▲ https://my.chartered.college/2019/05/im-not-hiding-you-just-cant-see-me-understanding-how-schools-help-learners-with-hidden-learning-needs/
▲ Applying research in special educational needs to the classroom (Chartered College of Teaching)	▲ https://impact.chartered.college/article/bartoli-research-send-classroom/

6.   Responsive teaching

▲ What makes great assessment? (Assessment Academy and Chartered College of Teaching)	▲ https://evidencebased.education/assessment-training-consultancy/wp-content/themes/assessmentacademy/images/ebook.pdf
▲ What every teacher needs to know about assessment (Deverson, 2018)	▲ https://evidencebased.education/what-everyteacher-needs-to-know-about-assessment-a-panel-event/
▲ The Feedback Pendulum (Scott, 2021)	▲ https://evidencebased.education/the-feedback-pendulum/
▲ Responsive Teaching: Cognitive Science And Formative Assessment In Practice (Fletcher-Wood, 2018)	▲ CPD Library
▲ What does this look like in the classroom? Bridging the Gap Between Research and Practice (Hendrick, 2017)	▲ CPD Library
▲ Black Box Thinking: The Surprising Truth About Success (Syed, 2015)	▲ CPD Library
▲ Responsive Teaching (Barton and Fletcher-Wood, 2018)	▲ http://www.mrbartonmaths.com/blog/harry-fletcher-wood-responsive-teaching/
▲ Back to School Part 5: Marking (Didau)	▲ https://learningspy.co.uk/assessment/back-school-part-5-marking/
▲ Moving from marking towards feedback (Fletcher-Wood, 2014)	▲ http://improvingteaching.co.uk/2014/10/19/moving-from-marking-to-feedback/
▲ The feedback continuum: why reducing feedback helps students learn (Didau)	▲ https://learningspy.co.uk/learning/the-feedback-continuum/
▲ Decoupling summative and formative assessment (Fordham, 2017)	▲ https://clioetcetera.com/2017/11/02/decoupling-summative-and-formative-assessment/
▲ Assessment For Learning Without Limits (Peacock, 2016)	▲ CPD Library
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