



Learn-AT
Learning ~ Fellowship

**Policy for Research-Informed Practice,
Professional Learning and the Use of Evidence
(RIPPLE)**

LAT051 Version 1 Updated March 2021

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Please note that this policy supersedes and replaces any equivalent policies or sections of policies. This policy is non contractual and can therefore be amended without consultation. Before you use this policy, please check you have the latest version using the footer reference and Learn-AT Policy Index.

This policy applies to all Learn Academies Trust schools and should be read in conjunction with the latest associated guidance issued by Learn- AT.

1. Research Rationale

1.1. Effective professional learning sits at the heart of the Learn-AT's vision for a school-led, collaborative and *learning* organisation in which all adults thrive and children flourish (Senge, 2006). This policy for Research-Informed Professional Learning (RIPPLE – part of RIPPLE: *Research-Informed Practice, Professional Learning and the use of Evidence*) is designed to fulfil the Trust's core purpose: *Learning*, and its core value, *Fellowship*. High quality teaching is integral to authentic school quality. School improvement strategies which prioritise the development of high-quality and research-informed teaching may secure exceptional learning outcomes for pupils (Rivkin et al, 2005). Coe et al suggest that there are six components of effective teaching:

- Pedagogical Content Knowledge
- Quality of Instruction
- Classroom Climate
- Classroom Management
- Teacher Beliefs
- Professional Behaviours

1.2. Dylan Wiliam has said '...our future economic prosperity requires improving the quality of the teachers already working in our schools...' and 'Teaching is such a complex craft that one lifetime is not enough to master it, but by rigorously focusing on practice, teachers can continue to improve throughout their career.'

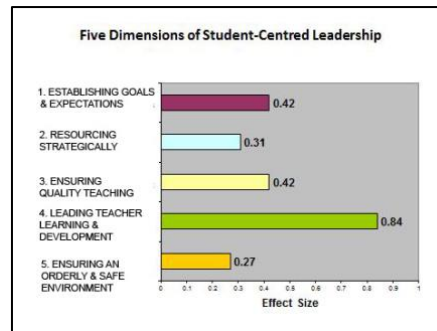
1.3. Effective professional learning should be:

- collaborative
- situated in practice
- research evidence-informed
- supported by specialist expertise
- inquiry-oriented
- focused on aspirations for students
- sustained over time

(Opfer, Pedder, 2011; Cordingley, Bell 2012; Higgins et al 2014)

2. Instructional Leadership

- 2.1. The Trust is committed to promoting and developing instructional leadership at all levels.
- 2.2. Evidence from the New Zealand Best Evidence Synthesis (Robinson et al, 2009) suggests that leadership which promotes and participates in teachers' professional learning has an impact on pupil learning outcomes around twice that of other leadership dimensions:



- 2.3. For this reason, the Trust has established the Research and CPDL Steering Group to support the development of instructional leadership and effective CPDL at all levels throughout the organisation.

3. RIPPLE Steering Group (via Learn-AT Professional)

- 3.1. The Learn-AT RIPPLE Steering Group will consider self-evaluation information at Trust and individual school level to evaluate professional learning needs and plan CPDL programmes to address them. Well-considered evaluation and the collection of pertinent evidence are central to effective professional development and learning (Guskey, 2006, 2016). The Research and CPDL Steering Group will use Guskey's rules of evidence (2016) and five critical levels of evaluation to inform the planning of CPDL and the evaluation of its impact on pupil learning.

4. Guskey's Rules of Evidence (2016)

1. Begin with the end in mind

Two essential questions at the planning stage:

- What [pupil learning] outcomes do we want to achieve?
- What evidence best reflects the achievement of those outcomes?

2. Different stakeholders trust different evidence
3. Use multiple sources of evidence
4. How evidence is gathered is as important as the evidence itself
5. Plan for comparisons

Guskey's Five Critical Levels of Evaluation of CPDL

Level 1	Participants' reactions
Level 2	Participants' learning
Level 3	Organisational support and change
Level 4	Participants' use of new knowledge
Level 5	Student learning outcomes

Planning CPDL backwards with Guskey's Five Critical Levels of Evaluation

Level 5	What impact do we want to make on pupil learning outcomes?
Level 4	So what research-informed change would we like teachers to make to their practice?
Level 3	What organisational supports will be needed to facilitate/support that change?
Level 2	What specific learning/new knowledge do teachers need in order to make the change?
Level 1	How will the learning be delivered in a way that promotes engagement?

- 4.1. The group will use Guskey's guidance to plan strategically for the provision of effective and research-informed professional learning which meets the national Professional Standards for CPDL.
- 4.2. The RIPPLE Steering Group will coordinate the provision of and access to research-informed literature, information and guidance with which to support all RIPPLE leaders, facilitators of effective and rigorous Collaborative Lesson Research (Lesson Study), subject specialist System Leaders and coaches.

5. RIPPLE for teachers will be provided via two main strands:

a) Collaborative Lesson Research (Lesson Study)

- 5.1. A minimum of one team of 3-4 teachers in all Learn-AT schools will participate in specialist-supported and facilitated Collaborative Lesson Research for 2 hours/weekly *during school time*. This means that 6 cycles of CLR can take place each academic year and between 18 and 24 teachers will be able to participate in this powerful form of RIPPLE. This will be linked coherently to Trust/school priorities identified through Trust/school self-evaluation and supported at strategic Trust level via subject specialists and the provision of research articles and research-informed, authoritative guidance and resources. Where possible, this provision could include Teaching Assistants.
- 5.2. In Learn-AT, the characteristics of effective Collaborative Lesson Research (Lesson Study) as defined by Takahashi (2016), will be integrated into its implementation in schools:
 - Participants engage in lesson study to build expertise and learn something new
 - It is part of a highly structured, school-wide or MAT wide process

- It includes significant time spent on engaging with and understanding new research-evidence informed information, with support from a 'Koshi' or 'knowledgeable other' ('Kyouzai Kenkyuu' – 'study of materials for teaching' Takahashi and McDougal 2017)
- It is done over several weeks rather than a few hours
- Knowledgeable others contribute insights during the post-lesson discussion and during planning as well.

5.3. Certain institutional structures and practices may be important for maximizing the impact of lesson study. In order to differentiate these collective structures and practices from other, less-effective implementations of lesson study, we use Takahashi and McDougal's new term 'collaborative lesson research' (CLR).² As a form of lesson study, CLR is an investigation undertaken by a group of educators, usually teachers, using live lessons to answer shared questions about teaching and learning. We define collaborative lesson research (CLR) as having the following components:

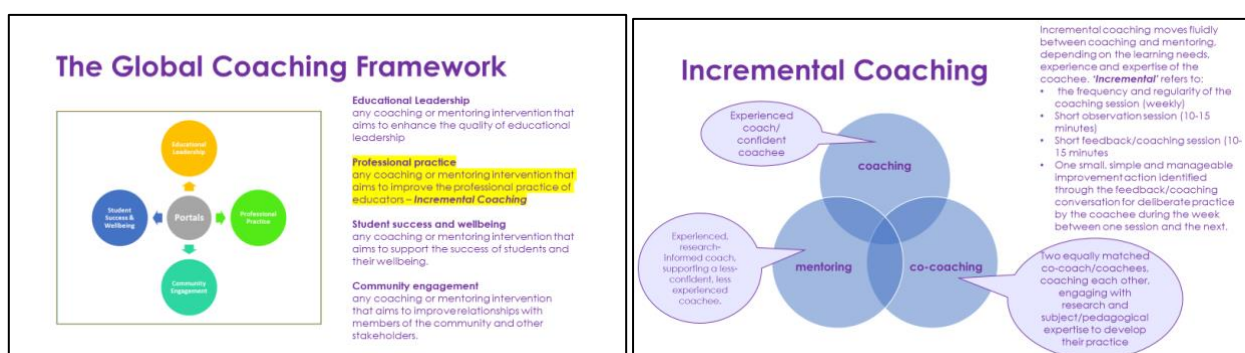
- (1) A clear research purpose
- (2) Kyouzai Kenkyuu (a period of engagement with CPD, study and/or relevant research literature)
- (3) A written research proposal
- (4) A live research lesson and discussion
- (5) Knowledgeable others (CPD facilitators and subject specialists)
- (6) Sharing of results

(Takahashi, McDougal 2016; Seleznyov 2018)

5.4. Strategies for sharing results will contribute to internal, 'horizontal' accountability and will include:

- Shared staff meetings in school and for colleagues in other Learn-AT schools
- Publication of findings and conclusions in poster format
- Open House lessons for colleagues in school and across the MAT
- Workshops and poster exhibitions at the annual Trust conference
- IRIS Connect video recordings of research lessons and/or resulting presentations
- Publication of resources and guidance resulting from CLR cycles for sharing with colleagues

b) Incremental coaching



- 5.5. Incremental coaching is a form of targeted coaching which aims to support instructional improvement. The individual professional learning needs of teachers and eventually all staff will be met through the provision of instructional coaching sessions (plus feedback). Frequency might be weekly or fortnightly or as appropriate to the individual colleague's needs. The Trust will provide support for the development of coaching expertise and the provision of effective and developmental feedback for all coaches.

6. Leadership Development

- 6.1. The Trust is committed to developing leadership at all levels throughout its schools and the wider organisation. Learn-AT leaders will be supported through in-house leadership development provision. They will also be encouraged to engage in external accredited training and study, through programmes such as NPQML, MPQSL, NPQH, NPQEH and post-graduate leadership study.

7. Professional Standards

- 7.1. All RIPPLE will meet the National Professional Standards for CPD, including any external RIPPLE or training which evaluation indicates would support trust/school improvement which the Trust lacks specialist capacity to provide.

8. Post-Graduate and Professional Study

- 8.1. Opportunities for post-graduate and Master's level study will be accessible to those teachers and leaders who would benefit from developing expertise in educational research and inquiry and whose expertise would support further RIPPLE and research-informed improvement in the Trust. Professionals in other disciplines e.g. school business, finance and operations, will be encouraged and supported to undertake professional study to develop their skills.

9. Membership of Professional and Subject Organisations

- 9.1. All teachers will be encouraged to join the Chartered College of Teaching. Membership will be an expectation of those directly involved in providing professional learning support for colleagues, including coaching e.g. the school's RIPPLE Lead.
- 9.2. Professionals in other disciplines will be encouraged to maintain membership of appropriate professional organisations to support their professional learning and development.

10. Developing Expertise in Governance

- 10.1. The Trust will support the provision of high-quality training for trustees and Local Governors appropriate to the development needs of the Trust Board and LGBs and the strategic priorities of Trust/School.

11. Monitoring

- 11.1. The effectiveness of this policy will be monitored by the Trust Board School Improvement

Committee.

Stef Edwards - March 2021

Appendix 1: Planning Research-Informed Professional Learning, backwards

	Guskey's Five Critical Levels of Evaluation of CPLD, 5-1.	Planning RIPPLE backwards with Guskey's five critical levels of evaluation	How do you plan to evaluate this level?
5	What impact do you want to make on pupil learning outcomes?		
4	So what research-informed change would we like teachers to make to their practice?		
3	What organisational supports will be needed to facilitate that change?		
2	What specific learning/new knowledge do teachers need in order to make the change?		
1	How will the learning be delivered in a way that promotes engagement?		

Example: Formative Assessment Programme

	Guskey's Five Critical Levels of Evaluation of CPLD, 5-1.	Planning RIPPLE backwards with Guskey's five critical levels of evaluation	How do you plan to evaluate this level?
5	What impact do you want to make on pupil learning outcomes?	Improve pupil achievement and conceptual understanding	Pupil interviews and assessment data in Maths, writing and Science.
4	So what research-informed change would we like teachers to make to their practice?	Teachers to use formative assessment strategies effectively in their teaching	Teachers' qualitative feedback – questionnaire/verbal feedback in final session, followed up after one/two months.
3	What organisational supports will be needed to facilitate that change?	<ul style="list-style-type: none"> Series of five half day network meetings, led by Assessment Lead Practitioner; Gap tasks to be undertaken in school; School RIPPLE lead to monitor classroom practice and gap tasks; PLC supported by online engagement on Microsoft Teams and video clips of effective practice on IRIS Connect. 	
2	What specific learning/new knowledge do teachers need in order to make the change?	Teachers will understand: <ul style="list-style-type: none"> Learning Objectives Success Criteria Effective feedback Modelling Questioning 	Assessment exercises e.g: <ul style="list-style-type: none"> Finger voting at the end of sessions Multiple choice test Written examples
1	How will the learning be delivered in a way that promotes engagement?	Network meetings hosted at Church Langton in the middle room; refreshments provided; online resources to support learning and gap tasks provided on Teams.	Session evaluation form

Appendix Two: Evaluating RIPPLE

Evaluation Level	Typical questions addressed	When this evaluation takes place
1. Participants' Reactions	<p>Did participants understand it? Did the materials make sense and will they be used beyond the session?</p> <p>Was the presenter/s knowledgeable?</p> <p>Were the materials shared effectively?</p>	<p>After input or inputs</p> <p>General evaluation form</p>
2. Participants' Learning	<p>Did participants acquire the intended knowledge or skill?</p> <p>Will delegates undertake follow up learning from the session?</p>	<p>Prior to CPD event</p> <p>What is already know by the participant?</p> <p>At the end of the events</p> <p>What was learned? A reflection</p> <p>At a specified future date</p> <p>What was learned? A reflection</p>
3. School support and change	<p>What was the impact on the school/s?</p> <p>Did it affect the school climate or school policies and practice?</p> <p>Was implementation clearly supported and resourced?</p> <p>Was the support public and overt?</p> <p>Were problems addressed quickly and efficiently?</p>	<p>Prior to CPD event</p> <p>A school review/baseline using 'See, hear, feel' grid</p> <p>How does the school intend to use the event/the person who has attended? (Plan?)</p> <p>At a specified future date</p> <p>Review the school baseline and alter the 'See, hear, feel' grid.</p>
4. Participants' use of new knowledge	<p>Did participants effectively apply the new knowledge and skills in their school context?</p>	<p>At a specified future date</p> <p>Self-reflection about changes in pedagogy</p>

<p>or skills</p>	<p>Were CPD plans supported across the school/s, with clear actions being made visible</p>	
<p>5. Student Learning Outcomes</p>	<p>What was the impact on students? Did it affect student performance or achievement? Are students more confident as learners? Is student attendance improving? Are underperforming groups identified and their performance improves?</p>	<p>Prior to the planning of the CPD event</p> <p>School or class specific general data (assessment policy data) Group data or focus children data based on the CPD focus</p> <p>Teacher Pictor diagram for a specified group (to be used as part of the initial element of the CPD event)</p> <p>At a specified future date</p> <p>Review the qualitative data and compare Revisit Pictor diagram and ask participants to alter it and then compare</p>

Reading List:

- Coe et al (2014)**– What Makes Great Teaching: CEM, Durham University, Sutton Trust
- Cordingley, Bell (2012)**– Understanding What Enables High-Quality Professional Learning, CUREE,
- Guskey (2002)** - Does It Make a Difference? Evaluating Professional Development - Education Leadership Vol. 59, 6 Redesigning Professional Development Pages 45-51
- Guskey (2016)**– Gauge Impact with 5 Levels of Data; Learning Forward, Vol. 37, 1
- Guskey (2012)**– The Rules of Evidence; Learning Forward 2012, Vol. 33, 4
- Hattie J. (2008)**– Visible Learning, Routledge 2008
- Higgins et al (2014)**– Developing Great Teaching; Teacher Development Trust, 2014
- Rivkin, Hanushek, Kain (2005)** - Teachers, Schools and Academic Achievement; *Econometrica* 2005, Vol. 73, No. 2, 417–458
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- Priestley (2015)** The Importance of Teacher Agency; BERA Blog
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- Senge (2006)** The Fifth Discipline; the art and practice of the learning organisation; Random House 2006
- Senge (2012)**– Schools that Learn; Nicholas Brealey, 2012
- Seleznyov, S. (2018)** LS: an exploration of its translation beyond Japan, International Journal for Lesson and Learning Studies.
- Takahashi, A., McDougal, T. (2016)** Collaborative lesson research: maximizing the impact of LS, ZDM Mathematics Education, 48 (4) pp. 513-526
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- Timperley (2011)** Realising the Power of Teachers' Professional Learning, OUP
- William (2016)** – Leadership for Teacher Learning; Learning Sciences International