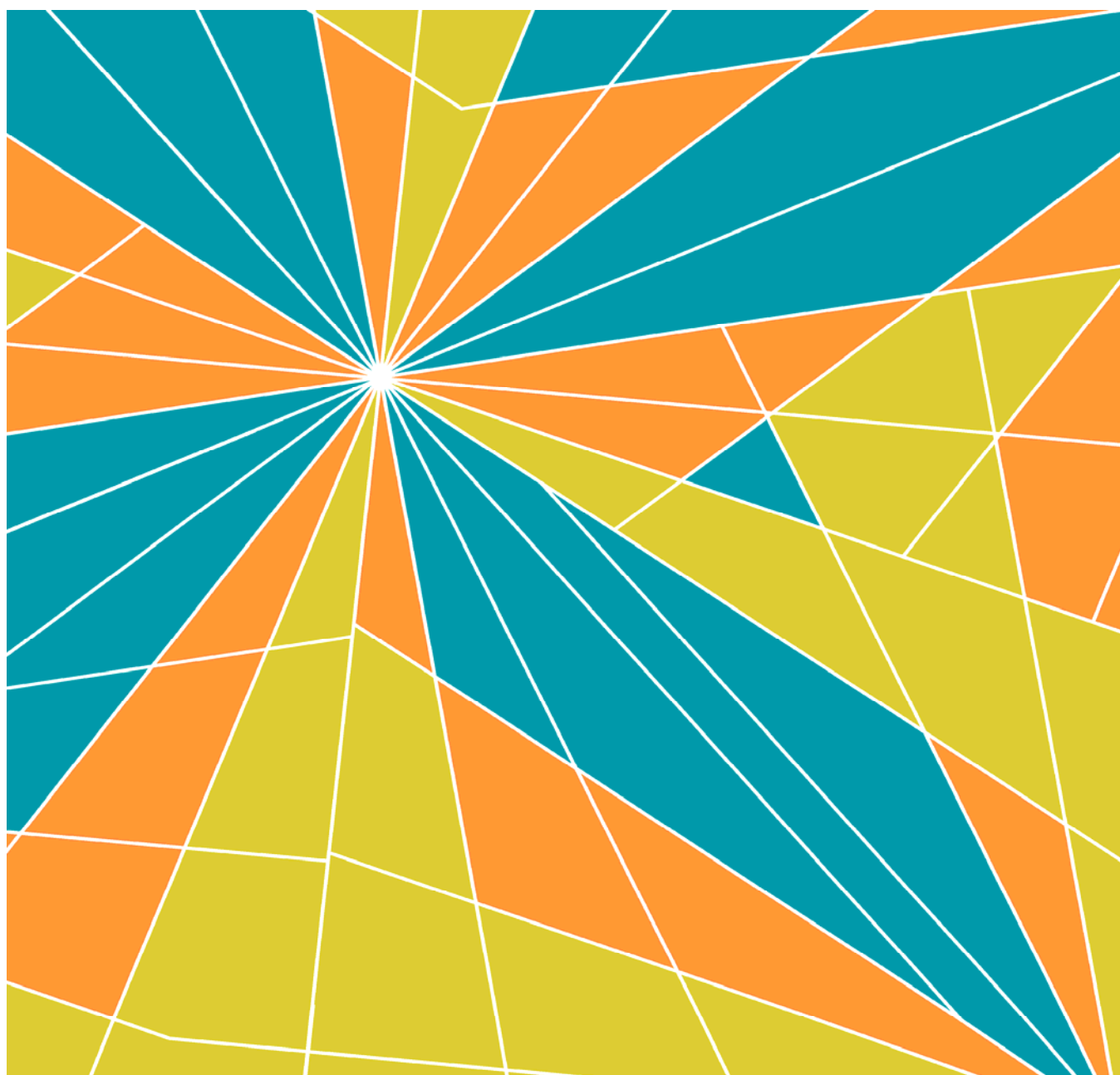




Teacher Learning
Academy

Teacher Learning Academy **Being a TLA Leader; a reflective tool to support TLA leaders**

September 2008



Being a TLA Leader; a reflective tool to support TLA leaders

This tool is based on a series of key questions and prompts to guide reflection, planning, developmental work and support for teachers' participation in the TLA. The key questions cover the role of TLA Leaders, including:

- understanding the overall role;
- communicating with colleagues;
- knowing and engaging with the principles of the TLA;
- using the TLA to build capacity for teachers' development, pupil learning and school improvement;
- sustaining the work and quality of the TLA; and
- evaluating the impact of the TLA.

Each key question is supplemented by other reflective questions or prompts; we hope this makes the tool fit for purpose for developing both new and experienced TLA Leaders.

The key questions are based on the accumulated wisdom on, and evaluation of, effective TLA Leadership and the core dimensions of the TLA.

Key questions; additional questions and prompts

1. What is involved in being a TLA Leader for your school? How do you manage the culture of change and improvement and how can the TLA support you with this?

- a) How do you see your role as a TLA Leader? In your school? In the wider locality/network? In relation to other TLA Leaders in the locality?
- b) Which systems for professional development do you already have in school that can be built on and enhanced by the TLA?
- c) What roles are there for other school colleagues in the TLA other than as participants? E.g. as coaches, mentors, advocates...
- d) How are colleagues' individual and collective learning needs identified? How can/does the TLA support this?
- e) How are you planning for the development of the TLA?

- f) How do you ensure that you and all your colleagues have a good knowledge and understanding of the TLA framework and processes?
- g) How does CPD connect to the findings of school self-evaluation? How can the TLA support this?
- h) What opportunities are there for linking existing local networks, within and beyond the school, to the TLA?

2. What do you need to communicate, and how, to best support the TLA in your school and locality?

- a) How do you ensure that you and all your colleagues have a good knowledge and understanding of the TLA framework and processes?
- b) How has the potential of the TLA been communicated to senior colleagues? How are you hoping to do this?
- c) What opportunities are there in your school for sharing and reflecting on practice and learning? How can/does the TLA support this?
- d) How do you and your colleagues celebrate learning within your school and wider networks?
- e) What local opportunities are there to establish and share your commitment to and the benefits of the TLA beyond your school?
- f) How do you know that your sharing of the benefits of the TLA has been successful?
- g) How are you working with different groups of teachers within the school to move together on the TLA? Key stages? Faculties? NQTs?
- h) How do you manage the processes for updating, sharing and resourcing information concerning the TLA and related CPD, e.g., keeping in touch with your TLA Adviser, working in a local hub and providing regular updates to staff?

3. How are you using the core dimensions of the TLA to ensure successful participation and engagement with relevant knowledge?

- a) What opportunities are there for supported or collaborative planning of a teacher learning focus or change project with others in the school? How can the TLA support this?
- b) What opportunities are there in your school for the sharing and reflecting on practice and learning? How can/does the TLA support this? What are your next steps?
- c) How is academic research currently used to improve or innovate on practice and learning? How can the TLA support this? What are your next steps?
- d) How do teachers draw on the good practice of others in their setting or elsewhere? How can the TLA support this? What are your next steps?

- e) What opportunities are there for dialogue and shared understanding of the developmental needs of the school and consequent CPD? How might the TLA support these opportunities?
- f) How does reflection in action and reflection on action happen in your school? How can the TLA support this?
- g) What additional systems could you put in place to further develop coaching and collaborative enquiry? How might the TLA assist in developing a coaching and mentoring culture in your school?
- h) How might you engage with local/national partnerships to promote coaching and mentoring?

4. How are you using the TLA for teacher career development, pupil learning and school improvement?

- a) How do you use the TLA as a vehicle to give momentum to priorities within your school improvement plan?
- b) How do you ensure that professional development is relevant to the needs of your pupils and impacts on the learning of pupils?
- c) How do you integrate individual teachers' development paths with these priorities?
- d) How might you aid recruitment/retention of teachers to your school using the potential of the TLA within your CPD culture?
- e) How might the TLA be included in any job specification for teacher vacancies and internal promotions?
- f) How do you evaluate the impact of professional development on pupil learning and attitudes? How can the TLA support this in your school?

5. How is the quality of TLA work ensured?

- a) Do you understand the criteria for Stage 1 and feel confident to verify presentations at this stage?
- b) Do you understand the difference between Stage 1 and Stage 2 criteria?
- c) How might you engage with a local moderation session?
- d) Have you seen some examples of presentations and writing frames?

6. How will you sustain and embed the TLA in the culture and systems of the school and locality so that it has an enduring role?

- a) How do senior leaders demonstrate their commitment to the TLA?
- b) How do you ensure that the work done through the TLA will be valued by teachers and support pupil progress?
- c) How does your school show its commitment to the TLA Leadership role?
- d) How do you keep your knowledge and learning about the TLA – including verification – up to date? Do you use opportunities to meet regularly with other TLA Leaders and your TLA Adviser?

7. How are professional development and change initiatives evaluated? How can the TLA support this?

- a) What changes in your school or local practice are identifiable as having been influenced directly by the implementation of the TLA? How do you know and what else do you want to do?
- b) How will you demonstrate the relevance of teacher enquiry to school improvement and in particular pupil progress?
- c) What goals have you set for the number of TLA enrolments and presentations made within your school or local hub?
- d) How do all stakeholders in the setting, including governors, know about and share your vision for CPD and the place of the TLA within it?
- e) Are there institutions or organisations, e.g. the local authority (LA) or other settings, which acknowledge the good practice that the TLA has brought to your school? How has this happened?

Being a TLA Leader

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Notes, thoughts and actions