

# UNLOCKING Teacher Development

## WORKBOOK

Reflective questions to support your use of  
Unlocking Teacher Development

## Introduction

This workbook is designed to accompany *Unlocking Teacher Development* and support school leaders in translating its ideas into meaningful reflection, dialogue, and action.

While the book explores how schools can better support teacher growth, this workbook focuses on helping you apply that thinking directly to your own context. It invites you to engage with each idea in a structured, practical way; whether you are reading independently, working with a leadership team, or leading professional development sessions.

## Aims of the Workbook

- To **prompt reflection** on the key arguments and frameworks presented in each chapter.
- To **connect theory to practice** by encouraging leaders to examine how the book's ideas show up in their own schools.
- To **support strategic development** by helping leaders turn insight into action.
- To **foster deeper conversations** among leadership teams about the culture, systems and behaviours that shape teacher development.

## How to Use This Workbook

Each section of the workbook corresponds directly to a subchapter of *Unlocking Teacher Development* (e.g. 2.3.5 or 4.1.3). For every subchapter, you'll find three reflective questions:

- **Start Here** – a warm-up or grounding question to surface your initial thinking.
- **Dig Deeper** – a more challenging or theoretical prompt to encourage critical analysis.
- **Put into Practice** – a practical, action-oriented question designed to move you toward implementation.

You might choose to use the questions:

- **Individually**, as a journal or planning tool;
- **With colleagues**, to frame discussions in leadership meetings or CPD sessions;
- **Strategically**, to audit and improve systems related to observation, feedback, coaching, or culture;
- **Formatively**, as prompts for coaching conversations or leadership training.

There is no one right way to use this workbook. It is intended to be flexible, thought-provoking and useful ; a tool to help you lead teacher development with clarity, integrity and impact.

Good luck on your journey

*Adam*

# Chapter 1

## How do we establish the conditions for effective teacher development?

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### ***1.1 How can we establish an effective culture?***

#### **1.1.1 How do we evaluate our current culture?**

- Start Here: How do you currently get a sense of your team's cultural norms?
- Dig Deeper: What data sources do you have already that might help triangulate your current hypothesis?
- Put into Practice: What will you do this term to seek more honest feedback from staff about the current culture?

#### **1.1.2 How can theories of action help us build culture?**

- Start Here: What would staff say about the consistency between your beliefs and your behaviours?
- Dig Deeper: Where might your espoused theory differ from your observable behaviour, as seen with Mr A?
- Put into Practice: What one action will you take to better align your actions with your stated beliefs?

#### **1.1.3 What actions can we take to develop our team's culture?**

- Start Here: What cultural signals are communicated by your current systems or routines?
- Dig Deeper: How do you build trusting relationships with your team?
- Put into Practice: Identify one small routine or policy you could introduce to reinforce a desired cultural value.

#### **1.1.4 But how do we build culture in the real world?**

- Start Here: What pressures make it harder for you to lead with your preferred approach?
- Dig Deeper: What would it look like to 'name the trade-off' when decisions conflict with your values?

- Put into Practice: Draft a short rationale to share with staff the next time you have to compromise on values.

## ***1.2 How can we motivate others?***

### **1.2.1 How can basic psychological needs theory explain intrinsic motivation?**

- Start Here: Does Ryan and Deci's definition differ from what you would have assumed? If so how?
- Dig Deeper: When and how are these psychological needs most often overlooked in your school systems?
- Put into Practice: What one adjustment can you make to ensure these needs are better met during CPD?

### **1.2.2 Why do people sacrifice autonomy?**

- Start Here: In what situations have your teachers willingly followed instructions over autonomy?
- Dig Deeper: How might relatedness or competence override the need for autonomy in your setting?
- Put into Practice: What narrative can you offer to reframe compliance as a shared team choice?

### **1.2.3 What about purpose?**

- Start Here: How do you communicate the purpose behind new initiatives or routines?
- Dig Deeper: What might staff infer about your priorities when no purpose is shared explicitly?
- Put into Practice: Choose one task this week and explain its purpose explicitly to your team.

### **1.2.4 How can Organismic Integration Theory explain the role of extrinsic motivation?**

- Start Here: What are the common extrinsic motivators you use in your leadership approach?
- Dig Deeper: Which of these motivators risk being controlling rather than autonomy-supportive?

- Put into Practice: How can you reframe an extrinsic reward to help internalise its value for staff?

### **1.2.5 How can we encourage internalisation of external controlling motivators?**

- Start Here: How does explaining the value behind an extrinsic motivator make staff more receptive?
- Dig Deeper: Where might a lack of success of a policy be undermining the integration of external motivator?
- Put into Practice: Plan one short conversation to help a teacher internalise an extrinsic motivator by increasing their understanding and align with their goals and values.

## ***1.3 How does behaviour spread?***

### **1.3.1 Why is information a contagion?**

- Start Here: How is teaching information currently shared between staff in your school?
- Dig Deeper: What kinds of messages tend to spread quickly and which get ignored?
- Put into Practice: Think of a teaching technique that failed to spread through your team. What might have caused its diffusion to falter?

### **1.3.2 What are strong and weak ties?**

- Start Here: Who do staff most often go to for advice or discussion about teaching?
- Dig Deeper: How do strong ties influence teacher beliefs and habits differently to weak ties?
- Put into Practice: Create one opportunity this month for staff from different departments to collaborate.

### **1.3.3 What are nodes?**

- Start Here: Which individuals are most connected across multiple teams in your school?
- Dig Deeper: How many of these influential 'nodes' to are already aligned and would be able to champion change?
- Put into Practice: Plan a meeting or briefing with key connectors to share a clear message for wider spread.

### **1.3.4 What is the strength of weak ties?**

- Start Here: When have weak ties helped bring in fresh thinking to your school?
- Dig Deeper: What are the limitations of relying solely on weak ties to spread practice?
- Put into Practice: Introduce one structured opportunity to bridge across informal weak-tie networks with other schools so you can share best practice.

### **1.3.5 What are complex contagions?**

- Start Here: What change has taken several rounds of reinforcement before gaining traction?
- Dig Deeper: Why might a new idea not spread, even when it's shared widely at first?
- Put into Practice: What will you do to increase the legitimacy, credibility and emotion resonance of the next change you wish to introduce?

### **1.3.6 How does a complex contagion behave in a network?**

- Start Here: How visible is your current teaching and learning priority across your school right now?
- Dig Deeper: How are dense clusters and repeated contact influencing change efforts?
- Put into Practice: Design a way for staff to see and talk about a priority repeatedly across different settings.

### **1.3.7 What is the tipping point?**

- Start Here: Have you ever sensed a shift in momentum during a change process? What was the trigger?
- Dig Deeper: How many staff need to adopt a change before it becomes self-sustaining?
- Put into Practice: Identify how close you are to the tipping point for a current initiative and what's needed next.

### **1.3.8 What is the best strategy to spread a complex contagion?**

- Start Here: Which spread strategy (snowball, shotgun, silver bullet) have you used before?
- Dig Deeper: Why might leaders be resistant to a snowball approach even though the evidence says it will be more effective?
- Put into Practice: Consider your school context. Outline how you'll implement a snowball approach for one target technique.

### **1.3.9 How can we lead change using a ‘strong ties’ approach?**

- Start Here: How do strong relationships shape whether teachers embrace or resist change?
- Dig Deeper: What areas of your team already have strong ties? Remember these may be relationally strong and not just geographically close. How could you take advantage of these to spread desirable behaviors?
- Put into Practice: Plan for your next training session to support collaboration that fosters strong ties and models key behaviours.

## **Chapter 2**

# **Why is it so hard to improve teaching?**

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### ***2.1 What are the limitations of the human mind according to cognitive science?***

#### **2.1.1 Why is there a limit to the amount of information we can hold at one time?**

- Start Here: Think of a time when overwhelmed by too much information at once? How did it make you feel? How was your performance impacted?
- Dig Deeper: How does the idea of limited working memory influence your school’s CPD design?
- Put into Practice: Identify one way to reduce cognitive load during your next staff presentation or meeting.

#### **2.1.2 What is the role of attention in learning?**

- Start Here: When do you notice staff start to lose focus during training or meetings?
- Dig Deeper: How important is the role of attention in learning?
- Put into Practice: Think of two practical things you can you include in your next CPD or briefing to minimise distraction and increase attention?

#### **2.1.3 How do we overcome these limitations of memory?**

- Start Here: What do staff do in CPD that helps them retain and apply new knowledge?

- Dig Deeper: What does cognitive science suggest about how encoding, retrieval and spacing improve memory?
- Put into Practice: Adjust one aspect of your CPD delivery to encourage more retrieval and long-term retention.

#### **2.1.4 How can cognitive load theory support effective teacher instruction?**

- Start Here: Which CPD activities use scaffolding, chunking, or modelling to reduce load?
- Dig Deeper: How does cognitive load theory challenge the way we present new practices to teachers?
- Put into Practice: Revise a recent CPD input to reduce extraneous load and focus on essential teaching moves.

### ***2.2 How do we establish a model of expert teaching?***

#### **2.2.1 What can happen when a model of expert teaching is too prescriptive?**

- Start Here: Does your current model of teaching allow for any professional flexibility?
- Dig Deeper: What problems arise when a teaching model is interpreted as a checklist rather than a guide?
- Put into Practice: What could you do to create clarity without stifling teacher ownership?

#### **2.2.2 What can happen when a model of expert teaching is not prescriptive enough?**

- Start Here: What are the drawbacks of an overly vague or flexible teaching model?
- Dig Deeper: What does it feel like for new staff trying to meet expectations in your current framework?
- Put into Practice: How can you clarify expectations while building shared understanding?

#### **2.2.3 How can we find our position on the tight–loose continuum?**

- Start Here: Where does your current approach sit between highly directive and highly permissive?
- Dig Deeper: What are the risks if expectations are too tight or too loose?

- Put into Practice: Review your school model and adjust one element to move toward better balance.

### **2.2.4 Why is a shared language of teaching and learning so important?**

- Start Here: When have you seen confusion caused by different terms for the same practice?
- Dig Deeper: How does shared language support coaching, feedback and training?
- Put into Practice: Identify three shared phrases or terms you think are embedded in your school's CPD vocabulary and check staff all have the same understanding of what they mean.

### **2.2.5 What are the advantages and disadvantages of the 'I do, We do, You do' model of teaching?**

- Start Here: If used, how well is 'I do, We do, You do' understood and used by staff in your setting?
- Dig Deeper: What are some of the risks of misapplying this model?
- Put into Practice: What example could you use to explain this model clearly to staff?

## ***2.3 What role do habits play in teacher development?***

### **2.3.1 Why are teachers likely to form habits?**

- Start Here: What habits have you noticed forming quickly in early-career teachers?
- Dig Deeper: How do time pressure and cognitive load contribute to habit reliance?
- Put into Practice: How can you better support the development of high-quality habits?

### **2.3.2 Do habits follow the same neural pathways as conscious decisions?**

- Start Here: What is the difference between behaviours that are habitual and those that are deliberate?
- Dig Deeper: How does this distinction affect your approach to teacher development?
- Put into Practice: What might you change in your observation or feedback routines to reflect this insight?

### **2.3.3 How do we move from goal-directed to habitual behaviour?**

- Start Here: When have you seen a change stick because it became part of someone's routine?
- Dig Deeper: What enables repeated behaviours to shift from conscious to automatic?
- Put into Practice: Design a scaffolded plan to support a new strategy becoming automatic over time.

### **2.3.4 How important are cues in habit formation?**

- Start Here: What environmental cues currently prompt staff behaviours in your school?
- Dig Deeper: Which cues might be unintentionally reinforcing poor habits?
- Put into Practice: Create or refine a cue that promotes a desirable teaching behaviour.

### **2.3.5 Do all habits require the same number of repetitions to become established?**

- Start Here: What routines took longer to embed with staff than expected?
- Dig Deeper: How do motivation and context affect the speed of habit formation?
- Put into Practice: How could you effectively communicate realistic timelines to staff when launching a new initiative.

### **2.3.6 How can habit stacking support habit development?**

- Start Here: What daily staff routines could be used as cues for new habits?
- Dig Deeper: How might habit stacking make change feel easier and more natural?
- Put into Practice: Identify one helpful habit you could 'stack' onto an existing teaching or leadership routine.

### **2.3.7 How can disrupting or swapping cues support habit formation?**

- Start Here: When have you seen an environmental or structural change shift teacher behaviour?
- Dig Deeper: How can disrupting old cues make space for better habits?
- Put into Practice: Make one small tweak to the environment that cues a more effective behaviour from your team.

### **2.3.8 What role do willpower and determination play in habit formation?**

- Start Here: Reflecting on your personal or professional experience, when has relying on willpower led to burnout or frustration?

- Dig Deeper: Why is relying on motivation alone not sustainable for behaviour change?
- Put into Practice: How can you strengthen the systems and structures to reduce reliance on the willpower of your team?

### **2.3.9 How do we use this knowledge to develop teachers' habits?**

- Start Here: What do your current routines say about the behaviours you value?
- Dig Deeper: Which habit principles are already embedded well in your CPD?
- Put into Practice: Choose one change to make your CPD better aligned with the science of habits.

## **Chapter 3**

# **How can we develop a knowledge of the quality of teaching in our school?**

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### ***3.1 Do we even need quality assurance?***

#### **3.1.1 How certain can we be in our ability to measure teachers' effectiveness?**

- Start Here: What methods do you currently rely on to assess teacher quality in your school?
- Dig Deeper: What risks are involved when we treat proxy measures like grades or engagement as proof of teacher effectiveness?
- Put into Practice: How can you communicate the limitations of QA data while maintaining its developmental purpose?

#### **3.1.2 How can measuring a teacher's performance impact our ability to develop them?**

- Start Here: How do staff in your school perceive the link between performance measurement and development?
- Dig Deeper: How might over-reliance on measurement discourage risk-taking and innovation in the classroom?

- Put into Practice: What tweaks can you make to ensure performance feedback is focused on development?

### **3.1.3 How does observing a lesson change it?**

- Start Here: What typical behaviours do you notice in lessons when teachers know they're being observed?
- Dig Deeper: How might the presence of an observer create performance that isn't representative of day-to-day teaching?
- Put into Practice: What steps can you take to ensure lesson observations that minimise 'show pony' behaviours and maximise insight?

### **3.1.4 What are the four Cs of quality assurance?**

- Start Here: Which of the four Cs (Clarity, Consistency, Coherence, and Culture) is currently your weakest area?
- Dig Deeper: What impact does a lack of consistency or clarity have on teacher trust in QA processes?
- Put into Practice: Which 'C' will you prioritise in your QA framework this term and how?

### **3.1.5 What if we think a teacher is unable to improve fast enough?**

- Start Here: Have you ever had concerns about a teacher's rate of progress? What did you do?
- Dig Deeper: How might bias, workload or unclear expectations cloud our judgement of a teacher's potential?
- Put into Practice: What steps can you take to ensure support plans are fair, realistic and genuinely developmental?

## ***3.2 How can we audit the quality of teaching?***

### **3.2.1 Can student grades be used to determine a teacher's performance?**

- Start Here: To what extent are student outcomes used as indicators of teaching quality in your school?
- Dig Deeper: What are the risks of using pupil performance data as a proxy for teaching?
- Put into Practice: What safeguards can you put in place to ensure data is used responsibly?

### **3.2.2 Can lesson observations be used to determine a teacher's performance?**

- Start Here: What weight do you currently give to lesson observations in performance reviews?
- Dig Deeper: What evidence challenges the reliability of lesson observations as a judgement tool?
- Put into Practice: How might you reframe lesson observations to focus more on professional learning?

### **3.2.3 How does providing notice of lesson observation affect the inferences we can make?**

- Start Here: Do your staff prefer announced or unannounced observations? Why?
- Dig Deeper: How does teacher behaviour shift when notice is given for an observation?
- Put into Practice: How might you vary observation formats to gain a more balanced picture?

### **3.2.4 How can recording lessons support teacher development?**

- Start Here: Have you trialled video as a tool for CPD or coaching?
- Dig Deeper: How can video reduce observer bias or increase teacher reflection?
- Put into Practice: What practical steps would you need to take to embed video observation safely and effectively?

### **3.2.5 How can looking at books help us to determine a teacher's effectiveness?**

- Start Here: What does your current work scrutiny process look for?
- Dig Deeper: What limitations might exist in using books to judge teaching?
- Put into Practice: How can you use book looks to initiate meaningful developmental conversations?

### **3.2.6 What can we learn from looking at books?**

- Start Here: What patterns or themes regularly emerge when looking at students' books?
- Dig Deeper: What cognitive science principles can be spotted (or missed) in pupils' workbooks?
- Put into Practice: How will you refine book scrutiny protocols to focus on development rather than compliance?

### **3.2.7 How can student voice support leaders to gather evidence on teacher quality?**

- Start Here: When do you currently use student voice to inform staff development?
- Dig Deeper: What are the risks of relying on student perception data?
- Put into Practice: What one question could you add to student surveys to better capture insights about teaching?

### **3.2.8 How do we build the capacity to audit the quality of teaching in our school?**

- Start Here: Which members of your team are most confident in evaluating teaching?
- Dig Deeper: What training or structures do middle leaders need to make valid, reliable evaluations?
- Put into Practice: What will you do this term to strengthen shared understanding of teaching quality across your team?

## ***3.3 How do we get the most out of lesson observations?***

### **3.3.1 How can we remove opinion from lesson observation?**

- Start Here: How confident are you that current observation processes focus on evidence, not opinion?
- Dig Deeper: What types of language or judgement often introduce bias during observation and feedback?
- Put into Practice: How can you train observers to distinguish between observation and interpretation?

### **3.3.2 How can the three lenses support object lesson observation?**

- Start Here: Which of the three lenses (student, teacher, task) is least used in your current system?
- Dig Deeper: How do these lenses help build a more rounded picture of what's happening in the classroom?
- Put into Practice: Prepare and complete one upcoming observation using the three-lens framework and share your findings with other leaders.

### **3.3.3 How can the hypothesis model support evidentiary thinking?**

- Start Here: Have you used a 'hypothesis approach' to guide observations before?

- Dig Deeper: How can a hypothesis-driven approach guard against confirmation bias in observation and feedback?
- Put into Practice: Who on your team would be a good person to trail the hypothesis model on?

### **3.3.4 How do we decide on improvement priorities?**

- Start Here: What process do you use to identify focus areas following observations?
- Dig Deeper: How do you balance individual teacher needs with whole-school trends?
- Put into Practice: Design a short checklist to help guide leaders in identifying appropriate development targets.

### **3.3.5 What if there are no obvious improvement priorities?**

- Start Here: How do you support staff who appear to be performing strongly across the board?
- Dig Deeper: How can we keep experienced or high-performing teachers engaged in development?
- Put into Practice: Choose one technique or focus area to deepen in your own practice, even where surface-level performance is strong.

### **3.3.6 What notes should we make during a lesson observation?**

- Start Here: What is your current note-taking practice during observations?
- Dig Deeper: How might overly detailed or too vague notes reduce the usefulness of observation feedback?
- Put into Practice: Trial a new notes template and review its impact with staff afterward.

### **3.3.7 How can leaders strategically manage data collected from lesson observations?**

- Start Here: How do you currently collate and use observation data to inform development?
- Dig Deeper: What trends might be hidden by poorly accessible observation data?
- Put into Practice: Build a basic tracking or summary tool to identify development themes from lesson visits.

# Chapter 4

## How can we develop teachers through CPD?

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### ***4.1 How can we identify CPD priorities and plan an appropriate implementation timeline?***

#### **4.1.1 How can the problems students face with learning inform our CPD priorities?**

- Start Here: What student learning challenges are most commonly raised by your team?
- Dig Deeper: How can using student learning challenges as a starting point improve the relevance of CPD?
- Put into Practice: What is one student learning challenge that could shape your CPD priorities this year?

#### **4.1.2 How can we classify student learning problems?**

- Start Here: Do you use any frameworks to help staff diagnose student misconceptions or barriers?
- Dig Deeper: What's the difference between problems of motivation, knowledge and application?
- Put into Practice: How might you train teachers to identify the root cause of a learning problem?

#### **4.1.3 How many priorities should we have?**

- Start Here: How many concurrent CPD priorities are currently being implemented in your school?
- Dig Deeper: What are the trade-offs between breadth and focus in development planning?
- Put into Practice: Can you streamline your current priorities into a smaller, more manageable number?

#### **4.1.4 What if different people should have different priorities?**

- Start Here: How do you accommodate differences in teacher experience, phase or subject?
- Dig Deeper: How can differentiated CPD still support a coherent school improvement plan?
- Put into Practice: What structures could support personalised CPD pathways for staff this year?

### ***4.2 What are the ingredients of effective CPD?***

#### **4.2.1 What mechanisms contribute to effective CPD?**

- Start Here: Which mechanisms (e.g., goal setting, modelling, feedback) are most familiar to your staff?
- Dig Deeper: How do these mechanisms work together to drive teacher development?
- Put into Practice: How will you check that your CPD approach includes the most impactful mechanisms?

#### **4.2.2 How similar is training teachers to teaching students?**

- Start Here: What parallels do you already draw between pupil learning and teacher development?
- Dig Deeper: How do concepts like cognitive load or retrieval apply to adult learning?
- Put into Practice: How can you redesign a CPD session to better reflect learning principles you use in class?

#### **4.2.3 How can we plan for the heterogeneity of teacher experience?**

- Start Here: How diverse is the level of expertise across your teaching staff?
- Dig Deeper: What are the risks of CPD that assumes all staff need the same thing?
- Put into Practice: How can you tier CPD sessions to support both early career and expert teachers?

### ***4.3 What forms can CPD take?***

#### **4.3.1 How many ways are there to provide CPD?**

- Start Here: What CPD forms do you currently use (e.g., coaching, workshops, inquiry)?
- Dig Deeper: What are the pros and cons of different CPD forms in your context?

- Put into Practice: How could you blend two forms to improve staff engagement and outcomes?

### **4.3.2 What are the differences between generalised and bespoke CPD?**

- Start Here: Do staff perceive your current CPD as relevant to their specific needs?
- Dig Deeper: What are the challenges of balancing whole-school messages with tailored input?
- Put into Practice: How might you add a bespoke element to your next whole-staff session?

### **4.3.3 What are the benefits and drawbacks of self-directed CPD?**

- Start Here: Do teachers in your school have time or structures for self-directed development?
- Dig Deeper: What are the risks of leaving CPD too open-ended or unmonitored?
- Put into Practice: Could you provide optional pathways or curated resources to support autonomy?

### **4.3.4 How can themes and learning communities support self-directed CPD?**

- Start Here: Have you ever used action research groups or learning communities in your setting?
- Dig Deeper: How can shared themes provide structure without limiting autonomy?
- Put into Practice: Plan one thematic learning community for the coming year, including frequency and format.

### **4.3.5 What are the benefits and drawbacks of remote vs. face-to-face CPD?**

- Start Here: What is your staff's current experience of remote CPD?
- Dig Deeper: How do engagement, collaboration, and follow-through differ between modes?
- Put into Practice: What training or session would work best delivered remotely or asynchronously this year?

## ***4.4 Is deliberate practice the secret to successful teacher development?***

### **4.4.1 What is the difference between routine and adaptive expertise?**

- Start Here: Do your staff focus more on consistency or flexibility in their teaching practice?
- Dig Deeper: Why is adaptive expertise important in a complex classroom environment?
- Put into Practice: How might you celebrate or share examples of adaptive thinking in your team?

### **4.4.2 How can deliberate practice develop expertise?**

- Start Here: When do your staff currently have time to practise teaching techniques?
- Dig Deeper: What makes deliberate practice different from trial and error?
- Put into Practice: Design one CPD sequence that includes modelling, rehearsal and feedback loops.

### **4.4.3 Are there any criticisms of deliberate practice?**

- Start Here: Have staff raised concerns about scripted or artificial rehearsal?
- Dig Deeper: How might rigid practice models ignore classroom nuance or autonomy?
- Put into Practice: How will you address concerns about deliberate practice in your rollout?

### **4.4.4 How can scenarios support the development of adaptive expertise?**

- Start Here: Have you ever used scenarios in CPD?
- Dig Deeper: What makes a good scenario rich enough to prompt adaptive thinking?
- Put into Practice: Design one decision-making scenario that your team could explore together.

### **4.4.5 How can we craft effective scenarios?**

- Start Here: Where do you get inspiration for realistic and relevant CPD scenarios?
- Dig Deeper: What features make a scenario engaging, authentic and developmentally useful?

- Put into Practice: Draft a short scenario linked to one of your current priorities or concerns.

## ***4.5 How can we build an effective CPD plan?***

### **4.5.1 What principles should we build our CPD plan on?**

- Start Here: What do you believe are the essential features of good CPD?
- Dig Deeper: How do you ensure your CPD plan aligns with long-term improvement goals?
- Put into Practice: Audit your current CPD calendar against your core principles. Have you got enough time spent on your top priority to ensure its established?

## ***4.6 How can we make the most of an INSET day?***

### **4.6.1 What activities often go into INSET days?**

- Start Here: What do your INSET days typically include?
- Dig Deeper: Which activities provide the most meaningful development and which feel performative?
- Put into Practice: Plan a balanced INSET day including four mechanisms of effective CPD.

### **4.6.2 How can we plan effective INSET training sessions?**

- Start Here: Who usually plans and delivers your INSET days?
- Dig Deeper: How can you ensure that INSET inputs match your school's overall development trajectory?
- Put into Practice: Collaborate with other leaders to co-plan an INSET session with a clear outcome and follow-up. Quality assure all sessions to ensure effective use of the mechanisms are included.

### **4.6.3 What about external speakers?**

- Start Here: Have external speakers added value in your recent CPD offer?
- Dig Deeper: What makes an external contribution effective, and when might it be tokenistic?
- Put into Practice: Create a checklist for choosing or briefing external contributors to ensure alignment with your vision.

# Chapter 5

## How can we develop teachers through feedback and coaching?

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### ***5.1 How does lesson observation link to teacher development?***

#### **5.1.1 Is lesson observation and feedback part of CPD?**

- Start Here: What is the role of lesson observation in your current CPD framework?
- Dig Deeper: How does separating it out help or hinder your strategic planning?
- Put into Practice: How can you better integrate lesson observation with your overall CPD offer?

#### **5.1.2 How can we have effective feedback conversations?**

- Start Here: How confident are your staff in receiving and giving lesson feedback?
- Dig Deeper: What are the common pitfalls in your school's feedback practices?
- Put into Practice: What structure could improve the quality and usefulness of your feedback conversations?

#### **5.1.3 How should we structure feedback conversations?**

- Start Here: What structure (if any) do you currently use for feedback meetings?
- Dig Deeper: How does structure help ensure clarity and reduce anxiety in feedback?
- Put into Practice: How confident are you in your teams ability to give effective feedback? How do you know?

#### **5.1.4 How can 'when, why, by' improve the way we give improvement targets?**

- Start Here: Do your feedback conversations currently include 'when, why, by' framing?
- Dig Deeper: How does this approach support accountability and ownership?
- Put into Practice: Try applying this structure to one target in your next coaching or feedback session.

## ***5.2 What is coaching and how can it support teacher development?***

### **5.2.1 What is the difference between coaching and mentoring?**

- Start Here: Do your staff understand the distinction between coaching and mentoring?
- Dig Deeper: What are the implications of each approach for autonomy and growth?
- Put into Practice: Review your CPD plan and identify where leaders are specifically trained in mentoring and coaching.

### **5.2.2 Which version of coaching is best?**

- Start Here: What types of coaching (instructional, responsive, cognitive or pure) have you explored?
- Dig Deeper: How does context affect which coaching model will be most effective?
- Put into Practice: Plan one coaching cycle using the version that best fits your current team's needs.

### **5.2.3 How can we build coaching capacity?**

- Start Here: How many staff are trained and confident in delivering coaching?
- Dig Deeper: What systems or training could support developing more coaches in your school?
- Put into Practice: Outline a plan to build coaching capacity across the next academic year.

## ***5.3 How can we become and effective coach through pure coaching?***

### **5.3.1 How can active listening make us a better coach and what barriers might we face?**

- Start Here: When do you find it hardest to actively listen in coaching conversations?
- Dig Deeper: What impact might poor listening have on trust and outcomes?
- Put into Practice: Introduce one active listening technique in your next coaching conversation.

### **5.3.2 How can clarification lead to more productive coaching conversations?**

- Start Here: How often do you pause to check understanding in coaching sessions?
- Dig Deeper: What are the signs that more clarification is needed?
- Put into Practice: Practice using clarifying questions in a coaching session this week.

### **5.3.3 How can challenge improve coaching conversations?**

- Start Here: Do your current coaching conversations tend to lean more toward support or challenge?
- Dig Deeper: What role does discomfort play in development?
- Put into Practice: How might you frame a challenge that encourages growth without defensiveness?

### **5.3.4 What are the common models for a coaching conversation?**

- Start Here: Which models (e.g., GROW, CLEAR, OSCAR) are known by leaders in your school?
- Dig Deeper: How do models provide structure without limiting flexibility?
- Put into Practice: Introduce or revisit the model you think will be most effective with your coaching team this term.

### **5.3.5 What are the common challenges that coaches face?**

- Start Here: What barriers have your coaches encountered most often?
- Dig Deeper: How does role clarity or time allocation affect coaching success?
- Put into Practice: Design a short training or guidance note to support coaches in overcoming these challenges.

### **5.3.6 How can journalling help coaches?**

- Start Here: Do coaches in your setting reflect on their practice regularly?
- Dig Deeper: What are the benefits of reflective journalling in coaching development?
- Put into Practice: Start a shared or personal coaching journal and use it to reflect after each session.

### **5.3.7 How do we end a coaching session?**

- Start Here: How do your coaching conversations typically conclude?
- Dig Deeper: Why is it important to end with clarity and commitment?

- Put into Practice: Try using a summarising question to conclude your next coaching session effectively.

## Chapter 6

# How can we use accountability to develop our teachers?

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### ***6.1 Why is accountability vital to improving performance?***

- Start Here: How is accountability currently viewed by your staff team – as support or threat?
- Dig Deeper: What aspects of your culture support accountability as a growth tool?
- Put into Practice: How can you reframe accountability in a way that builds motivation and ownership?

### ***6.2 How can we foster accountability in a way that is motivational and not controlling?***

#### **6.2.1 How can process-based accountability support teachers?**

- Start Here: How much focus do your systems place on inputs and behaviours, rather than just outcomes?
- Dig Deeper: Why might process-based accountability be more supportive of improvement than outcome-based models?
- Put into Practice: What's one way you could embed process measures into your monitoring or development routines?

#### **6.2.2 How can autonomy support motivational accountability?**

- Start Here: When do teachers in your school feel they have agency in how they meet expectations?
- Dig Deeper: What's the risk of over-specifying how performance targets are met?
- Put into Practice: How could you give staff more choice while still holding them to high standards? What could be the danger of doing so?

### **6.2.3 How can sharing the rationale support motivational accountability?**

- Start Here: Do you regularly explain the 'why' behind your accountability processes?
- Dig Deeper: What impact does understanding rationale have on teacher motivation and trust?
- Put into Practice: Ask your staff about one of your recent policies. Can they verbalise the rationale?

### **6.2.4 Does accountability always need to be top-down?**

- Start Here: How often do staff feel accountable to each other rather than just to leaders?
- Dig Deeper: What are the benefits of bi-directional accountability compared to top-down models?
- Put into Practice: Identify a new technique or strategy that might be well suited to bi-directional accountability.

### **6.2.5 What are the three principles of motivational accountability?**

- Start Here: How well does your current approach meet the principles of motivational accountability?
- Dig Deeper: Which of the three principles is most underdeveloped in your school?
- Put into Practice: Choose one principle and design a change that will strengthen it in your accountability systems.

## ***6.3 How do we structure accountability conversations?***

- Start Here: Do your accountability conversations follow a consistent structure?
- Dig Deeper: How might structuring a conversation improve both clarity and support?
- Put into Practice: Trial using a structure in your next accountability meeting.

## ***6.4 What can we do when we find a teacher is grossly underperforming?***

### **6.4.1 What are the main causes of underperformance?**

- Start Here: How confident are you in diagnosing the root causes of underperformance in staff?

- Dig Deeper: What are the risks of mislabelling capability issues as circumstantial or vice versa?
- Put into Practice: What process could help your team more accurately diagnose underperformance causes?

#### **6.4.2 How can we ensure we effectively challenge underperformance?**

- Start Here: How consistent are leaders in your school in recognising and addressing poor performance?
- Dig Deeper: What cultural or systemic barriers might delay action on underperformance?
- Put into Practice: What threshold will you agree as a team for when supportive challenge should begin? What evidence will you gather?

#### **6.4.3 Are formal and informal support plans needed to rapidly improve underperformance?**

- Start Here: When has informal support successfully turned performance around?
- Dig Deeper: How might overly rigid formal processes prevent flexible support?
- Put into Practice: Draft a staged approach that clearly differentiates informal and formal support for teachers.

#### **6.4.4 How can we challenge underperformance with a difficult conversation?**

- Start Here: When was the last time you had a difficult conversation regarding performance? How did it go?
- Dig Deeper: How easy do you find it to get the other person 'over the accountability line'?
- Put into Practice: What phrase or mindset could you use to maintain professionalism and compassion if you find yourself dealing with an angry or upset colleague?