



Westlake Boys High School:
PD - From Late Starts to Middle Leadership training



- Context: our school
- 'Late Starts' in 2008
- 'Late Starts': 2009-2011
- PD in 2012
- Has it been 'successful'?

Context:

Traditional boys' school






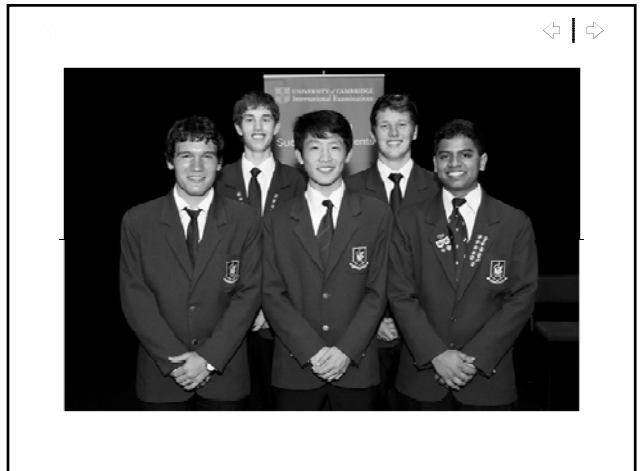
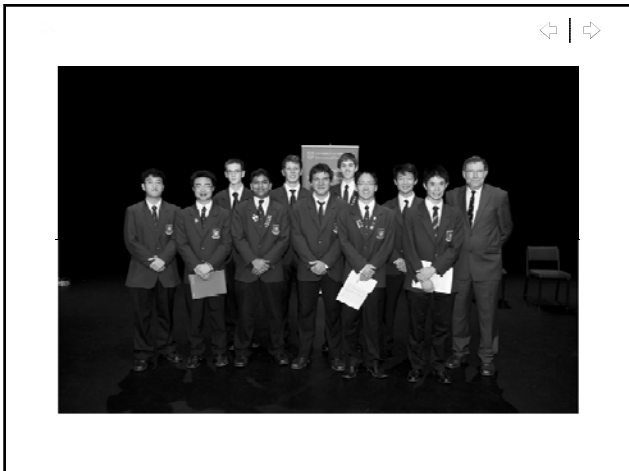




Context:

Rapidly changing boys' school

The crest is a shield-shaped emblem. It features a central illustration of a swan swimming in water. Above the swan, there is a small crown. Below the swan, there is a banner with text that is difficult to read but appears to be a school motto. The entire crest is enclosed within a decorative border.



Westlake in 2012

- Large oversubscribed state boys' school
- Academic focus: exam results plus...
- Sport and Music everywhere
- Multicultural in every sense
- Rapidly changing staff and leadership: young women!

Westlake in 2012

- Kindred schools: Cambridge and boys' schools
- Part of local networks of schools
- A comprehensive school with the trimmings of a grammar school ?

Professional Development :

Reflecting the new Westlake



Context: 2007



- Successful school
- Sporting strength: performance and participation
- Good examination results
- Dual pathway: CIE & NCEA
- Long-serving staff
- Rapidly changing staff profile
- Grappling with NCEA
- Technology
- Little focus on teaching and learning

2008: Late Starts PD



- 12 'Late Starts':
 - 8 cross-curricular
 - 2 whole school sessions
 - 2 in faculties or departments
- 8.30 - 10.30 sessions
 - 30 minutes 'sharing progress'
 - 1 hour 10 minutes 'learning'
 - 20 minutes reflection
 - Consistent format

2008: Teaching and Learning



- "This is an ongoing, developing programme aimed at improving teachers' practice. **It has a very clear philosophical bias: in keeping with the new National Curriculum, the international drive towards Personalising Learning, copious literature about raising boys' achievement, and a belief that education should prepare boys to be independent learners capable of flourishing in the 21st century world, it encourages learning that is active, engaged, varied and driven by outcomes rather than inputs.**"

Principles



- Active – and interesting
- Based on what we're already doing
- Tailored to the needs of WBHS
- *Aware of the 2010 Curriculum*
- Uses staff expertise
- Encourages independent learning
- Develops leaders

2008: Teaching and Learning



- Assessment for Learning
 - Peer and self-assessment
 - Active reading strategies
 - Questioning techniques
 - Using the way the brain works
 - Numeracy in your lessons
 - Classroom student leaders
 - Using Scholaris (2 sessions)
 - Managing boys effectively
 - Competition in the classroom
 - Writing Exams
 - Strategies for ESOL students
 - Preparing for the 2010 Curriculum
- Then to SLT, who added:
- How to lead a sport
 - Tips for better sports coaching
 - Enhancing Relationships through co-curricula and House programme
 - CPR

Session	Trainer
Assessment for Learning	Nick Salmeron
Peer and self-assessment	Cliff Jones
Active reading strategies	Jude A. Bourne
Questioning techniques	Dave Haydon
Using the way the brain works	Tim Fielder
Numberacy in lessons	Arnold Van Den Heuvel
Classroom student leaders	Linda Griffiths
CPR	Outside trainer
Using Scholar's 12 sections	Tonia Lynall, Charlotte Nolan
Managing boys effectively	Heather Greenhill, Bryan Macpherson
Competition in the classroom	Dave Widdowson
Writing Exams	Graham Smith
Strategies for ESOL students	Tina Kwok
Preparing for the 2010 Curriculum	Richard Bright
How to lead a sport	Ian Cartledge
Tips for better sports coaching	Tony McBride
Enhancing Relationships through co-curricular and House programme	Gary Rouse

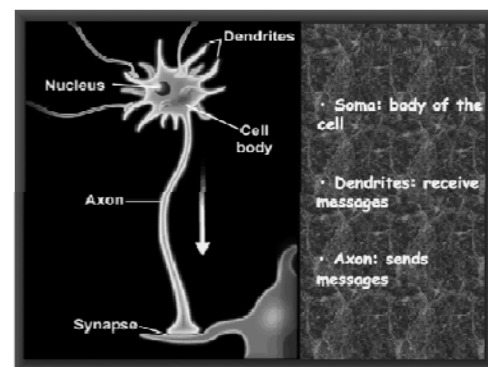
2008: Teaching and Learning

The Westlake Template

- **8.30-9.00:** Reflection on the impact of learning from the previous session.
- **9.00-10.10:** Structured training session
- **10.10-10.30:** Collaborative planning: how to use training in your classroom

Principles

- **Training seeks to build on existing expertise and practise:** trainees should therefore be asked to bring something to each session, and explicit links should be made between training and current practice.
- **Effective training is interactive, a professional dialogue:** sessions should therefore employ a 30/70 rule – around 30% of the time should be 'teacher-led'
- **Teachers like to talk:** there should be small group discussion work built in
- **Trainees have to know where they are heading:** learning objectives should be clear and explicit
- **Structure is essential:** there should be a mid-way 'checkpoint' in each session to help the progress of learning
- **Training is not limited to discrete 'lessons':** supporting materials should be provided to enable trainees to continue to develop by themselves
- **Training should model good teaching:** it needs to be lively, engaging and – occasionally – unpredictable



Promoting Rich Discussions

- Invite students to develop more complex contributions, e.g. "say a little more about ..."
- Echoing, e.g. "so you think that ..."
- Make a personal contribution, e.g. "I remember when ..."
- Positive body language e.g. eye contact, nod of the head, fist in the air, wave of the hand...

Using SOLO's Taxonomy

- Unistructural – students make a simple and obvious connection between pieces of information
- Multistructural – a number of connections are made, but not the meta-connections between them
- Relational – students see the significance of how the various pieces of information relate to one another
- Extended abstract – at this level students can make connections beyond the scope of the problem or question, to generalise or transfer learning into a new situation

2008: Leadership



"The Leadership Programme recognises that one of our jobs is to develop leaders, and that many of our staff will go on to become educational leaders in Auckland and beyond. It seeks to prepare staff for responsibility as well as to encourage them to become leaders in learning, helping teachers to develop their own practice..."

...Each Leadership session will include time for reflection and discussion of developing practice, and the exact structure will mirror that of the Teaching and Learning programme. The model of delivery will reflect the behaviours being encouraged."

Session	Trainer
Distributing Leadership	Craig Wetherham
Making observations effective	Allen Reed
Change Leadership and consultation	Craig Wetherham
Using data effectively	Allen Reed
Preparing for senior leadership	David Ferguson
Personal leadership	Sharon Roring
Structuring assessment for learning	Richard Bright
Supporting and challenging staff	David Ferguson
Making appraisal effective	Craig Walker
Timekeeping	Mark Jackson

2008: Leadership

Observations at Westlake

- All observations are focused on developing ourselves as teachers
- Only appraisal observations are inherently judgemental
- The process is collaborative – professionals together
- It must be rigorous
- It must be focused on learning
- It must be seen as part of a teacher's overall development and linked to their personal goals
- It should be related in some way to the school-wide goals related to teaching and learning
- It should celebrate our work as successful professionals
- It should help us take risks

Why use it?

Data summary...

- Tell you what a boy can do
- Tell you what a boy can't do
- Suggest what you can do next to help a boy
- Help you push students harder
- Help you in your planning
- Tell you if a teacher is doing something really well
- Tell you if a Department is doing something well
- Tell you if a school is doing something well
- Tell you if there's something worth investigating
- Be open to interpretation

Data can't...

- Give a complete picture of a boy
- Do your planning for you
- Tell you if a teacher is a "good" teacher
- Tell you if a teacher is a "bad" teacher
- Tell you if a Department or a school is a "good" or a "bad" place to be
- Be simple, clear or beyond argument

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2008 Late Starts: Organisation

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2008 Late Starts: Organisation

Feedback: structure



- Mornings are better than afternoons: keep the concept of the 'late start'
- The element of choice is popular: they like the 'personalised programme'
- There are too many sessions: their frequency takes away teaching time
- The Planning and Reflection sheets have been used inconsistently by trainers and aren't fully understood: are they feedback?
- Some confusion about the purposes of the 'Teaching and Learning' and 'Leadership' categories: why not put both areas together?
- There's a desire for more departmental sessions
- The repetition of courses makes it difficult for trainers to be participants
- The 'once-a-year' nature of the planning makes it difficult to respond to new training needs

Feedback: content



- Teachers have really valued the opportunity to talk in cross-curricular groups: this has been the most popular element
- Most teachers have appreciated the 'we're not experts, but here's a good way to go about it' approach of all trainers.
- The consistency of approach by trainers has been noted and approved
- The materials used have been well-received
- Trainers have valued the opportunity to improve on their sessions
- Where critical comments have been made about sessions, the most common have been that there was too much material to cover in the time [it felt rushed], or that participants have been surprised at the content – it didn't do what it says on the tin
- More ESOL-related training came up a few times

Feedback: summary



- 87% of teachers rated the PD 'good' or better
- 100% felt they had benefited in some way
- 96% felt that the courses were largely relevant
- 77% felt that 2 hours was about right
- 68% felt that there were too many sessions

2009: Late Starts PD v2



- | | |
|---|--|
| <ul style="list-style-type: none"> • 8 'Late Starts': <ul style="list-style-type: none"> • 5 cross-curricular [down 3] • 0 whole-school sessions [down 2] • 3 in faculties or departments [up 1] | <ul style="list-style-type: none"> • 8:30 - 10:30 sessions <ul style="list-style-type: none"> • 30 minutes 'sharing progress' • 1 hour 10 minutes 'learning' • 20 minutes reflection • <i>Principles and Template remain</i> |
|---|--|

2010: Late Starts PD v3



- **6 'Late Starts':**
 - 3 cross-curricular [down 2]
 - 0 whole-school sessions
 - 3 in faculties or departments
- **8.30 - 10.30 sessions**
 - 30 minutes 'sharing progress'
 - 1 hour 10 minutes 'learning'
 - 20 minutes reflection
 - *Principles and Template remain*

2011: Late Starts PD v4



- **6 'Late Starts':**
 - 3 cross-curricular
 - 0 whole-school sessions
 - 3 in faculties or departments
- **8.30 - 10.30 sessions**
 - 30 minutes 'sharing progress'
 - 1 hour 10 minutes 'learning'
 - 20 minutes reflection
 - *Principles and Template remain*

PD session 3 [May 10th]

Moodle
Reflective Practice: handling the RTCs
Making more use of KAMAR
Middle Leadership
Teenage Issues
Strategies for Maori students
Developing Pastoral Leaders
Working with Underachievers
For teacher aides: working with teachers

PD session 4 [June 29th]

Moodle
Reflective Practice: handling the RTCs
Making more use of KAMAR
Cross Cultural
Finance for Middle Leaders
Analysis of Student Performance
Collaborative Writing
Working with Underachievers
For teachers: working with teacher aides

PD session 5 [18th August]

Moodle
Reflective Practice: handling the RTCs
Making more use of KAMAR
Inter-Department Discussion Groups
Strategies for Maori students
Analysis of Student Performance
Productive Dialogue for Middle Leaders
Developing Pastoral Leaders

Session	10 th February 2008	13 th March 2008	9 th April 2008	2 nd May 2008	15 th June 2008	23 rd July 2008	27 th August 2008	16 th September 2008	24 th October 2008	1 st November 2008	1 st December 2008
Assessment for learning											
Professional development											
Performance review											
Quality improvement											
Strategic planning											
Teaching and learning											
Classroom management											
Classroom assessment											
Classroom evaluation											
Classroom improvement											
Classroom research											
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Session	Trainer
Distributing Leadership	Craig Monaghan
Making observations effective	Alex Reed
Change Leadership and Communication	Craig Monaghan
Using data effectively	Alex Reed
Preparing for senior leadership	David Ferguson
Personal leadership	Sharon Forreng
Structuring assessment for learning	Richard Bright
Supporting and challenging staff	David Ferguson
Making appraisal effective	Craig Walker
Timekeeping	Marie Jackson

2008: Leadership

2009-2011 PD

- 'Late Starts' model a diluted version of original model
- Late Starts wholly embedded in school culture
- More than 30 teachers now trainers
- Faculties regaining control
- Focus on teaching and learning remains strong: 'key competencies'

2009-2011 PD

- External PD budget remains at \$40,000: no change, reflected by increased internal PD
- PD Committee stable
- Very little 'whole-school' PD
- Increasing split between strategic direction and PD offered in and out of school

Planning for 2012

Given the context described, how would you renew, change or even cancel the programme?

Late Starts Plus



- Completely changed the PD Committee in 2011
- Rebuilt Appraisal Process throughout 2011
- Talked and talked and talked
- Started planning the new PD programme

2012

Late Starts Plus

Internal PD: the Late Starts
Middle Leadership Training
Coaching: a new approach
External PD
Beginner Teachers
Sports Coaching

Internal PD: Late Starts



1. Retain the **six** Late Starts, and keep the **two-hour** structure, principles and template

2. **Give two to faculties** for exam analysis and to prepare for 2013. We should remind HoFs and HoDs that Thursday meeting time is also PD time and should be used as such.

3. Make the other **four Late Starts whole staff sessions**: all should be based on our Strategic Plan for 2012 - Maori and Pacific achievement: 21st Century Learning; Thinking and Learning; Building Relationships. **A return to a teaching and learning focus. New internal trainers.**

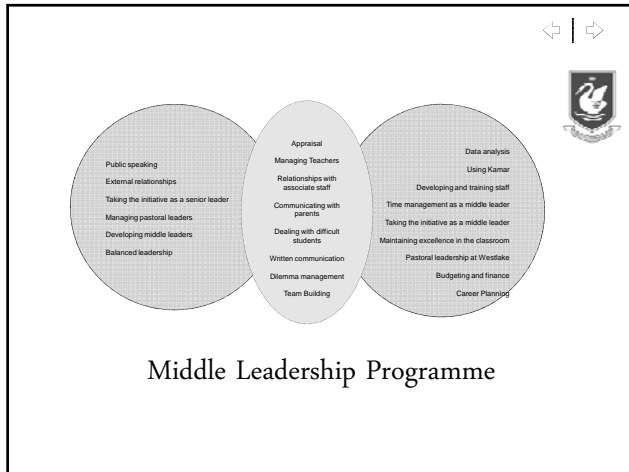
4. Ensure that these 'whole staff' sessions are well-structured, with time for group discussions, and ensure that they are well-publicised, well-contextualised and well-integrated into the life of the school. There should also be some kind of low-impact follow-up to them.

5. **Also ensure that some of the 'whole staff' sessions are delivered to smaller groups, and that the groups are carefully organised to reflect the differing needs of teachers at different stages of their careers.** Under the umbrella of the 'whole school' sessions, it may be that different groups are covering different elements of a single theme.

Middle Leadership Programme



- Two programmes: experienced middle leaders and new/aspirational middle leaders
- Internal and External trainers
- Training 'sessions' and Shadowing
- Two -year programme
- Inclusion by application



Middle Leadership Programme

- *Training sessions include:*
 - External Relationships [Cath Dunphy - AUT]
 - Social Leadership [Howard Youngs - AUT]
 - Managing Teachers [Alex/David]
 - Written Communication [Alex] / Public Speaking
 - Maintaining Excellent Teaching [Tina/Mike]
 - Data Analysis [Alex/Amy]


Middle Leadership Programme

- *Shadowing includes:*
 - SLT Meetings
 - Dealing with difficult parents and staff
 - Strategic planning meetings
 - Career planning discussions
 - Observing SLT dynamics and understanding the school

External PD

- Increased budget
- Relief / cover costs to come from budget
- Tied more closely to Appraisal process
- NCEA and CIE prioritised
- Subject conferences encouraged strongly
- Post-graduate qualifications supported

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2013

Late Starts Plus

Internal PD: the Late Starts

Middle Leadership Training


Coaching: a new approach

External PD

Beginner Teachers

Sports Coaching


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Has it Worked?

What measures would you use to decide whether the PD was having an impact?


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How do we know?

- Have results across the school improved?
- Does observation evidence suggest that new teaching and learning strategies are being implemented?
- What did ERO think?
- Can we see students developing a wider range of learning strategies?

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How do we know?

- How do staff react to PD? Has this changed?
- How willing are staff to be trainers?
- How are the PD Committee seen?
- Are there more interesting discussions taking place about teaching and learning and the curriculum?

What do we do now?



What do we do now?



- Refine MLP: personalise it more effectively
- Be more precise about the learning strategies we're interested in developing
- Be more precise about the strategic priorities we want to implement
- Retain our current PD Committee as far as is possible: they're great

What do we do now?



- Work out a way for staff to reflect on their experiences, integrating new ideas more consistently into their teaching