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Induction
Networking
Sharing Best Practice
Pedagogy
Innovation & Ideas
Research based Practice
Embedding & Enhancing

GREAT CPD@DG

GREAT CPD Principles

1. CPD should be based on evidence-informed effective practice that has a proven impact on student outcomes.
2. CPD should involve a clear relationship between the generic and the specialist.
3. CPD should involve wider collaboration between schools, trusts and training providers.
4. CPD should provide chances for teachers and leaders to conduct independent inquiry.
5. All aspects of CPD should involve rigorous evaluation.



Enable growth in the school setting to work towards a clear, shared vision.



Improve subject knowledge and subject-specific pedagogy which keeps pace with educational reforms and promotes quality first teaching.



Provide clarity around learner progression, starting points and next steps which impact positively on student outcomes.



Deliver content and activities dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas.



Increase teacher motivation, confidence and commitment to T&L and give the tools for career progression.



Facilitate support staff responsible for the health and development of learners with necessary skills.

<https://my.chartered.college/research-hub/designing-a-cpd-model-fit-for-the-future/>
<https://tdtrust.org/about/dgt/>
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>
<https://nationalcollege.com/news/september-return-the-importance-of-cpd-in-schools>
<https://nationalcollege.com/membership>



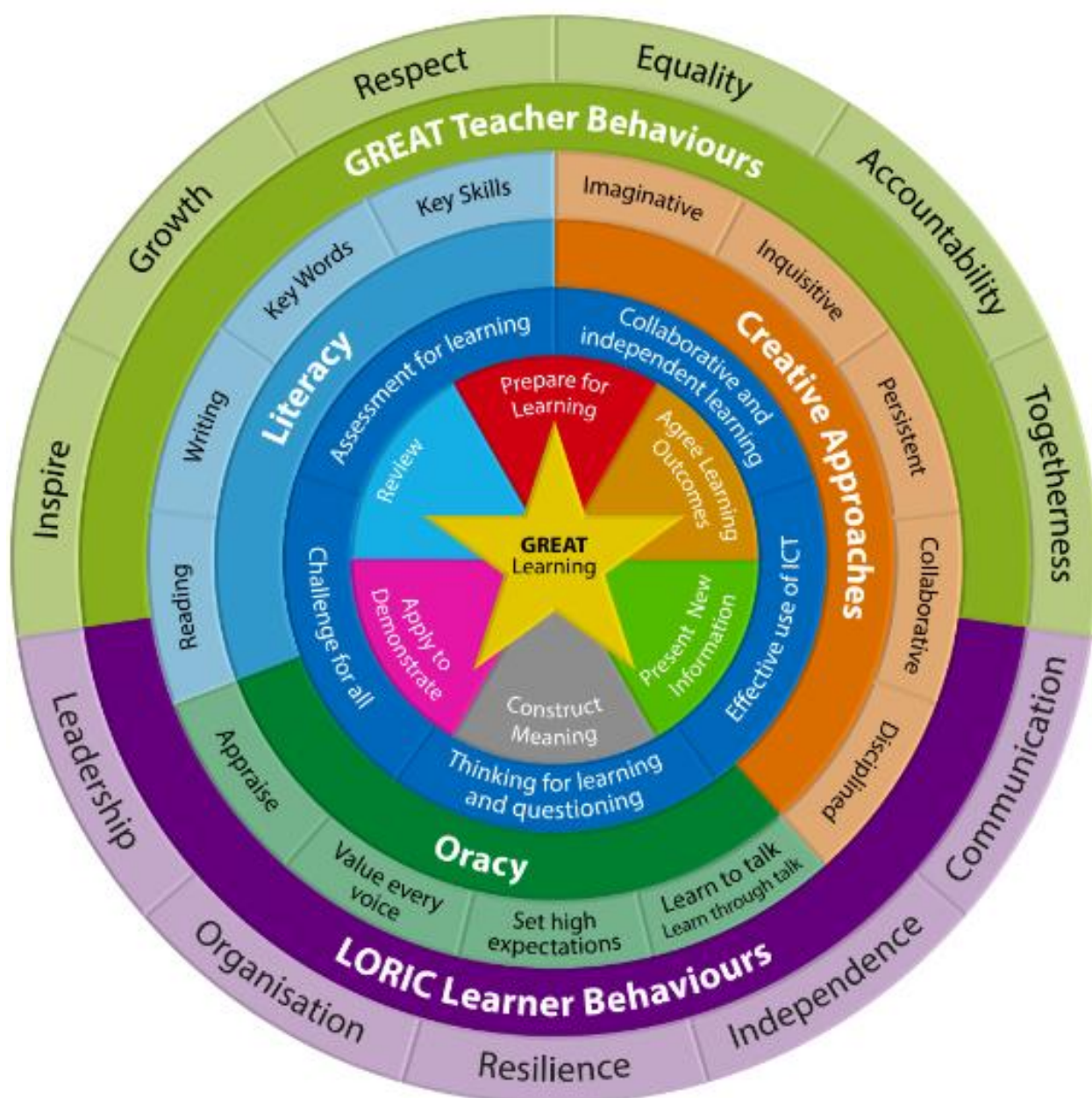
GREAT T&L Wheel

The T&L wheel underpins GREAT T&L and GREAT CPD at Deptford Green School. At the centre of our teaching is always 'GREAT Learning'. To do this, we use the six-phase lesson model based on the SSAT TEEP principles where we guide learners to 'Prepare for Learning' and 'Agree Learning Outcomes'; 'Present New Information' and 'Construct Meaning' in creative ways; 'Apply to Demonstrate' and 'Review' learning in different lessons across schemes of work.

To ensure GREAT T&L, teachers use a range of 'Assessment for Learning' and 'Collaborative and independent learning' activities; they plan for 'Effective use of ICT', 'Thinking for learning and questioning' and differentiate to include 'Challenge for all'.

Lessons and schemes of work are planned with a range of 'Creative Approaches' in mind to engage and inspire learners. These are underpinned by the delivery of Literacy and Oracy skills to ensure learners can communicate their ideas effectively.

Wrapping around the GREAT T&L at Deptford Green School are the core values of 'Growth', 'Respect', 'Equality', 'Accountability', 'Togetherness' and to 'Inspire'; and interpersonal skills: 'Leadership', 'Organisation', 'Resilience', 'Independence' and 'Communication' to ready students for the world of work and beyond.



The GREAT T&L Wheel gives all colleagues a shared language and understanding of what we do in our classrooms and ensures consistency.

The GREAT T&L Wheel is evidenced based and underpinned by pedagogy and research. This research is dynamic and will change as new work becomes available or is developed in-house through Working Parties.

All CPD should be in support of the GREAT T&L Wheel to ensure we are GREAT. We encourage and plan for the sharing of best practice through *Ward Rounds* and *Get Inspired*.

[Teaching and Learning Wheel underpinning research and documents](#)



Induction for New Staff

All new colleagues benefit from a comprehensive induction programme that will ensure you are fully supported and ready to start at Deptford Green School.



Meet Key
members of
SLT

Meet your
team & line
manager.
Planning
time with
your team

Key cards,
contracts,
H&S and
DBS

Tour and
meeting
student
leaders



Safeguarding
Training

GREAT
T&L@DG,
Assessment
and
Curriculum
expectations

Learner
Behaviours
(LORIC).
Values
(GREAT).
Routines
and
systems.

Inclusion
and Student
Passports

Access to the ECT programme for additional support and
induction where appropriate



Beginner Teachers and Early Career Teachers

[ECT Programme
Timeline 2023-24](#)

Alice Player
Thursday 3:15pm 401

Partnered training
& development with
London South Teaching
School Hub



Local Networks



Focus on Learner Behaviours
and Powerful Learning
Environments

Mentoring and Coaching



Well-being support

Project Focus

Ward Rounds and Peer
Support



Becoming GREAT

CPD Menu for Teaching Staff

| Beginner Teachers | Early Career Teachers | Middle Leaders | Senior Leaders | All Staff |
|--|---|--|--|---|
| <p>Teach First</p> <p>PGCEs</p> <p>Goldsmiths</p> <p>Institute of Education</p> <p>Teacher Apprentice Programme</p> <p>Weekly in-house ECT programme and mentoring</p> | <p>Partnership with London South Teaching School Hub</p> <p>Mentoring</p> <p>Ward Rounds</p> <p>GREAT Teacher</p> <p>Weekly in-house programme</p> <p>Expert support from a Lead Practitioner</p> | <p>Opportunity to apply for a range of NPQs</p> <p>PiXL – subject specific</p> <p>Legacy Leadership (SSAT)</p> <p>GREAT Leader</p> <p>Extended SLT</p> <p>Twilight & Faculty time</p> <p>Enquiry Walks</p> <p>Coaching</p> <p>Shadowing of SLT</p> | <p>Visits to other schools and settings</p> <p>Opportunity to lead in SLT meetings</p> <p>Opportunity to apply for NPQSL & NPQH</p> <p>Coaching</p> <p>Presenting to governors</p> | <p>Coaching</p> <p>Ward Rounds</p> <p>Enquiry Walks and feedback</p> <p>Safeguarding training</p> <p>Get Inspired</p> <p>Lead Practitioner support</p> <p>External CPD</p> <p>Bespoke in-house CPD in Twilight & Faculty time</p> |

Meeting, Training & CPD Timeline

All meetings, training and staff development sessions happen on Wednesday afternoons 3.15pm–5.15pm. This is an example of the schedule:

| | Teaching Staff Twilight | | Teaching Team Focus & Deadlines | Pastoral/Inclusion Team/Support staff Twilight |
|------------------|--|----------------------------|--|---|
| Date: | 3:15pm – 4:15pm | 4:15pm – 5:15pm | | 3:15pm – 4:15pm |
| 06.09.23 | 3:15pm Safeguarding | 4:15pm: Department Meeting | Exams Analysis (Deadline 15.09.23) TIP | BFL & Safeguarding (expectations/dealing with incidents/line up/reflections/duties) |
| Monday: 11.09.23 | Performance Management Training (all Reviewers) | | | |
| 13.09.23 | INSPIRE: Launch Enrichment and Visits | Department Meeting | Open morning/evening preparation Black History Month planning TIP (Deadline 6.10.23) | Attendance and punctuality emotional based school avoidance |
| 20.09.23 | No Twilight | | Cultural Evening in 1 month | |
| 27.09.23 | All Years Meet the Tutor (7&11 in person) | | Lead Practitioner QA (Y11) next week | Meet the Tutor |
| 04.10.23 | Tutor Meeting | GREAT Leader Meeting | Performance Management (Deadline 13.10.23) WS Enquiry Walks in 1 month | Tutor Meeting |
| 11.10.23 | 3:15pm: BFL Briefing 3:45pm: Department Meeting | | Year 11 PPE Planning Enquiry Walk Planning Creative Arts Assessment Planning | |
| 18.10.23 | No Twilight | | | |



Graduate Learning Support Assistant Programme



Objectives of programme:

- To recruit excellent LSAs to support GREAT T&L in school
- To have a shared understanding of our T&L principles
- To offer colleagues a clear route into teaching

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|--|--|--|
| <p>Included in new staff induction programme before taking up post (including Safeguarding training).</p> <p>Training session on the Teaching and Learning Wheel at Deptford Green.</p> <p>Included in the training programme for Early Career Teachers</p> <p>Specific Inclusion Training</p> | <p>Training sessions with the T&L Team on techniques from Goug Lemov's <i>Teach Like a Champion</i> Book and the basics of Behaviour for Learning.</p> <p>Ward Rounds with teaching colleagues to see T&L in action across the school and feedback on pedagogy and the basics of Behaviour for Learning.</p> <p>Included in the training programme for Early Career Teachers.</p> <p>Specific Inclusion Training</p> | <p>T&L Team to Invite LSA to lead a section of a lesson using some techniques learned in previous term. Feedback offered.</p> <p>Two coaching sessions with a member of the T&L team to discuss progress in post and career options moving forwards.</p> <p>Included in the training programme for Early Career Teachers.</p> <p>Specific Inclusion Training</p> | <p>Continuing to lead sections of lessons with support from the T&L Team, including feedback.</p> <p>Ward Rounds with T&L Team to see techniques modelled in other lessons.</p> <p>Coaching sessions to plan next steps including applications for Initial Teacher Training and interview support where appropriate.</p> <p>Included in the training programme for Early Career Teachers.</p> <p>Specific Inclusion Training</p> |



Applying for CPD

Any external CPD must help you to meet your Performance Management Objectives and the School Priorities.

Complete an AfA (Application for Absence) form on The Green. When you indicate that this is for CPD it will open up new boxes to complete about how this meets your CPD needs and the school priorities.

This is submitted to your Line Manager who has to agree it before it goes to Alice Player.

Final sign off for these is with Emma Thurston.

All external CPD will be evaluated, and you will be sent a link to this once you have completed the course.

Financial Support for external CPD

This might include colleagues who want to complete a Masters or other more substantial training.

It might be because you want to buy a book!

There is a form on The Green to complete that will ask you how this will help the school to achieve its priorities as well as your own career goals.

It will require information about potential time out of school and specific finance information.

GREAT Leaders @ DG

GREAT Leaders is a programme and leadership approach for all new middle leaders at Deptford Green School. The aims of the programme are:

- To ensure that all new post-holders are supported in their first 12 months with a bespoke programme of leadership
- To ensure that school systems and operations are clear and supportive, and that colleagues are accountable for their use
- To provide colleagues with opportunities to be successful in their new role and have impact across their area(s) of work



All new middle leaders will have a **leadership coach** who is not their line manager. Framing their work will be the TIP (Team Action Plan) or relevant action plan for the area of school development and their Performance Management objectives. These coaching sessions are informal and should happen as often as is necessary.

There will be regular GREAT Leader sessions, coordinated by Jenny Bax, underpinned by relevant research and thinking on leadership, this will be in the form of pre-reading before each session.

Outline of the sessions:

Session 1: Introduction - what the course entails and use of Great Leader @ DG handbook - Leaders do! (vision/ values) - Jenny Bax.

Session 2: Role of a Curriculum/ Pastoral Leader – Alice Player/ Fraser Walker.

Session 3: Quality of Education – Assessment – Tim Allen.

Session 4: Quality Assurance and Building/ Leading A Team – Jenny Bax/ Alice Player.

Session 5: Behaviour for Learning/ Working outside your team – Emily Stanghon/
Fraser Walker.

Session 6: Celebrate and present – an opportunity for participants to share one aspect of the course which they feel has aided their practice. Each participant will receive an in-house certificate.

Leadership Programmes

"Leadership is a choice, not a position"
Stephen Covey

There are leadership opportunities at all levels across Deptford Green School in departments and in our pastoral care provision. Where possible, staff are encouraged to attend Leadership CPD and feedback their findings to SLT and relevant teams.



GREAT DG

GREY BOX

- In-house coaching
- Shadowing
- Attending SLT Meetings



PiXL
Departmental Networking
Conference
Leadership Training

SSAT
Legacy Leadership
Programme



London South Teaching
School Hub

NPQs:

Leading Teacher Development
Leading Teaching
Leading Behaviour and Culture
Senior Leadership

National College of
Education

#WomenEd





GREAT Teacher Programme

The core purpose of the GREAT Teacher Programme is to ensure consistently GREAT T&L across the school; to improve student outcomes; to build teachers' confidence to develop, trial and embed new practices for themselves and their departments.

| | |
|----------------|--|
| Growth | <ul style="list-style-type: none"> ○ Rewarding GREAT effort, not just results ○ Reflecting on each lesson and continually try to improve ○ Trying new techniques and strategies to develop practice ○ Visiting other teachers' lessons ○ Responding to guidance; having a growth mindset ○ Actively participating in school CPD, dept and fac meetings ○ Being proactive: seeking out and undertaking external CPD, creating opportunities for collaborations, action research, drive school improvement ○ Being outward thinking: creating partnerships with local community and beyond ○ Keeping up-to-date with reading and research, being members of appropriate bodies, read webinars and blogs |
| Respect | <ul style="list-style-type: none"> ○ Never raising your voice to individuals (students and staff) ○ Listening and being open-minded. Being open to others' points of view and seeing different perspectives ○ Resolving issues promptly – following up and seeking support if needed ○ Modelling the use of good manners; being polite and courteous ○ Using language positively |
| Equality | <ul style="list-style-type: none"> ○ Planning diversity into your curriculum ensuring the content and representations reflect our school (as well as global) community ○ Treating all students the same (?) regardless of individual differences ○ Celebrating the individuality of others ○ Creating BRAVE spaces in your classrooms ○ Using pupil passports and keeping up to date with SEN information ○ Keeping abreast of current thinking, terminology and the school's diversity and equality policy ○ Challenging inequalities at all times |
| Accountability | <ul style="list-style-type: none"> ○ Taking responsibility for classroom behaviour and ensuring appropriate follow up where necessary ○ Being committed to planning and delivering the best lessons you can every day ensuring the best outcomes for our students ○ Supporting colleagues by responding efficiently to requests for resources when students are elsewhere ○ Accepting when you have made mistakes and resolve issues promptly ○ Being responsible for your departmental and faculty areas to ensure the calm orderly movement of students ○ Responding to emails promptly |
| Togetherness | <ul style="list-style-type: none"> ○ Contributing towards trips and community events ○ Having an open-door policy sharing practices and pedagogy with others ○ Supporting other staff and students in times of need as well as celebrating their successes ○ Demonstrating interpersonal skills, showing empathy and sympathy as appropriate ○ Having a positive, solution-focused mindset ○ Being a team player |

Working Parties 2023-24

Principles of Working Parties:

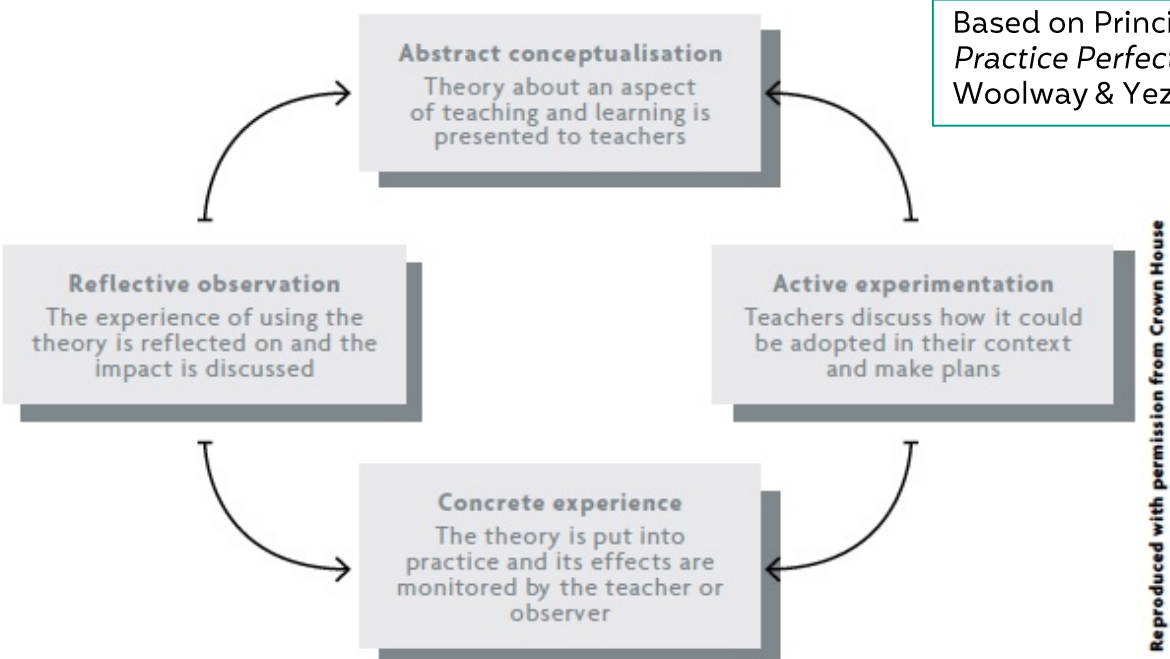
- To establish practice through collaboration and research that leads to teaching with impact
- To share best practice and embed new thinking across the curriculum
- To be teacher driven, based on areas of school priority



All teaching staff can pitch a concept for a working party with a £200 budget to spend on resources, research and CPD. Colleagues select from the range of Working Parties. These Action Research groups then work on bespoke projects during the year that culminate into the GREAT Exhibition.

Working Parties aim to: improve outcomes for target KS4 classes and/or underachieving groups within those classes; support teachers to achieve the 80% progress Performance Management target; to improve engagement and progress inside and outside of the classroom.

FIGURE 1:
KOLB'S EXPERIENTIAL LEARNING CYCLE (ENSER AND ENSER, 2021)



[EEF-Effective-Professional-Development-Guidance-Report.pdf](#)

| Session: 1 08.01.24 | Session: 2 31.01.24 | Session: 3 21.02.24 | Session: 4 20.03.24 | Session: 5 12.06.24 | The GREAT Exhibition 17.07.24 |
|---|---|---------------------------------------|---------------------------------------|---------------------------------------|---|
| Discussion about pre-reading material School context | Discussion about pre-reading material | Discussion about pre-reading material | Discussion about pre-reading material | Discussion about pre-reading material | Marketplace to share best practice |
| Thinking about a focus for an action research project | Planning and sharing new strategies for classroom practice. | Mid-year review | Planning for Week of Wonderful | Week of Wonderful | Takeaways |
| Reflection | Finalising project ideas | Coaching | Ward-rounds | Ward-round feedback | Open to colleagues from the LA and other partners |
| | Reflection | Reflection | Coaching | GREAT Exhibition Planning | |
| | | | Reflection | Reflection | |

Working Parties Outline 2023-24

| Session/ Focus | Session Outcomes |
|-----------------------------------|---|
| Session 1 | Discussion: What did you learn from the pre reading material? What do you understand about the school context. |
| Project Proposal | What are the aims I hope to achieve? Which group or class will I focus on? How will I know when I am being successful? |
| CPD Target Performance Management | PM Target linked to my project. How will I know when I am being successful? What additional support might I need? |
| Session 2 | Reflection: Pre reading material discussion. What new techniques will I try in my lessons in the coming weeks? What impact do I hope they will have? |
| Session 3 | Reflection: Pre reading material discussion. What success have I experienced within my practice? Sharing success. Coaching conversations. |
| CPD Target PM Reflection | Reflection: What impact is my action research having on my practice? What impact has this had? What progress can I measure? |
| Session 4 | Reflection: Pre reading material discussion. What technique am I planning to try out for Week of Wonderful? What is my intended impact? What are my arrangements for Ward Rounds? |
| Session 5 | Reflection: Pre reading material discussion. What impact did my T&L Strategies have during Week of Wonderful? Exhibition Planning. |
| Session 6 | The GREAT Exhibition. What will I showcase at the GREAT exhibition? What best practice can I share or present? |

Benefits of Working Parties:

- Working collaboratively with colleagues across faculties
- Sharing best practice across departments and whole school
- Focus on raising attainment and closing gaps
- Research based practice
- Regular coaching and feedback about classroom practice
- Collaborative planning opportunities
- Healthy discussion and debate about education and school context
- Reflective practice



Working Party Suggestions:

- Oracy and Questioning
- Challenge and Expectations
- GREAT Teacher Programme
- Marking and Feedback
- Independence and Engagement
- Curriculum and Assessment
- Positive Learning Environment and Values
- Creativity and Collaborative Learning
- Equality and Diversity

HILDA Coaching Model

Throughout the Working Party sessions, colleagues will use the HILDA coaching model to frame their conversations and ensure that new pedagogy is planned, practiced and prepared. The coaching model creates a shared language about pedagogy and practice for colleagues at all levels to use to reflect on teaching.

| | |
|---|---|
| H | Highlight issue or technique. What do you want to change and why? |
| I | Identify the strengths and what works well. How can these skills and attributes be used to best advantage/adapt practice? |
| L | Look at the possibilities. What new techniques could be used to improve practice? How can a technique be adapted to work for you in your subject? What are the barriers and how can they be overcome? |
| D | Decide and commit to action. What are you going to do? By when? What support might you need? Who can observe the new practice and offer feedback? |
| A | Analyse and evaluate practice. How will you know if you have been successful? How will you know when new practice is embedded? |



Developed from *Perfect Teacher-Led CPD* – Shaun Allison

Ward Rounds

[Ward Rounds
Schedule 2023-24](#)

What are 'Ward Rounds'?

They are visits to colleagues' classes which are non-judgemental, open door invites to look at learning in context in order to frame healthy discussion about pedagogy and encourage a practice perfect learning environment.

Who organises 'Ward Rounds'?

Ward Rounds are usually organised by the PCM for new colleagues, and Lead Practitioners for those who need to further develop their practice in certain areas.

Ward rounds can be requested at any point in the school term and can be organised by Alice Player or your SLT Line Manager.

You can also request to shadow an LP/SLT as they conduct Ward Rounds and facilitate discussions about T&L.



At any stage in a teacher's career, it is always effective to see peers doing what they do in their own classrooms.

Sharing dialogue about what you've seen and how this can work for you or what they could have done differently helps to develop T&L at all levels.

Week of Wonderful

Week beginning 10th June

What is the 'Week of Wonderful'?

Teachers prepare strategies and techniques from their Working Parties that we showcase through the Week of Wonderful. Everyone gets out and completes Ward Rounds to share this practice and pedagogy.



Two teachers; two classes; twice the fun!

Mr George and Ms Forrest team teaching in Year 7 Maths.



Music, Methods and Messages
Year 8 English students have selected songs on the theme of gender (in)equality, exploring the lyrics (and singing along)



Sebastian's Songs with Similes

A WOW PowerPoint created by a Year 7 EAL student, demonstrating his excellent understanding of similes and his great taste in music! Well done to our wonderful EAL team for their engaging and fun lessons.



It's a chance to take a risk in your teaching to showcase the T&L strategies you have developed in your Working Party. It's also an excellent opportunity for colleagues to learn from each other.

Describe and Draw

Ms Calvert's Year 11s revising for their Spanish GCSE. Picasso watch out!

Who will you *sacando un selfie al lado de...*?



PRINCIPLES OF THE 'WEEK OF WONDERFUL':

- ❑ All teachers to aim to see at least three colleagues
- ❑ Aim to visit other departments
- ❑ Be ready with your postcards and treats!
- ❑ Be pro-active, invite colleagues to visit...
- ❑ Tutors, HoY, HoD, SLT, LP...everyone- talk to the students about their lessons and learning.
- ❑ Tutors, remember to give your tutees postcards to give out too
- ❑ Complete feedback form on TEAMS

Be ready to WOW and be WOWed

Things to consider for WOW:

- What Scheme of Work will you be teaching?
- What ideas do you have as a department?
- What lessons could you adapt?
- What lessons could you teach differently?
- What strategies can you use from your Working Party?
- What 'risks' will you take?
- What spaces/different parts of the school could you use?
- What Performance Management targets have you set for Teaching and Learning?
- How will you 'wow' during WOW?

Get Inspired

In the Autumn term, departments, on a rotation, will share a technique in Head's Highlights and in briefing which is linked to research and in-class practice. Colleagues will be able to see the technique in action in Ward Rounds and lesson drop ins. The 'Get Inspired' moment will be shared with the wider community/teaching community via social media.

In the Spring and Summer term 2024, an individual teacher rota will be shared to enhance the GREAT Teacher @ Deptford Green model and to share best practice across the school. Teachers can nominate themselves or others by sending names and details of 'Get Inspired' teaching moments to Alice Player or Tim Allen.



Get Involved

We have two scheduled Community Hours to get involved in in the Spring and Summer terms.

You will be encouraged to get creative and be involved in an activity, led by a colleague to lighten your spirit and deepen your soul!

Sessions will be published soon for your choices, but in the meantime, here is some of the fun from last year...

