

**Professional Learning at Wilson’s 2021-22**

Professional Learning is coordinated by the **Lead Teacher team**, with input from every teacher, via lesson observations, feedback during workshops and mentor meetings, and regular conversations about teaching and marking; **SLT** and **Heads of Department** discuss the written records of the teaching they observe. The **Research Assistant to SLT** and other staff (for examples members of the **Learner Development Team**) also contribute to the planning of Professional Learning. A wealth of literature (including **research publications** and materials promoted by the **Chartered College of Teaching** or **ResearchEd**) is also used to plan Professional Learning.

The vision for effective teaching is codified in the Teaching Excellence Criteria and the Remote Teaching Excellence Criteria, which are kept under constant review.

The goal is that teachers at Wilson’s will not just be engaged in Professional Learning, but that they will develop a vision for their own teaching, engage with relevant research, reading and training to bring about continual improvements in their practice.

**A recent history of Professional Learning themes:**

*2016-17: The Learning Pit – focus: building pupils’ independence and resilience*

*2017-18: Teaching Difficult Concepts – focus: subject pedagogy*

*2018-19: Overload – focus: cognitive load theory and the teenage brain*

*2019-20: Memory I – focus: ‘principles of effective instruction’*

*2020-21: Memory II – focus: learning and recall after lockdown*

**In 2021-22, Knowledge and Skills Reviews will form the basis of professional learning in each subject department, coordinated by the Head of Department.**

**The scope of Professional Learning at Wilson’s (2021-22)**

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| **Personalised feedback and mentoring** | **Personalised feedback** about teaching (after lesson observations) considers how to build on each teacher’s own strengths (in the context of previous observations as well as the school’s development plan) with reference to **Teaching Excellence Criteria**. New staff receive additional mentoring (as can any member of staff on request) which includes additional developmental lesson observations as part of a planned year-long mentoring cycle. |
| **Additional targeted training based on experience or role** | Enhanced programme available for new staff, middle leaders, aspiring senior leaders (**‘Whole School Mindset’**); additional learning is integrated into Head of Department, LDT, department, pastoral, and tutor team meetings.New members of staff also receive additional professional learning sessions tailored to the school context. |
| **Evidence-based areas for development selected and suitable training devised** | Teachers are introduced to concepts such as cognitive load theory, principles of effective instruction, etc. and are urged to review these **critically**. Themes are explored in a range of ways: e.g. teenage brain (mental health, implications for tutors, as well as considerations of teachers when planning teaching and learning). In 2021-22 all staff will have the opportunity to revisit previous areas of school development through **department-based professional learning**. |
| **Reading and research** | **Reading Week** allows each member of staff to select suitable literature to improve their teaching with guidance from Head of Department. Occasional mailshots are intended to provoke further discussion and debate. A regular **‘Research Informed Newsletter’** is published. |
| **Opportunities for collaboration** | **Collaborative Lesson Research** has been re-launched during 2021-22 alongside other opportunities for teachers to discuss and debate their practice within and beyond their subject discipline, during CPD sessions, departmental meetings and other sessions. Additional **peer observations** encouraged among new staff and to be promoted further among all staff during summer 2022. |
| **Self-direction and self-review** | Teachers take responsibility for their own professional development via the performance management process. **Knowledge and Skills Reviews**, developed by Heads of Department, encourage teachers to identify areas for further professional development and enable, in 2021-22, the Head of Department to plan a year-long cycle of Professional Learning sessions based on specific departmental priorities. |
| **External expertise** | Professional Learning is **informed by external expertise** in a wide variety of ways. Teachers are always welcome to request training (usually remotely) from external providers and (in normal times) to visit other schools and share practice.Heads of Department are supported in forming links with HoDs in similar schools, e.g. **Peer-review Meetings** in spring 2022. |
| **Evaluation** | The Professional Learning programme is evaluated throughout the year, with specific review points (involving SLT) each January and June; the **staff survey** seeks views about professional learning. |
| **Responsiveness** | Professional Learning themes adapt to **prevailing and emerging issues** and **research questions**. Since September 2020, professional learning has responding to e.g. life after lockdown, remote teaching, etc. |