FACILITATING PROFESSIONAL DEVELOPMENT AND HIGH-PERFORMANCE THROUGH SITUATED LEARNING

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Contents

Preface

The Advanced Practitioner (AP) role is diverse and operates in a wide range of contexts and organisations as is evidenced by the report 'Understanding the Role of Advanced Practitioners.'[1] This means that, as an effective AP, you will need a variety of skills and competencies to ensure you can fully support your colleagues in their quest for professional excellence and your organisation to drive quality improvements in teaching, learning and assessment across provision.

This guide is part of a suite of four guides that will help you to rediscover things you already know and that will add to your toolkit of skills, competencies, models and approaches. Each of the four guides builds on evidence-based research that has been proven to make a positive difference to the professional learning and development of both individuals and teams. Theory is strongly linked to practice and through the use of 'reflective questions' and 'top tips' you will be supported to consider how you might apply the strategies and processes that are being explored to your own role as an AP.

The four guides are as follows:

GUIDE		AUTHOR
	Creating Spaces to Think in Further Education and Training	Lou Mycroft
		Kay Sidebottom
	Using Coaching and Mentoring to Support Colleagues: Core Principles and Techniques	Jon Thedham
	Facilitating Professional Development and High-Performance Through Situated Learning	Ian Grayling
	Coaching and Mentoring in Action: Additional Approaches, Tools and Techniques	Jon Thedham

Within each guide you will see links to a set of professional development cards. This is an additional, practical resource designed for APs to use in a variety of ways, for example to stimulate your own understanding and development, support your practice when working with others and to drive quality improvements in teaching, learning and assessment across the organisation.

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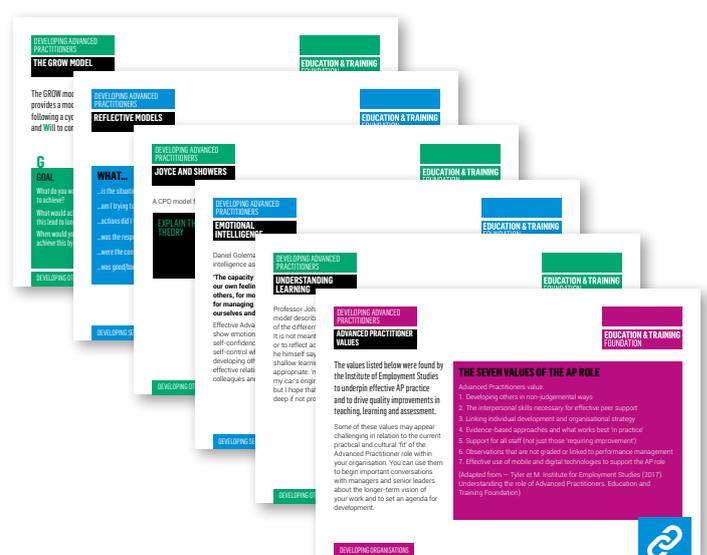
1   Tyler *et al,* (2017) Institute for Employment Studies. *Understanding the Role of Advanced Practitioners in English Further Education.* Education and Training Foundation

Introduction

This resource explores how facilitating Situated Learning and the development of high-performance teams can support the functions of the Advanced Practitioner (AP) role, defined by Tyler *et al* (2017). Although these two concepts are derived from different areas of research and practice, they both help us to understand the conditions that best enable effective peer-to-peer collaborative, professional development and quality improvement.

THE SIX FUNCTIONS OF THE AP ROLE

1. One-to-one support for the wider teaching workforce
2. Leading and facilitating professional development and quality improvement
3. Coaching and mentoring for colleagues experiencing challenges in their practice
4. Inductions and support of new staff
5. Supporting internally and externally set strategic objectives
6. Ensuring currency and effectiveness in the AP role and as a teaching practitioner, making good use of evidence-based approaches and peer-to-peer collaboration

(Adapted from — Tyler et al. Institute for Employment Studies (2017). Understanding the role of Advanced Practitioners. Education and Training Foundation)

The principles underpinning these approaches, and particularly high-performance teams, will also help you as an AP to take a more 'strategic' view of how individual, team and organisational development needs to be linked or aligned.

ORGANISATIONAL DEVELOPMENT NEEDS

TEAM (OR COLLABORATIVE) DEVELOPMENT NEEDS

INDIVIDUAL DEVELOPMENT NEEDS
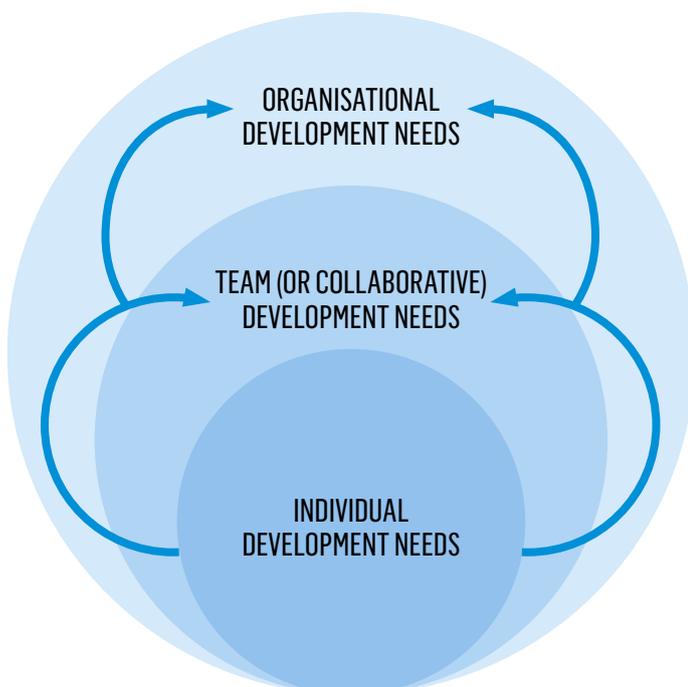
Situating (professional) learning, in shared areas of current concern, brings quality improvement into line with staff development and creates a collective aspiration towards 'making things better'. As an AP, by supporting colleagues to engage at the heart of quality improvement in this way, you will reinforce professional esteem and will help to facilitate a culture of high performance.

This resource is organised into the following four chapters.

1. SITUATED LEARNING – 'PROFESSIONAL DEVELOPMENT THROUGH THE LOOKING-GLASS'

This first chapter explores the concept of Situated Learning and how communities of practice can enable effective professional learning and development and support the role of the AP.

2. SITUATED LEARNING AND HIGH-PERFORMANCE TEAMS

This chapter explains how you can help to empower teams, with a clear sense of purpose, guiding principles and agreed priorities that can achieve sustainable, positive improvements in practice, beyond that possible by individuals alone.

3. HIGH-PERFORMANCE TEAMS, QUALITY IMPROVEMENT AND CHANGE

In this chapter, we explore how you, as an AP, can facilitate high-performing teams, drive positive change and quality improvement.

4. FACILITATING COLLABORATIVE QUALITY IMPROVEMENT IN PRACTICE

Finally, we will explore how you can use the knowledge, gained in chapters 1 to 3, to become both a catalyst and a facilitator in the pursuit of excellence in teaching and learning.

Chapter 1: Situated Learning – 'professional development through the looking-glass'

1.1   MAXIMISING THE IMPACT OF PROFESSIONAL LEARNING AND DEVELOPMENT

Professional learning and development are frequently delivered through short courses to a cohort of practitioners by an expert in the relevant field. This is an efficient means of communicating knowledge and skills to groups of employees and is particularly useful when changes in systems and processes are required. We will see that short-course provision does not necessarily guarantee positive changes in practice without other factors in place within the workplace that reinforce the learning and facilitate implementation.

DEVELOPING ADVANCED PRACTITIONERS
JOYCE AND SHOWERS

EDUCATION & TRAINING FOUNDATION

Bruce Joyce and Beverley Showers studied 200 in-service education and training programmes for tutors, all designed to change practice. They found that without the chance for teachers or trainers to experience peer observation and peer coaching there is no measurable impact on practice.

Coaching provides an opportunity to reflect on a session and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

Based on their research, Joyce and Showers assert that after attending a continuing professional development (CPD) event, there will be a positive impact on performance if a practitioner receives coaching on the new practice when they return to the workplace. However, where there is no coaching there will be much less impact.

There is also current thinking that the use of video recording can also support peer coaching and in many cases make it more effective than just observations.

For more information see 'The Evolution of Peer Coaching' (reprinted from Joyce, B. and B. Showers. Educational Leadership, 53 (6): 12–16).

DEVELOPING OTHERS

Joyce and Showers (1996)[2] assert that after attending a continuing professional development (CPD) event, there will be a positive impact on performance if a practitioner receives coaching on the new practice when they return to the workplace. However, where there is no coaching there will be much less impact.

Measuring the impact of training events on practice can also be problematic. A model, developed by Kirkpatrick and Kirkpatrick (1994)[3], which is still influential within the Further Education and Training sector, describes four levels of potential impact from the initial reaction of delegates to the session - the 'Happy Sheet'- through to increasing longer-term impacts (for example improved GCSE maths and English results or inspection grading).

Four Levels of Learning Evaluation

1. **Reactions:** what were delegates' views of the training event?

2. **Learning:** what can be remembered after the passage of several weeks?

3. **Behaviours:** how has professional practice changed, as a result of the training?

4. **Results:** has this training led to a positive impact on individual, team or organisational performance.

Kirkpatrick and Kirkpatrick (1994)

2   Joyce, B. and Showers, B. (1996), *The Evolution of Peer Coaching*. Educational Leadership, 53 (6): 12-16.

3   Kirkpatrick, D.L. and Kirkpatrick, J.D. (1994). *Evaluating Training Programs*. Berrett-Koehler.

When precious training budget is spent on attendance at training events, employers naturally need to see real impacts at level 3 and, arguably, level 4 of the Kirkpatrick model (see box, above). In this chapter, we will consider how Situated Learning enables impact to be evaluated with a higher degree of reliability. Before doing so, it is interesting to note that Kirkpatrick and Kirkpatrick have subsequently amended[4] their model to acknowledge a range of factors that influence impact at each of the four stages. The revised, 'New World' Kirkpatrick model includes the extent to which:

- delegates are engaged in the session, in the first place, and perceive the topic to be relevant
- delegates are confident and committed to changing practice, when back in the workplace
- processes are in place after the training that reinforce, encourage and support changes in practice.

These refinements of the 'Kirkpatrick Model', resonate strongly with Joyce and Showers' conclusions, above, and demonstrate the challenge of making short-course attendance, **alone**, effective as a means of changing professional practice and improving quality.

> **Development activity**
>
> - Consider to what extent your organisation currently implements the processes recommended by Joyce and Showers and the New World Kirkpatrick Model for improving the impact of professional learning and development.

1.2   DEFINING SITUATED LEARNING

What if we were to turn around the idea of an expert-led, transmitted model of professional learning and development; seeing it as a mirror-image? This is how we should understand Lave and Wenger's (1990)[5] model of Situated Learning.

Situated Learning does not preclude 'formal' training as a valid means of professional learning and development. Training may be provided in response to a request from a team, for external expertise in carrying out quality improvement. In other words, even formal training may be *situated* within the problem the team is trying to solve, and this is often the context in which practitioners are referred to short-course

provision. The converse of this is when practitioners are required to attend short-courses which lack real and current relevance for their professional practice, the factors identified by Kirkpatrick and Kirkpatrick (lack of engagement, commitment and support) that inhibit changing practice, come to the fore.

THE PREVAILING MODEL

Identify a need to change practice

Deliver training in the relevant knowledge and skills

Try to determine, at a future point, whether practice has changed and, if so, whether it has solved the problem

SITUATED LEARNING

Identify a need to change practice

Empower those directly involved to research, and explore the best approaches to solving the problem

Provide support, which may include training to help them to solve the problem

Situated Learning is learning that happens through 'practice', itself; the process of trying to solve problems, or make improvements, in the naturally arising conditions of life or work.

> **According to Lave and Wenger (1990)[5], Situated Learning:**
>
> - takes place in a valid environment and, ideally, the setting and context in which that learning would normally be applied
> - is facilitated by interaction and collaboration between colleagues – that is a community of practice
> - cannot be achieved, in an organisational setting, and in this context, without the consent of all stakeholders.

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4   https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model

5   Lave, J. and Wenger, E. (1990). *Situated Learning: Legitimate Peripheral Participation.* Cambridge University Press, Cambridge.

EXAMPLES OF SITUATED LEARNING
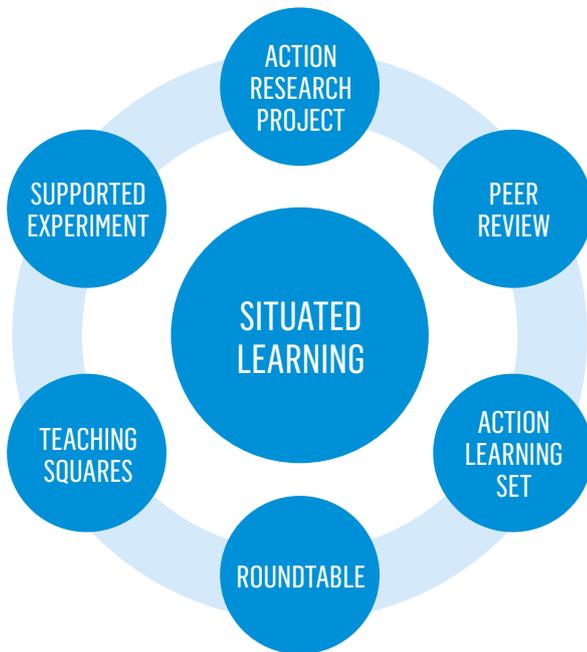
Development activity

- Returning to the reflective questions at the start of this chapter, consider how much of your most influential professional development was the result of learning which was separated from practice and how much of it was the result of being motivated to change or improve something that was directly related to a challenge you or your learners were experiencing?

- How does this relate to the way that you currently work with colleagues?

Quality improvement is fundamentally an experiential learning process in which we learn to do things better by seeking a better way to do things and then test this out in practice. Learning and quality improvement therefore 'go hand in glove' and learning flows from the immediate feedback resulting from the new way of doing things.

Situated Learning is less a technique, or just **another** method of professional learning and development, and is more a context in which learning takes place; literally, situated within real-work (or real-life) situations. It is best considered as a description of any collaborative learning that seeks to *do – or make – things better* and will likely include a range of strategies which, as an AP, you will already be familiar with.

Another useful way of looking at this is that short-course training starts with learning, moves to practice (hopefully) and then evaluates impact. Situated Learning, however, starts with practice, moves to evaluation which then leads to learning. Whilst this may be a somewhat simplified view, in that 'practice' should also be informed by learning (research or evidence-based), it does serve to make the distinction clear.

Development activity

How can you use the principles of Situated Learning to help you to:

- relate professional learning and development to organisational quality improvement priorities that are relevant and current to the practitioners involved?

- encourage colleagues to engage in driving improvements in teaching, learning and assessment?

- integrate formal (off-job) training and professional practice (that is application of the knowledge and skills learnt)?

- demonstrate the impact of changes in practice/processes?

- link, more effectively, (critical) reflective practice to standards of professional practice and Qualified Teacher Learning and Skills (QTLS)/Advanced Teacher Status (ATS) requirements?

1.3   SITUATED LEARNING AND COMMUNITIES OF PRACTICE

Wenger describes Communities of Practice (CoPs) as 'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.'[6] CoPs are therefore integral to Situated Learning.

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6   Lave, J. and Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity.* Cambridge University Press, Cambridge.

It is likely that all of us are involved in multiple CoPs, at work and within our social interactions and leisure activities. Examples might include:

1. A cross-departmental college team convened to review the impact of apprenticeship reforms and the levy payment and to establish shared strategies for maximising related potential for (work) embedded learning.

2. A parent-teachers' association needing to raise funds to support enrichment activities, particularly for pupils from families facing economic challenges.

3. A pressure group attempting to influence the local council to install a new pedestrian crossing at a dangerous road junction.

4. A group of learners and staff at an inner-city independent training provider coming together to explore how best to deliver the Prevent Agenda.

Whilst CoPs frequently arise naturally, because of a collective desire to achieve some form of positive change, they can also be created and facilitated. Wenger, McDermott and Snyder (2002)[7] describe seven factors that help to 'cultivate' a new Community of Practice. These factors are presented, below, together with some potential implications and practical strategies for you to consider when you are asked, as an AP, to set up and facilitate a new quality improvement project with a team.

Development activity

Consider a practitioner-led research project, conducted by members of a curriculum team who share a need to improve a jointly agreed aspect of their provision, for example, the quality of target-setting with learners. This group of practitioners become a Community of Practice (CoP). In your role as an AP you may be asked to help such a CoP to determine the focus of the work they will undertake and the approaches they will test within their teaching practice.

How could you support the CoP to find out more about the area of practice they want to improve? How could you invite different levels of participation? For example, if you were exploring with a team why their current target-setting practice is less effective than they would wish, you could encourage them to divide into subgroups to:

- research 'goals and motivation'

- attend a short course to find out more about Assessment for Learning

- arrange a peer review visit to another institution that has achieved an outstanding grade at inspection, reporting excellent target-setting and progress monitoring.

How could you keep the focus of the CoP on adding value? Think about how you can enable the CoP to share their research findings and determine some small-scale improvement projects to test out some promising approaches.

How might you create a rhythm for the community? For example, how could you facilitate and support the planning and delivery of these projects? How could you enable the team to evaluate improvement in 'real-time' by using such approaches as peer observation, learner voice and learner-led progress recording?

Factors that cultivate CoPs	What does this mean?	Implications for APs
1. Design for evolution.	CoPs evolve – change composition and, sometimes, focus.	Harness the right people for the right job.
2. Open a dialogue between inside and outside perspectives.	Able to draw on expertise from outside of the community.	Facilitate e.g. a Roundtable approach, networking and exchanges.
3. Invite different levels of participation.	Involvement will be differentiated and varying in amount (and that's OK).	Recognise team members have different roles within an improvement project.
4. Develop both public and private community spaces.	Interactions may be as a whole group, subgroups and 1-to-1, at different times.	Acknowledge the whole team does not need to work all together, all the time.
5. Focus on value.	CoPs exist because of a strong sense of purpose and a desire to add value.	Ensure this is maintained to secure the motivation and commitment to achieve.
6. Combine familiarity and excitement.	Balance operational routine and predictability with periodic energisers.	Understand e.g. when to showcase achievements, seek expert input.
7. Create a rhythm for the community.	Establish some regularity of engagement, activity and interaction.	Schedule e.g. a meeting for 1 hour, each week to review progress.

[7]   Wenger, E., McDermott, R. and Snyder W.M. (2002) *A Guide to Managing Knowledge: Cultivating Communities of Practice.* Harvard Business School Press: Boston, Mass.

Wenger and colleagues' seven factors may apply particularly to longer-term (created) CoPs, but we should also recognise that some are relatively short lived, lasting only as long as their purpose for being remains. We will explore, in the next chapter, how some teams (but, not all) might share the characteristics of a CoP and how you might harness this knowledge in the way that you work with them as an AP.

TOP TIPS
FACILITATING SITUATED LEARNING AND THE FORMATION OF COMMUNITIES OF PRACTICE

- Your AP professional development cards include various principles and skills that will help the formation and operation of CoPs, such as:
  - Building a Roundtable; Action Learning Sets (both may be considered a form of CoP)
  - Thinking Environment; Questioning for Understanding; Appreciative Enquiry; Facilitating Group Discussion (all of these are useful in supporting effective and productive collaborative working).
- Ensure that CoPs have a clear understanding of:
  - **Purpose** – the shared goal or outcomes that everyone must commit to.
  - **Principles** – the values, policies or standards that will (must) guide them.
  - **Priorities** – an agreed and shared plan of action.

FURTHER RESOURCES

Grayling, I. (2009) *Teacher Education: A Whole Organisational Approach.* Teaching in Lifelong Learning, Vol 1, No 1. University of Huddersfield Press.

Joyce, B. and Showers, B. (1996), *The Evolution of Peer Coaching.* Educational Leadership, 53 (6): 12-16.

Lave, J. and Wenger, E. (1990). *Situated Learning: Legitimate Peripheral Participation.* Cambridge University Press, Cambridge.

Lave, J. and Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity.* Cambridge University Press, Cambridge.

Thedham, J, (2018) *Using Coaching and Mentoring to Support Colleagues.* Education and Training Foundation.

Wenger, E., McDermott, R. and Snyder W.M. (2002) A *Guide to Managing Knowledge: Cultivating Communities of Practice.* Harvard Business School Press, Boston, Mass.

WEBLINKS

Edina, P. (2017): How communities of practice work (Video)

Kaplan, S. and Suter, V. (2005): How to set up a community of practice:

Kirkpatrick, D.L. and Kirkpatrick, J.D. (1994). *Evaluating Training Programs.* Berrett-Koehler:

https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model

Chapter 2: Situated Learning and high-performance teams

In this chapter, we will explore the concept of high-performance teams, and how this relates to Situated Learning and its relevance to you as an AP. In fact, you may conclude, by the end of this chapter, that these are two ways of looking at much the same thing. In Chapters 3 and 4, we will then consider how this relates to the AP's role in driving and supporting quality improvement. Firstly, however, let's think about performance management.

In a study commissioned by the Education and Training Foundation, Tyler *et al* (2017)[8] describe three types of culture within the education and training sector that have varying impact on the role of the AP. The first of these, is described as a 'deficit model', in which *performance management* is associated with the idea of *under or poor performance*. The authors describe how a prevailing culture based on the deficit model leads to less positive perceptions of the AP and, as a result, the role fails to have positive benefits. They further report that where the prevailing culture is either 'developmental', focusing more on aspiration and excellence, or a 'universal model', focusing equally on an aspiration of excellence as well as under performance, then the AP role is more likely to be well received by staff and to achieve positive outcomes.

2.1 RESEARCH INTO HIGH-PERFORMANCE WORK PRACTICES

A focus on high performance (in teaching and the management of teaching) emphasises positive and aspirational aspects of excellent teaching and learning and, in so doing, helps to move the culture of performance management away from the deficit model. The notion of high-performing workplaces, work-practices, teams or organisations is not, however, a 'management fad'; rather, it is a well-established, academic discourse that tries to identify the factors that contribute to making some organisations much more successful than others.

The earliest research on high-performance organisations was conducted, in the 1950s, by Trist and Bamworth[9] within the North East coalfields, in a period when nationally coal production was 'flat', with high running costs, frequent labour disputes and 20% absenteeism. What Trist and his team observed at the newly opened Haighmoor seam in County Durham, was a system of working, designed collaboratively by the miners and their managers, that was 'brilliant in its simplicity' and very different to how the sector worked in the rest of the country under the management of the National Coal Board. The result of this 'new' way of working resulted in increased morale, much reduced labour disputes and a significant increase in productivity at a time, in post-war Britain, when it was needed most.

[8]   Tyler, E. *et al*. (2017), *Understanding the Role of Advanced Practitioners in English Further Education.* Education and Training Foundation.

[9]   Trist, E.L. and Bamforth, K.W. (1951) 'Some Social and Psychological Consequences of the Longwall Method of Coal-Getting.' Human Relations 4: 3-38.

Trist called this approach, developed by the miners themselves, a 'composite system' as opposed to the 'conventional system', prevalent in the coal mining industry. The table, below, summarises some key aspects of what was observed in this system of working.

Conventional system	(New) Composite system
Simple work-roles in a complex, formal management system.	Complex work-roles in a simple, formal management system.
Each miner has a single task.	Each miner is drawn into a variety of tasks.
Miners have a clear demarcation of role and limited working relationships with each other.	Miners cooperate as necessary to 'get the job done' (or problem solve), whenever it is necessary and with whoever.
Each miner lacks a sense of 'belonging' to the whole group and feels little responsibility to others outside of their shift.	Each miner is committed to the whole group.

Development activity: Do 11 prima-donna football players guarantee a winning side?

The Trist and Bamforth study (above), highlights how individuals naturally prefer to be given higher level responsibilities for organising themselves to work creatively and collaboratively to solve problems. The psychological impact of this is also clear; this way of working leads to increased job satisfaction, motivation and professional esteem. This, in turn, increases quality and productivity and sense of belonging, and commitment, to the institution and its mission – this is high-performance!

1. Try to identify examples from your experience working in education – or elsewhere – of where high-performance work practices were obvious.

2. Further (and particularly if you found 1, above, difficult) try to identify what processes may inhibit high-performance working in your institution.

Moving forward to more modern times, Ashton and Sung (2002: p.4)[10] describe four typical characteristics of high-performance work practices.

CHARACTERISTICS OF HIGH-PERFORMANCE WORK PRACTICES

1. Employee decision-making through empowered teams, made up of multi-skilled and emotionally intelligent individuals who are as skilled interpersonally as they are in their subject or vocational area.

   'Sounds like a Community of Practice – with good listening skills!'

2. Support for employee performance through continuous learning often assisted by a mentor or coach.

   'Sounds like an Advanced Practitioner!'

3. Rewards for performance including 'generous and public recognition' or individual and group-based performance pay.

   'How does my employer reward excellent performance?'

4. Open and immediate sharing of information and knowledge to: support (1), above; contribute to the management of the work process; support the free flow of feedback to those responsible for organisational strategy to ensure operational and strategic coherence.

   'Up and down flow of information, linking delivery and strategy?'

Ashton & Sung (2002: p.4)

High-performance teams (try searching this on the internet) are the fundamental units – and the best guarantee – of successful organisations, far more so than high-performing individuals.

Katzenberg and Smith (1998)[11] assert that, 'any team – if it focuses on performance regardless of where it is in an organisation or what it does – will deliver results well beyond what individuals acting alone in non-teamworking situations could achieve.'

Excellent teachers, by themselves, do not guarantee an 'outstanding' Ofsted inspection. In your role as an AP, it is important to be aware that when excellent (and potentially excellent) teachers **come together** to focus on issues of common concern, quality is improved incrementally and continually, and excellence in teaching and learning is likely to spread throughout the whole organisation.

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[10] Ashton, D., Sung, J. (2002) *'Supporting Workplace Learning for High Performance Working'*. International Labour Organisation

[11] Katzenbach J.R. and Smith D.K. (1998) *The Wisdom of Teams*. McGraw-Hill.

So, what can an AP do to facilitate high performance? The literature on high-performance work practices would suggest that it is far better to focus on the performance of teams, rather than on individuals. **Empowering teams in quality improvement not only moves away from a deficit model of performance, it also creates the conditions in which the individual develops a strong allegiance to the team, and the team assumes greater responsibility for the performance and support needs of the individual.** The reasons for this can be understood at a relatively intuitive level (see below).

Target or focus of performance and development	
Teams	**Individuals**
Professional knowledge and skills are liberated and shared.	Knowledge and skills become individual commodities and sometimes power bases.
Team and organisational performance requirements align more naturally.	Individual needs, team and organisational development are easily divorced.
Shared sense of purpose and commitment provides a context for, and harnesses, personal development.	Individuals' goals and priorities may 'pull in different directions', weakening team efforts and a whole organisational approach.
Shared responsibility for performance leads to self-regulation.	Individual responsibility for performance requires more '1-on-1' management.
Collaborative development tends to focus (first) on shared, naturally occurring issues of quality and professional practice.	Individual development tends to focus (first) on personal advancement and career progression.
The impact of collaborative situated- development is immediate and easily evaluated.	The impact of individual (usually, 'off-job') development is delayed and difficult to evaluate.

By now, it will be coming clear that the role of managers and senior leaders in empowering teams to lead quality improvement is going to be a major factor in establishing a high-performance culture. Unwin and Fuller (2003)[12] described two types of work environment (Expansive or Restrictive) in relation to how employers either support or inhibit the development of apprentices, in the workplace. The outcomes of this research have subsequently been generalised (IfL, 2012[13]) to include the culture and practices of colleges (in this study) which, it argues forcefully, needs to be more 'expansive in enabling teachers to take charge of their own professional development through team-based innovation in teaching and learning'.

Leading Learning and Letting Go

1. The further education and skills system requires a cultural shift to enable it to improve further the quality of teaching and learning.

2. Leaders in further education should make the leading of learning for staff and learners their top strategic priority.

3. Good teaching is born of innovation, and this involves a degree of experimentation that is unlikely to happen if an organisation is highly controlling or risk-averse.

4. Expansive workplaces encourage teachers and trainers to work creatively as teams taking responsibility for their own professional development, and they facilitate and reward innovation and experimentation in teaching and learning.

5. Leadership support for research-informed professional practice and development provides a strong basis for the type of step-change required in teaching and learning.

IfL (2012)

It is important to note that not all teams (and perhaps only few) become high-performing. Most teams would better be described as 'workgroups' – which often fail to achieve any real synergy at best and can be dysfunctional at worst. Reporting to the same manager does not make a 'team' and neither does doing the same type of work. Teamworking is something more than this and requires a persuasive catalyst or imperative if it is to survive longer than the norming and storming stages of team development (Tuckman, 1965)[14]. As an AP, you can play an important role in becoming that catalyst and helping colleagues understand that teamworking is not easy (at least to begin with) and that frictions are quite normal in the stages of developing a new team or CoP (see, below).

Forming	**Norming**	**Storming**	**Performing**
Coming together as a new group.	Establishing shared approaches and values.	Managing different ideas and preferences.	Achieving positive outcomes.

12   Fuller A., and Unwin L. (2003), *Learning as Apprentices in the Contemporary UK Workplace: Creating and Managing Expansive and Restrictive Participation*, Journal of Education and Work, 16:4, 407-426, DOI.

13   157 Group, IfL and IOE (2012) *Leading Learning and Letting Go: Building Expansive Learning Environments in FE*, IfL

14   Tuckman B.W. (1965), *Developmental Sequence in Small Groups*. Psychological Bulletin 63.

2.2 TEAM-BASED PERFORMANCE AND QUALITY IMPROVEMENT

Alignment of staff, through a shared sense of purpose (*vision*) and commitment to it (*mission*) is intrinsic to Situated Learning and all high-performance teams. This, however, does not exclude individual interests and professional development needs; rather, it provides the vehicle in which these can be realised in a meaningful way and a direction that supports organisational development priorities.

NON-ALIGNED   ALIGNED
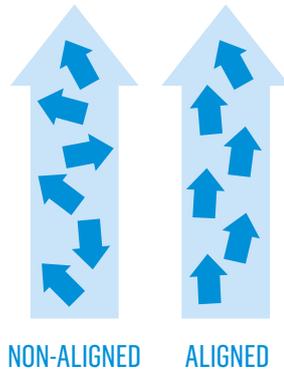
> ### REFLECTIVE QUESTION:
> ### THE IMPORTANCE OF ALIGNMENT AND A 'WHOLE ORGANISATIONAL APPROACH'   **?**
>
> Imagine if your college or training organisation were a 'ship'. What could happen if the captain expects to sail to New York, but the navigator wants to spend some time in the Caribbean and the person in charge of the rudder is desperate to see the Northern Lights?

Aligning a team around their mission, in pursuit of a shared vision, is the job of leadership (at all levels) and APs also have a clear leadership role to play here, not only in facilitating alignment but also in influencing choice of destination and the direction of travel[15]. Senior leaders should recognise the value of AP engagement in all decisions relating to the quality of teaching and learning and related professional learning and development.

Where management culture and practice are more 'restrictive', in Unwin and Fuller's terms (see page 12), the strategic recognition of the AP role may be more problematic. Here an understanding of, Peters and Waterman's (1982)[16] principle of 'Loose-Tight' may be useful. Although the authors admit that the title of this principle is not the most elegant, it is nevertheless a very useful concept in helping decision makers to move towards a more 'expansive' approach to facilitating change through Situated Learning and the development of high-performing teams.

To give it its full title – 'simultaneous loose-tight properties' enable managers to be confident in giving staff the freedom/permission to exercise their professional judgement and expertise to innovate and solve problems (loose) whilst remaining 'fanatical' (tight) about the overall vision and values that need to guide operations. As an AP, it will be helpful if you can promote the principle that provided staff are acting in ways that do not undermine organisational or professional values and behaviours, and the goals and priorities for action are clearly understood, then managers and leaders can be confident to let them 'get on with it'.

> ### Development activity
>
> - Reflect on ways in which you can use the principle of simultaneous loose-tight properties to reassure managers that enabling staff to work collaboratively on quality improvement issues will not undermine managers' sense of control and accountability.
>
> - Consider how you will reassure managers that values, principles and agreed policies will guide the CoP at all stages, and that the priorities for action are appropriate and valuable.

There is a further way that APs, leaders, managers and human resource departments can help to facilitate the work of CoPs and high-performance teams, and that is to focus performance management processes on team, rather than individual, performance. This is a growing trend outside of the UK, particularly in the USA (try *searching* 'team-based performance management' or just 'team-based performance').

TEAM PERFORMANCE AND ALIGNMENT

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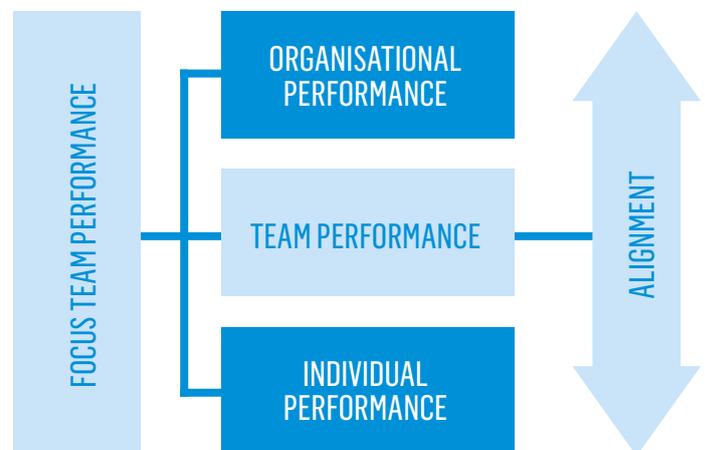
[15]   Senge, P. (2003) *The Fifth Discipline: The Art & Practice of The Learning Organisation.* Century Business.

[16]   Peters T.J. and Waterman R.H. 1982. *In Search of Excellence.* Harper & Row, New York.

[17]   Tyler *et al*, Institute for Employment Studies (2017), *Understanding the Role of Advanced Practitioners.* Education and Training Foundation.

When teams assume responsibility for performance goals and quality outcomes, it is in the interest of the team to ensure that every team member is fully aligned with this. This may involve supporting colleagues who are struggling, as much as utilising the more experienced and appropriately skilled colleagues to provide that support and to innovate. In this way, you can help to leave the deficit model of performance management behind and build towards a more aspirational, 'universal model' (Tyler *et al*, 2017)[17].

The Universal Model[17]**(of Performance Management)**

This approach aims to support both those staff that require improvement to achieve the level of quality desired by the college, as well as support and develop all other teaching staff to move from good to outstanding through a mechanism of peer-to-peer coaching. In this model, the AP role is about support and enhancement rather than capability, which helps the role to be viewed as developmental rather than disciplinary. Perceptions are largely positive and the role is perceived to be supportive and valuable when it is made available to all staff. However, some tensions are evident, which is not surprising given the model is still linked to mandatory support structures.

The concept of team-based performance management may therefore call into question the wisdom of the prevailing processes that favour and reinforce individual performance and development, over that of the team.

REFLECTIVE QUESTION:
TEAMS VS INDIVIDUALS

To what extent does your organisation focus on team performance in relation to:

- job descriptions and person specifications (individual responsibilities towards their curriculum team or other CoPs)?

- professional learning and development (as part of a CoP or high-performing team)?

- performance appraisals/reviews (that is reviewing performance at team-level leaving individual performance as a collective, team responsibility*)?

- recognition and celebration of high-performance teaching (celebrating team performance rather than individuals – and recognising individual excellence in relation to its contribution to team performance)?

*Which may include referral to APs or Human Resources, for support, outside of the team.

2.3 LINKING INDIVIDUAL, COLLABORATIVE AND ORGANISATION LEARNING

To conclude this chapter, let's look at some quotes about learning in organisations and Learning Organisations (organisations that can change at least as quickly as the environment in which they operate – an interesting concept for further education and training providers).

According to Pedler, Burgoyne and Boydell (1998: p.3)[20], a Learning Company 'facilitates the learning of all its members and continually transforms itself'. And no view of this concept would be complete without Peter Senge's description of learning organisations as: 'organizations [sic] where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.' (Senge, 2003: p. 3)[21]

Reginald Revans, the pioneer of 'Action Learning', wrote that people: '... start to learn with and from each other only when they discover that no one knows the answer, but all are obliged to find it.' (Revans, 1997: p. 5)[18]

Nancy Dixon describes organisational learning as: 'the organization's [sic] ability to use the amazing mental capacity of all its members to create the kind of processes that will improve its own.' (Dixon, 1999: p.122)[19]

[18]   Revans, R. W. (1997) *Action Learning: Its Origins and Nature,* in Pedler, M. Action Learning in Practice 3rd Ed, pp. 315, Gower.

[19]   Dixon, N. M. (1999) *The Organizational Learning Cycle: How We Can Learn Collectively.* Gower.

[20]   Pedler, M., Burgoyne, J., Boydell, T. (1998) *The Learning Company: A Strategy for Sustainable Development.* McGraw-Hill.

[21]   Senge, P. (2003) *The Fifth Discipline: The Art & Practice of The Learning Organisation.* Century Business.

Development activity

- All learning providers should adopt the principles and practices of a Learning Organisation as described by Pedler et al and Senge - indeed, it would be ironic if they did not. Consider some of the quotes on the previous page and plan how you might use these ideas to influence your organisation's approach to quality improvement.

- Note, in particular, how the principles of Situated Learning, CoPs, high-performance teams and collaborative quality improvement all contribute to a Learning Organisation. How might you harness this research when planning the focus of the work you will undertake as an AP with your line manager?

TOP TIPS

Teamwork can be 'hard going' and you cannot manufacture high-performance teams. You can however, as an AP, create the compelling vision and (staff) learning culture that will give birth to, and nurture, them. You can also remove the barriers that inhibit their growth.

- Be aware that effective CoPs and high-performance teams require a lot of shared commitment to become effective. Based on Tuckman's stages of team development (see page 12), effort will be required to facilitate:
  - **Forming:** bringing the right people together and 'getting started'
  - **Norming:** establishing how they will work together (ground rules and protocols)
  - **Storming:** a very difficult stage where talented and committed individuals need to align their different ideas, perspectives and motives into a coherent mission and methodology
  - **Performing:** starting to become a high-performance team.
- Help senior decision makers to adopt an 'expansive' (loose-tight) approach to supporting collaborative, teacher-led quality improvement by talking about:
  - **Purpose:** what the CoP/high-performance team is seeking to achieve and how this aligns with strategic development priorities
  - **Principles:** (values, policies, standards, etc) to guide the operations and interactions of the CoP/high-performance team
  - **Priorities:** the plan and order of action and key milestones.

FURTHER RESOURCES

Ashton, D. and Sung, J. (2002) *'Supporting Workplace Learning for High Performance Working'.* International Labour Organisation.

Dixon, N. M. (1999) T*he Organizational Learning Cycle: How We Can Learn Collectively.* Gower.

Fuller A., and Unwin L. (2003), *Learning as Apprentices in the Contemporary UK Workplace: Creating and Managing Expansive and Restrictive Participation,* Journal of Education and Work, 16:4, 407-426, DOI.

Katzenbach J.R. and Smith D.K. (1998) *The Wisdom of Teams.* McGraw-Hill.

Pedler, M., Burgoyne, J., Boydell, T. (1998) *The Learning Company: A Strategy for Sustainable Development.* McGraw-Hill.

Peters, T.J. and Waterman, R.H. 1982. *In Search of Excellence.* Harper & Row, New York.

Revans, R. W. (1997) Action Learning: *Its Origins and Nature,* in Pedler, M. Action Learning in Practice 3rd Ed, pp. 315, Gower.

Senge, P. (2003) *The Fifth Discipline: The Art & Practice of The Learning Organisation.* Century Business.

Trist, E.L. and Bamforth, K.W. (1951) *'Some Social and Psychological Consequences of the Longwall Method of Coal-Getting.'* Human Relations 4: 3-38.

Tuckman, B.W. (1965), *Developmental Sequence in Small Groups.* Psychological Bulletin 63.

Tyler, E., *et al.* (2017), *Understanding the Role of Advanced Practitioners in English Further Education.* Education and Training Foundation.

WEBLINKS

157 Group, IfL and IOE (2012) Leading Learning and Letting Go: Building Expansive Learning Environments in FE: https://set.et-foundation.co.uk/media/110498/leadinglearningandlettinggo.pdf

Woodward, C. (2014) Building High Performance Teams: https://www.youtube.com/watch?v=Zk1wEcbx6RM

Peterson, G. (2016) The Key to Employee Empowerment. O.C. Tanner: https://www.youtube.com/watch?v=e3RDt5kkre0&feature=youtu.be

# Chapter 3: High-performance teams, quality improvement and change

REFLECTIVE QUESTIONS: **?**

- What and who drives change in your organisation?
- How does change impact on your morale and that of your colleagues?
- How is change managed in your organisation?

High-performing teams are the building blocks of high-performing organisations. Of course, individual high performance is always a good thing, but as stated earlier, it is not enough to guarantee an 'outstanding organisation' and particularly, an outstanding grade at inspection. For that, the whole system must work in concert. A focus on individual performance, is just that, emphasising the individual's primary roles and responsibilities, but when performance management and human resource systems focus on team outputs, there is a much easier and more direct alignment with organisational development priorities. Effective teamwork therefore bridges the gap that often separates operational delivery from strategic direction.

Do 11 prima-donna football players guarantee a winning side?

It is helpful for APs to understand that high performance, as a process, goes hand-in-hand with high quality, as an outcome; and the AP has a role in facilitating both. Further, as we have seen above, high performance – as defined in the literature – is a collaborative phenomenon. It therefore occurs naturally when CoPs with a clear sense of shared mission are supported to implement change and help to improve practice. When education and training practitioners operate in an 'expansive' culture that encourages collaborative learning and quality improvement, professional development is a **naturally differentiated** outcome ("why do you think this is?"). We can also see this as a process of steady incremental change; evolution, not revolution – as often happens in the weeks prior to an expected inspection.

SITUATED LEARNING: MULTIPLE IMPACTS
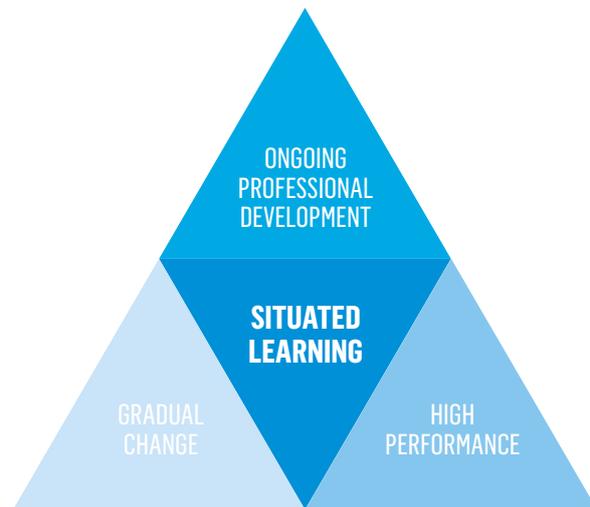
Change can be a scary business, but consider that, as an AP, you will be helping colleagues to generate change, rather than just being subjected to it. We will explore this aspect further, below.

Rowden (2001)[22] describes 'a model of strategic change in which everyone is engaged in identifying and solving problems so that the organisation is continuously changing, experimenting and improving, thus increasing its capacity to grow and achieve its purpose.' Here again, we see how practitioner-led quality improvement leads to continual, steady improvement and controlled change rather than the familiar pre-inspection panic to implement top-down directives, at short notice.
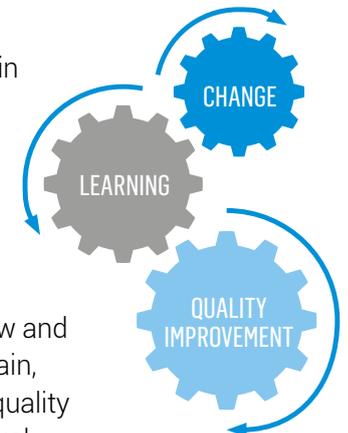
So, what is good to know about 'change' as a process? As an AP you will be driving change as you facilitate improvements in teaching and learning and need to be aware of two things – in fact, 'two sides of the same coin':

1. The psychological impact of change on individuals who are on the 'receiving end' of it.
2. How to facilitate/manage change.

22   Rowden, R.W. (2001) *The Learning Organisation & Strategic Change,* S.A.M. Advanced Management Journal, Summer 2001, Vol 66, Issue 3 p.117.

3.1 THE PSYCHOLOGICAL IMPACT OF CHANGE

Scott and Jaffe (1988)[23] propose a model which has origins in studies of bereavement (a major change). It describes four stages that we all experience in response to organisational change. The white inverted 'U' presents a graphical description of the impact of change on morale, as the individual negotiates the psychological impact. The horizontal axis represents not just the progression of time, but also the individual's preoccupation (with the past or the future). The vertical axis represents a continuum of outward focus, at the top and introversion, at the bottom.
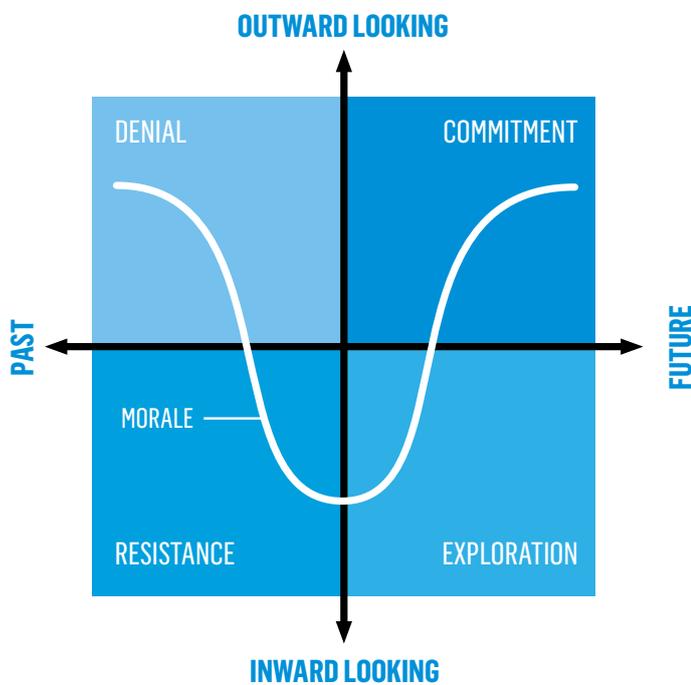
The following table illustrates how these four stages manifest, and provides strategies you could adopt as an AP to help colleagues move through each one. Knoster, Villa and Thousand's model is really useful as it lets you know what to expect and helps you to understand that, for example, resistance is just a normal part of the therapeutic process of coping with change – and that any related hostility is not a 'personal' attack. (This can be very empowering in situations that might otherwise feel like the opposite.)

STAGE	AP SUPPORT ROLE
Denial: information about the change does not 'sink in' or it is dismissed as 'not true' or unlikely to happen (but note that morale is starting to fall).	Inform, inform and inform again – in a variety of respectful/compassionate ways, and frequently, until 'denial' is no longer viable.
Resistance: the reality of change is no longer denied but is replaced by resistance and even hostility.	**This is not personal** – it is a normal stage of coping. Listen, listen and listen again. Ask colleagues to share their concerns.
Exploration: at this point, morale is at its lowest, and we become tired of resisting and more inclined to tentatively explore the 'new reality'. From here on morale often starts to improve.	Encourage and applaud these tentative steps, but don't expect too much, too soon – they can easily be set back to resistance, at this stage.
Commitment: eventually, there is sufficient confidence in the 'new reality' to start thinking again about the future and to commit to it.	Help colleagues to engage fully and their involvement to be recognised.

3.2 HOW TO FACILITATE/MANAGE CHANGE

When you are facilitating a CoP or high-performance team, you are helping them to enact change, and for this role, another model is useful. Knoster, Villa and Thousand (2000)[24] explain the elements within an organisation, which, when active and present, together as a whole, will achieve change. Conversely, if any of these elements are missing (indicated by a '?'), the change process will be undermined in the ways indicated on the right.

Vision	Skills	Incentives	Resources	Action Plan	= **Change**
?	Skills	Incentives	Resources	Action Plan	= **Confusion**
Vision	?	Incentives	Resources	Action Plan	= **Anxiety**
Vision	Skills	?	Resources	Action Plan	= **Resistance**
Vision	Skills	Incentives	?	Action Plan	= **Frustration**
Vision	Skills	Incentives	Resources	?	= **Treadmill**

23 Scott, C.D. and Jaffe, D.T., (1988) *Survive and Thrive in Times of Change,* Training and Development Journal. Vol 42, No.4.

24 Knoster, T., Villa, R., & Thousand, J. (2000). *A Framework for Thinking About Systems Change.* In R. Villa & J. Thousand (Eds.), *Restructuring for Caring and Effective Education: Piecing the Puzzle Together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

Development activity

This model of change is useful in helping CoPs/high-performance teams ensure they have all the elements in place to make change happen.

- Consider how well this model relates to your recent experience of change-management in your organisation. Were all five change facilitators in place and, if not, would you agree with the model's predicted outcome?

- How could you use this evidence-based model as a framework for dialogue with colleagues and managers about the factors that underpin successful change management, thereby increasing the likelihood of success?

With reference to Scott and Jaffe's four psychological stages of coping with change, discussed previously, members of a CoP/high-performance team will be less likely to experience the four stages because they will be the ones initiating the change, rather than subject to. It is useful for you as an AP to be aware of this difference between the needs of those driving change (the Knoster et al model) and those that have to respond to it (the Scott and Jaffe model).

In our final chapter, we will look at some ways to empower you to facilitate positive change within your organisation.

TOP TIPS
FACILITATING SITUATED LEARNING AND THE FORMATION OF COMMUNITIES OF PRACTICE

When supporting collaborative quality improvement, be aware that the process will involve both the management of change and perhaps – as that change 'ripples out' – a requirement for other colleagues to respond to that change.

- Use the Knoster, Villa and Thousand model as a checklist to enable the CoP or high-performance team to manage change effectively.

- Cascade the Scott and Jaffe model to all concerned, so that they can have a better understanding of how change is likely to affect morale and engagement, for both themselves and their colleagues.

FURTHER RESOURCES

Knoster, T., Villa, R., and Thousand, J. (2000). A *Framework for Thinking about Systems Change.* In R. Villa & J. Thousand (Eds.), *Restructuring for Caring and Effective Education: Piecing the Puzzle Together.* Paul H. Brookes Publishing Co., Baltimore, pp.93-12.

Rowden, R.W. (2001) *The Learning Organisation & Strategic Change.* S.A.M. Advanced Management Journal, Summer 2001, Vol 66, Issue 3 p.117.

Scott, C.D. and Jaffe, D.T., (1988) *Survive and Thrive in Times of Change.* Training and Development Journal. Vol 42, No.4.

WEBLINKS

Rosabeth Moss Kanter (TED-talk): Six keys to leading positive change

Heather Stagl (TED-talk) How to Deal with Resistance to Change

Chapter 4: Facilitating collaborative quality improvement in practice

REFLECTIVE QUESTIONS: **?**

Imagine your institution has recently been inspected and received a Grade 3. The key critical feedback is that the quality of teaching and learning is variable and sometimes uninspiring. Further, some teaching fails to sufficiently stretch and challenge every learner in the lesson. Overall comments from the inspectors regarding the effectiveness of leadership and management includes the following.

'Leaders and managers do not use lesson observations and performance reviews well enough to improve the quality of teaching, learning and assessment. Managers and teachers are too optimistic about the quality of teaching in the organisation. As a result, too many teachers do not know that they need to improve their professional practice.'

This entire final chapter poses the question – how might you as an AP approach a scenario, such as this, and how might the formation of high-performing CoPs help to turn this situation around?

Throughout the previous chapters, we have been exploring the idea that quality improvement and professional development can be achieved efficiently and effectively, at the same time, by situating them within the authentic and current issues of teaching and learning that all providers are faced with. We have, further, considered how this can support high-performance and a more expansive and aspirational approach to performance management whilst, at the same time, ensuring that positive change is 'owned' by practitioners and achieved at a steady pace. In this final chapter, we will put this all together and explore how, as an AP, you can apply this in practice.

4.1 SETTING THE SCENE

So, further imagine that your Head of Quality has asked you to develop (in your new AP role) a *'better observation checklist to identify poor teaching performance, and to trial it within departments involved in Study Programme delivery, and then roll it out to all line managers and heads of departments'*. (Note that the reference to 'poor teaching performance' is their words and is clearly coming from a deficit model.)

Stop: before you reply, try suggesting to your Head of Quality (HoQ) that, you would like the rest of the week to refer to some evidence-based practice that you are aware of and come up with some suggestions to discuss with her, to get things started.

Think: was the HoQ's question – or approach to it – one that you would want to endorse? If not, how might you reframe it, and still make it seem like it is the HoQs original idea? (How might you move the focus away from a deficit model of performance management and towards a more positive approach for the AP role?)

Here is some more information, from the inspection report.

Inspection feedback

'The quality of teaching, learning and assessment varies too much across curriculum areas. In too many lessons, especially in study programmes, teaching is uninspiring. As a result, learning is too slow in these lessons. In a small minority of lessons, for example in ESOL classes, teachers are enthusiastic, lessons are well planned, and learners make good progress.

Too few teachers challenge learners, including the most- and least able, to make the progress of which they are capable. Too many teachers do not have high enough expectations or provide work that is difficult enough or that proceeds at the right pace to encourage the most able learners to reach their potential. Consequently, too many learners neither aim for nor reach high enough grades.'

4.2 YOUR SUGGESTIONS

You prepare the following suggestions for your next meeting with the HoQ:

- "We will need to know exactly what effective teaching and learning looks like, in this respect, before we can consider new observation processes and there are some tried-and-tested approaches that are known to be more effective in engaging and challenging students – what would be your view about this?"

- "If we want to ensure sustainable improvements with maximum buy-in by all the teachers, putting them through some training sessions might not be the best approach. There is a lot of research that is telling us that it would be better to get some of the teachers, who need help in this respect, working collectively with AP support (and maybe some external expertise, if necessary) to agree what effective teaching and learning looks like and how it can be demonstrated in practice. It would help if line managers and heads of department have responsibility for overseeing this activity and then that will have the additional benefit of helping them to understand what inspectors are looking at in this respect. What do you think – would that work?"

BUILDING A ROUNDTABLE

DEVELOPING ADVANCED PRACTITIONERS

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The roundtable approach is a non-prescriptive way for you to build support and sponsorship for your work as an Advanced Practitioner throughout your organisation. It:

- combines a practical and strategic approach
- aids informed decision-making
- can support and influence your strategic goals
- allows the exchange of views, perspectives and knowledge among academic and support staff
- encourages empowerment and ownership to its members.

Before setting up a roundtable, you need to consider:

- how it will be managed and maintained
- what are realistic expectations
- the time commitment of key individuals
- how it can complement and support existing structures and not be seen as a threat.

You may wish to include colleagues from the following areas:

- senior management
- curriculum staff and managers
- e-learning
- administration and systems
- management information systems (MIS)
- human resources
- technical support
- learning resources
- CPD / ITT staff
- cross-curriculum co-ordinators.

It is crucial to the success of your roundtable that you have a senior management representative to champion your work as an Advanced Practitioner.

DEVELOPING ORGANISATIONS

- "On my AP training programme, I was given a set of useful [professional development cards](#) which includes an approach we could use to get this started. It involves setting up a 'Roundtable', here is the resource. How would you feel about leading this? Getting the composition right is fairly crucial with this model, so it would be good to think carefully about who we include to get all key players on board. This might be useful in getting any anxieties out into the open, and everyone aligned."

- "It may also be really helpful for colleagues who are looking for more effective teaching strategies to come together as Action Learning Sets to provide peer-to-peer support, and to take a degree of collective responsibility for their professional learning and development. This is quite an efficient approach and I could help set this up."

ACTION LEARNING SETS

DEVELOPING ADVANCED PRACTITIONERS

EDUCATION & TRAINING FOUNDATION

The objective of an action learning set is to help a person achieve deeper understanding of a problem or issue and help them to see it differently so that they can find their own solutions.

As a member of an action learning set you should:

- listen openly and without prejudice
- give help, advice and assistance
- question positively to increase understanding
- support each other
- challenge the problem owner
- generate options for action.

'There is no action without learning and no learning without action' Reg Revans

KEY POINTS

- Issues need to be current.
- The owner of the problem must want to act to resolve it.
- Each member is helped by others to review in a way that allows new insights to develop and from which new ideas about solutions emerge.
- The process works from problems rather than puzzles.
- Listening and questioning by the group are focused on better understanding and insights, and on supporting the owner of the problem, rather than on solving the problem for them.
- The process supports different levels of learning about:
  - the problem
  - oneself
  - the process of learning.

DEVELOPING OTHERS

4.3 THE ROUNDTABLE AGENDA

Here is an example of how you might plan an initial Roundtable meeting with relevant colleagues and managers.

Roundtable agenda – Stretch and challenge for all students

1. Introduction: 'we need your help in.......' (HoQ)

2. The inspection feedback (AP)

3. Thinking round: views or feelings about this and summary of issues arising (everyone)

4. Propose a Lesson Study Approach – follow with round robin for feedback (AP)

5. Managing the change – apply the Knoster, Thousand and Villa model to discuss each factor (AP)

6. Final thinking round: views or feelings about this and summary of issues arising (everyone)

7. How should we celebrate successes? (HoQ)

8. Next steps (HoQ)

This agenda should not be applied literally, but it does provide a flavour of an approach that utilises your skills and the resources at your disposal. The key points to remember here are that this is about securing commitment and a clear sense of direction. It is unlikely, however, that this alone will solve any 'change issues' such as 'denial' or 'resistance', which may by invisible during the meeting. Dealing with this will likely require one-to-one, or small group, follow-up meetings and a lot of active listening. You may find it helpful, here, to look at another guide in this series – 'Creating Spaces to Think in Further Education and Training' which will provide you with lots of useful tips about 'Thinking Rounds'.

4.4 FURTHER CONSIDERATIONS AND IDEAS

a) It would be helpful to ensure that each of the teams, involved in securing improvements in teaching and learning (engagement and challenge, in this case) are brought together to form an overarching CoP.

b) Help the CoP and sub-teams to become high-performing by ensuring they have clarity of purpose, principles and priorities (see top tips, Chapter 2).

c) Consider mapping the quality improvement activity to the Professional Standards[25] in order to:

- shift perceptions away from a deficit model and towards the idea of 'high-performance teaching' and, where relevant, QTLS status.

- demonstrate the strategic nature of the improvement activity in the context of organisational development opportunities.

d) Ensure that successful outcomes from CoP/high-performance team activity are 'loudly' and widely celebrated – reinforcing a universal model of performance management and facilitating whole organisational adoption.

TOP TIPS
FACILITATING SITUATED LEARNING AND THE FORMATION OF COMMUNITIES OF PRACTICE

- Senge (1990)[26] offers a useful guide on how best to facilitate dialogue, particularly in groups that are diverse and include varying power-relationships like those likely to be found when facilitating a Roundtable. These are:
  - All participants must 'suspend' their assumptions, literally to hold them "as if suspended before us"
  - All participants must regard one another as colleagues (regardless of positional authority)
  - There must be a "facilitator" who "holds the context" of dialogue
- Become very familiar with the Common Inspection Framework (Ofsted Inspectors Handbook[27]) and particularly the judgement criteria listed under each of the four main inspection outcomes. Use these to reinforce the need to change, in a language which is relevant to all levels and roles within the organisation.

FURTHER RESOURCES

Senge, P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization.* Century Business/Doubleday p.243.

Tyler, E. *et al*, Institute for Employment Studies (2017), *Understanding the Role of Advanced Practitioners in English Further Education.* Education and Training Foundation.

WEBLINKS

Advanced Practitioner Toolkit – professional development cards:

https://www.excellencegateway.org.uk/content/etf2826

[25] http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

[26] in Senge P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization,* Century Business/Doubleday (p.243).

[26] https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook

Next steps

We hope that this guide has enthused you to try out and apply to your own practice some of the practical ideas and approaches that have been explored. We also hope that it has sparked your interest to find out more about the other guides in this suite.

Take a look at Creating Spaces to Think in Further Education and Training, which builds on this guide providing additional ideas as to how, using the ten components that make up the Thinking Environment, you can enhance the performance of individuals and teams. In addition, the two guides linked to coaching (Using Coaching and Mentoring to Support Colleagues and Coaching and Mentoring in Action) are packed full of resources and tips that you can use to hone your coaching skills and inspire others to strive for excellence in their professional practice.

Finally, each of the guides relates strongly to the Professional Standards for Teachers and Trainers in the Further Education Sector and can be used to evidence, for example, how you as an AP and the colleagues that you are supporting:

- are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practices
- draw on relevant research as part of evidence-based practice.

The Professional Standards are another valuable tool to add to your AP toolkit. You can use them as a benchmark to evidence high-quality teaching, learning and assessment as well as effective professional practice. They also provide you with a 'common language' to use in your discussions with managers and colleagues.

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FACILITATING PROFESSIONAL DEVELOPMENT AND HIGH-PERFORMANCE THROUGH SITUATED LEARNING
AUTHOR: IAN GRAYLING

EDUCATION & TRAINING FOUNDATION

USING COACHING AND MENTORING TO SUPPORT COLLEAGUES: CORE PRINCIPLES AND TECHNIQUES
AUTHOR: JON THEDHAM

EDUCATION & TRAINING FOUNDATION

CREATING SPACES TO THINK IN FURTHER EDUCATION AND TRAINING
AUTHORS: LOU MYCROFT AND KAY SIDEBOTTOM

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