

NPQ Leading Teacher Development

Programme Overview:

Our NPQ Leading Teacher Development programme supports teachers to hone their ability to design and lead professional development that can improve teaching and learning for every colleague they work with. This one-year programme helps participants develop informed and intentional approaches to the most important components of teacher education and deliver organisation-wide change.

For: Teachers who have, or are aspiring to have, responsibility for leading teacher development in their school or across schools.

Length: 1 year

Programme Components

Course	Input	Aims/Key content
Conference 1	Face-to-face conference	<p>Aims: Introduces the programme and gives participants opportunity to experience the core components of each course.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The importance of developing expertise as a leader of teacher development. > Overview of the NPQ programme as a vehicle for developing expertise. > Introduction to the simple model of memory and what it means for teaching, teacher education and for learners on a professional development programme. > Module principles, study and application modules and clinics are all explained and modelled with opportunity for practice.
Course 1 Teaching	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop an understanding of teaching from the perspective of a teacher educator.</p> <p>Modules: Theory of change, Simple model of memory, Developing teaching.</p> <p>Key content:</p> <ul style="list-style-type: none"> > Professional development using a clear theory of change. > The alignment of school vision and aims with long-term goals and how teacher development can support this. > What it means to be 'evidence-informed'. > Thinking about pupil and teacher learning using the simple model of memory. > Defining and developing mental models. > The importance of prior knowledge for learning. > Supporting the development of teachers, including the requirements of support for trainee and early career teachers. > Contextualising teacher development based on a variation of school, pupils and teacher needs. > Considering the difference between novice and expert teachers and how best to support them.

<p>Course 2</p> <p>Teacher Learning</p>	<p>3 x asynchronous modules (study then application)</p> <p>1 x synchronous clinic</p>	<p>Aims: Develop an understanding of the importance of teacher expertise development and the factors affecting it.</p> <p>Modules: Teacher expertise development, Habits and behaviour change, Motivation.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The characteristics of expertise and how expertise can be developed. > The importance of applying the principles of pupil learning to teacher learning. > Developing expert mental models so that teachers can address the persistent problems they face in their roles. > Developing an evidence informed approach to professional development. > The role of habits in developing expertise. > The advantages and disadvantages of habit formation when thinking about teacher behaviour change. > The importance of motivation and support in teacher development. > Self-efficacy and creating opportunities for teachers to experience success in their development.
<p>Course 3</p> <p>The What</p>	<p>3 x asynchronous modules (study then application)</p> <p>1 x synchronous clinic</p>	<p>Aim: Understand how to create a curriculum for effective teacher development.</p> <p>Modules: Identifying learning content, Sequencing learning, Mechanisms.</p> <p>Key content:</p> <ul style="list-style-type: none"> > Considering what teachers should learn. > The importance of identifying a persistent problem using evidence to confirm or rebut its existence. > The importance of carefully sequencing professional development. > The role of forgetting, spacing and retrieval in sequencing curricula for teacher development. > How to support teachers to learn and then enact content in a way that leads to lasting changes in their practice. > The mechanisms identified by research as having the highest potential benefit to professional development. > Using research to create a balanced design for professional development. > Incorporating into professional development mechanisms that build knowledge, motivate teachers, develop techniques and build habits.
<p>Course 4</p> <p>The How</p>	<p>3 x asynchronous modules (study then application)</p> <p>1 x synchronous clinic</p>	<p>Aims: Develop an understanding of effective instruction and formative assessment for teacher development.</p> <p>Modules: Instruction, Building and balancing insight, Teacher formative assessment.</p> <p>Key content:</p> <ul style="list-style-type: none"> > Effective strategies for building knowledge. > Understanding that instructional strategies should consider teachers' varied starting points and levels of expertise. > Understanding the role of insights in professional development.

		<ul style="list-style-type: none"> > The design of professional development to support teachers to 'see' a moment differently therefore changing how they think and respond. > The importance of formative assessment in teacher learning. > Developing teachers' understanding of what they are doing, where they are now and where they might go next.
Course 5 Enabling Conditions	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aims: Develop an understanding of the importance of a supportive professional environment and how to develop a culture of improvement.</p> <p>Modules: Supportive professional environment, Culture systems and coherence, Assessment and evaluation.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The importance of a strong professional environment for teacher improvement. > The characteristics of a supportive environment for teacher development. > Actions to influence the creation of a supportive environment. > The interaction between school culture and professional development. > Developing coherence between school culture and systems and professional development. > The importance of effective assessment and evaluation of professional development at different stages of implementation. > The limitations and challenges of evaluation.
Course 6 Implementation	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop an understanding of effective implementation in schools.</p> <p>Modules: Explore, Prepare, Deliver and sustain.</p> <p>Key content:</p> <ul style="list-style-type: none"> > How school leaders can diagnose the needs of their school and draw on evidence to identify solutions. > Exemplification of the implementation cycle. > Preparing for implementing change. > How school leaders can deliver and sustain change.
Assessment Preparation Package	1 x asynchronous webinars (in two parts) 1 x synchronous clinic	<p>Aim: Develop an understanding of the NPQLTD assessment process.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The format of the NPQ assessment. > Applying knowledge and understanding to an example scenario. > Understanding what makes an effective assessment response.

Curriculum Sequence

Our National Professional Qualification in Leading Teacher Development is a 12-month programme which has been broken down into six courses. The order in which participants experience each course has been designed in such a way that previous knowledge is built upon logically. Below is an explanation of the curriculum decisions we have made, why we have made them and how we believe that these decisions will support your leaders to keep getting better.

The first course participants encounter is 'Teaching'. This course comes first because the ideas on this course frame the rest of the programme content. For example, participants recap content from their conference on what learning is and how it happens and how this also relates to teachers. Participants learn about how to create a theory of change for professional development and consider their role in relation to the wider school system.

Course 2 is on 'Teacher Learning'. This introduces participants to the big ideas in teacher education: developing expertise (which draws upon learning and memory from course 1), habits and behaviour change (which tackles a problem in teacher learning – making changes stick) and teacher motivation.

Courses 3 and 4 'The What' and 'The How', delve into how to design and deliver professional development in a way that adheres to the principles of teacher learning and learning more generally that participants have encountered in previous courses. 'The What' is about deciding what content to train teachers on. This comes first because how you best train teachers (the how) will be determined in large part by what you train them on – just like when teaching pupils.

Courses 5 and 6 are 'Enabling Conditions' and 'Implementation'. Now participants understand the core components of their role, they need to consider how to drive improvement whilst operating in the wider school environment. Enabling conditions tackles how to create and contribute to a supportive environment where professional development can thrive, how to work with school systems and improvement priorities and how to use assessment and evaluation to understand impact without damaging school culture. Implementation situates enabling conditions in a wider process of driving improvement where those leading teacher development need to carefully consider what they do to drive improvement, how they do it and crucially, how they operate as part of the wider school system. This circles back, in part, to course 1 and the deliberate planning for improvement through a theory of change.