



**Hub Facilitator
Handbook
September 2022**

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Exchange Teaching Hub Facilitator Handbook

(V4 – 2.9.22)

Rationale

Exchange Teaching Hub strives to develop great teachers and great schools through inspiring professional learning. Facilitation has been identified as a critical factor impacting on the experience of participants and their professional learning. The 'Hub Facilitator Handbook' is designed to promote consistently high-quality facilitation across our programmes, from initial teacher training to the National Professional Qualifications, by:

- Establishing an understanding of effective facilitation of professional learning.
- Offering clarity about the standards of facilitation expected by the Hub.
- Confirming key protocols, processes and routines.
- Embedding a shared language and consistent messages regarding our values and the purpose of our collective work.

Whilst the facilitation style and strategies used are a matter for the professional judgement of facilitators, we want to ensure that participant learning is maximised.

The role of facilitator

Exchange Teaching Hub defines facilitation as “the process of creating an opportunity that enables and challenges individuals and groups to engage in significant learning. This learning leads to meaningful change in professional practice” (extract from 'Hub Facilitator Competency Framework'). The role of the facilitator is therefore pivotal in creating opportunities for learning which impact on practice, and ultimately, transform outcomes for children and young people. Key responsibilities include:

- Delivering online facilitation (asynchronous and synchronous) and face-to-face sessions.
- Participating in planning forums with lead facilitators or co-facilitators to optimise the structure, content and sequence of sessions.
- Being fully prepared for the session being delivered, arriving promptly, managing the time and ensuring a high-quality learning experience for all participants.
- Liaising closely with Exchange Teaching Hub to support effective delivery.
- Developing and maintaining positive relationships with participants to ensure successful completion of programmes.
- Offering and receiving developmental feedback on facilitation skills, style and effectiveness.
- Providing feedback on, and input into, programme design and resources.
- Participating in facilitator induction, development and training opportunities with other facilitators across the Hub area.
- Acting as an advocate for the Hub, sharing consistent messages about our purpose (why), offer (what) and ways of working (how).

Our vision and values

It is important that colleagues working with and on behalf of Exchange Teaching Hub can articulate its purpose, offer and strategies with confidence. We invite you to help us repeat the key messages around our identity, purpose and values so that they are widely recognised and understood.

Name	Exchange Teaching Hub
Tagline and hashtag	inspiring professional learning
Bio	<i>We develop great teachers and school leaders to improve outcomes for all learners and change lives.</i>
Values	<i>We exchange knowledge for the benefit of children. We address disadvantage and change lives. We strive for excellence in all that we do.</i>

Purpose

Our purpose is to develop great teachers and leaders in Barnsley, Doncaster, Selby and Wakefield to improve outcomes for all children, and change lives. Exchange Teaching Hub will:

- Unite all schools in the communities we serve so that every teacher, school leader and classroom professional – in all phases and specialisms – can **enjoy access to world-class professional learning at every stage of their career**, and every child can be successful.
- Become a catalyst for social change, **improving outcomes for all pupils for the benefit of our region where disadvantaged and vulnerable pupils lag behind their peers at primary with the gap widening at secondary.**
- Develop extremely positive external relationships at local, regional and national levels to promote the continued excellence of the Hub, as a **central resource for Yorkshire - with national renown.**

Offer

- Make **routes to teacher training** clear and available, targeting supply at demand, and providing access to the highest quality initial teacher training.
- Ensure that ECTs receive their statutory entitlements and are fairly and consistently assessed through our role as an **Appropriate Body.**
- Maximise the impact of the **Early Careers Framework (ECF)** in making a positive difference to the recruitment and retention of teachers, recognising the pivotal role of effective mentoring in teacher development.
- Offer the **National Professional Qualifications (NPQs)** to colleagues wishing to expand their leadership skills and knowledge, including a new suite of programmes

to replace NPQML (NPQ Leading Teaching, NPQ Leading Teacher Development and NPQ Leading Behaviour and Culture), NPQLL, NPQSL, NPQH, the Early Headship Coaching Offer, NPQEL and NPQEYL.

- Share efficacious approaches to improvement through teacher and leader development, ensuring that all have access to **evidence informed CPD** that has a direct impact on the progress, attainment and attendance of children.

Strategies

- Design and develop **an outstanding approach to professional learning**, underpinned by the five pillars of the Standard for Teachers' Professional Development and the EEF's Effective Professional Development guidance, which **prioritises the impact of that training upon the most disadvantaged children in the region.**
- Draw upon experts and the most credible teachers, leaders and system leaders in our region to create a **cadre of high-quality facilitators** to deliver across the breadth of our professional learning offer, from ECF to NPQEL.
- Build a **pipeline of high-quality leaders** in our region through leadership development.
- Establish new ways of team working to deliver services collectively and consistently across the region without working in isolation.
- Expect **the highest achievements and standards** from all members of the Hub community.
- Develop rigorous procedures for improving the performance of all Hub services, using the findings to inform the **evaluation cycle.**
- Place **collaboration above competition**, working together in a relationship based on honesty, authenticity, feedback and trust.

A common language approach to conveying our values and purpose

As cohorts are often co-facilitated, and our alumni will return for future programmes, we wish to strive towards a common language across our facilitator community. Repetition of clear and consistent messages will help us articulate our vision and values as a Hub and embed the Hub’s identity in the region. In promoting and sharing these values, and our high expectations of the teaching community, we are also influencing the values and beliefs of teachers and leaders in our Hub localities.

Some suggestions are below:

Common language	Explanation
“High expectations for all learners”	Regardless of starting points, groups or other factors, we believe that all learners can achieve highly.
“Addressing disadvantage is a priority”	We must prioritise the impact of professional learning upon the most disadvantaged children in the region, because their outcomes currently lag behind their peers in our Hub communities.
“Low or high prior attainment” (i.e. NOT “low” or “high ability”)	All children can learn well and make excellent progress. We refer to ‘prior attainment’ so not as to suggest that children cannot learn well, and their level of intelligence is fixed: we know this is not true.
“Strong leadership matters”	Research tells us that it is the quality of leadership that determines the quality of education in schools.
“Improving teaching is fundamental to strong leadership.”	The best prospect for raising attainment and improving equity for children is improving the quality of classroom teaching.
“What does the evidence tell us about effective strategies? In light of these findings, what might we do differently?”	We can use the findings from the best available evidence to suggest “best bets.” We can deepen professional learning by asking participants how they might use the evidence to improve their practice, signposting them to the most relevant research and wider reading.

Protocols for face-to-face programme sessions

Joining instructions will be sent out from the Hub for each scheduled programme session one to two weeks beforehand.

As a facilitator we expect you to:

- attend programme planning forums as specified in the facilitator job description
- attend UCL compulsory facilitator training
- prepare/adapt the training slides and reading materials prior to the session and submit adapted presentations to the Hub team a week in advance of sessions
- alert participants to any pre-reading for the sessions
- liaise in advance with the Hub team about the venue as needed
- request any resources and photocopying needed a week in advance of the session
- join the session 20 minutes before the start time in order to greet participants
- wear business dress for face-to-face and online sessions
- ensure the training room is set up for a prompt start
- complete a register of all attendees, including noting late arrivals
- add to the register any concerns about engagement
- Share attendance details with the Hub according to processes agreed with the lead provider

Participant protocols should be agreed and shared with each group. These should include:

- Complete pre-reading and gap tasks prior to the session
- Bring your best self
- Arrive at least five minutes before start time
- Have all relevant resources to hand
- Fully engage with the facilitator/participants, paying attention to protocols for the session
- Devote time and energy to your own development by avoiding distractions, such as email, telephone or school business
- Consider your key takeaways and next steps application to your practice

Protocols for online programme sessions

Joining instructions and a calendared MS Teams link will be sent out to participants from the Hub one to two weeks beforehand for each scheduled programme session along with reminder emails to participants.

As a facilitator we expect you to:

- attend programme planning forums as specified in the facilitator job description
- attend UCL compulsory facilitator training
- prepare/adapt the training slides and reading materials prior to the session and submit adapted presentations to the Hub team a week in advance of the session
- set up a Teams link to send to the Hub two weeks before the scheduled session
- join the session 15 minutes before the start time
- wear business dress and check screen background
- take over hosting controls
- complete a register of all attendees, including late arrivals
- add to the register any concerns about engagement

Participant protocols should be agreed and shared with each group. These should include:

- Complete pre-reading and gap tasks prior to the session
- Bring your best self
- Arrive five minutes before start time
- Have all relevant resources to hand
- On arrival, please mute your microphone
- Display your name and school/organisation
- Turn cameras on when requested
- Fully engage with the facilitator/participants, paying attention to protocols for the session
- Devote time and energy to your own development by avoiding distractions, such as email, telephone or school business
- Consider your key takeaways and next steps application to your practice

Quality Assurance

Section A: Overview

1. Purpose and rationale

This quality assurance policy guides the work of our Hub so that we achieve our intention to provide the highest quality professional learning experience for programme participants, and better enable them to support great outcomes for students in our Hub communities. We work with a range of partners in the design and delivery of our professional learning programmes so that we, and our programme participants, benefit from their feedback, guidance and expertise in maintaining the highest standards of programme delivery.

Quality assurance is built into all aspects of our work in serving local teachers and school leaders, and we consider how quality can be built in before, during and after our programmes are delivered. This begins with our choice of lead providers (who develop programme content), who have been selected because they share our values and who are renowned for the quality of their work and engagement with the robust research evidence which underpins the programme frameworks.

The quality of programme delivery is directly influenced by the skill and expertise of our programme facilitators. We have developed robust recruitment processes and support facilitators with ongoing development in all aspects of facilitation to ensure that programme participants benefit from the highest standards of facilitation, but also the expertise of our strategic and operational partners, and central team.

In all our work, we operate in a spirit of openness, honesty and trust and value the feedback of our partners and participants. We recognise that that the work of the Hub, through collaboration, has the power to build capacity through delivery of its programmes, and beyond them in creating greater understanding of effective practice in schools across the Hub communities.

2. Facilitator Recruitment and Development

In recruiting our facilitators, we set clear criteria around the performance of individuals and their organisations, to establish credibility but also so that facilitators can draw upon true expertise and experience. Our facilitation model includes recruiting lead facilitators, who meet regularly in our expert delivery groups to liaise with the Hub central team, collaborate to support consistently high-quality delivery and act as conduits for feedback on our programmes.

As part of our commitment to facilitator development, our Hub delivers 'Preparation, Induction and Accreditation' events for facilitators to model high standards of face-to-face facilitation and provide an ongoing commentary on the process of planning and delivery. To ensure that facilitators are equipped to expertly deliver the online elements of our programmes, we provide training in online facilitation to optimise the effectiveness of programme content and engagement of participants.

The Hub supports facilitators with development in understanding the programme frameworks and the evidence which underpins them to optimise expert facilitation. In our Preparation, Induction and Accreditation sessions, we make explicit links between the learning design elements of the programmes and the *Standard for Teachers' Professional Development*. The 'mechanisms' highlighted in the recently published EEF's guidance report *Effective Professional Development* are also explored so that facilitators are supported to utilise a range of mechanisms with confidence in their efficacy.

High quality facilitation standards are recognised through the development and use of our facilitator competency framework which takes account of the lead provider guidance, and the additional skills we deem important for excellent facilitation, including supporting facilitators in making explicit links between the programme materials and the DfE frameworks. The facilitator competency framework sets the Hub's ideal standard for facilitator skills and competencies and will be a constant reference point for feedback to facilitators and development of facilitation in all Hub programmes. Through further professional development and peer coaching, we ask facilitators to use this tool to self-evaluate and identify next steps for their own practice by making use of the reading links or asking the Hub team for additional support.

3. Observation and feedback approaches

The purpose of observation is developmental, not judgemental as no grading system will be used. Programme leads, lead facilitators, lead providers and the Hub's central team, will individually and jointly observe programme delivery to gather feedback from a range of sources, and utilise information gathered to support continuous improvement of delivery.

The timing and frequency of ongoing observation of programme delivery will be carried out in line with lead providers' guidance (detailed below), using the lead providers' observation schedules. Developmental feedback will be given to facilitators, with the aim of consistently improving programme delivery, in line with the observation schedule and Hub's facilitator competency framework.

The Hub and its partners will contribute to the development of programme resources to contribute local perspectives. Programme materials and resources will be assessed, and feedback shared with our lead providers on an ongoing basis.

Over time, the accumulated feedback will be shared with all involved and refine both content and delivery of programmes.

Glossary of terms

Term	Explanation
Early Career Framework	A framework of standards to help early career teachers succeed at the start of their careers. Early career framework - GOV.UK (www.gov.uk)
National Professional Qualification frameworks	The statements of the key learning and skill outcomes for NPQ programmes. National professional qualifications frameworks: from autumn 2021 - GOV.UK (www.gov.uk)
Lead provider	The organisation or institution who writes the DfE accredited CPD programmes delivered by teaching school hubs across the UK.
Delivery partner	Local organisations, eg, teaching school hubs, who deliver training throughout the UK in partnership with lead providers.
Facilitator	A local teacher or senior leader who guides participants through the learning of the programmes.
Facilitator competency framework	A summary of the skills and competencies displayed by expert facilitators. The framework provides a focus for reflection on facilitators' development in the role, and points to some useful sources of reading for self-development over time.
Participant	A teacher or school leader who is registered and taking part in a professional development programme at the Hub.
Planning forums	Online sessions facilitated by the Hub to enable facilitators to co-plan, as part of the Hub's ongoing quality assurance process.

Appendix A: Working with UCL - Quality Assurance Strategy

Section A: Early Career Framework: Quality Assurance Strategy

The purpose of our QA strategy is to ensure continual fidelity to the UCL Early Career Framework programme across the two years and to secure the best possible learning experiences and high-quality outcomes for ECT and mentor participants. The high-quality outcomes are the changes we hope to see resulting from ECT and mentor engagement in the Full Induction Programme (FIP). The goal is the retention of early career teachers across our Hub communities.

High Quality Outcomes

The following six factors will ensure a high-quality experience of our programme for ECTs and mentors. They will encounter these factors through their in-school self-study and mentor meetings, through their exploration of the learning platform, and through facilitated training sessions. See section B.

1. They (ECTs and mentors) will have a strong knowledge of the ECF – a summary of the evidence base underpinning effective teaching.
2. They will know how to apply their understanding of the ECF research in their own practice, selecting judiciously – for the pupils they teach, for the subject they teach, for the school they teach in.
3. They will experience ‘revelatory moments’ in their sessions – these may be tips to try, or they may be new ways of thinking about their experiences.
4. They will see the value of engaging in professional development, believe that it is improving them as teachers, and be willing to put the effort in – while not being overwhelmed by any additional workload that it entails.
5. They will enjoy that they are developing as professionals – mentors, will develop new ways of thinking and working and become more valued for their contribution; ECTs will see the progress they have made since their ITE year, and, however hard they still find the business of teaching, will be able to see teaching for the beautiful and complex thing that it is and will recognise that growing and developing to become a great teacher is a lifetime’s commitment.
6. They will increasingly find their voice and feel that it is listened to – they will develop their teacher persona, be surer of their purpose and be confident that the work they do is professionally, morally, and emotionally rewarding and deeply valued.

We believe that, by the achievement of the six factors above, we optimise the chances that our teachers will remain in the profession and be happy and successful in it.

Section B: ECF Quality Assurance Visits

As Delivery partners, the Hub will be responsible for quality assurance of their facilitator team, 'visiting' and providing opportunities for professional feedback to them. UCL will carry out joint visits with delivery partners to ensure consistency.

QA Activity	Purpose	Responsibility and process
QA training materials prior to QA visits.	Ensure that adaptation to materials is appropriate.	Delivery partners should QA training materials prior to QA visits and record on <u>Ensuring High Quality Outcomes Form</u> .
Visiting sessions, including drop-ins and reviewing recordings of sessions.	Provide professional feedback for a sample of facilitators throughout the 2-year programme. Ensure fidelity to the ECF and high-quality facilitation of training sessions. Identify 'exceptional' facilitators and those requiring support.	Record visits on <u>Ensuring High Quality Outcomes Form</u> .
Visiting sessions with Delivery partners.	Ensuring consistency of QA visits across Delivery partners.	Record visits on <u>Ensuring High Quality Outcomes Form</u> .

Visits to facilitated sessions

- The teaching school Hub will select sessions to visit across the programme in their region.
- The QA visitor will communicate via email with the relevant facilitator prior to the session (dates/ times etc) and to explain the process.
- The QA Visitor visits the session as a silent participant and completes, then submits, the Ensuring High-Quality Outcomes form.
- Following the session, the QA visitor will email written feedback where there is a section to be completed by the facilitator inviting comments and self-reflection. This should be returned to the QA visitor.
- The QA visitor will invite a further professional dialogue regarding the session should the facilitator wish.

Facilitator Feedback Forms

QA Activity	Purpose	Responsibility and process
Facilitator Feedback Forms	Identify any specific aspects of the session materials /content that worked well or any concerns. Identify activities where participant engagement was particularly	Facilitator will complete <u>Facilitator Feedback Form</u> . Concerns related to participant engagement will be flagged by Delivery

	noteworthy or where they are concerns regarding participant engagement.	partners and followed up. Concerned related to session materials / content will be flagged by UCL and followed up.
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Appendix B: UCL Quality Assurance – Ensuring High Quality Outcomes Form

Section

The facilitated sessions - for mentors and ECTs - are crucial to the delivery of our programmes outcomes, which we believe are achieved through the mechanisms of our Logic Model

<https://extend.ucl.ac.uk/mod/book/view.php?id=44121&chapterid=4792>

(<https://extend.ucl.ac.uk/mod/book/view.php?id=44121&chapterid=4792>). From this model, we captured 6 'factors' which we believe will amount to a high-quality experience of our programme for ECT and mentors.

- FACTOR 1 - Participants have a strong knowledge of the ECF (e.g. facilitator refers to statements from different standards in the ECF)
- FACTOR 2 -Participants know how to apply their understanding of the ECF research in their own practice (e.g. facilitator quotes the ECF when describing something they have tried in class)
- FACTOR 3 - Participants experience 'revelatory moments' in their sessions (e.g. facilitator challenges them to think differently about a problem; you offer a tip)
- FACTOR 4 Participants see the value of engaging in professional development. (e.g. facilitator engages appreciatively with the sessions; good attendance)
- FACTOR 5 - Participants enjoy that they are developing as professionals. (e.g. facilitator shares comments about their professional growth; they want to stay in teaching)
- FACTOR 6 - Participants increasingly find their voice, and feel that it is listened to. (e.g. facilitator speaks confidently about their purpose)

Participants will encounter these 'factors' through their self-study and mentor meetings, through their exploration of the learning platform and through facilitated sessions. These 6 'factors' outline the aims of the entire 2-year programme and visitors should not expect every 'factor' to be present in any individual session. We ask that visitors explain below:

9. The balance achieved with Session Materials between 'consistency' and 'variation', maintaining fidelity to the ECF whilst ensuring session content is highly relevant and exemplified for participants.

EG: Session materials address all the learning intentions for the session; keep within the overall time allowed; provide opportunities for participants to reflect on their progress, learn collaboratively and help them to apply their learning. Materials such as videos, case studies, scenarios may be altered/ replaced to suit participants in the cluster.

Facilitators should introduce examples and insights from their own experience.

10. The balance achieved in Delivery between 'consistency' and 'variation', maintaining fidelity to the ECF whilst ensuring session content is highly relevant and exemplified for participants.

Eg: Fidelity to ECF and the learning intentions; how the facilitator adapted examples to the needs of participant; relevance of materials to those in the room; etc.

11. To what extent the session, and the way it was facilitated, contribute to these wider aims outlined in the 6 'factors' THE QUALITY OF FACILITATION Eg: In order to deepen learning, in what ways did the facilitator ensure they were well prepared for the session, make explicit reference to the ECF, add value, develop participant understanding and confidence, enable the sharing of experiences, practice exchange and learning from others, including opportunities for problem-solving? To what extent were participants able to hear voices from outside their own school? What approaches to facilitation were used to achieve these outcomes?

12. Any further comments

Appendix C: Working with UCL - National Professional Qualifications: Quality Assurance Strategy, cohort 3 onwards, autumn 2022

In part, the purpose of the Hub's quality assurance strategy is to ensure continual fidelity to the UK Government Department for Education's National Professional Qualification Frameworks ([National professional qualifications frameworks: from autumn 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)), and UCL's programmes which are based upon them. The programmes are designed to secure the best possible learning experiences and high-quality outcomes for NPQ participants. The goal of the programmes is to improve the practice of teachers and school leaders and support their retention in the profession through motivating and empowering professional learning.

Guiding principles

The Hub will carry out quality assurance of NPQ programmes in line with UCL's quality assurance guidance, which is underpinned by processes to support delivery partners, facilitators and ensure high quality learning experiences for participants.

Quality assurance processes

The Hub will provide the NPQ lead provider (UCL) with a copy of its quality assurance policy and co-operate with UCL, the DfE and Ofsted in any inspection of NPQ provision.

Our quality assurance processes for NPQs will evidence the following:

- Delivery with fidelity to the sequence and content: the 'learn that' and 'learn how' statements (**intent**)
- Delivery through high-quality, engaging sessions drawing from appropriate research and local context (**implementation**)
- Meaningful and lasting impact on practice for participants (**impact**)

The Hub has responsibility for monitoring and quality assurance of NPQ provision to ensure its alignment with the Standard for Teachers' Professional Development and have the flexibility to shape this in a way that works with our partnerships and delivery model. UCL need to be assured the Hub delivers high-quality training and that there is a high level of participant engagement, completion and satisfaction. The Hub will ensure that quality assurance data is collected from a range of sources to provide comprehensive information.

The Hub will ensure that programme facilitators engaged are of appropriate experience and deliver consistently high-quality training. Each facilitator will be observed during 'live' delivery at least twice a year, and required to evidence fidelity to the curriculum, clearly signposting participants to the 'learn that' and 'learn how' statements, and to use appropriate research and contextual examples to bring the statements to life. Our quality assurance processes will take account of these expectations and evidence them through observation. Observation feedback will be shared with facilitators to support consistent quality of delivery.

The Hub will have robust quality assurance processes applied before, during and after delivery to ensure this is the case and will act swiftly to resolve any issues that arise, either with delivery or engagement. In all observation of programme delivery, the relevant QA proformas will be used as recommended by our lead provider, and data collected shared with UCL in a timely way.

If concerns are raised regarding a facilitator through the QA process, further action will be taken by the delivery partner in a developmental way.

- Targets will be set and reviewed through further visits.
- Any concerns relating to the facilitation of the programme will be discussed with the UCL Team and appropriate support provided.
- Where quality issues remain despite development feedback and support provided, delivery partners will be asked to inform the facilitator that they are no longer suitable for the role. This facilitator will not be considered for future UCL programmes.

UCL will support the Hub with quality assurance through regular partnership and network meetings and may carry out up to two joint observations of programme delivery jointly with the Hub team, as part of the ongoing quality assurance processes. The Hub team will act upon feedback from UCL and other sources as part of an ongoing drive for consistently high-quality delivery and will respond to UCL's overall evaluation to inform future delivery, in line with the details specified in its contract.

UCL may carry out evaluation of participants' satisfaction in various forms and share the data with delivery partners who will shape future actions as a result of feedback. The Hub and UCL have a collective target from DfE of minimum 85% participant satisfaction.

Participant satisfaction data, and information gathered as a result of observation of programme delivery will be shared with the Hub's strategic partners and facilitators (where appropriate), and any shortfall in satisfaction will be addressed.

Appendix D: Working with Education Development Trust - National Professional Qualifications: Quality Assurance Strategy, cohorts 1 and 2

During the academic year 2022-23, the Hub will continue to work closely with Education Development Trust in the delivery of high quality national professional qualifications.

In addition to the Hub's quality assurance principles detailed above in relation to working with UCL, additional guidance from EDT about high quality delivery will also be taken into consideration.

EDT's guidance suggests that quality assurance approaches are:

- **Participant focused** – ensuring that all participants on our programmes experience high quality content, delivery and experiences that directly relate to their role and can be applied in their context to support improvement in outcomes for pupils.
- **Consistently collaborative** – consistent engagement with EDT (as lead provider) and participants to ensure that quality assurance processes provide concise, relevant and helpful feedback and evaluation.
- **Supported by clear processes** – processes employed for quality assurance will be simple to fulfil, provide both quantitative and qualitative data, avoid repetition and help us all to further improve.
- **Focus on continuous improvement** – quality processes will help all involved in the programme design and delivery to reflect on how aspects can be further refined and improved.
- **Evidence based** – refinements to design and delivery will take into account data from a wide range of quality assurance evidence sources.
- **Sustainable and relationship based** – clarity, consistency and continuous dialogue regarding quality assurance processes and the data produced will sustain strong relationships between EDT as lead provider, the Hub and our participants.

Proforma for quality assurance of EDT NPQ programme ‘live’ sessions for NPQ participants

Names of Facilitator(s)	
Programme session title	
Date of session	
Virtual / venue	
Number of participants attending	
Name(s) and role(s) of Programme Lead and member of TSH team attending the session.	

Summary comments
<p>Include: overview of content delivered; reception by participants; reflections on participants’ engagement and feedback, [pre-course organisation; relevance of content; suitability of venue (if F2F);</p>

Focus	Criteria	Evidence and comments
Creating a positive climate for learning	<p><i>Facilitator experience, skills and expertise:</i> Do facilitators demonstrate the experience, expertise and skills (including IT skills) to deliver the training effectively?</p>	<p>Evidence might include the knowledge base exemplified by the Facilitator, that Participants are engaged throughout the session and that the technology is not a barrier.</p>
	<p><i>Facilitator expectations about impact of training:</i> Do facilitators provide clear, grounded explanations about intended impact of training on participants’ practice and development?</p>	<p>Evidence might include that sample of Participants can explain the intended impact, either during or after session (if this is feasible).</p>
	<p><i>Online environment - use and preparation:</i> Do facilitators use the technology well, and effectively engage the support of</p>	<p>Evidence might include the impact of the online functionalities (polls,</p>

	<p>the online administrator (if applicable), to support and optimise the learning for the group?</p> <p>Does the session start reasonably promptly and is there a good level of continuity?</p>	<p>chat, etc.) on Participants' learning.</p>
Applying the Science of Learning - Structuring and organising learning	<p><i>Clarity of objectives:</i></p> <p>How clearly do facilitators communicate programme aims and content?</p>	<p>Evidence might include Participants' ability to refer to the aims and content, and their awareness of what the Programme entails in discussion.</p>
	<p><i>Building on prior knowledge:</i></p> <p>Do facilitators build on participants' prior knowledge, experience and skills?</p>	<p>Evidence might include facilitators checking prior knowledge at start of session and explicitly refer to this during the session.</p>
	<p><i>Making connections:</i></p> <p>Are participants supported to make connections between their knowledge and new learning and the wider evidence base?</p>	<p>Evidence might include an application of skills-knowledge task. Participants can refer to this when asked during session or in post-training evaluations.</p>
	<p><i>Organisation of session:</i></p> <p>How effectively do facilitators make maximum use of learning time within each session and minimise admin/logistics?</p>	<p>Evidence might include Participants being fully engaged for most of the time and contributing at an appropriate level, and whether the pace is well judged.</p>
	<p><i>Supporting action:</i></p> <p>How well do activities support participants to plan how they will apply knowledge in their context and embed and test approaches in their regular working practice?</p>	<p>Evidence might include an activity that invites Participants to plan. Participants can refer to this when asked during session or in post-training evaluations.</p>
Providing structured, purposeful collaboration	<p><i>Discussion and dialogue:</i></p> <p>How effectively does the session...</p> <ul style="list-style-type: none"> • promote engagement in robust and evidence-informed dialogue on professional practice? • encourage feedback? • provide opportunities to respond to expert challenge? 	<p>Evidence might include noting participants' dialogue, and how feedback is encouraged, Participants actively collaborating, meaningful discussions taking place.</p>

	<ul style="list-style-type: none"> provide opportunities for participants to reflect on their evolving practice? 	
Providing well-designed learning tasks	<p><i>Evidence underpinning approaches:</i> Are facilitators explicit about the evidence underpinning the curriculum content?</p>	<p>Evidence might include facilitators referencing the NPQ framework, mentioning specific sources of evidence & signposting to Programme sources of further research, e.g. EEF.</p>
	<p><i>Theory into action:</i> How effectively does the training...</p> <ul style="list-style-type: none"> further develop understanding of the features of effective implementation and how these can be applied? further develop understanding of the features of effective change management theories and strategies and how these can be applied? 	<p>Evidence might include the use of exemplification. Participants having the opportunity to discuss their plans for implementation with peers or facilitators?</p>
	<p><i>Contextual relevance:</i> How effectively does the training...</p> <ol style="list-style-type: none"> challenge certain orthodoxies/ ideas, raise expectations and introduce evidence-informed practices? provide opportunities to draw out and constructively challenge participants' existing beliefs? use appropriate real-life scenarios or examples to exemplify key concepts and content? 	<p>Evidence might include a demonstration in shift in Participants' perspectives or discussions about how they will try out new ideas.</p>
	<p><i>Meeting different needs:</i> How flexible is facilitators' delivery to meet the emerging needs within the group?</p>	<p>Evidence might include different strategies being adopted by facilitators throughout the training or facilitators recognising and responding to Participants' needs.</p>

<p>Assessing (and reflecting on) learning continuously</p>	<p>How effectively does the training...</p> <ul style="list-style-type: none"> a. provide tools that help participants reflect on and change their own practice, and also evaluate its impact? b. provide opportunities for participants to use the above tools? c. provide structured, scaffolded opportunities for reflective practice? 	<p>Evidence might include space within the session for reflection and encouragement/guidance from facilitators, including strategies beyond the training session itself.</p>
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<p>Key improvement opportunities</p>
<p>Include areas for development – improvements that would help to improve the quality of the training in future sessions.</p>

Appendix E - Protocol - Peer-to-Peer Support for QA and Hub Facilitator Development

Purpose

There is a shared understanding in our work as a Hub that we are learning with and from each other.

Quality assurance processes will be carried out in a supportive and developmental way which builds professional capacity and expertise for all involved. The rationale and detail of the Hub quality assurance process is as set out in the quality assurance policy which links to the policies of our lead providers for delivery of the Early Career Framework and National Professional Qualifications.

In summary, quality assurance of programmes and their delivery is carried out in order to

- identify, highlight and share excellent practice
- build a community of practice to support the highest standards of delivery for the benefit of programme participants
- inform the work of programme leads in their 'guardianship' of the NPQ programmes
- Seek to gather evidence as to how the programme is influencing participants' leadership practice
- build capacity for all involved in order to optimise the learning opportunities of the programmes

Process

- The Hub QA schedule will include a visit to part of at least one session per programme, in line with our lead providers' quality assurance policies.
- Programme leads, lead facilitators and members of the Hub team will be involved in quality assurance of sessions.
- QA proformas will be completed jointly as part of a coaching-style conversation between facilitators, lead facilitators and members of the Hub team.
- Our lead providers may join in quality assurance of sessions.
- To ensure that quality assurance is developmental, a conversation will take place before the QA session so that feedback is appropriate to the individual needs of the Facilitator.
- Some quality assurance processes take place prior to sessions such as planning forums or paired planning sessions, for example.

Roles and responsibilities

The Programme Lead

- The QA schedule will be drawn up and shared by the Hub programme lead and they will make practical arrangements, such as organising Zoom links and giving advance notice.

- The programme lead will share the quality assurance policy, protocol and session proforma with facilitators.
- The Hub team will share completed quality assurance documentation with facilitators and lead providers within ten working days following individual sessions.
- The Hub programme lead (or alternative colleague from the Hub) will join sessions for a maximum of forty-five minutes within a specified session, either remotely or in person as agreed through the Hub quality assurance schedule.

Lead Facilitators

- Lead facilitators will join sessions for a maximum of forty-five minutes within a specified session, either remotely or in person as agreed through the Hub quality assurance schedule.
- Lead facilitators may facilitate a coaching-style conversation which recognises the strengths of sessions delivered as well as providing a forum for developmental feedback.
- Coaching style conversations ideally take place on the day of the session at a mutually convenient time and no later than within a week.
- Lead facilitators may jointly complete the quality assurance proforma alongside members of the Hub team.
- References will be made to the Hub facilitator competency framework when reflecting on sessions.

Facilitators

- Facilitators will actively participate in coaching style conversations around the quality of delivery and engagement of participants.
- Facilitators will engage with a continual process of refining preparation and delivery for the benefit of participants and as part of their ongoing professional development.
- Facilitators will ensure that the quality of facilitation is consistently high for all sessions.
- References will be made to the Hub facilitator competency framework when reflecting on sessions.
- If facilitators have concerns about the quality assurance process at any point, they will contact the Hub team to discuss matters further.

Appendix F – Hub Facilitator Competency Framework

Hub Facilitator Competency Framework

Facilitation is the process of creating an opportunity that enables and challenges individuals and groups to engage in significant learning. This learning leads to meaningful change in professional practice.

Purpose of the framework

Facilitation has been identified as a critical factor impacting on the experience of participants and their professional learning.

Facilitators delivering Teaching School Hub programmes are expected to perform highly against core skills, knowledge, and competencies and **to reflect on their developing skills on an ongoing basis**. These derive from the expectations of our lead providers in combination with the emotional intelligence domains and behaviours which impact on the learning and development of individuals and groups.

This self-assessment framework is designed to help colleagues establish where they feel most confident, and where they would like to develop additional knowledge, skills, and experience.

It also aims to:

- Establish a shared language and understanding of effective facilitation of professional learning.
- Offer clarity about the standards of facilitation expected by the Teaching School Hubs.
- Ensure consistent, high-quality facilitation across the two Teaching School Hubs and across all programmes.
- Enable the Teaching School Hubs to offer ongoing development for facilitators.

<p>1. Knowledge of the policies which underpin the professional development programmes designed and delivered by the Teaching School Hub, and an understanding of the Teaching School Hub’s remit and purpose.</p>	<ul style="list-style-type: none"> a. Knowledge of the DfE Standard for teachers’ professional development. b. Knowledge and understanding of what makes for effective teacher professional development, drawn from a wider range of sources including EEF and relevant meta-analyses. c. Knowledge and understanding of the Initial Teacher Training Core Content Framework. d. Knowledge and understanding of the Early Career Framework – its content, purpose, related school-based roles and application to various key stages. e. Knowledge and understanding of the latest National Professional Qualification frameworks, including the underlying evidence base, progression model and distinctiveness from each other.
<p>2. Understand and know how to achieve high standards of teaching, school leadership and educational outcomes.</p>	<ul style="list-style-type: none"> a. Working knowledge of effective teaching and pedagogy, and a belief that high quality teaching leads to improved outcomes for children. b. Working knowledge of effective school leadership and a track record of enacting that in a range of contexts, including expertise in the area of the programme being facilitated. c. Knowledge and awareness of the cultural factors underpinning educational excellence, including – but not limited to - statutory frameworks, SEND, disadvantage, alternative provision and faith. d. Understanding of the broader realm of ideas around the education system including the ethical, relational, organisational and technical domains of leadership.
<p>3. Skilled in the design and delivery of evidence based professional development programmes (face to face and online).</p>	<ul style="list-style-type: none"> a. Able to plan, and prepare learning sequences and resources flexibly, so that programme content and facilitation meet the varied learning needs of participants. b. Able to draw on colleagues’ experience and current context whilst showing fidelity to the content of the programme. c. Able to design and employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the group. d. Able to establish and maintain optimum conditions for professional learning, including setting protocols, securing commitment, and maximising participation. e. Enable participants to reflect on prior learning and on how ongoing learning will be put into practice.

<p>4. Competent to support and guide teacher and leadership development</p>	<ul style="list-style-type: none"> a. Can develop and maintain trusted relationships, accurately reads moods and feelings, whilst maintaining a positive, open and invitational manner. b. High quality, open and reflective communication skills, including explanations, listening, and questioning. c. Able to offer appropriate challenge, and give and receive feedback, as well as support colleagues to act on that feedback. d. Self-aware about own professional bias and sensitive to colleagues' varying contexts, drawing on research evidence as a touchstone.
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Self-assessment framework

1. Knowledge of the policies which underpin the professional development programmes designed and delivered by the Teaching School Hub, and an understanding of the Teaching School Hub's remit and purpose.

<ul style="list-style-type: none"> a) Knowledge of the DfE Standard for teachers' professional development. b) Knowledge and understanding of what makes for effective teacher professional development, drawn from a wider range of sources including EEF and relevant meta-analyses. c) Knowledge and understanding of the Initial Teacher Training Core Content Framework. d) Knowledge and understanding of the Early Career Framework – its content, purpose, related school-based roles and application to various key stages. e) Knowledge and understanding of the latest National Professional Qualification frameworks, including the underlying evidence base, progression model and distinctiveness from each other. 		
<p>Knowledge of the DfE Standard for teachers' professional development.</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and how might you do so? https://www.gov.uk/government/publications/standard-for-teachers-professional-development</p>

<p>Knowledge and understanding of what makes for effective teacher professional development, drawn from a wider range of sources including EEF and relevant meta-analyses.</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and how might you do so? A School's Guide to Implementation online course EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>
<p>Knowledge and understanding of the Initial Teacher Training Core Content Framework.</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and how might you do so? Guidance overview: Initial teacher training (ITT): core content framework - GOV.UK (www.gov.uk)</p>
<p>Knowledge and understanding of the Early Career Framework – its content, purpose, related school-based roles and application to various key stages.</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and how might you do so? Early Career Framework (publishing.service.gov.uk)</p>
<p>Knowledge of the National Professional Qualification frameworks, including the underlying</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and how might you do so? National professional qualifications frameworks: from autumn 2021 - GOV.UK (www.gov.uk)</p>

evidence base, progression model and distinctiveness from each other.		
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2. Understand and know how to achieve high standards of teaching, school leadership and educational outcomes.

<ul style="list-style-type: none"> a. Working knowledge of effective teaching and pedagogy, and a belief that high quality teaching leads to improved outcomes for children. b. Working knowledge of effective school leadership and a track record of enacting that in a range of contexts, including expertise in the area of the programme being facilitated. c. Knowledge and awareness of the cultural factors underpinning educational excellence, including – but not limited to - statutory frameworks, SEND, disadvantage, alternative provision and faith. d. Understanding of the broader realm of ideas around the education system including the ethical, relational, organisational and technical domains of leadership. 		
Working knowledge of effective teaching and pedagogy, and a belief that high quality teaching leads to improved outcomes for children.	Evidence and examples	Where would you like to build knowledge and experience?
Working knowledge of effective school leadership and a	Evidence and examples	Where would you like to build knowledge and experience?

<p>track record of enacting that in a range of contexts, including expertise in the area of the programme being facilitated.</p>		
<p>Knowledge and awareness of the cultural factors underpinning educational excellence, including – but not limited to - statutory frameworks, SEND, disadvantage, alternative provision and faith.</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and experience?</p>
<p>Understanding of the broader realm of ideas around the education system including the ethical, relational, organisational and technical domains of leadership.</p>	<p>Evidence and examples</p>	<p>Where would you like to build knowledge and experience?</p>

3. Skilled in the design and delivery of evidence based professional development programmes (face to face and online).

<p>a. Able to plan, and prepare learning sequences and resources flexibly, so that programme content and facilitation meet the varied learning needs of participants.</p> <p>b. Able to draw on colleagues' experience and current context whilst showing fidelity to the content of the programme.</p> <p>c. Able to design and employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the group.</p> <p>d. Able to establish and maintain optimum conditions for professional learning, including setting protocols, securing commitment and maximising participation.</p> <p>e. Enable participants to reflect on prior learning and also on how ongoing learning will be put into practice.</p>		
<p>Able to plan, and prepare learning sequences and resources flexibly, so that programme content and facilitation meet the varied learning needs of participants.</p>	<p>Examples of behaviour and competency</p>	<p>How would you like to further develop this competency?</p>
<p>Able to draw on colleagues' experience and current context whilst showing fidelity to the content of the programme.</p>	<p>Examples of behaviour and competency</p>	<p>How would you like to further develop this competency?</p>

<p>Able to design and employ a variety of facilitation techniques, adapting the approach in accordance with the needs of the group.</p>	<p>Examples of behaviour and competency</p>	<p>How would you like to further develop this competency?</p>
<p>Able to establish and maintain optimum conditions for professional learning, including setting protocols, securing commitment and maximising participation.</p>	<p>Examples of behaviour and competency</p>	<p>How would you like to further develop this competency?</p>
<p>Enable participants to reflect on prior learning and also on how ongoing learning will be put into practice.</p>	<p>Examples of behaviour and competency</p>	

4. Competent to support and guide teacher and leadership development.

<p>a. Can develop and maintain trusted relationships, accurately reads moods and feelings, whilst maintaining a positive, open and invitational manner.</p> <p>b. High quality, open and reflective communication skills, including explanations, listening, and questioning.</p> <p>c. Able to offer appropriate challenge, and give and receive feedback, as well as support colleagues to act on that feedback.</p> <p>d. Self-aware about own professional bias and sensitive to colleagues' varying contexts, drawing on research evidence as a touchstone.</p>		
Can develop and maintain trusted relationships, accurately reads moods and feelings, whilst maintaining a positive, open and invitational manner.	Examples of behaviour and competency	How would you like to further develop this competency?
High quality, open and reflective communication skills, including explanations, listening, and questioning.	Examples of behaviour and competency	How would you like to further develop this competency?
Able to offer appropriate challenge, and give and receive	Examples of behaviour and competency	How would you like to further develop this competency?

<p>feedback, as well as support colleagues to act on that feedback.</p>		
<p>Self-aware about own professional bias and sensitive to colleagues' varying contexts, drawing on research evidence as a touchstone.</p>	<p>Examples of behaviour and competency</p>	<p>How would you like to further develop this competency?</p>

