



Ein Rhanbarth ar Waith  
Education through Regional Working

# Improving Teaching and Learning in all Clusters across ERW.

*A delivery and funding model to strengthen  
support for Teaching and Learning*

Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.  
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.  
Its aim is to implement the agreed regional strategy and business plan to support school improvement.

## **A delivery and funding model to strengthen support for Teaching and Learning**

### **Background and Introduction.**

ERW has implemented key successful strategies over the last three years, and has also found where hurdles to effective communication with schools lie.

In addition, funding to support improving teaching, a new curriculum, literacy and numeracy as well as subject support in increasingly coming to regional consortia from WG. A policy steer both nationally and locally, is developing a strategy and methodology of a self-improving system and enabling schools to build their own capacity to self-improve.

**ERW currently provides good support to improve the quality of teaching and learning of core subjects in most secondary schools.** This support has been well received by schools and supported most targeted schools to secure improvements in pupil outcomes. In addition, this improvement has been maintained in most schools once this support has been removed. This provides good evidence that this method of support has built school improvement capacity. The support for foundation subjects at key stage 4 is developing well. However, due to funding, this is currently mainly focussed on implementation of the new Key Stage 4 courses and less on improving the quality of teaching and learning. In addition, support requirements for Key Stage 5 are likely to grow with the decline in standards and change of examinations. Therefore, this area will require additional support in the future.

ERW's provision for primary schools is less structured and less effective. This is due to the variability in capacity and quality in Local Authorities to support improvements. In addition, in a few cases, current and up-to-date knowledge is less well developed. As a result, many primary school teachers do not get as effective and well-structured support to increase capacity and improve teaching and learning. In addition, a number of SERs and SDPs do not identify their key aspects of provision that require development.

### **The case for development and methodology**

The Estyn Annual report for 2015 – 2016 tells us that “The most important factor in how well learners develop and learn is the quality of teaching. However, teaching is one of the weakest aspects of provision in most sectors”. Where leadership and teaching and learning is effective, “leaders have a good understanding of the strengths and weaknesses of teaching in their organisation and arrange professional learning opportunities to improve teaching.” However, where leadership and teaching and learning are less developed, “leaders do not have a clear idea of what needs to be improved and self-evaluation reports are often thin on detail regarding teaching.”

The OECD report on ‘Improving Schools in Wales’ (2014) work on PISA outlines clear recommendations for improving the quality of teaching and learning in all schools across Wales. This report identifies the need to “set high expectations and promote the use of differentiated teaching.

With a high proportion of low performers, about one in five students living in poverty and the same proportion with special education needs, and low proportions of high performers, Welsh schools need to move towards more personalised learning while still setting high expectations for every child.” It also outlines the clear need for us to recognise and invest in developing teaching and learning and to ensure we provide staff with continuing professional development”

As identified by the work of The Sutton Trust, “We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students” (Coe et al 2014).

A recent study visit to Singapore has identified the key and effective practice to secure and improve teaching, and, as a result outcomes for pupils.

Of the primary and secondary schools inspected in ERW during the year 2015 – 2016 only a majority (64%) of those schools had the quality of teaching to be judged good or better.

For this reason, ERW is proposing a region wide focus on developing the quality of teaching and learning across all clusters. This will support the development of Successful Futures and support the profession to move towards an action research based model which develop and evolves teaching practice.

In order to develop the self-improving system ERW’s work must focus on building school capacity to secure and drive their own improvement. This support will replicate the success of the current Leaders of Learning project.

### **The proposal.**

ERW will fund each cluster to employ a Leader of Learning to support all schools to improve the quality of teaching and learning and also to enhance the capacity of leadership throughout the cluster. These Leaders of Learning will be a key part of the ERW delivery arm to ensure high quality and bespoke support is provided to all schools as and when required.

This would link to the already successful work where cluster Leaders of Assessment have secured improved moderation process across ERW. The funding for these leaders of assessment could be used to enhance this model and secure a more positive focus on assessment for learning in addition to moderation.

Leaders of Learning will:

- Deliver areas of the menu of support as brokered by Challenge Advisers
- identify and provide effective support which build capacity and develops the self-improving system
- model lessons
- develop and provide rich resources which develop pupils understanding of PISA style and new GCSE questions
- assist in the development of departmental / regional Scheme of Work

- develop joint planning and delivery of lessons
- provide training sessions.
- support the development of Leadership to improve the quality of teaching and learning.

**ERW will:**

- provide regular and high quality training and support for all Leaders of Learning
- manage the team of Leaders of Learning effectively to ensure high quality support is provided to all schools.
- monitor the impact of the work of Leaders of Learning to ensure capacity is being built across all schools and pupil outcomes improve.
- Provide change management training for all Leaders of Learning to support school in preparation for the new curriculum.
- Ensure all leaders of learning are effectively upskilled in developing literacy, numeracy and digital competence.

Initially, the support for improving teaching will predominately focus on the primary sector as this area of support requires further development. The greatest potential for federation and further collaboration is here too.

Support for secondary schools will continue to be provided for core and non-core through the pool of secondary seconded Leaders of Learning employed centrally. Overtime these will be integrated back into schools and as the self-improving system develops they will provide internal cluster support for secondary schools.

The cluster Leaders of Learning will support secondary schools to improve teaching and learning, initially in a limited capacity.

**The development and implementation of Successful Futures.**

The Leaders of Learning in each cluster will be key to the delivery of Successful Futures across ERW. These practitioners will be responsible for developing teaching and learning to prepare schools for the implementation and to develop curricular knowledge across all schools.

In addition to this all Leaders of Learning will receive change management training in order to be effective in supporting all schools to implement and manage the change.

**Developing Pedagogy for Successful Futures.**

Leaders of Learning will develop research networks / PLCs of schools in each cluster. These research networks will:

- develop the professional learning opportunities that are identified through the formation of the Areas of Learning and Experience over the next twelve months. T
- form part of a wider network across the LAs that will provide a mechanism for dissemination of information about Curriculum Reform to all schools within ERW.

- be jointly guided by ERW and the LAs using an overarching steering group to ensure that the training is targeted towards the needs of the individual schools within the network area.
- Conduct action research based on one of the twelve pedagogical principles identified in Successful Futures to develop understanding of effective practice.

### **ERW and Leaders of Learning will**

- set up networks or PLCs in each LA in preparation for AoLE professional learning needs
- focus work initially on the Digital Competence Framework and the 12 pedagogical principles identified by Successful Futures as essential to “good teaching and learning”
- encourage schools to use action research and expert research to support their work on pedagogy
- share good practice and research results through a variety of medium across ERW
- disseminate information to all schools in ERW about Successful Futures
- encourage school to school support through the establishment of the networks or PLCs and contribute to the creation of a self - improving system
- provide all schools with the opportunity to work in a group with a pioneer school
- act as mentors for supporting new and developing teachers

### **Research Process for the network / PLC**

- Identify the Pedagogical Principle to work on
- Complete initial research. Where are we now with the principle? Where do we want to be?
- Identify the gap and do further research. What do we need to change? What works elsewhere?
- Identify and agree the changes and pilot them
- Quality assure. Have the changes had a positive impact? Identify any additional changes.
- Make any additional changes identified and quality assure again
- Implement and embed the new practice. Disseminate good practice to other schools
- Chairs will feedback progress at milestone points to the Overarching Group

### **The Twelve Principles are**

1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them

3. Good teaching and learning means employing a blend of approaches including direct teaching
4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. Good teaching and learning creates authentic contexts for learning
7. Good teaching and learning means employing assessment for learning principles
8. Good teaching and learning ranges within and across Areas of Learning and Experience
9. Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them
10. Good teaching and learning encourages children and young people to take increasing responsibility for their own learning
11. Good teaching and learning supports social and emotional development and positive relationships
12. Good teaching and learning encourages collaboration

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### **3 year development plan.**

The Aim of this project is to ensure we grow the process overtime.

2017-18

- Develop and pilot the approach across clusters in ERW
- Monitor and evaluate the impact of the work during each half term
- February 2018: provide directors and executive board with a detailed evaluation of the work and its impact to decide the full role out across the region.

2018 – 2019

- Use Leadership funding with pilot clusters to second current and future leaders to build capacity across the region
  - These post could be
    - internal (develop leadership within a cluster)
    - External to use leaders in other clusters to develop capacity and improve implementation
- Identify additional target funding to increase capacity in identified clusters
- Clusters to develop a joint planning approach for spend of additional grants including EIG where appropriate
- Clusters to consider financial savings by recruiting joint posts for roles such as Business Manager
- Monitor and evaluate the impact of the work during each half term
- February 2019 provide directors and executive board with a detailed evaluation of the work and its impact to decide the full role out across the region
- Develop a menu of support delivery.

2019 – 2020

- Use Leadership funding to second current and future leaders to build capacity across the region
  - These post could be
    - internal (develop leadership within a cluster)
    - External to use leaders in other clusters to develop capacity and improve implementation
- begin the full role out of the development to all schools across the region
- Monitor and evaluate the impact of the work during each half term
- February 2020 provide directors and executive board with a detailed evaluation of the work and its impact to decide the full role out across the region
- Review potential appetite for further collaboration, formalising collaboration structures ect.

### **Measures of Success**

ERW will use a range of evidence to judge the impact of this project year on year. An initial review will take place after 12 months to evaluate impact and review effectiveness.

The evidence base will include:

- pupil outcomes
- teaching details in the second judgement of categorisation
- continuum of the quality of teaching and learning for all teachers in each school
- the overall capacity to improve for each school
- yearly staff questionnaire