



Proposal: Developing in-house CPD through Lesson Study

Introduction

Copthorne Primary School appointed a Research and Development Lead in September 2016 funded by Exceed Teaching Schools. The position focuses on a whole-school approach to embedding evidence-based practice, primarily through using Lesson Study (LS).

Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their pupils' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions. This model has been advocated in the UK for some time by the NCTL. For more information, please see www.tdtrust.org/what-is-lesson-study.

Takahashi and McDougal's (2015) LS model is being implemented and developed at Copthorne with the support of the Teacher Development Trust (TDT) through an annual membership subscription. The whole teaching staff have completed two cycles of LS focusing on Working Scientifically and making links to literacy. The impact of this includes more effective planning and science teaching; confidence in identifying areas for professional development; understanding teachers' roles as researchers; and willingness to take risks and innovate in a safe environment.

Within the Teaching Schools Alliance, Appleton Academy has expertise in whole-school growth of evidence-based practice within appraisal and in-house CPD structures.

The vision

We are inviting formal partner schools to work together to develop and embed a model of LS to help address our collective vision: to develop in-house CPD in order to facilitate social mobility through enhanced teaching and learning. Research suggests supporting teacher development can have "very high" impact (0.84 effect size (Robinson, 2009)) in pupil progress and outcomes.

The project

Participating schools will be work together to embed research and evidence-based practice in the development of teaching and learning, with evidence-based practice being a whole-school priority.

A Research Champion, an internally nominated teacher from each participating school (ideally an SLE – this could be their deployment) with dedicated time to lead and develop and whole-school programme, would baseline assess their school's evidence-based practice needs, provide carefully designed whole-school LS training developed collaboratively by the partner schools, monitor their own school's progress in achieving the priorities as set out in the School Development Plan and evaluate the impact of interventions/initiatives in their school.

Each school would select its own priority focus for developing LS linked to their School Development Plan. Within this focus, each teacher would be supported to identify a specific research hypothesis to investigate during the year.

All teachers in participating schools will set and test an evidence-based hypothesis to investigate.

Support

Through termly network meetings, each school's Research Champion will be supported to deliver twilight CPD to staff in their school and to provide classroom-based support to develop and establish LS practice.

Each participating school would benefit from becoming a member of the Teacher Development Trust for access to their online support, research and resources, as well as discounted attendance at their CPD events. For a two-form entry school, this costs about £400 (price is based on the number of pupils).

Innovation

In a few cases, schools with more experience of LS will investigate embedding engagement with evidence-based practice into teachers' performance management. Research.

Dissemination

Research Champion will support their school's staff to share their experiences and the impact of LS, including staff meetings, case studies, CPD and network events, blogs and social media.

Research Champions will write blogs explaining how evidence-based practice has impacted on outcomes at their school, teachers, and pupils, making recommendations based on educational research. Network events and conferences sharing the benefits of research-based practice will be developed, marketed and delivered for our network of schools.

Funding

Exceed SCITT and Teaching Schools will fund a lead role to coordinate the project for the partnership of schools. It will also host the network events for each school's Research Champion. The Teaching Schools will seek to support partner schools to secure funding to evaluate, extend and disseminate their practice if opportunities arise.