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Emily Kneeshaw, an experienced educator, embarked on her professional development journey with the NPQLTD in February 2023. At this time, Emily was an Assistant Headteacher and Head of Early Years and Year 1 at Copthorne Primary School in Bradford. Emily also worked with Exceed SCITT as Lead Mentor and Tutor, contributing significantly to inspire, develop and prepare future educators. Her recent appointment as Head of Primary ITT, now a permanent position, highlights her unwavering commitment to educational excellence and leadership cultivation. Additionally, she serves as a facilitator and assessor for the NPQEYL, further expanding her impact on teacher development.

#### **Why engage with the NPQLTD**

Emily's engagement in teacher development has been extensive, encompassing roles such as a tutor and mentor, both within Exceed SCITT and at school level. Wearing multiple 'hats' led Emily to completing the NPQLTD to increase knowledge further to develop expertise as a Teacher Educator within her various roles across the Trust.

#### **Meeting personal professional development needs through the NPQLTD**

The NPQLTD has been instrumental in addressing Emily's personal professional development needs, significantly enhancing her understanding of the EEF mechanisms of professional development and how they aid and underpin effective practice. The programme has deepened her comprehension of what makes professional development accessible and effective. In her current role as Head of Primary for the ITT, this enhanced understanding has been invaluable. The NPQLTD programme provided comprehensive insights into the implementation process,



which are crucial for her role. As a class-based mentor with Exceed SCITT, Emily had already received some training on instructional coaching. However, the NPQLTD expanded her knowledge and understanding further, emphasising not only the practice but also the underlying theory and research behind instructional coaching. The NPQLTD programme delved into the key mechanisms of instructional coaching: goal setting, instruction, modelling, rehearsal, and feedback. This deeper understanding has allowed her to see how these elements link to cognitive science, particularly the "simple model of memory." Despite its name, the simple model of memory is complex, and the NPQLTD has helped her build a more robust mental model of this theory which she can then consider in her own practice when working with SCITT teachers, colleagues and facilitating on the NPQEYL.

As a facilitator and assessor for NPQEYL, Emily has further benefited from the NPQLTD. The consistent themes of implementation and culture across the suite of NPQs have enriched her perspective, particularly in assessing the emphasis on implementation in various educational contexts. Previously, Emily's understanding of both instructional coaching and the simple model of memory was superficial. The NPQLTD has significantly deepened her understanding, enriching her ability to implement and teach these concepts effectively. This has been crucial not only in her leadership role within ITT but also in her previous role as a class-based mentor, where instructional coaching played a major part.

### **Applying the learning from the NPQLTD to day-to-day roles**

Emily strives to be clear on the active ingredients of a strategy, particularly when using instructional coaching with SCITT teachers. She consistently thinks about what makes a strategy successful and what elements need to continue. For example, she emphasises modelling and ensuring that professional development includes appropriate EEF mechanisms. Emily has modified SCITT tutors training delivery, to ensure these mechanisms are central, for example during Hub days they include retrieval sessions now to ensure they are revisiting prior learning. During professional development delivered on the Science of Learning, Emily ensured clear goal setting was agreed to motivate the teachers in their professional development as well as delivering content from credible sources and research.

Additionally, when Emily observes mentors delivering coaching, her increased confidence and knowledge has enabled her to diagnostically and supportively intervene and model effective instructional coaching techniques. This includes support with setting granular action steps and success criteria. Through her deeper understanding of instructional coaching, Emily ensures that experienced mentors are consistently reminded of the essential components and active ingredients. During

observations she reinforces **initial training and "active ingredients" for instructional coaching to be effective in changing habits that stick.**

Looking ahead, Emily plans to deliver training for mentors to prepare for the upcoming academic year. This training will focus on instructional coaching, emphasising the importance of using consistent language and ensuring that mentors are fully equipped with the skills they need.

During a conversation with the Director of Exceed SCITT, Emily discussed the importance of consistently using language such as "mechanisms" and "active ingredients," especially in the context of instructional coaching. They have recently incorporated these terms more explicitly in their training sessions. For example, during both a Tutor Development Day and instructional coaching training for new class-based mentors, there was emphasis on the use of "mechanisms" and "active ingredients." This terminology helps clarify the specific elements that need to be visible in a session.

Looking ahead to upcoming training for a mixed group of experienced and new class-based mentors, Emily has reviewed example case studies for this training to ensure they specifically focus on "active ingredients."

### **The impact of awareness of evidence informed approaches to teaching and current research**

One area where Emily has seen the impact of awareness of evidence-informed approaches to teaching and current research is in instructional coaching. This approach was already embedded within the SCITT, and Emily understood it from her role as a lead mentor. However, the NPQLTD has deepened her understanding of why instructional coaching is successful, providing an underlying rationale that reinforces its effectiveness.

Emily uses evidence-informed approaches by consistently integrating mechanisms of good professional development. During a Tutor Development Day, she emphasised essential criteria such as modelling and teaching strategies for SEND and EAL, while also exploring what constitutes effective professional development.

As a result of the NPQLTD, Emily has significantly enhanced her practice by integrating evidence-informed approaches. She has introduced discussions on key mechanisms and provided tutors with case studies for analysis to help identify effective strategies for quality professional development. Additionally, she uses Ofsted subject reports to align training programmes with current educational research. This ensures that both experienced and new tutors receive comprehensive,



high-quality professional development, thereby improving their instructional techniques and maintaining high standards across the SCITT team.

### **Applying the NPQLTD in current and future roles**

The NPQLTD has profoundly harnessed Emily's professional knowledge and skills, proving tremendously beneficial in her current role and promising continued support for future endeavours. As she transitioned into the Head of Primary ITT position, the NPQLTD equipped her with the expertise needed to oversee every aspect of the primary programme effectively.

Working closely with the SCITT Curriculum Lead, who conducts quality assurance on course materials and training delivery, Emily applies the strategic insights gained from the NPQLTD to maintain high standards. Together, they critically evaluate and reflect on the curriculum sequence for the upcoming year, utilising feedback from tutors—a process Emily has refined through the NPQLTD's emphasis on reflective practice and feedback integration. Moving forward, the NPQLTD's methodologies will continue to guide these evaluations, ensuring ongoing curriculum excellence.

The NPQLTD has also equipped Emily with the skills to effectively gather and analyse feedback during meetings with tutors, who share their evaluation of subject delivery. This process, reinforced by the NPQLTD, enables Emily to make informed curriculum adjustments, ensuring it meets essential standards and addresses any areas for improvement. In the future, Emily will continue to rely on these feedback mechanisms to ensure continuous improvements are made. For instance, during a review of delivery of the history curriculum with a new tutor, Emily's ability to identify areas needing development and provide targeted support was directly influenced by the training and strategies learned through the NPQLTD. This collaborative process, enriched by the NPQLTD's focus on continuous improvement and professional development, empowers tutors to refine their training methods. As Emily progresses in her role, the NPQLTD will remain a cornerstone in supporting these ongoing improvements and fostering a culture of excellence and strong professional development in education.

### **Recommending the NPQLTD to others**

Emily recommends the programme due to its flexibility, allowing individuals to tailor it to their schedules. She highlights the convenience of scheduling 'buddy' meetings, often opting for afternoon sessions but adapting as needed to accommodate life's unpredictability. Despite occasional adjustments, she finds the sequencing of the NPQLTD effective, noting its research foundation.



## **Summary**

Emily is an experienced educator who began the NPQLTD in February 2023, building on her roles at Copthorne Primary School and Exceed SCITT within the Exceed Academies Trust. Her diverse experience in teacher development motivated her to complete the NPQLTD, enhancing her understanding of quality professional development, instructional coaching, and the implementation of EEF mechanisms. Emily applies her NPQLTD learning to refine training delivery within the SCITT, emphasising evidence-based practices and fostering effective instructional coaching techniques.

## **Key Takeaways**

1. Emily's varied experience: Emily's extensive background in education, including roles as a tutor, mentor, and school leader, provided her with a diverse perspective on teacher development.
2. Impact of NPQLTD: The NPQLTD significantly enhanced Emily's understanding of implementation processes and instructional coaching, enabling her to apply these concepts effectively in her day-to-day roles.
3. Application to current role: Emily's NPQLTD learning is directly applicable to her current position as Head of Primary ITT, where she collaborates with colleagues to refine training delivery and ensure alignment with evidence-based practices.