



PEDAGOGY TEAM

Professional Learning & Leadership in Fife Education & Children's Services

2017/18

About us

The Pedagogy Team provides packages of high quality professional learning for teachers and support staff in schools throughout the Local Authority. Professional learning opportunities focus on building knowledge, understanding, skills and confidence within Literacy, Numeracy and Relationships. These are the key areas which can support young people to be successful in school and in life. Our work is clearly focussed on addressing the priorities outlined in the National Improvement Framework (2016), Fife Education & Children's Services priorities (2014-17) and our current strategy for 'Achieving Excellence & Equity in Learning & Teaching in Fife' (2017). We aim to address the attainment gap through attending to the implementation gap. Supporting school, faculty and departmental teams to improve the quality of learning and teaching .

Our team is comprised of experienced Teachers and Pupil Support Assistants, led by a Development Officer and five Principal Teachers. All team members demonstrate highly effective practice and lead professional learning with confidence.

Possible Models of Engagement

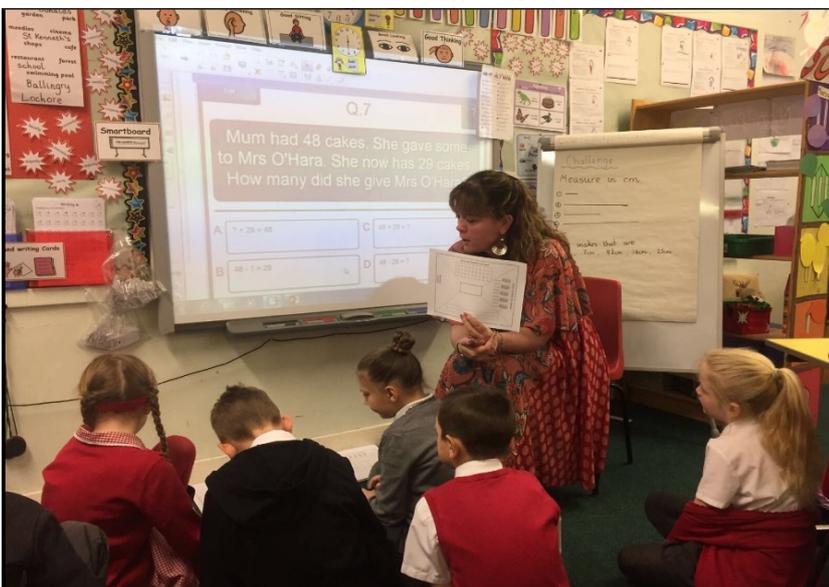
From August 2017 School Leadership Teams will have the opportunity to request the services of the Pedagogy Team. It is anticipated that our services will be employed to support developments identified in school improvement plans. Improving outcomes for our most vulnerable learners will be the key feature of these engagements.

School leadership teams are encouraged to consider the involvement of the Pedagogy Team to support their school, department and/or cluster strategies to improve learning and teaching. These opportunities are highly cost effective options for schools or clusters, as they are heavily subsidised by the local authority.

Engagements will be designed in consultation with school leadership teams to support individual school contexts and planned strategies. Suggested models of engagement are outlined to provide a starting point for planning discussions.



"I have witnessed an increase in collegiality throughout the school where numeracy pedagogy is discussed regularly by staff. We have found, as a school, that pupils who have previously found it challenging to express their understanding of concepts are now more confident and resilient in tackling math's problems"
- Headteacher, Warout PS



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- Possible Models of Engagement
- Literacy focus: Workshop for Literacy approach
- Numeracy focus: Conceptual development of number
- Nurturing Relationships: Building and sustaining nurturing approaches
- Spotlights: Pedagogical approaches across the curriculum
- Measuring & Evaluating Impact

Intensive Engagements

Intensive engagements have a Literacy, Numeracy or Nurturing Relationships focus. School practitioners will engage in professional learning during the school day, collaboratively planning and teaching with a pedagogy team teacher. Professional dialogue is framed around a *Lesson Study* model, tracking and monitoring the progress of identified learners throughout the engagement.

Universal Support

We offer universal models of professional learning for all teachers and support staff focussed on Literacy, Numeracy, Nurturing Relationships and *Spotlight* sessions related to our learning and teaching strategy. These are normally delivered through twilight professional learning opportunities.

We also tutor and assess candidates through the Professional Development Award (PDAS), as part of the SSSC registration for support staff.

Whole school or department options...

Full Term Model

This is our most intensive option which will span a full school term, usually one to two days a week depending on the size of school/department. The aim is to develop all teachers' understanding of theory, policy and effective pedagogy in the focus area (literacy, numeracy or nurture). This is achieved through a full package of training and coaching sessions based on current educational research in the selected focus area. Collaborative planning, teaching and evaluation of impact using the *lesson study* approach adds value to this process. Professional reading and intersessional tasks are also provided to develop teacher's critical understanding of the impact of teaching and learning.

Support staff are also provided with professional development opportunities, and work collaboratively with the team to develop their practice.

Leadership dialogues take place pre-engagement and throughout the engagement process in order to evaluate progress. The whole staff team are also supported in an action planning session following the engagement to ensure sustainable improvement and ongoing evaluation of impact. A representative from the team will revisit the school approximately 4 months after the engagement to review the action plan and consider next steps.

Approximate cost based on 10 teachers x 9 week package: **TBC**

Variants of the full term model may include:

Four Week Model

A four week model where training has been or currently being delivered via either the Train the Trainer or Literacy Champions. The Pedagogy Team will engage intensively with the whole staff through four collaborative teaching sessions, professional dialogues (with class cover provided) and a final action plan session.

Approximate cost based on 10 teachers x 4 week package: **TBC**

Flexible Model

Your bespoke model will include twilight training sessions delivered by the pedagogy team. Four collaborative teaching sessions, professional dialogues (with class cover provided) and an action planning session are included. Following discussion with the leadership team you may wish to arrange the teaching sessions and professional dialogues at various points throughout the school year. This would be arranged prior to the commencement of the model.

Approximate cost based on 10 teachers with a Numeracy focus: **TBC**



"Thank you...the visit was absolutely the highlight of my week and I'm sure I'll reflect often on what I saw and heard over the coming months. Being able to picture teaching in action will be enormously useful. The passion and commitment among the teachers was great to experience."

Laura Ross, Scottish Government

Pupil Support Assistants

“If we have a policy agenda...which is about getting it right for every child, we have to make sure that... the staff we’re expecting to provide that support are equipped with the knowledge and the experience and the techniques to ensure that young people can be properly supported.”

Scottish Government 2017

Integral to all intensive models of engagement is the professional learning opportunity for support staff. During school engagements, Pedagogy Team PSAs will work alongside school support staff with opportunities for professional dialogue, supported reflection and development of practice which supports effective pedagogy.

There is also the option of a bespoke, focussed PSA engagement.

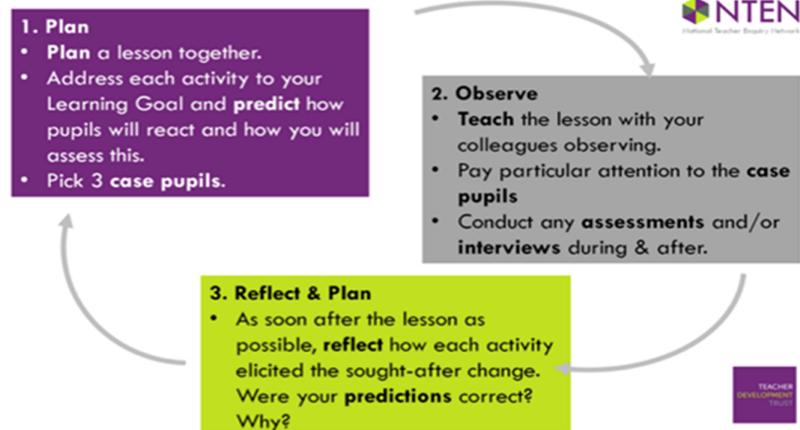


PSA Professional Learning Session

Expert teachers (practitioners) are always consolidating what they know to be effective, testing it, and continuously adding to it. It’s not just the evidence, but what you do with it, how you evaluate it here and now, and how you connect it to other evidence, including the evidence of your own collective experience, that matters.

Collaboration can be too warm and too cold. We need to find the sweet spot that’s ‘just right’ in between. (Fullan, 2016)

Implementation: Lesson Study



Leadership, Learning & Success (Smith 2015)

Directed Engagements

In order to meet the needs of your learners a more targeted approach may be required. Rather than aiming to deepen all teacher’s understanding of effective pedagogy in a particular focus area, it may be that you choose to focus to improve outcomes for a specific group of identified learners.

Cyclical Model

During the course of a term the Pedagogy Team will collaboratively plan and teach twice weekly for the first two weeks of term with the targeted group of identified teachers and learners. Thereafter revisits will take place on a four weekly/monthly pattern to engage in professional dialogue with relevant class teachers to discuss impact and next steps of development. A final action plan is collaboratively produced to ensure sustainability. Training can be delivered by the Pedagogy Team but it may be that in-house Train the Trainers (Numeracy) or Literacy Champions can deliver this.

Approximate cost based on 5 teachers with a Literacy focus: **TBC** (without training)

Weekly Model

This model would suit schools where training has already taken place or in-house training is occurring. The model will involve collaborative teaching sessions and professional dialogue on a weekly basis during a whole term. Professional dialogues and planning sessions will support this weekly model where an adapted lesson study approach is used. A collaborative final action is created.

Approximate cost based on 5 teachers with a Nurture focus: **TBC** (without training)

Individual Learner Model

The above models can be adapted to help meet the needs of a specific learners or small groups of learners. Where a particular learner or group’s needs justify this, a member of the Pedagogy team will be assigned to specific learners or groups. The team member will then track progress and observe how the learners engages with their learning. This is achieved through collaborative planning and teaching sessions which aim to effectively meet the needs and develop the potential of the identified learners. Appropriate training will be identified and delivered to support relevant staff during twilight sessions. Professional dialogues support this process throughout.

Approximate cost based on 5 learners and teachers with a Nurture focus (possibly 3 twilights): **TBC**

Literacy Universal & Full Term Models

During intensive engagements the aim is to deepen practitioners' understanding of effective teaching of literacy and to highlight strategies from the *Workshop for Literacy* approach. Practitioners will be supported to engage effectively with current research and literature to inform critical thinking and professional practice.

The Workshop for Literacy approach was first developed by Jennifer Drysdale as a means of improving outcomes for learners with Dyslexia. However, it was soon discovered that this multi-faceted approach benefitted all learners.

The approach centres on three main pathways through which learners acquire effective literacy skills. Explicit skills are taught through engagement with high quality text.

Contextualised assessment, together with the Workshop for Literacy Tracker and manual, allows for appropriate differentiated learning to meet the needs of all learners.



Workshop for Literacy Training

The Professional Learning Package

The Workshop for Literacy Training

Timescales - 5 X 1 ½ hour sessions

All sessions include engagement with current research, examples of good practice, opportunities for professional dialogue, intersessional tasks and engagement with the *WFL* documentation. The approach considers the holistic stage and needs of each learner before suggesting strategies for effective teaching of literacy.

- Session 1: An introduction to the workshop for literacy approach**
Exploring child development and the core pathways through which literacy skills are learned.
- Session 2: Developing the Semantic Pathway**
Focussing on the semantic pathway, with emphasis on the importance of metacognition and high quality questioning.
- Session 3: Processing Sounds and Developing Spelling**
Investigating the phonological pathway, including phonological awareness and explicit teaching of spelling strategies.
- Session 4: Developing Reading through the Orthographic Pathway**
Developing an understanding of the approaches to the teaching of reading.
- Session 5: Developing Writing through the Orthographic Pathway**
Focussing on strategies for developing skills and sustaining motivation in writing.

Workshop for Literacy Support Documentation

Tracker

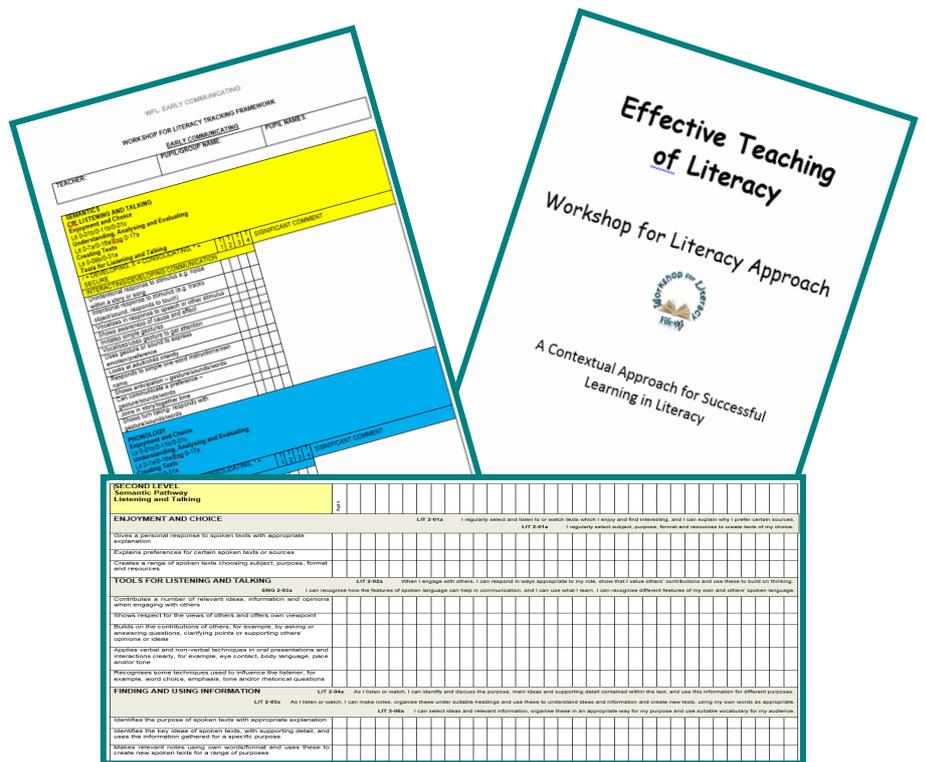
This document contains a progressive outline of the skills required for effective literacy learning and is designed to be used to plan and assess pupil learning.

Manual

This document provides the theory behind the approach, gives opportunities for reflection and discussion and provides examples of how the approach could be used.

Record of Understanding

This document is currently under development and aims to track individual pupil progress against the national benchmarks. It is intended to be used alongside the other documentation.



Current Workshop for Literacy Support Documentation

Universal Training Opportunities

Workshop for Literacy

These five twilight sessions mirror those in school engagements. Participants have an opportunity between sessions to use the strategies explored during training and to engage in recommended professional reading. An additional session is available to assist practitioners and school leaders to engage effectively with support documentation, including the Workshop for Literacy Tracker.

COST PER PARTICPANT: 5 Sessions -£150

Becoming a Literacy Champion

Practitioners who are interested in taking the Workshop for Literacy approach forward in their school or cluster are invited to take part in the Literacy Champions professional learning opportunity. It is expected that they will have already completed the WfL training. Practitioners will be supported to share good practice, engage in meaningful professional dialogue, develop presentation and coaching skills and create networking opportunities.

COST PER PARTICPANT: 6 Sessions plus school visits -£250

Individualised Training Opportunities

The Pedagogy Team can provide one-off twilight sessions for schools who wish to focus on a particular aspect of literacy. (Approximate cost -£250)

There was an opportunity for dialogue every week which was beneficial for planning and discussing the impact on focus pupils.

I was greatly supported by my partner and the training team. It has given me the tools to succeed.

**Class Teacher
Touch PS**

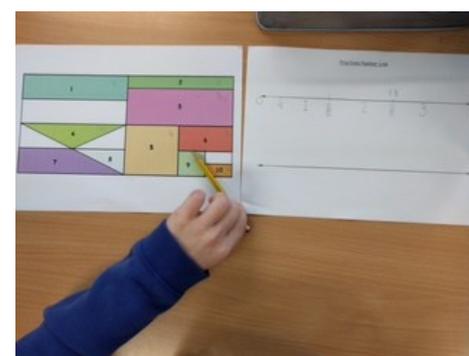
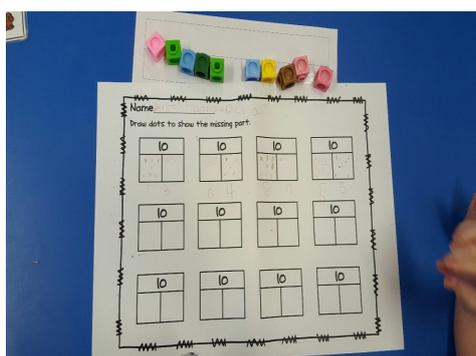
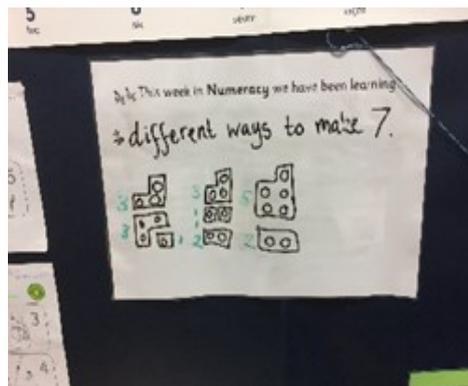
Numeracy Universal & Full Term Models

During intensive engagements the aim is to increase teacher's subject knowledge, improve awareness of how students develop understanding of conceptual number and increase skills and confidence using diagnostic assessments effectively.

In some engagements there is a focus on parental engagement in children's learning in Numeracy and Mathematics.

Practitioners will be supported to engage effectively with current research and literature to inform critical thinking and professional practice.

Our Course content was developed in partnership with Angus Council and upon findings from research carried out by the Realistic Mathematics Education Freudenthal Institute, Netherlands; Maths Recovery approach, New South Wales, Australia; and the Department of Education, Western Australia as well as work carried out in New Zealand and Singapore. Their findings all support that conceptual understanding should take place before procedural knowledge. The First Steps in Number work was compiled on the basis of five years of research and 900 articles.



Examples of developing conceptual understanding of numeracy through the use of concrete materials

The Professional Learning Package

Conceptual Development in Number 9 x 1 ½ hour sessions

Session 1: Introduction to the approach - We examine what is effective teaching and learning in maths and we begin to look at what research tells us.

Session 2: Structure of number - Counting principles and the structure of numbers are examined and the tools and strategies to assess and develop understanding are explored.

Sessions 3 & 4: Place value - Discussion of conventional and conceptual approaches are discussed and activities to understand standard & non-standard place value partitioning are examined in detail.

Session 5: Decimals - Exploration of misconceptions and the importance of teaching decimals as part of place value learning experiences.

Session 6: Fractions - Examining the different representations, and the concept of fractional parts, of fractions.

Session 7: Addition & subtraction - Ensuring conceptual understanding and not simply procedural rules are followed. Moving thinking between concrete to abstract representations.

Session 8: Multiplication & division - Ensuring conceptual understanding and not simply procedural rules are followed. Moving thinking between concrete to abstract representations.

Session 9: Calculations - Developing a deeper understanding of the term mental calculations and exploring the place of written jottings and different methods of calculating.

Numeracy & Mathematics Guidance

Lesson Study Approach (2015)

Fife Numeracy Progression Documentation (2016)

Fife Milestones

First Steps Mathematics (2013), Department of Education Western Australia

Mathematics Recovery, Southern Cross University, New South Wales

Australian Curriculum, Assessment and Reporting Authority

Education Endowment Foundation (2016)

Mathematics & Numeracy Benchmarks (2016), Scottish Government

CfE: Numeracy Across Learning: Principles and Practice (2008), Scottish Government

CfE: Numeracy & Mathematics: Experiences & Outcomes (2008),



Train the Trainers: Conceptual understanding in Numeracy

Universal Training Opportunities

Train the Trainers

This course is designed for teachers and members of the Senior Leadership Team who are willing to lead the professional development of their colleagues in regard to the Developing Conceptual Understanding in Numeracy approach. It is expected that the teacher takes the role of leader whilst the SLT participant will take the role of supporter and facilitator. There is an expectation that the approach will be implemented in a whole school or whole department setting.

Both participants will need to attend all training sessions and engage in professional reading. The teacher will also analyse classroom-based tasks and maintain a reflective learning log which will be shared with the Mathematics & Numeracy Principal Teachers of Pedagogy. This year will allow the participants to develop and begin to embed the approach within their own practice.

COST PER PARTICIPANT: Year 1—9 Sessions -£270
Year 2—4 Sessions—£120

In-house Enquires

The Pedagogy Team will support a small scale practitioner enquiry in any of the following areas:

- Flexible and Fluid Groupings
- Maths Talk
- Enquiry Learning and Problem Solving
- Maths Anxiety and Resilience
- Mathematical Mindsets
- Responsive Feedback

This will be achieved through examining research materials, engaging in professional dialogue while using reflective learning logs and tasks.

The team could engage with a whole school, a secondary Mathematics department or a group of teachers focus on a similar level, e.g. early years. The model could include twilight sessions and class visits.
Approximate cost - £1200

“This input has most definitely made me think about my teaching and not just in maths. I’ve felt more confident about supporting peers & have enjoyed taking suggestions from others into my class.”

Class Teacher, Warout PS

“Pupils are more inclined to be comfortable attempting questions without fear of failure, and are less hampered by their perceived need to have the “correct” type of working.”

Class Teacher, Lochgelly HS

Nurturing Relationships Universal & Full Term Models

Nurturing relationships are a necessary pre-requisite for high quality learning and teaching and are essential to improve outcomes for all learners in Fife. A concept is developed which equates nurture with success, and acknowledges social and emotional skills as drivers of learners' lifetime success.

During your bespoke intensive engagement practitioners will be given the opportunity to reflect critically on their personal and professional values. They will be supported to engage effectively with current research and literature to inform critical thinking and professional practice.

The aim is to increase awareness of how early experiences and the quality of relationships within and out with the school community impact on a young person's readiness to learn. There will also be opportunities to consider effective strategies for building and maintaining positive relationships. At the conclusion of the engagement the school staff will be supported collegiately create an action plan which will link to priorities identified in the SQIP.

The Professional Learning Package

The professional learning package is presented and facilitated by members of the Pedagogy Team in an a multi-media format, where practitioners are actively engaged through tasks and dialogues. Intersessional tasks are also provided. These include a variety of formats, for example video links with associated reflective questions.



Our suite of five professional learning sessions are:

1. Closing The Gap

- Highlighting the importance of closing the attainment gap and raising the bar
- Explore and reflect on our values
- Consider inclusion
- Examine effective pedagogy



2. Getting It Right - Attachment Experience and Impact

- Examine GIRFEC in practice
- Further develop our understanding of attachment theory
- Consider the impact of attachment experiences

3. Readiness to Learn

- Explore the effects of **stress on a child or young person**
- Consider strategies for building trusting relationships with children and young people
- Examine the importance of attunement in the classroom
- Consider factors influencing resilience

4. Effective Support - Self-regulation

- Explore our experiences of stress
- Examine key features of self-regulation development and effective de-escalation
- Look at examples of effective tools which support the development of self-regulation and de-escalation

5. The School Community - A Shared Vision

- Explore key concepts and principles of Restorative Approaches
- Examine key relationships and consider what makes them effective
- Reflect on sessions—Where are we now? Next Steps?



Effective Pedagogy, underpinned by positive relationships, will enable us to raise the bar for all learners and close the attainment gap”

H Martin Fife Council Attainment Advisor (2017)

Nurturing Relationships Policy and Guidance

Lesson Study Approach (2015)

Children and Young People (Scotland Act) 2014, GIRFEC

CfE: Health and Wellbeing Across Learning: Responsibilities of All (2008), Scottish Government

NIF, Delivery Plan and Governance Review (2016), Scottish Government, SAC

HGIOS? 4 (2015), HGIOELC? (2016)

Better Relationships, Better Learning, Better Behaviour (2013), Scottish Government

Professional Standards (2013), GTCS

Fife De-escalation Pack (2017)

What are school staff saying?

“We engaged in fantastic professional dialogue as a staff”

“I will take the learning in to the classroom to help me become a better PSA.”

“I’m actively thinking and reflecting about my own practice to improve service delivery.”

“I’m going to amend my practice - small changes to benefit the needs of my pupils.”

“...give children more time to answer, hold back a little, give them a voice.”



Reflecting on practice in a Nurturing Relationships session

Engagement Models:

Whole School Engagement (see page 3 for more details)

All intensive engagements involve professional dialogue, both pre-engagement and during, to evaluate progress and impact. Collaborative planning, teaching and evaluation of impact on learner’s progress is at the heart of the engagement. The *lesson study* model underpins the approach used with all practitioners. This is also supported by the professional learning package.

Approximate cost based on 10 teachers x 5 weeks, including training: **TBC**

Universal Training

An opportunity for all Fife Education staff to engage with the Nurturing Relationships Professional Learning Package.

Teachers - 5 twilight sessions (generally once every 4 weeks) £150

Pupil Support Assistants - 2 twilight sessions (generally 2 weeks apart) £60 or a half-day (available on inset days usually cluster funded) - £500

Held in venues across Fife throughout the academic year.

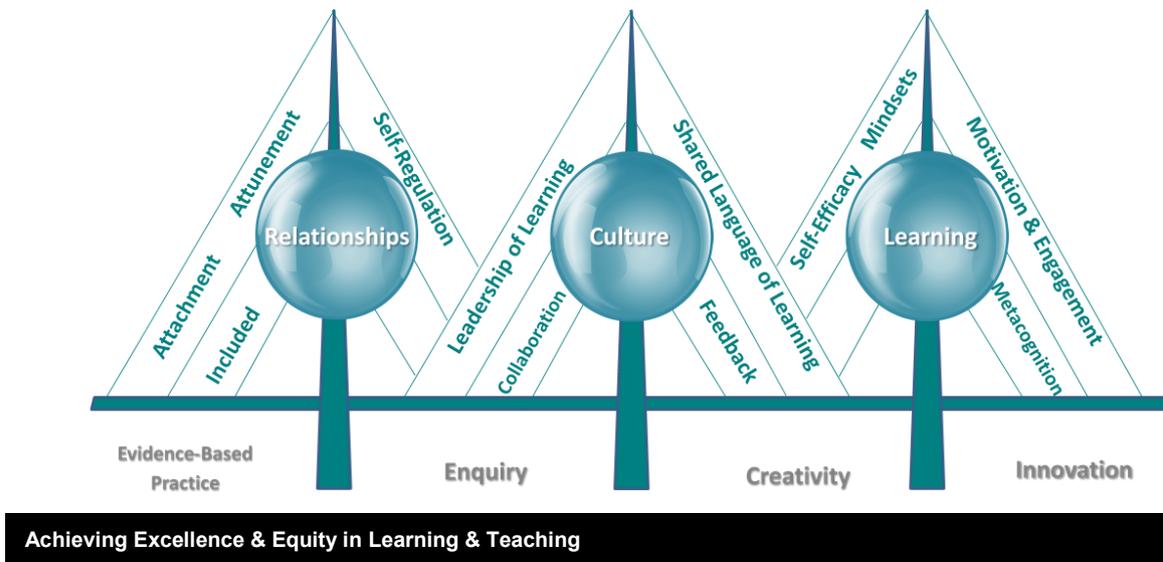


Future Development:

The Pedagogy Team are currently developing a Nurture Hub on GLOW where resources, professional readings and practitioner support will be available.



Spotlights: Pedagogical Approaches



We are also able to deliver an overarching series of sessions focussing on pedagogical approaches that align with the pillars and strands of our *Achieving Excellence & Equity in Learning & Teaching in Fife* strategy.

These sessions can be delivered as a full suite for clusters or schools, or teachers can access individual sessions delivered centrally.

Session Details

- **Collaboration: collective efficacy and collaborative learning**—This session looks at a range of ways to deliver effective group work to achieve shared goals. As a result of this session you will have a variety of strategies that you can take directly to the classroom.
- **Self-Efficacy: a route to independent learning** —We want to support children to become self-motivated, independent learners and this session explores how we can do this using a self-regulated learning cycle. We will consider a range of strategies and approaches to support this in the classroom.
- **Effective Questioning & Feedback**—How can we foster enquiring minds through asking the right types of questions to develop children's thinking? This session explores metacognition, higher order questioning, different types of questions and provides a variety of practical ideas.
- **Motivation and Engagement**—During this session we shall discuss the features of highly effective practice that ensures development of intrinsically motivated learners and we shall critically reflect on ways to foster communities of learning in your classroom.
- **Creating & Developing Growth Mindsets**—This session looks at the impact of fixed and growth mindsets as highlighted by the research of Carol Dweck amongst others. How can we develop a growth mindset culture in our schools through our actions, words and form of praise?

Approximate Costs

Full Suite: Up to 40 participants x 6 Twilight session (1.5 hours each) - £3600 (Approximately £90 per participant)

Centrally Based Twilights: Cost per participant £30 per session or £180 for full package.

Leadership is not about making clever decisions...It is about energising other people to make good decisions and do better things. In other words it is about helping people release the positive energy that exists naturally within people.

Fullan (2016)

Making sound judgements about the impact on learners should be central to self-evaluation.

(HGIOS 4)

Triangulation of Evidence

Diagnostic Assessments pre & post engagement

Individualised/ Department/Whole School Action Plan & Evaluations

Collaborative Summary Report

Attainment & Value -Added Data

Attitudes & Pupil Voice Surveys

Records of Professional Dialogues

Learning Log

Practitioner feedback and evaluations

Leadership dialogues



Measuring & Evaluating Impact

Throughout our intensive and universal engagements leadership teams and staff will be supported in adopting an enquiring approach to teaching and learning. Supporting teachers in developing the knowledge, skills, dispositions and understanding required to question, challenge, understand and know deeply about teaching and learning.

Discussions will take place around the **magnitude and pervasiveness** of the impact of learning and teaching on individuals and groups within and across classes.

Recognising the need to understand the impact of specific interventions and teaching approaches made in schools on pupil outcomes.

(Education Endowment Foundation 2017)

Policy and Guidance

Improvement Planning & Reporting Guidance, (2017) Fife Council

CfE Assessment Rationale & Framework, (2017) Fife Council

Scottish Attainment Challenge
<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

Lesson Study: a handbook (2014)
Dudley, P. www.lessonstudy.co.uk

NIF, Delivery Plan and Governance Review (2016), Scottish Government,

How good is our school? 4th Edition (2015) Education Scotland

How good is our early learning and childcare? (2016) Education Scotland

Building the Ambition (2014)

Tools used for measuring and evaluating progress:

Diagnostic Assessments pre & post engagement
Attitudes & Pupil Voice Surveys
Lesson Study pro forma
Records of Professional Dialogues
Learning Log
Individualised/Department/Whole School Action Plan
Collaborative Summary Report

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