

Professional Development Curriculum

Teaching and Learning, Training, Research and Development

School Improvement Plan Aims -

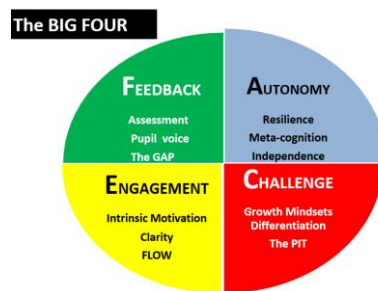
The common educational purpose motivates all members of the Sydenham Community to give of their best as learners and leaders of learning.

Key Principles Of T&L Development

The Key Principles of the Teaching and Learning Development Programme are that all staff participate and engage in pedagogical research and development in order to inform evidence based practice.

The Teaching and Learning Team aim to provide targeted and tailored support of outstanding quality to enable all teachers at all levels of expertise to become exceptional teachers resulting in outstanding progress for all students.

Feedback, Autonomy, Challenge, Engagement underpin the core of the research, development and training.



Teaching and Learning - Core Training Entitlement

ITT Programme (PGCE, Schools Direct, Teach First)

Weekly Mentor Meetings, Weekly Professional Studies Meetings with PCM and lead teachers for key areas, Regular Observations and Feedback Sessions by Mentor, PCM, Subject Tutor.

NQT Programme (Year 1)

Weekly Mentor Meetings, Fortnightly Professional Studies Meetings with Induction Tutor, six NQT Sessions by Lewisham LEA)

Leadership and Professional Networks

School Improvement Plan Aims -

Leaders create a strategic, self-evaluative approach and model an ambitious culture of improvement.

Priorities: Strategy and Use of Data, Inspiring and Energising, Resilient and highly skilled at leading change

Key Principles of Leadership

Leaders at Sydenham will be, *“both inspired and inspiring....be able to find and hold a vision while enthusing others to share that vision... able to manage chaos and complexity while instilling enough stability to ensure smooth daily operations. They will be able to change direction ... from one imagined future to another - without losing the support of associates, staff [...] and other stakeholders... they will be able to manage creatively the emotional impact of constant change”* Richard Olivier, ‘Inspirational Leadership’

Leadership - Core Training Entitlement

Early Leadership

Bi- annual collaborative CPD with Forest Hill School and Institute of Education - targeted for teachers in early stages of leadership or aspiring to be leaders in the near future.

Developing Leadership

Targeted CPD currently running with Forest Hill

Professional Development Curriculum

Recently Qualified Teacher Programme (1-3 Years)

Six Sessions over the year and targeted support where appropriate.

Early Qualified Teacher Programme - (3 - 5 years)

Good to Great CPD with FHS, Early Leadership Programme, Excellent Teacher Programme, targeted support where appropriate.

Targeted Intervention and support - *Support plans, one to one coaching, developmental lesson observation and feedback, open door policy for all in T&L Team*

LLP and Excellent Teachers - R&D Programme *(see below for more information), Good to Great R&D, External Networks, Mentoring and Coaching opportunities on all training programmes, Early and Middle Leadership programmes.*

School and IOE for teachers who have been middle leaders for two or more years who are new in a higher leadership post.

Black and Minority Ethnic Leaders - Dream Group
Inspiring Leadership for staff from BME heritage - through vision, action and passion, SWLSEP - Aspiring to Headship, IoE/NCTL Career Progression, Equal Access, Black Leadership Initiative and Black Professionals Network, leadership mentoring
MA - St Mary's/Canterbury, Career development loans,

Leadership Mentoring and Coaching

Mentoring and Coaching sessions with experienced external leaders for Sydenham leaders at various stages of their career, focusing on those at higher levels of leadership looking for senior leadership positions.

Senior Leadership

ESLT Leadership Programme from Work Life Support - Leadership for Change, Myself as a Leader, Psychometric testing MIRO, Effective Communication, Resilient Leadership.

NPQH

For senior leaders aspiring to Headship

Targeted and Tailored Support Plans

Leaders identified as benefiting from one to one tailored support.

Professional Development Curriculum

Teaching and Learning, Training, Research and Development

Research and Development Programme on FACE

A rolling programme of Professional Development

“all staff participate and engage in pedagogical research and development in order to inform evidence based practice.”

Term One: Research

Session One: Whole Staff

All teachers complete self-evaluation against 9 areas of pedagogy. Within faculties, key areas for development are identified and initial inquiry questions are submitted.

Session Two: Four Groups within FACE

LLP and excellent teacher led sessions to build skills in research based inquiry. Teachers refine enquiry questions and identify key areas of research.

Feedback: BRN / SDT

Autonomy: SMN / KSR

Challenge: NMA / HBN

Engagement: MES / SPI / AHD

Session Three: Lesson Study / Inquiry Group

Teachers use research as basis for inquiry. Create baseline data target group.

Term Two: Lesson Study

Teachers formed in triads. Three sessions of directed time to plan and reflect on lesson study. Each teacher will teach one lesson that is observed by colleagues within the lesson study.

Term Three: Evidence of Impact

Teachers identify evidence of impact, refine methodology, share findings with staff, embed successful strategies into teaching practice and SoWs.

Leadership and Professional Networks

External Providers, Networks and Partnerships

ITT Training Providers

Institute of Education

Kings College

Canterbury

Central School of Speech and Drama

Goldsmiths

University of Chichester

Royal Academy of Dance

Research and Development Partnerships

- *Institute of Education Research and Development Network*
- *Ascend Lesson Study (Led by Hayes Academy and Pickhurst Primary School)*
- *Partnership with Forest Hill - Good to Great Programme (LLPs - 30/09/14 - 16/10/14 - 11/11/14 - 20/11/14)*
- *Teach First - Primary Phase Partnership*
- *Partnership with Burntwood - developing middle and senior leaders' observation skill development through Joint Lesson Observation*
- *Wellington College / Harvard - Growth Mindsets*
- *Central School of Speech and Drama - MA Programme*
- *Mayor's Fund - Science with Primaries*
- *Worklife Support*

Professional Development Curriculum

Success Criteria for the Professional Development Curriculum

Evidence of Impact over next two to three years:

Improvement of student progress in every year group identifiable through the Gold Standard data
Reduction of in-school variation across the subjects in student outcomes at KS4 and KS5.

Contributing to:

Sydenham School Key Priorities

- Attainment and progress are consistently above national for almost all students and improving AND
- Attainment 8 is above average compared with similar and girls' schools.
- Progress 8 shows value added and accelerated progress for under achieving groups so that they match the rest of the school
- Achievement gaps are within 15% of being closed.