



WELCOME

As a University sponsored Academy Trust, our academies have access to a unique evidence-informed professional development and academy improvement programme delivered by The Trust's Education Development Team.

As a Multi-Academy Trust where co-leadership sits at the heart of our approach, we are confident that by working as one organisation we can all ensure staff, pupils and communities

- Achieve More
- Challenge Thinking
- Shape Futures

Our programme for 2023-24 is designed to support all our teachers in meeting the Trust's strategic priorities:

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their academy community and society as they journey through all of our academies and work closely with our University sponsor

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they develop professionally in line with our Trust ambitions and their professional learning pathway

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they can see, help shape and benefit from being part of the University of Chichester Academy Trust



The Education Development Team provides support for teachers to ensure that evidence-informed practice and professional enquiry promote our priorities for 2023-24

The team aims to:

- provide impactful pedagogical development for all teaching staff;
- support career pathways for a full range of staff across the Trust;
- develop our collective curriculum knowledge to improve leadership and management of an inclusive, equitable and diverse curriculum offer and
- enable all our pupils, particularly the most disadvantaged, to have strong and secure core and foundation subject knowledge.

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Support for 2023-24 will be primarily focused on our Trust-wide focus on oracy as a key feature of effective curriculum and pedagogical practice, so we can enhance and improve the quality of talk for all learners to facilitate rich, inclusive, memorable learning experiences. As well as continuing to address subject-specific aspects of pedagogy prioritised in individual Journey to Excellence Plans.

There are six interlinked programmes for you to engage with this year:

- **JOURNAL CLUB**

Develop research literacy and grow research leads across the Trust.

- **TRUST ORACY PROJECT**

Supporting the development of depth of knowledge and understanding about oracy and identifying potential academy context-driven areas for oracy development/improvement.

- **ENQUIRY GROUPS**

Support teachers to develop their experience as professional enquirers.

- **CURRICULUM AND PEDAGOGY DEVELOPMENT**

Space and opportunity to continue development of curriculum and pedagogy.

- **CAREER DEVELOPMENT**

Providing a career pathway from initial teacher training through to leadership at all levels.

- **ACADEMY TO ACADEMY SUPPORT (A2A)**

Enable staff and learners to develop a climate of opportunity and success for all through the creation of partnerships of hands-on support.

JOURNAL CLUB

Developing research literacy and growing research leads across the Trust.

- **One-off or join the series**
- **Online facilitation**
- **Receive articles in advance - estimated max 30 minute read**

Journal Club is a regular online discussion forum facilitated by our Education Development Team staff. Teachers can join in as individuals or as part of staff teams in our academies. This year Journal Club will support our Trust-wide focus on oracy by providing a curated series of research articles on the subject which we can explore together over the year.



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“For most professional development purposes, not every teacher or education practitioner needs to have read the original research. An important school and system role is to identify and develop one or more individuals whose key role will be to stay up to date with the latest research, to find and share research summaries, and to stay aware of the problems or goals that are in school so that the right research can be found”.

Weston & Clay (2018)

TRUST ORACY PROJECT

Supporting the development of depth of knowledge and understanding about oracy and identifying potential school context-driven areas for oracy development/improvement.

This programme is woven through our Journal Club and Curriculum and Pedagogy strands. Through a launch video, we will introduce all staff to a Trust vision for oracy, based on oracy theory and practice using McCreas's (2018) work, *'Expert Teaching: What is it, and how might we develop it?'* This proposes four mental models of expert teachers, which are:

- Extensive – They have a comprehensive, connected and evidence-informed understanding of the domains outlined above (perception, action and decision) (Ericsson & Pool, 2016).
- Actionable – This knowledge is knitted together with an appreciation of their local context, alongside the cues they routinely encounter through pupil interaction (Schmidt, 2007).
- Fluent – The vast majority of this knowledge can be accessed and employed rapidly, and with minimal effort (Findell, 2009).
- Meaningful – Expert teacher knowledge is threaded with their personal and professional values. They care deeply about their craft, and about elevating the life chances of their pupils (Schempp, 2002). As a result, they take full responsibility for their actions (Berliner, 2004), and are driven to continually improve their practice (Hattie, 2003).

(McCreas, 2018, p.7)

A senior leader and an academy Oracy Champion will have facilitated access to research evidence and models for practice. This will include time and discussion over three days at our Bognor Regis Campus to

- support development of depth of knowledge and understanding
- identify potential academy context-driven areas for oracy development/ improvement and
- support deeper understanding of components of expert teaching (such as simulation and application) as they relate to oracy (McCreas, 2018)
- collaborate in their own academy or across the Trust

Participants will be enabled to support colleagues in their academies through use of these materials and the Journal Club programme.

All staff will access key aspects of this programme through a tailored series of PDM activities delivered by your academy's Oracy Champion.



CURRICULUM AND PEDAGOGY DEVELOPMENT



Space and opportunity to continue development of curriculum and pedagogy.

- **Three face-to-face days**
Follow-up developmental support visits for each academy



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Teachers and subject leads “... play an important role in ensuring positive outcomes for pupils and developing the knowledge and practice of other teachers. However, their effectiveness depends on their knowledge of the subject and of effective pedagogy, and the extent to which they have autonomy and control over the curriculum, drawing on their subject expertise. Senior leaders need to give them this autonomy as part of the school's shared vision and accountability framework...”

Ofsted Research Review series, 2022

ENQUIRY GROUPS

Supporting teachers to develop as professional enquirers.

This programme seeks to support leaders and teachers with the opportunity to grow ‘expert mental models’ and

- Study – Build an evidence-informed understanding of how these things work.
- Practise – Put this evidence to work in their context, and repeatedly implement towards fluency and fidelity (Schmidt & Rikers, 2007).
- Iterate – Continually evaluate (against pupil impact) and improve their mental models and actions.

(Mccrea, 2018, p.8)

Following our launch year in 2023-24, we will be supporting classroom-based practitioner research related to your academy’s oracy project or other priorities set out in your Journey to Excellence Plan. Each participant’s enquiry focus will be driven by your academy’s context. Where there are similar areas of enquiry across academies, we will facilitate collaboration. The programme features:

- One face-to-face research day facilitated by Education Development Team members each term
- Conference in Summer Term to share learning and consider future practice
- Possible links to NPQ projects.

Academies and colleagues will work collaboratively within enquiry groups facilitated by the Education Development Team, thus promoting the growth of professional knowledge, understanding and critical enquiry skills. Collaborative sessions will draw on credible models of professional enquiry (Weston and Clay, 2018), allowing participants to explore each part of the cycle relevant to their own context.

This year we welcome new participants and will provide a separate follow-up for graduates from last year’s programme to continue their projects.



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“Effectively building an evidence-informed culture usually means starting with what colleagues already aspire to achieve, problems that they worry about solving or finding tools that they will find immediately relevant and helpful”

Weston & Clay (2018)

CAREER DEVELOPMENT



ITT

- 2 Routes
- School Direct
- School Centred Initial Teacher Training - (SCITT)

ECT

- 2 year Induction
- ECF - Education Development Trust
- HISP local Partner
- All ECTs facilitated by Unicat
- Bespoke training for Mentors

Connect

- Continuing Professional Development for RQTs. (Subject Leadership Role etc)

NPQ

- 4 'Broadening Expertise' - Leading teaching, Leading literacy, Leading behaviour & culture and Leading teacher development
- 4 'Leadership Development' - Senior leadership, Headship, Early Years and Executive leadership

ACADEMY TO ACADEMY SUPPORT (A2A)

Academy to Academy Support is a service offered for and by the staff in our academies. Our trust has a strong history of collaboration with clear communication and a sensitivity to individual contexts.

Armstrong's (2015) review identified several drivers for collaboration between academies, including 'sharing resources and taking advantage of economies of scale, participating in centrally driven initiatives involving inter-academy collaboration, accessing educational and operational support, and expanding successful models of school improvement'. We aim to create successful partnerships of hands-on engagement supporting needs within our academies. The support may be 'to build quick wins' or 'developing strategies over time' Muijs (2017)

Areas of Support

- Support in connection with a specific child or a wider whole academy issue
- Observations and recommendations in relation to pupils learning environments, curriculum or resources leading to joint action planning
- Developing skills, knowledge and confidence
- Training for key staff at the referring academy
- Modelling strategies and approaches to meet need
- Signpost to other relevant services and organisations
- Lesson modelling at your academy

Benefits

We aim to support you and hope that we can generate the following:

- To develop our collective curriculum and pedagogical knowledge
- To offer relevant and practical support to academies
- To empower the referring academy to support all pupils within their setting
- To develop effective, sustainable practice with positive observable outcomes
- Promote capacity for inclusion across our trust
- Intervention and support early into a child's education to ensure successful transition into the next phase education

Process & Terms

The requesting academy contacts EDT. We will create a short brief outlining need and support solicitation. We will broker appropriate support based on need and stakeholders.

To get the most out of A2A support we expect academies to:

- Ensure that the Head Teacher, SENCo, Class Teacher and any other relevant staff are made aware that a referral has been made
- Willingness and commitment to engage in the process and ensuring relevant staff are available for the initial meeting and have access to any supporting information for discussion. They will be responsible for supply costs to the supporting academy.
- Commitment from academy to implement strategies suggested and take on board advice given



- Mutual respect and open dialogue between all parties
- Engage in the evaluation and feedback phone call to help us monitor quality assurance and make necessary improvements

All strands of this professional learning model ensure that development opportunities are:

- Problem oriented – Experiences should be framed and constructed around the most persistent problems teachers face. (Kennedy, 2016a)
- Incrementally sequenced – Manageable chunks of high-leverage mental models are navigated in a gradual, cumulative order, towards a clearly specified and measurable prototype of expertise (Deans for Impact, 2017). Each area is deconstructed, represented and practised with purpose until change takes hold (Kennedy, 2016b; William & Leahy, 2014).
- Supportively Stretching – Each step in the sequence must challenge existing knowledge and practice, pushing teachers out of their comfort zone (Deans for Impact, 2017) and exposing them to a variety of application situations (Woolf et al., 2017). This process is best supported by an expert teacher educator who can provide bespoke direction, prompt reflection, offer timely feedback and generate accountability in socially sensitive ways (Kraft et al., 2016; William & Leahy, 2014).
(McCrea, 2018, p.8)

EDUCATION DEVELOPMENT TEAM

Kirstie Hewett

Kirstie is a senior lecturer, teaching on the Foundation Degree, BA and PGCE programmes on a range of modules related to English and Professional Studies, and leading the training of new school-based mentors.



She has been a primary school class teacher and Deputy Head teacher, subject leader of both Maths and English, and a SENDCo and Inclusion Lead. Kirstie is a Fellow of the Higher Education Academy, and is on the editorial board of the UKLA & EA's English 4-11 publication for teachers. She is a Trustee and the Chair of the English Association's Primary and Early Years Committee. She is a member of the Writing for Pleasure Significant Interest group, and the University of Chichester's Teachers as Readers Group. Her research interests focus on the effective and meaningful professional learning of teaching staff at all levels.



James Humphries

Working in education for over 30 years, James has spent his career in a wide range of challenging urban settings. He has experience as a subject leader for English and as a curriculum adviser in a local authority. His senior leadership has focused on the curriculum as Assistant Headteacher and Deputy Headteacher, with staff development around teaching and learning as a particular strength. Before joining the Trust, James had two Headships, one of a large inner-city secondary school and another as an interim Head in a special school.



Debra Laxton

Debra has spent the whole of her career, spanning over thirty years, involved in the care and education of young children. She worked in schools and nurseries within the London Borough of Hounslow before moving to West Sussex and working in a Nursery School and Children Centre. She then moved to the Further Education Sector and now works at the University of Chichester as Senior Lecturer - Early Childhood Lead. Debra is passionate about the importance of reflective practice and working with educators to develop knowledge and skills. Her research interests focus on translational research and empowering educators in the UK and global emergency situations to lead practice change.



Sam Parkes

Sam has been a teacher since 2003 in schools, and then in Higher Education with a focus on social justice and mathematics. She has taught in early years, primary, KS3 and across undergraduate, postgraduate programmes, including ITE. She has been a mathematics leader, assistant head teacher, mentor and course leader responsible for the design and running of a variety of events, conferences and projects. Her research interests lie in the field of collaborative professional development, leading and managing sustainable change and developing an effective school culture for mathematical learning. Her most recent published work includes 'Strong Foundations in Early Mathematics', a professional development text for trainees and teachers in the Early Years.



Cate Worrall

Having worked in education for over 25 years, Cate has held a range of senior leadership roles. She is a graduate of University of Chichester, gaining her BEd Hons in English. After being awarded her AST and NPQH, Cate became interested in developing people, as well as her love of teaching across the primary phase. During her time as Principal at Portsmouth SCITT, she has successfully retained 2 OfSTED Outstanding grades. Cate understands the importance of championing teaching and pedagogy. Her new trust role, Head of Training and Development, allows her to share her commitment to train and retain high quality teachers.





DATES AND BOOKING ARRANGEMENTS

Journal Club

All teaching staff will receive an invitation to join each session with the allocated reading a week in advance.

- Thursday 5th October
- Wednesday 15th November
- Wednesday 24th January
- Monday 11th March
- Wednesday 1st May
- Tuesday 18th June

Trust Oracy Project

Strand 1 is for a Senior Leader and a designated Oracy Champion from each academy. Please sign up using the link to the form below.

- Thursday 21st September
- Wednesday 17th January
- Friday 26th April

Enquiry Groups

Please let your Headteacher know you'd like to participate and what your focus will be. You will need their permission to join using the link to the form below. Oracy & or Subject Focus - new projects for 2023-24

- Wednesday 29th November
- Wednesday 21st February
- Tuesday 21st May
- Friday 14th June

Class of 23 Continuation Projects

Let your Headteacher know if you'd like to continue your project from 2022-23. You will need their permission to join using the link to the form below.

- Friday 6th October
- Wednesday 10th January
- Monday 29th April
- Friday 14th June

Academy To Academy Support (A2A)

Please contact Cate Worrall
c.worrall@chi.ac.uk



Links to booking form:
forms.office.com/e/K2RjddXaQY



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NB: Information correct at time of printing (September 2023).

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Design: Roy Donaldson & Chris Anderson | design@chi.ac.uk

Print: PrintShop | chi.ac.uk/printshop

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