NPQ Leading Teaching

Programme Overview:
Our NPQ Leading Teaching programme supports teachers to develop their understanding of excellent teaching and the knowledge and concepts that support successful leadership of teaching. This one-year programme helps participants develop informed and intentional approaches to instruction, curriculum, assessment, adaptive teaching, professional development and implementation for the teachers they lead.
For: Teachers who have, or are aspiring to have, responsibility for leading teaching in a subject, year group, key stage or phase.
Length: 1 year

Programme Components		
Course	**Input**	**Aims/Key content**
Conference 1	Face-to-face conference	**Aims:** Introduces the programme and gives participants opportunity to experience the core components of each course. **Key content:** > The importance of developing expertise as a leader of teaching. > Overview of the NPQ programme as a vehicle for developing expertise. > Introduction to the simple model of memory and what it means for teaching, pupil learning and teacher learning. > Module principles, study and application modules and clinics are all explained and modelled with opportunity for practice.
Course 1 Culture and Learning	3 x asynchronous modules (study then application) 1 x synchronous clinic	**Aim:** Develop an understanding of learning teaching from the perspective of a leader of teaching. **Modules:** Theory of change, Simple model of memory, Culture and behaviour. **Key content:** > Leading teaching using a clear theory of change. > The alignment of school vision and aims with long-term goals. > What it means to be 'evidence-informed'. > Thinking about pupil and teacher learning using the simple model of memory. > Cognitive load theory and the implications for teaching and learning. > The importance of prior knowledge for learning. > Creating desirable difficulties through retrieval and practice. > Culture and the enabling conditions for effective teaching, pupil success and staff and pupil wellbeing. > How leaders of teaching can support teachers to optimise learning by establishing alignment and routines that support high, clear and consistent expectations.

Course 2 Assessment	3 x asynchronous modules (study then application) 1 x synchronous clinic	**Aims:** Develop an understanding of leading purposeful and responsive assessment practices. **Modules:** Decision-driven data collection, Responsive teaching, Feedback. **Key content:** > Defining and exemplifying the key terminology that describes the characteristics of an assessment. > The importance of recognising the limitations of inference. > Assessment practices that are designed to inform future decisions about teaching and learning (decision-driven data collection). > The purpose of formative assessment so that pupil needs can be best met. > The process of using formative assessment tools.
Course 3 Instruction	3 x asynchronous modules (study then application) 1 x synchronous clinic	**Aim:** Develop an understanding of leading expert instruction. **Modules:** Introduce, Adapt, Embed. **Key content:** > Introducing new ideas to pupils using explicit instruction to support their understanding. > Using I-We-You to introduce new material in small steps, working through the material with pupils to check that they understand it and gradually withdrawing support so that pupils gain a level of independence. > Adapting instruction to best meet the needs of pupils. > Adaptive teaching using scaffolding as part of responsive teaching. > The meaning of inclusion and ensuring that all pupils have access to good teaching and can fully participate in school. > The role of forgetting and desirable difficulties in building learning that lasts. > Effective use of retrieval, practice, spacing and group work in the classroom.

Course 4 Subject and Curriculum	3 x asynchronous modules (study then application) 1 x synchronous clinic	**Aim:** Develop an understanding of leading the development of curriculum with clear purpose, aims and sequencing. **Modules:** Curricular purpose, Identifying learning content, Sequencing learning. **Key content:** > Curriculum as fundamental to communicating the aims and values of a school and the challenges in selecting curriculum content. > The importance of developing pupil literacy in all subject areas. > Creating end points for a curriculum that can be broken down to describe the content in further detail. > The use of key concepts to help teachers focus on the most important aspects of a subject or discipline. > Effective support to build pupils' understanding of critical content in a curriculum. > Including age-appropriate aspects of disciplinary knowledge to build pupils understanding of the distinct nature of subjects. > The way in which disciplinary literacy can support pupil progress in all subjects. > The importance of considering sequencing when designing a curriculum. > The importance of revisiting key concepts in a curriculum so that pupils can develop a deep and flexible understanding.
Course 5 Professional Development	3 x asynchronous modules (study then application) 1 x synchronous clinic	**Aims:** Develop an understanding of expertise and how leaders can support teachers to keep getting better. **Modules:** Developing expertise, Mechanisms for behaviour change, Enabling continual improvement. **Key content:** > What is meant by expertise and how it can be developed. > Engaging with a clear theory of change for professional development that is needs-based and evidence-informed. > How leaders can facilitate lasting change in teachers' capabilities and understanding through utilising mechanisms for behaviour change. > Tailoring professional development to meet individual teachers' needs. > The importance of a supportive professional environment for teacher improvement. > The characteristics of a supportive environment for teacher development.

Course 6 Implementation	3 x asynchronous modules (study then application) 1 x synchronous clinic	**Aim:** Develop an understanding of effective implementation in schools. **Modules:** Explore, Prepare, Deliver and sustain. **Key content:** > 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	**Aim:** Develop an understanding of the NPQLT assessment process. **Key content:** > 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 Teaching 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 'Culture and Learning'. This course comes first because the ideas on this course frame the rest of the programme content. Leading teaching requires expertise in planning for and driving an effective culture for learning, for example through developing a theory of change. It also requires an understanding of how people (pupils and teachers) learn. Learning can helpfully be understood as a lasting change in pupils' capabilities or understanding and how learning happens can be understood with reference to how memory operates. These ideas underpin the much of the rest of the programme. Courses 2, 3 and 4 are 'Assessment', 'Instruction' and 'Subject and Curriculum'. These three courses represent the fundamental knowledge domains those leading teaching need to understand. Assessment, particularly formative assessment, is used to form decisions about how to teach, instruction covers key ideas about how to teach to enable all pupils to learn and subject and curriculum contextualises these more generic ideas in the previous two courses by rooting them in specific subject thinking. All three courses are underpinned by important principles of learning covered in course 1. Courses 5 and 6 are 'Professional Development' and 'Implementation'. These focus on the expertise those leading teaching will need to drive improvements in the areas they have learned about in previous courses. Professional development is a crucial lever in effective implementation and those leading teaching engage in evidence as to how to effectively design and deliver professional development. Implementation is the wider process of driving improvement where those leading teaching 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.