

Service Solution

Background

The NAHT Aspire: Innovation in Leadership & Teaching (ILT) – is a bespoke evolution of the very successful NAHT Aspire Programme. It has been designed to address the needs of priority schools, as set out in the TLIF.

The original NAHT Aspire programme for primaries was sponsored by the DFE, independently evaluated by Derby University, and is now being delivered to more than [REDACTED] schools nationally.

The key features

- A whole-school method.
- Primarily engages senior and middle leaders in interrelated leadership and teaching initiatives, but involves all teaching staff.
- Duration: one academic year.
- Schools typically work in networks of four.
- Schools attend termly offsite Network Days for senior leaders, nominated middle leaders and key leads, for 'Assessment for Learning' and 'Pedagogy & Curriculum' (three for each group).
- Each school has two Development Days in school, when NAHT Aspire Achievement Advisers assist the school to 'follow up and follow through' with initiatives introduced on Network Days appropriately tailored to the schools' contexts.
- Tried and tested intellectual property is introduced over the course of the year in the form of six themed Components. Content is available to schools via a user-friendly online platform.
- Two NAHT Aspire Achievement Advisers work with each network to deliver Network and Development Days, coaching senior and middle leaders through the processes of strategic planning, implementation and evaluation of impact, developing enduring skills and competencies (see the links between the Components and relevant Headteacher and Teacher standards). Achievement Advisers have had successful senior leadership experience and are trained and well versed in the Components.

These features ensure that the DFE (2016) Standard for teachers' professional development is fully met. Further, engagement replaces rather than adds to teachers' workloads.

The quality of the services offered is assured through our BSI 9001 Quality Management Systems, for which EdisonLearning have been accredited since 2007.

The inclusive, whole-school approach ensures that hard-to-reach participants are engaged.

Components within NAHT Aspire ILT

The following section describes the components underpinning the NAHT Aspire ILT programme. The numbers that follow show links to the relevant Headteacher (2015) and Teacher (2011) Standards.

Foundations of Learning

A summary of research on human learning relating four modes of learning to different types of learning outcome. A particular focus on Foundational Learning is designed to ensure

automaticity in the retrieval/application of essential knowledge and an application called Fast Learning linked to maths, transcription and reading.

Headteachers: Curriculum planning and implementation.

2(2), 4(3).

Middle leaders: Long term planning of curriculum content and assessment within subjects.

Teachers: Increased clarity in assessment and the matching of learning outcomes to methodologies and their applications in the classroom Part

1(3 & 6).

A language for developing leadership

Introducing and using the Quality Framework for Leadership (QFL), a systematic.

disaggregation of effective leadership organised in four elements with themes, descriptors and behaviours that capture good and outstanding leadership.

Headteachers: Evaluating, coaching, guiding and managing leadership aspects of performance; Distributing leadership effectively.

1(1), 1(6), 2(4), 2(5), 3(6), 4(6)

Middle leaders: Coaching, guiding and managing leadership within a subject /phase

Teachers: Self-evaluation and career planning.

Part 1(8), Part 2

Leading learning & teaching

Introducing and using the Quality Framework for Learning & Teaching (QFLT), a systematic disaggregation of effective teaching captured in six elements, 37 themes with descriptors and associated behaviours associated with good and outstanding learning and teaching.

Headteachers: Evaluating, coaching, guiding and managing performance in respect of learning & teaching. 2(2), 2(3), 2(4), 2(6), 3(3)

Middle leaders: Evaluating, coaching and guiding learning & teaching within a subject/ phase

Teachers: Self-evaluation and improvement planning.

Part 1(4)

Professional Learning Cycles- Achievement Teams

Review of research and practical planning around the introduction of Achievement Team Meetings – regular, protocol driven meetings of practitioners, informed by learner data that involve sharing knowledge and practices, committing to action and reporting on impact.

Headteachers: Planning, implementing and enabling peer and team learning systems 2(4), 2(6), 3(6)

Middle leaders: Enabling peer and team learning within a specific phase/subject.

Teachers: New teaching and learning strategies matched to current progress issues Part 1(3 & 8).

Coaching for growth

Introduction and development of the G(oal), R(eality), O(ptions), W(hat)) model of coaching

Headteachers: Skills in coaching.

2(4), 2(5), 4(4)

Middle leaders: Skills in coaching.

Teachers: Skills in coaching.

Part 1(8)

Putting data to work

Developing simple but informative data reports and analysis skills, using these to inform targeted formative action at whole school, subject, phase and classroom levels.

Headteachers: Skills in analysis of data at the whole school level and its translation into actions to improve. 2(1), 2(6), 3(1), 3(3)

Middle leaders: Skills in analysis of data at the subject and phase levels and its translation into actions to improve.

Teachers: Skills in analysis of data at the class and pupil level and its translation into classroom planning and delivery.

Part 1(1 & 6)

Scope and sequence- chronology



Completion and legacy

Upon completion of the one-year programme, schools remain able to access all intellectual property.

In addition to the cadre of upskilled, locally based leaders and teachers, both schools and leaders will have the opportunity to be accredited for implementing each or all of the six components with fidelity, providing the schools with an attractive visibility for job applicants and giving teachers and leaders a valuable transferable asset in their CVs.

Middle and senior leaders have the opportunity to take their learning forward into HE via the Derby University Certificate/ Diploma in School Improvement. This is a programme specifically designed for leaders involved in NAHT Aspire. Credits attained may be used towards a Masters award.

Schools may also wish to opt in to a continuing NAHT Aspire partnership to take on other components of NAHT Aspire on a self-funding basis.

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