



NACIONALINĖ  
ŠVIETIMO  
AGENTŪRA



Kuriamė  
Lietuvos ateitį  
2014–2020 metų  
Europos Sąjungos  
fondų investicijų  
veiklos programa

Finansuojama Europos socialinio fondo lėšomis

# Theme 7. Organisation of Dissemination of Good Practice in Developing Competencies

## Webinar 1

3rd March 2023

14.00 to 18.00

Jane Doughty and Jane English

# Theme 7: Organisation of Dissemination of Good Practice in Developing Competencies

## Purpose of theme 7:

- To consider how good practice is identified and celebrated
- To review strategies for disseminating practice, particularly good practice
- To share practical tools to help schools implement curriculum into schemes of work and lessons
- To consider communication channels and strategies for ensuring key information / practice is heard and understood
- To identify strategies to engage all teachers, including reluctant ones, in the curriculum programmes

# Learning Outcomes

*At the end of this webinar we will have:*

- gained insights into the key strategic issues from presentation **given by Director from National Education .....**
- discussed what is meant by good practice
- shared some research into what constitutes effective practice
- looked at strategies for identifying good and excellent practice
- understood key principles of disseminating practice

# International Consultant – Chris Tweedale



- School Principal in UK for 8 years
- Senior education policy adviser to UK Government for 6 years
- Schools Director for Welsh Government 2009-13
- CEO of three Multi Academy Trusts in England
- International consultant on national school systems and school leadership for British Council in Lithuania, Estonia, Nepal, China and India

# International Consultant: Jane Doughty



- Principal of a secondary school 10 years.
- Director for Leadership Development National College for School Leadership
- Independent Consultant since 2013
- Recent contracts: Lithuania, Zimbabwe and Algeria

# International Consultant: Jane English



**Jane English**

**Retired Secondary School Principal**

**CEO of Multi-Academy Trust**

**British Council School Leadership Consultant**

**British Council Global Trainer and Validator**

**Consultant Croatia Curriculum Reform**

**Consultant Lithuanian Curriculum Reform**

# Welcome

We are delighted to welcome Vaino Brazdeikis  
from the National Agency for Education

# Representative of the National Agency for Education Dr. Vaino Brazdeikis



Vaino Brazdeikis

Director of Curriculum Department,  
National Agency for Education

PhD Social Sciences

[CV](#)



# Questions and Comments

Please unmute to ask your questions and / or share your comments

We are keen to hear from you

# Dissemination of Good Practice in Developing Competencies

Before we consider dissemination of good practice in developing competencies let's consider general principles of good practice and how it can be disseminated, starting with what is good practice.

# What is good practice in teaching and learning?

## Practice that

- draws on up-to-date approaches and strategies shown to make a difference
- that optimises opportunities for students to learn
- facilitates embedding of competencies into student behaviour
- **makes a difference to students' outcomes**

What else would you add to this list – particularly in relation to the competencies?

# How do we know it is good practice?

**Through collecting first hand evidence by:**

- Observation of teaching and learning in classrooms
- Review of students' books
- Focus groups with students
- Student tracking
- Learning walks
- **What else?**

# How do we know it is good practice?

Through reviewing second hand evidence by:

- Review of research publications
- Reading online blogs and watching online videos
- Attending seminars and lectures
- Professional dialogue with colleagues
- **What else?**

# Breakout Discussion 1

In your groups discuss:

- Definition of good practice
- How you identify good practice in your school / schools you work with
- How you access secondary sources of good practice evidence

Report back on the group's definition of good practice and most frequent source of good practice examples

Please nominate someone to report back on behalf of the group

# How do we know it is good practice?

What does research tell us about good practice in classrooms and schools? Let's consider:

- What do highly effective teachers do
- Characteristics of good schools
- Impact of teaching strategies on student outcomes

# Features of Inspirational (Outstanding) Teaching

*As well as having excellent subject knowledge and strong pedagogical skills, outstanding teaching:*

- inspirational interaction through outcomes focused/agile pedagogy
- relentless, yet understated professionalism
- positive relationships and enjoyment
- good classroom/behaviour management
- positive and supportive climate
- formative feedback
- high quality learning experiences
- support from leadership that nurtures teacher's talents and innovation

Blaylock, M et al, 2016



# Leading Teaching and Learning: Characteristics of Good Schools

- establish consistency in teaching and learning across the organisation - school policy and procedures
- engender a culture of professional debate and developmental lesson observation
- rigorously monitor and evaluate what they are doing
- prioritise the teaching of literacy, especially in a child's early years
- focus on the needs, interests and concerns of each individual learner

Ko and Sammons, 2016

# Impact of Teaching Strategies on Student Progress (EEF)

Strategy	Impact	Comments
Collaborative learning	+5	Strong evidence; cost effective
Digital Technology	+4	Strong evidence, expensive (hardware)
Feedback	+6	Medium evidence, cost effective
Metacognition /self regulation	+7	Strong evidence, cost effective
Peer tutoring	+5	Strong evidence, cost effective
Parental engagement	+3	Medium evidence, cost effective

# Impact of Teaching Strategies on Student Progress

## Hattie's research: consider the following strategies

- Classroom discussion (about learning)
- Cooperative learning (group work)
- Feedback (written and verbal from teachers)
- Individualised instruction (1:1)
- Pupil mobility (moving between schools)
- Collective Teacher Efficacy
- Open plan teaching spaces
- Holding pupils back a year if not made the grade
- Student expectations of themselves
- Study skills (to know how to work independently)

Hattie, 2012, 2016

# Impact of Teaching Strategies on Student Progress

Arrange Hattie's nine factors into rank order – starting with the factor you think has the largest impact on student outcomes

Be ready to share your reasons for the choices you have made

Please unmute to share your responses

# Impact of Teaching Strategies on Student Progress

1.	Collective teacher efficacy	1.57
2.	Student expectations of themselves	1.44
3.	Classroom discussion	0.80-
4.	Feedback	0.75
5.	Study skills	0.63
6.	Cooperative learning	0.40
7.	Individualised instruction	0.22
8.	Open plan teaching spaces	0.01
9.	Holding pupils back a year if needed	-0.13
10.	Pupil mobility	-0.34

**Green:** significant difference

**Amber:** very little difference

**Red:** no difference

# Break

We will now take 30 minute break

Please return promptly

# Importance of context

In education, “what works?” is not the right question because everything works somewhere and nothing works everywhere.

So what’s interesting, what’s important in education is: “Under what conditions does this work?”

Dylan Wiliam  
2013

Context matters: this is true when disseminating good practice – transferring practice from one context to another



# Transferring Practice

## Broadly three forms of practice transfer:

- replication mode – copy practice almost identically
- adaptation mode – adapt / change practice to suit context
- exchange mode – share collaboratively, and so exchange, practice

Transferring practice involves technical aspects as well as underpinning values of a practice and and this influences the take up (or rejection) of new practices

M. Fielding, et al, 2006



# Transferring Practice: Replication

- In replication mode the main purpose is to maintain fidelity and adherence to the original practice
- The exemplar practice defines the boundaries of the encounter
- Learning is one way, and compliance is the main issue to be addressed

Example: teaching of phonics: defined curriculum and defined objectives

# Transferring Practice: Adaptive Mode

- the original practice remains central
- local culture and circumstance of receiving school is acknowledged as significant too.
- commitment to underlying purposes of the practice allows degree of local interpretation which engenders commitment and a greater possibility of sustainability.
- learning is largely one-way - two-way learning can occur though not part of the stated intentions

# Transferring Practice: Exchange Mode

- the exemplar practice is the starting point of an encounter with a strong commitment to reciprocity, both of respect and learning
- this is stated overtly and explicitly in the lead up to the work.
- original practice remains central but not static - a ‘developmental’ model rather than a ‘transfer’ model – it is joint work
- aim to make all practices better through mutual learning.
- roles of originating and receiving schools become blurred or interchangeable.

# Learning from Research

Adoption of innovatory practices depends to some extent on their flexibility. Scope for mutual adaptation is shown to be an important attribute of successful innovations.

Receiving practitioners need to adapt their practice to the innovation and the innovation also needed to be adaptable to the new context in which potential adopters are working

(Berman and McLaughlin 1980).

Where there was strong leadership and sufficient support for teachers to master a new practice, it could be transferred with some fidelity (i.e. the degree of exactness with which something is copied or reproduced)

(Miles and Huberman 1994).

This highlights that different qualities are relevant in different settings / contexts

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# Breakout Discussion 2

In your groups discuss:

- The three different modes of transfer
- Share your experience of disseminating / transferring practice
- Identify examples that were both successful and unsuccessful - and why

Report back on two key learning points the group has identified regarding the successful dissemination of practice

Please nominate someone to report back on behalf of the group

# Break

We will now take 15 minute break

Please return promptly

# Ways to Disseminate Practice

## School website:

- Opportunity to share across the school
- Closed community
- Partnerships with other school(s) - create common website
- Formal school partnerships, e.g. Academy Trusts

# Ways to Disseminate Practice

Social media networks such as Facebook, Twitter, and LinkedIn, e.g.,

- Blogs and microblogging
- YouTube-inspired sources of educational videos,

Platforms provide an informal and relaxed environment to share their ideas, brainstorm and collaborate – usually unverified

Teachers can post sample lessons, write and communicate about classroom practices, opening classrooms for observation, creating a blog, videotaping instruction, running workshops, etc.



# Ways to Disseminate Practice

National and international websites:

- Department for Education / National Agencies
- Educational Charities e.g. EEF, Sutton Trust
- Education Research organisations, e.g. Education Development Trust, ResearchEd, OECD, Harvard Review

# Breakout Discussion 3

In your groups discuss how good practice relating to the curriculum reform and the competencies can best be disseminated – please consider local, regional and national methods.

When reporting back please share the group's most preferred method – stating reasons why.

Please nominate someone to report back on behalf of the group

# Disseminating practice: different models

Across same context

Across different contexts:

- School to school transfer
- Networking
- Professional learning communities
- Communities of practice

We will consider each of these models in detail and with reference to the competencies in future webinars

# Thank you

Thank you for all your contributions today

We look forward to seeing you at Webinar 2  
March 7<sup>th</sup> at 14.00