

NEWSLETTER, SEPTEMBER 2021

A FEW WORDS FROM JON SPARKE, HEADTEACHER, BENNETT MEMORIAL DIOCESAN SCHOOL



There was a great buzz at Bennett last Wednesday as we welcomed some sixty new entrants to our profession as hosts for Teach Kent and Sussex. We speculated what might be the right collective noun for such a group of beginning teachers? A 'potential' of beginning teachers perhaps? That certainly captures the exciting possibilities of working with such a number of new teachers.

I reckon it is a great time to be joining the teaching profession. On offer is the opportunity to begin teaching genuinely equipped with the kind of foundational knowledge about what constitutes the most effective practice. You'll also be given the chance to practise teaching

to the point of mastery.

My generation of teachers learned to teach largely by trial and error. We were equipped with some transferrable knowledge of relevant theory, Piaget, Bruner, Vygotsky et al, yet many of us struggled to apply this in practice. We had limited knowledge and understanding of how teaching might be planned and implemented in response to the architecture of human cognition, hence the widespread influence of folk pedagogies.

Now, through the Core Content Framework, beginning teachers are offered a clearly delineated body of professional knowledge which is then related to practice. Further to this, thanks to the work of academics like [David Feldon](#), we have a greater understanding of the significance of teachers' own non-conscious cognition in making efficient and evidence-based approaches to instruction automatic. Consequently, learning to teach need no longer entail the survival of the fittest. The Early Career Framework provides for this teacher expertise to be further embedded and supported as teachers begin their careers.

What is also exciting is that this body of teacher expertise is also at the centre of what we now understand to be an effective leader in schools. The published frameworks for the National Professional Qualifications are clearly focused upon developing and supporting this professional expertise in teachers. At last, for the teaching profession there is a clear articulation of what expert teachers and their leaders need to know and what they need to be capable of.

As a headteacher I am genuinely excited for the opportunity this presents to me and my experienced colleagues. We know that the evidence base will not remain unchanged in the years ahead as new insights and nuances emerge from research, but the habits of mind and professional structures that are being set in motion at present hold real promise.

At the Kent Teaching School Hub, we are delighted to be playing a role in enabling this expertise to be widely available to teachers across the county.

ECF PROGRAMME

We have now welcomed over 275 Early Career Teachers (ECTs) to our ECF programme. It was so lovely to meet them all at our ECT conferences on 21st -24th September. We are excited about the prospect of supporting them through their early career development and hope their first few weeks in school has gone well.

Huge thanks to all our ECT coordinators and Mentors for completing their initial induction training. We are pleased that they are all set and ready to support our newest recruits to the profession.



The key aspect of our ECF programme with **Ambition** is the focus on **Instructional Coaching**. For those of you not directly involved in the delivery of our ECF programme that are interested in the concept of Instructional Coaching and would like to learn more, please join us for our three seminars with Josh Goodrich. **[BOOK HERE NOW!](#)**

THE NEW NPQS – PART OF YOUR RESPONSE TO SUSTAINING SCHOOL IMPROVEMENTS, STAFF RETENTION, PERFORMANCE MANAGEMENT AND WELLBEING

At this time of year many schools are finessing their school improvement plans and completing performance management reviews. We encourage all schools to consider how colleagues starting their NPQs this academic year could help build and sustain school development priorities and also play a role in retaining staff and supporting their wellbeing.

The recommendation for a colleague to begin a NPQ may well arise from performance management conversations happening this term. The new NPQs are for colleagues aspiring to undertake certain roles as well as those already within a role.

Here are some scenarios that may lead to someone starting an NPQ this year:

- i) You have a great deputy head who you want to retain. Investing in them completing a NPQH should not only help them become an even better deputy head but also help you retain them.
- ii) An ambitious colleague with lots of evident capacity for being a KS1 or 2 lead or a head of department may be suited to the NPQ leading teaching (NPQLT).
- iii) You have an ECT in school and/or regularly have trainee teachers in school: ECT induction tutors or ITT lead mentors could benefit from the **free of charge** NPQ leading teacher development (NPQLTD)
- iv) You have been appointed as a headteacher since September 2019; if so you qualify to complete the NPQH free of charge.
- v) Your school is in top 30% of Pupil Premium schools; all NPQs are free of charge to colleagues in your school. Their taking part could give them just the right depth of professional knowledge to support your school.

For full details of our NPQ offer in partnership with the Ambition Institute and the Church of England education office please click [here](#) and find out who the NPQs are for, how they are structured and their cost. We are delivering all the NPQs (apart from NPQEL) here in Kent with facilitators from across our partnership.



A FEW WORDS FROM ONE OF OUR NPQ FACILITATORS, TARA MCVEY, TOWERS SCHOOLS AND SIXTH FORM

The new NPQs are different. And that is what makes them so exciting. They are informed by robust evidence and, from the Early Career Framework, through the specialist NPQs, to the reformed leadership NPQs, a golden thread of learning and development runs from the start of a teacher's career right through to Executive Headship. In terms of how we think about curriculum, where each piece of new knowledge builds upon the one before, this approach to staff development is such an exciting shift.

We know - both from the evidence but also from experience in our own schools - that high-quality professional development has a hugely positive impact. By giving our staff a range of pathways and possibilities, we can support wellbeing, recruitment and retention. By focusing on what educators need to know and be able to do, we ensure that everyone is able to keep improving, thus improving our schools. And by doing all this, we will ensure that every child has the chance to be exceptional - which is why we all started in the first place!

Join Us for our...

LAUNCH EVENT
TUESDAY 5TH OCTOBER
CHATHAM DOCKYARD
Morning Session: 9.00am Afternoon Session: 1pm
Confirmed Speakers

Rob Coe
Education Endowment Foundation

Heather Fearn
OFSTED

Local DfE Curriculum Hubs will also be in attendance, speaking and showcasing their support offers

Kent Teaching School Hub
evidence. expertise. excellence

Thames Gateway
Teaching School Hub

NEXT EDITION:

MORE INFORMATION ABOUT RESEARCHEDKENT:

Saturday 27th November 2021. Book your ticket here:

<https://researched.org.uk/event/researched-kent-2021/>

In partnership with the Thames Gateway Hub, we invite you to join us for our launch event at the Historic Dockyard, Chatham on Tuesday 5 October. Guest speakers include Heather Fearn and Rob Coe and we will also be joined by representatives from our curriculum hubs who will be sharing information about the support available to schools across Kent and Medway. It is also an opportunity to find out more about the Teaching School Hub, who we are and what we are doing to work with schools locally. Numbers are limited for this event, so please [book your place online here](#) – choosing either the morning session at 9.00am or the afternoon at 1.00pm. We look forward to meeting you all on **Tuesday 5th October**.