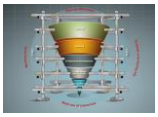


Supporting Improvement: Pedagogy and Equity

Tapestry in Partnership with Professor Dylan Wiliam

Progressive Programme and Practical Support Materials

Summary Information

Background

'**Learning is driven by what teachers and pupils do in classrooms**. Teachers have to manage complicated and demanding situations, channelling the personal, emotional, and social pressures of a group of 30 or more youngsters in order to help them learn immediately and become better learners in the future. **Standards can be raised only if teachers can tackle this task more effectively**'. (*Inside the Black Box – Professors Dylan Wiliam and Paul Black)*

> *"The top 3 important strategies according to the EEF toolkit research are 3 of the 5 Formative Assessment strategies. The other 2 Formative Assessment Strategies are essential prior steps to these. Formative assessment, properly implemented, increases student engagement and teacher satisfaction, and produces unprecedented increases in student achievement."*
> ***Professor Dylan Wiliam***

Glasgow City Council is committed to raising attainment and achievement and are working with Tapestry Partnership to support teachers to improve pedagogy as part of the 'Supporting Improvement' priority. The principles reflected in the Tapestry programme are supported by research. In particular, Tapestry Partnership's key advisor, Dylan Wiliam's work with Paul Black identified a solid body of research showing the effect on student achievement of 5 formative assessment strategies. When implemented well, formative assessment can effectively double the speed of student learning and the strategies are among those essential to support reducing the poverty related attainment gap as detailed in the Sutton Trust - Education Endowment Foundation (EEF) Toolkit.

The focus of the programme is these 5 key strategies:

1. **Ensuring understanding of expected learning and criteria for success**
   - *teachers plan for, share and ensure that the learners understand the focus of the learning and the criteria for successful learning*

2. **Using classroom discussions, questions and tasks that motivate and elicit evidence of learning**
   - *teachers use questioning, discussions and tasks to motivate learners, encourage deep thinking and to find out where the learners are in their learning*

3. **Providing feedback that moves learners forward**
   - *teachers give feedback in a way that identifies strengths and next steps in an ethos where errors are welcome*

4. **Providing opportunities for learners to support each other's learning**
   - *teachers provide opportunities for learners to support each other in terms of peer tutoring, working collaboratively and peer assessment*

5. **Providing opportunities for learners to take responsibility for their own learning**
   - *teachers support learners in understanding what and how they are learning – self-regulation*

'The "big idea" that ties these together is that we use evidence of the learning to adapt teaching, or instruction, to meet student needs.' ***Professor Dylan Wiliam***

For real educational gain, the strategies above need to be **embedded** in daily practice. This Tapestry programme provides the opportunity for teachers to be open to ideas and actively learn for themselves. It encourages consideration of research, professional reading, professional dialogue and essentially, professional action to improve pedagogical practice which ultimately supports improving learning.

Aims

- to support the local authority priorities for education in Glasgow in particular 'Raising Attainment and Achievement through Glasgow's Improvement Challenge 2015-2020;
- to establish Teacher Learning Communities (TLCs) as an effective professional learning model for improvement in schools/clusters;
- to give confidence to teachers in:
  - understanding the importance of reflecting on and improving pedagogy in particular in relation to those messages identified through research and
  - embedding these into ongoing every day practice to ensure measurable improvement for learners.

The Tapestry Supporting Improvement: Pedagogy and Equity programme will support the local authority priorities for education in Glasgow in particular 'Raising Attainment and Achievement through Glasgow's Improvement Challenge 2015-2020

Programme Format

Support Sessions for TLC Leaders and TLCs in school

The programme is designed to support schools that wish to improve learning through improving their teachers' classroom practice. Improving teaching and learning is not an easy or a quick process and teachers will need to engage with other colleagues over the period of the programme (and beyond) to change habits and to see the improvements that research tells us is possible. The professional development model used involves the establishment of Teacher Learning Communities (TLCs) in the participating schools/clusters.

> A Teacher Learning Community (TLC) consists of a group of teachers who meet together regularly to improve teaching and learning. It places the responsibility onto all teachers for supporting and challenging each other as a group.

The TLC will be led by 2 TLC Leaders who will attend one of Dylan Wiliam Masterclasses and the Support Sessions for TLC Leaders. During the programme teachers will consider the research and practical ideas in terms of improving pedagogy through professional reading and discussion during the TLC workshops. They will reflect on their current practice and plan for ongoing improvement during the workshops. At the TLC workshops all teachers will share their changes to practice since the previous workshop and will be challenged and supported by colleagues as appropriate. The TLC Leaders will follow the same process during the leaders' support sessions. An overview of the workshops is shown in a separate handout (Supporting Improvement: Pedagogy and Equity: Overview of TLC Workshops).

'We are committed to continuing to invest in high quality professional learning for all our staff. Professional learning is vital for the successful delivery of improvements. The experience, attitudes and capabilities of all staff and the culture of collaboration, reflection and improvement in schools make a critical contribution to providing an excellent educational experience for young people and families in Glasgow."
Glasgow City Council Education Services Supporting Improvement

Supporting Improvement: Pedagogy and Equity – Roles and Responsibilities

TLC Leaders

- Attend a Dylan Wiliam Masterclass and all Support Sessions for TLC Leaders
- Share progress and changes to their practice since the last session
- Actively listen to and challenge/support other TLC Leaders of Learning
- Participate fully in professional discussions on approaches to improving learning during support sessions and TLC workshops in school/cluster
- Commit to and implement a plan to improve an aspect of practice before the next session
- Complete their Professional Learning Log ongoing through the programme
- Plan for and lead the TLC workshops in line with the programme outline
- Contribute to the evaluation of the programme and next steps for the school/cluster

Headteacher

- Ensure all staff in the school understand the format and expectations of the programme
- Attend sessions for SMT
- Plan for the TLC workshops in their School Improvement Plan
- Ensure support for TLC Leaders in their role
- Ensure the validation of engagement in the programme by the line manager
- Coordinate the Evaluation of the programme and next steps for the school

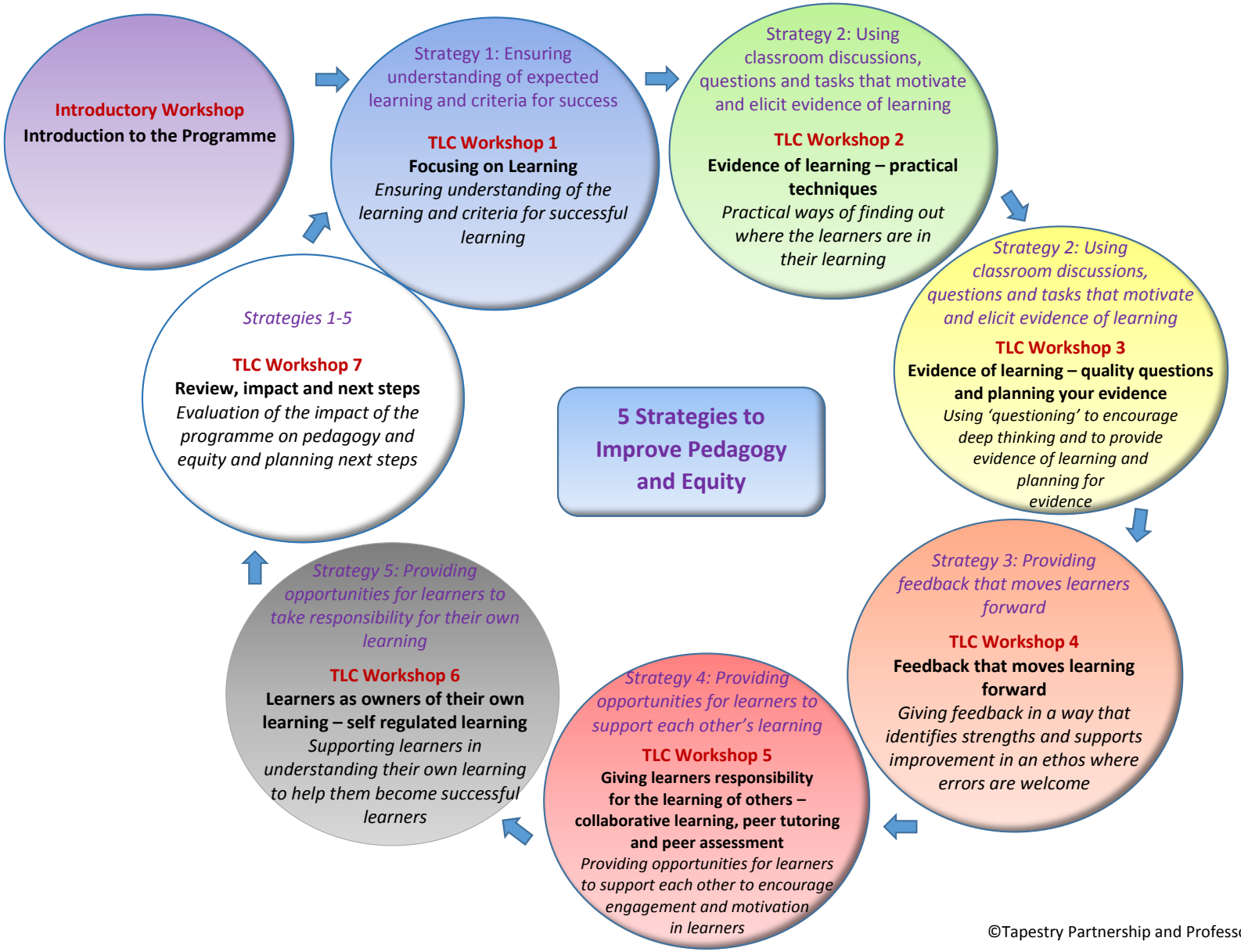
Local Authority Council Officers

- Local authority key officers will liaise with Tapestry Partnership throughout the duration of the programme
- Officers, as part of quality improvement procedures, will support the implementation and evaluation of impact of the programme

TLC Members

- Attend every TLC workshop
- Share progress and changes to their practice since the last session
- Actively listen to and challenge/support other teachers
- Participate fully in professional discussions on approaches to improving learning during the workshops
- Commit to and implement a plan to improve an aspect of practice between workshop
- Complete their Professional Learning Log ongoing through the programme
- Support other teachers through peer observation/feedback and discussion between workshops

Supporting Improvement: Pedagogy and Equity – Overview of TLC Workshops



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SI:PE Programme - Sessions for TLC Leaders

Improving teachers are characterised by:

1 The belief that improvement is possible
2 A willingness to be self-critical
3 The recognition that better practice than theirs may exist elsewhere within or outwith school
4 A willingness to learn what has to be learned in order to do the job that has to be done

Adapted from MacGilchrist 'The Intelligent School'

INTRODUCTORY SUPPORT SESSION

- To start the programme tutors will meet with their groups in August to explain the programme and how to facilitate a TLC group.

MASTERCLASSES

- TLC Leaders will then have the opportunity to consider *'Supporting Improvement: Pedagogy and Equity'.* **This takes place with one-day Masterclasses with Professor Dylan Wiliam.** The purpose of this introduction to the programme is to make sure that TLC Leaders understand why improving pedagogy in particular formative assessment and Teacher Learning Communities are so important to raising achievement and to offer some practical advice on both classroom practice and the setting up of a TLC.

7 TAPESTRY SUPPORT SESSIONS

- The Tapestry Tutors support TLC Leaders through interactive Tapestry Support Sessions over the period from September 2017 to December 2018. These are designed to:
  - consider issues arising from TLC workshops in each respective school/cluster;
  - support and guide TLC Leaders to prepare for and lead future TLC workshops;
  - support TLC Leaders in improving their own practice through sharing, support and challenge, professional dialogue and planning for improvement.
- The programme will comprise tutor teaching to accommodate individual and group work in support sessions for TLC Leaders who will then lead the TLC workshops. (The HT /SMT will plan for the TLC workshops in the school).
- Participants are required to complete key tasks before a support session with opportunities to share with other participants. These tasks include choosing an aspect of classroom practice they will work on before the next session (this is detailed in "TLC Workshop – Programme Overview for TLC Leaders"*). They should complete all sections of the PLL over the 1.5 years of the programme.
- Support Session 7 will allow participants to reflect on and share with their peers:
  - the impact of their professional learning on themselves;
  - the impact on young people, parents and the whole community as appropriate;
  - the impact on other staff, the department/faculty and whole school as appropriate;
  - their leadership role within their Teacher Learning Community;
  - sustainability and next steps within the school or the authority.
- For TLC Leaders who wish to be accredited for professional recognition, there will be opportunities to share the impact of the programme on their personal learning with Tapestry and local authority personnel in Support Session 7.

**The Programme Overview for Leaders will be included in the Professional Learning Log issued separately at the Introductory Session in August 2017*

PRACTICAL SUPPORT MATERIALS

- At Support Sessions, TLC Leaders will be provided with the materials necessary to help them lead an introductory TLC workshop and 7 further TLC workshops. The workshops duplicate the model used at the Support sessions.
- Tapestry is working exclusively with Professor Dylan Wiliam who has made exclusive video clips available to Tapestry for this programme. His book 'Embedded Formative Assessment' is recommended core reading for the programme.

PROGRAMME SUPPORT FOR LOCAL AUTHORITIES AND SCHOOL SMT

- There is continuous improvement through ongoing liaison, meetings and reviews with Glasgow City Officers, Tapestry and SMT school representatives.
- The programme will be fully evaluated.