**Methodology –Triads@DHSB Teaching and Learning focus**

I was asked to plan and launch Triads at DHSB for all teaching staff at the school. I needed to first come up with a rationale for this so it linked into the school development plan and the T&L element of progress 8 +0.5 target. This fitted really well as the triads model will not only support T&L but develop ideas and sharing of best practice across the whole school. Each staff member was split into teams of 3 (their roles would be Observer, Observee and Coach), all from different departments and backgrounds. This way, people can see and develop from each other without the pressures or expectations of their own departments. This will ensure better impact and leaning outcomes for all. This method of development is and can be a cultural change so has to be managed in a way that staff sees the benefit of doing it and that the school moves forward. Ultimately the student’s outcomes and the impact on the school results is the key performance indicator.



**(The model above shows how the three members of the triad will operate and work together on their own development)**

The planning of the teams and for me 75 slots of cover was a challenge. I decided on a focus of seeing and impacting Yr. 11 lessons for all or most observations. This way the impact can be measured against the results with this cohort, where this was not possible either an Yr10 class or Key stage 5 group was targeted. I coordinated my planning with the cover manager and made sure that every member of staff was covered for 20 min’s to go out within the groups to observe each other once. So within this cycle everybody would teach an episode, observe an episode and then have the chance to feedback on what they had seen. Within this planning stage I visualised what this might look like and tried to pre-empt the concerns or barriers to making this happen. Now after many hours of planning, double checking the timetable I was set to go. Everything planned on google docs and mapped out for each member of staff with a triad timetable.



Now the good bit, full staff training session booked for one hour after school to launch Triads and hopefully get all the staff engaged, excited and on board with the concept. Every member of staff sat in their triads in anticipation of what’s to come. I could see on many faces that they were unsettled and probably convinced another roll out of training that was going to create workload for them but no value. So from the start I made sure I kept this simple, explained the benefit, why we were doing it, how it will develop them as individuals and how it would provide evidence to help them achieve their performance management targets. Bingo everybody interested and wanting to hear more. I explained that none of their protected PPA time was being used and we had invested in cover for them. It was planned so no expectation of planning anything special, just do what you normally do. There is no judgement on performance just a clear focus chosen to show case to a college from a different department. After this each group had time to talk and discuss their own focus and develop point for the year. They then had a chrome book to record this information on which fed into a master sheet for me to see what was being covered and worked on by individual and triad group.

2 weeks of observations took place and then we got the staff back together for a DHSB teach meet on excellence linked to the triads. Every team had an hour to feedback to each other and taking it in turn being the coach using the growth model to facilitate the learning and what people had seen. Then each member typed up a SMART target based on what they wanted to work on as a key focus in their own teaching. This was recorded in the google form for each of their triads and individual needs. The second hour was then used to share best practice as each group chosen at random had a micro presentation to feedback to all staff on what they had seen, ideas for improving T&L and what the next steps are going to be. The outcome in short period of 2 weeks, every staff member focused on T&L linked to the school development target. Every member of staff set their own smart target linking into a key focus. Critical feedback was given by colleagues purely to benefit and develop individual needs and sharing of best practice school wide.

The future....... In Jan / Feb it will happen again and staff will have the chance to develop further and measure impact on the first round. In March an excellence feedback session is planned, purely sharing best practice and impact on T & L. In August GCSE / A-Level results come out using the new measure of Progress 8 we can see if the work carried out has had a direct impact or contribution towards our overall target of +0.5 as per the school development plan. Documented improvement school wide with clear focus and measured impact. Individual ownership of own learning supporting individual performance management. Why would you not want to do this?