

Sustainability and Legacy Bidders should set out their proposals for creating a sustainable offer for the services to deliver the goals of TLIF. Bids must make clear how the impact of the investment will be sustained once TLIF funding has stopped.

The greatest weakness of professional development is that it fails to make a lasting impact on the system it is designed to improve. In an ecosystem of providers where any training is permissible without regulation, oversight or monitoring, many training experiences can become what Professor Rob Coe, referring to lesson activities that looked worthwhile but were not, 'Poor proxies for learning.' Research conducted by the Teacher Development Trust and the Deans for Impact bears this out. For professional development to last longer than the delivery period, it is necessary that it is:

1. Focussed on as few areas as possible to still be relevant
2. Focussed on the most important areas of the topic
3. Is end-oriented
4. Requires that it be revisited in some way, over several periods of time
5. Requires that it be enacted or practised in some way.

To respond to these criteria, this program has been designed accordingly. It represents a succinct but extremely relevant distillation of strategies, habits and practices that other schools and practitioners have used successfully. The theories that underpin these strategies is referred to in passing, and references are made available for those who wish to learn more, but the focus is on practicality and evidenced impact.

To ensure that lessons are portable and enduring, the program model is designed to include recap sessions at the booster training days; internal projects and self-created action plans; while there is no examination diet within this course, the benefit of retrieval practice is achieved by creating milestones where participants can regroup and review their progress with the group or the coach; and opportunities exist at the end to display or share best practice. Because certification requires attendance and self-evaluation online, the training requires both the practical application of the learning, and a demonstrative commitment to the project over time.

All of these model design features support the robust integration of the program into the lived experience of the schools or classrooms, which has the concomitant effect of preventing program dissipation.

The program is designed not merely to support a series of tips and one-off interventions, but to create within the attendees the means to acquire habits of behaviour, and impart those habits to others, notably students or work colleagues. These all lend themselves to models of sustainability rather than intermittency. Indeed, one of the main aspects of this course is the creation within schools and classrooms of routine-based cultures, and habitual practices.

The leadership course contains elements within it of how ensure that colleagues and fellow leaders can become advocates and allies to this program, so that they too may be part of the program in terms and years to come.

It is intended that, as the program grows, alumni of the program will be asked to return as trainers and sub contracted to roll the program out to other faculties and schools. Another aspect of our growth model is that the role of the in-school classroom management mentor will be the next phase of our training offer. Training these vital adjuncts to the school behaviour system will be an important step in self-perpetuation.

Bidders should set out any legacy – including assets – that they will pass to participants or the Authority either (i) during the contract or (ii) at the end of the contract.

The principle asset provision will be the intangibles of training and skill bases. In addition attendees will be provided with workbooks (copyrighted) which they can retain in perpetuity, as well as access to the online community of peer and expert help that Anvil will provide. Continued access to this community will be available to graduates of the program for a license fee. At the end of the program, all eligible participants will be presented with a graduation certificate.

Bidders should define the sustainability - and its metric(s) - they propose to achieve.

A key part of the program is the online community. All participants will, as part of the training course, be required to fill in an online self-evaluation at each stage of the process. Part of this evaluation will include a questionnaire which will record, and track, attendee appreciation of multiple questions such as: 'I feel more confident managing challenging behaviour' with a spectrum of possible responses. In this way, the program controllers, and the independent evaluators will be able access evaluative data over a period of time and across/ between cohorts. Drop down boxes will also record specific feedback, comments and criticisms in order to improve the program for subsequent cohorts.

The program aim is to achieve a 60% completion rate of all participants, and a satisfaction rating of 80% 'Good' or better by the end of the course by all participants upon completion. A key indicator of success will be the question 'I now feel more competent as a manager of class/ school behaviour' and 'behaviour has visibly and measurably improved in my school/ class as a result of training provided on this course,' where it is expected that at least 90% of all participants should agree by the point of course completion.

Bids should explain their views on sustainability and any models they will be developing as part of any awarded contract.

Your proposal should set how you will contribute to creating a sustainable offer and the legacy and its value you propose.

Evaluation will be against:

- The robustness of the solution for sustainability.*
- Evidence that the bidder has considered and proposed mechanisms as to how any learning could be shared more widely across the school system, including, but not limited to, with the independent evaluation contractor.*
- Evidence of a clear plan for the impact of the programmes to be sustained beyond the period of participants' engagement.*
- Detail of working with the Evaluators to ensure shared best practice and learning – including on Exit.*
- Any legacy – including assets and any tools or methods - and having a meaningful plan for capturing good practice across your provision, including the development of effective feedback loops from participants and schools.*