

Building Culture Across a MAT: Principles for Professional Learning

Sam Gibbs, Curriculum & Development Lead



Our Context













Together, we create lives of opportunity

Purpose



Our goal is to create great schools where young people and colleagues flourish.

Together, we create lives of opportunity.

Frameworks







Growing Great People

Our Commitment: We will provide a high-quality, evidence-informed, fully coherent GMET development pathway for all staff in our organisation. We will collaborate and work in partnership with values-aligned external providers, networks and other schools and MATs, to enrich our professional development offer for staff and to contribute to system-led improvement.



We develop great people to deliver excellence for our diverse community of students, so that every child can achieve regardless of background or barriers to learning.

We provide great learning opportunities which are evid school and Trust need. As a result, great teaching raises student

High quality professional development enables everyone to be as good as they can be at what they do and how they do it. We place professional learning at the heart of school improvement by nobilising for every staff member the best available evidence

Our goal is to create great schools where young people and staf

We drive continual improvement by proviesources and expertise, and positively influe mprove throughout their career



Aims

To develop great people in our schools, by ensuring the

delivery and auditing of high quality CPD, based on the bes ntextualised programs for staff.

To utilise digital technologies which can be accessed on demand

share good practice and drive Trust-wide improvement.



Be with the nece

Enable timely digestion and response

Policies

Communications



We regularly ask for the views of colleagues to inform strategy and best practice in managing workload.

There will be no expectation that staff respond to any email sent between agreed timeframe

4.30 pm and 8.00am, nor any email sent between 4.30pm on Friday and 8.00am on Monday, until those

We will respond to regular staff voice on a variety of workload reduction matter

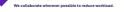
imeframes have elapsed. During school holidays email communication will be optional.

ew strategies will not be added during the year. If they are an existing strategy will be replaced

Management Requests

Workload Charter





Planning, Assessment & Feedback



Meetings will address school improvement priorities and have a focus on sharing and

- Admin matters should be prioritised elsewhere where possible.
- For those not receiving leadership allowances there should be no more than one after school meeting pe week, of no more than 1 hour duration, with a clear arenda, shared in advance



Evaluation and review activity will be developmental, not judgemental (improv development and sharing of good practice against improvement priorities.







Ethical Leadership

Education Trust

We do not

Accept or ignore poor performance or

Discuss others so as to undermine

them to our audience when they are no

GMET



Great Teaching Charter

Guiding Principles

sional development is both an **entitlement** and a

classroom practice, and no improvement in practice without effective

coherent and responsive. We continually audit provision to drive

responsibility. Professional growth comes from openness to feedback and reflective practice.

There is no improvement for pupils without improvement in

oices that enhance learning outcomes.

All colleagues have the capacity to excel and to continually

Coherence Curriculum is content structured as narrative

Connections

Value

- and threaded through the curriculum.
- Progression is planned for across units/topics, phases and key stages to build complexity over time.
- . Connections with and between areas of learning are

- · Transition points are identified, and knowledge is built

. There is a clear shared vision and intent for the

given each school's/subject's context and vision.

greater or less focus

. It is clear why aspects of the curriculum have been given

- · Teachers plan sequences of lessons to support students to connect and consolidate learning over time. them in a way which is manageable for students. . Teachers make explicit reference / links to key concepts
- learning and support students to make meaning.
- knowledge, skills and understanding.

· Assessment enables teachers to adapt planning and

. Pupils use focused feedback to reflect and improve.

reflects the curriculum intent . Teaching secures high levels of attention and

participation.

delivery numosefully

· Teachers choose pedagogical strategies to meaningfully convey curriculum content and activate hard thinking. . Teaching enables 'the lived experience of the vision' - it

Assessment and Feedback

- Assessment is coherent with the planned curriculum we assess what has been taught.
- Assessment is tailored for progression to meet students'
- . End points for transition stages are clearly identified planning with the end in mind.
- Assessment is planned to capture knowledge and
- . Assessment is used thoughtfully at transition points to
- feed back into curriculum planning.

Characteristics and Behaviours

The following framework identifies the values principles and ethical behaviours which all colleagues should model and for which they are accountable

Excellence

We are passionate about

consistently. Leaders curate an

barriers to their success.

communicate clearly and model ambitious vision and continually strive for vernent. They help others to flourish

Leaders: See the person first; They build

professional trust and belonging. They

Ethical Leadership

How we demonstrate this We believe that everyone should give their best and aspire to be even bette

. We are knowledgeable, competent and committed to developing the practice of colleague

- . We are clear and honest · We celebrate successes and professionally challenge
- . We are measured, consistent and reliable
- . We are committed to our own professional development
- We are outward-looking and engage in collective de-
- . We are advocates for the vision and values of our Trust
- · We place others before ourselves.
- . We are aware of the impact of our words, behaviour and actions
- . We are responsible for the climate and culture in our organisation
- . We are trustworthy, thoughtful and discreet
- . We work to build a culture of psychological safety, underpinned by the wellbeing chart-
- · We are equitable, fair and consistent
- . We are respectful of the time and role, the needs and situation of others
- · We are reflective, adaptable and responsive
- . We assume the best of others and value their contributions and potential

Together, we create lives of opportunity



social justice

- to prevent cognitive overload, while developing in complexity to ensure sufficient challenge.
- The curriculum is inclusive it is intentionally designed to meet need.
- curiosity and creativity with sufficient flex for teachers to
- barriers for all students. · Teachers create inclusive classrooms, where everyone
- rather than performance we only assess what has
- . Assessment is inclusive it matches the ambition of the planned curriculum and is accessible.
- · Feedback is given in a balanced way with care and respect, knowing not everything can be measured, understanding that some students struggle with failure. Teachers see opportunities to use feedback to motivate



 Assessment is designed around learning not. intent - it has a clear purpose.

for all students - valid inferences about learning can be

commensurate with the time taken to mark it and its

Respect We recognise our differences and trea

Care

with thoughtfulness.

empathy and compassion

Leaders: Are authentic. They do what experiences and challenges, knowing empower and elevate others.

understanding and empathy.

. We are collaborative and professionally generous

. We actively listen and are open to the differing views and contributions of others



 Teachers give careful consideration to balancing work independently, and practice for consolidation.



thoughts, words and

Principles

Commitment: We will provide a high-quality, ordered extension of the commitment of t

All colleagues have the capacity to **excel** and to **continually improve** upon their practice.

Professional development is both an **entitlement** and a **responsibility**. Professional growth comes from openness to **feedback and reflective practice**.

There is no improvement for pupils without improvement in classroom practice, and no improvement in practice without effective professional development. By investing in our staff, we invest in our students.

High-quality professional learning is **evidence-informed, coherent, responsive** and **inclusive**. We continually audit provision to drive sustained improvement.

We are driven by what improves learning experiences. We make choices that enhance learning outcomes.

We flourish when school **culture and conditions** are supportive of workload and well-being, when we are treated with **care and respect**, and when we are empowered to have **agency** in our work.

Learning is enhanced when we value the contribution and voice of everyone in our community.

We promote **collaboration and sharing of expertise** within and across our schools, and across the sector. We are **outward looking** and seek to work in partnership to enhance our provision and to **contribute to system-led improvement**.

Mechanisms

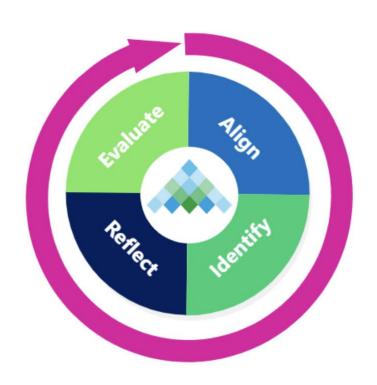


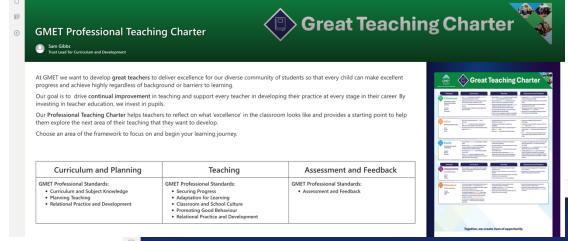
- Professional Learning Communities (subject-specific)
- Trust conference (staff-led)
- Flex models to deliver the Early Career Framework and National Professional Qualifications
- Partnerships with values-aligned organisations (does the product fit?)
- Professional Learning and Improvement model

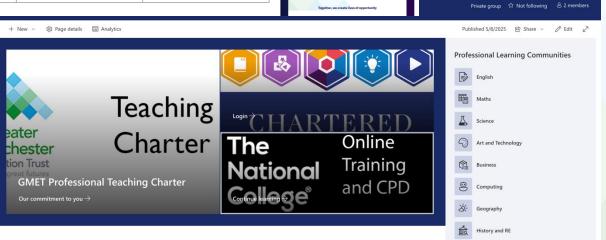
Our Professional Learning & Improvement Model



Sam Gibbs (SG







Seeds of Impact



'PLCs are a great opportunity to touch base with subject teachers from across the trust and explore our shared challenges and begin to look at solutions and improvements. It became clear we have a lot of talent across the trust and there is **an enormous amount of opportunity for sharing knowledge and skills**.'

'A good vibe, everyone friendly. It felt purposeful, shared good practice and was genuinely helpful to my practice.'

'The sharing of ideas was fab and looking forward to more. Especially how AI is being used to support different subjects.'

'I felt so empowered and inspired by the whole day - well worth giving up my day off for!! More of this please! I am excited to have more subject specific cross trust CPD in future too. Many, many thanks to everyone involved in the organisation and planning. Deliverers were fantastic!'

'I thought it was a great day and so many staff have said the same to me. Venue and logistics have developed in terms of the provision each time. Food was great. Great range of workshops. Good to have some outside providers particularly in the areas of SEND/behaviour - offering different insights. Great to have the **equity of provision for all staff**.'

'Thank you. I really enjoyed it and it was **the best cross trust day I have ever been to**. It was productive and purposeful. **It felt positive that the Trust is listening to staff and moving forwards in the right direction**.'



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