Gaining and sustaining momentum schools

Staff focus group activities
Activities 1-4 generally take about an hour.
NB: Make sure the participants indicate their roles, phases/departments on every sheet/grid they complete

Introduction
- Thanks for coming and Introductions …
- Explain will be taking part in a series of (fun) activities that will help to reveal how you approach teaching and learning and professional development in your school and help you to reflect on it and how you might develop it in the future
- We will be looking through different lenses at different aspects of both students' and teachers' learning which research tells us makes the most difference …

Activity 1 – Professional learning environment - diamond 9 (10 minutes)

Resources: Elements of professional learning environment on cards; diamond 9 board

Process: In pairs, participants consider:
How prominent are these in your professional development? (NB they are deliberately different in kind. Can add their own on blank cards)
Participants arrange the cards on a D9, excluding any irrelevant ones (**Take photos, ideally with a post-it re roles etc next to it**)

Mentoring	*Focusing teacher learning on student achievement*	*Observation and feedback*	*Peer coaching*
Evidence to inform and assess impact of CPD	*Developing excellent subject knowledge*	*Teachers taking leadership of their own professional development*	*Developing thinking skills*
Enquiry (including lesson study)	*Specialist expertise*	*Coaching*	*Whole school training sessions (INSET)*
Developing internal middle leadership capacity	*External training/courses*	*Literacy*	*Behaviour management*
Performance management	*Departmental meetings/sessions /development work*		

2 Metaphors for professional dialogue (15 min)

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Resources needed: sets of handouts with photos (6 per page) for each pair of participants and copies of writing framework for each participant, pens

Facilitator to first ask staff to think of different opportunities they have for professional dialogue (e.g. INSET days, phase/department meetings, PM meetings) as a group. (Draw on previous activity)

Organise the participants into pairs
- Ask them to choose 2-3 of the opportunities for talk and think of a metaphor for the kind of talk (as depicted in one of the photos for example) that takes place and consider:
  - the focus of the conversation
  - the characteristics of the talk.
- When they have had time to discuss, ask the participants to record their views on the writing framework – each member of the group completing a framework for a different opportunity based on their discussion.
- Then ask the participants to discuss/identify any changes/improvements they would like to make over the next year or so to the focus and/or characteristics and to record these on the writing framework too.
- If there is time, you could invite each group to share what they recorded on the grid with the other group.

Metaphors for professional dialogue

Our ………………………….. (type of context for professional dialogue) is/are currently like (metaphor) ……………… ....because :

- The focus of conversation is:
- The characteristics of the talk are:

The changes we would like to make over the next 18 months to the focus are:

The changes we would like to make over the next 18 months to the characteristics of the talk are:

Activity 3 – Pedagogy (15 minutes)

First, ask the entire group:
How would you describe the school's approach to/model of pedagogy – in 5-7 words.
Next (or using the points made earlier), ask them to name the current key development priorities. Ask them to write these down on post-its.
Then in pairs they place these on the A3 printout of the grid below

Resources
Post-its and A3 grids

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Easy to do in my subject

Used in similar
ways across the
department
/school
(How do you
know?)

I decide how
to use it

Difficult to do in my subject

4. Use of evidence (10 min)
Resources needed: Copies of A3 Proforma, cards with some examples of evidence, glue, pens

Working in pairs again
- Ask the participants to look at the cards and select/add the types of information/evidence they commonly use in planning, delivering or evaluating CPD.
- Next, ask them to decide whether each of the types of evidence on the cards, in their experience, is used formatively, summatively or for both purposes
- If there is time, invite each group to share what they put with the other group.

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Observation notes	Student progress/ performance data	CPD evaluation forms	Feedback from senior leadership team/line manager
Video of own practice	Outcomes of pupil voice activities (interviews, surveys, focus groups, etc)	Post-training action plans	Completed skills assessment/ diagnostic activity
Students' workbooks or similar	Planning notes	Learning journal	Notes of coaching/mentor-ing discussion

Use of evidence in staff development

Monitoring staff performance

Professional learning