THINK AHEAD

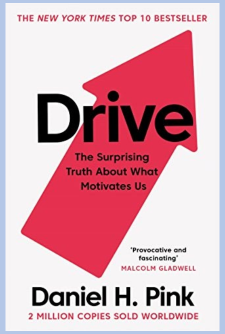
Professional Growth

Central staff

Vision

Introduction to Professional Growth

Improve, NOT prove

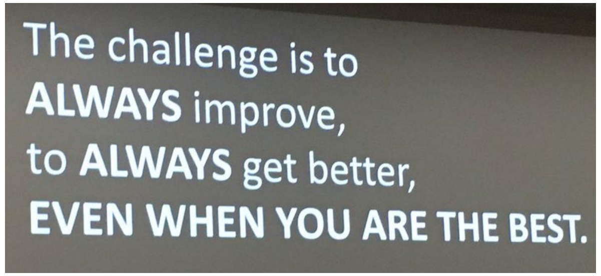

THE NEW YORK TIMES TOP 10 BESTSELLER
Drive
The Surprising Truth About What Motivates Us
'Provocative and fascinating'
MALCOLM GLADWELL
Daniel H. Pink
2 MILLION COPIES SOLD WORLDWIDE

Purpose

Autonomy

Mastery

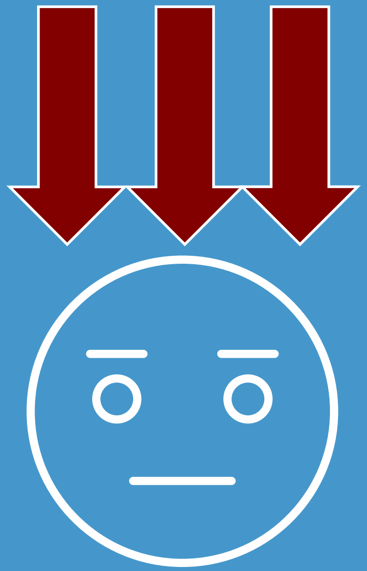
ALL BLACKS®



The challenge is to
ALWAYS improve,
to ALWAYS get better,
EVEN WHEN YOU ARE THE BEST.

- Growing Great professionals
- Excellence as a process of evolution
- Incremental learning
- Cumulative gains over a long period of time
- Positive staff well-being: staff feel trusted and valued
- High productivity
- Buy-in
- Retention
- More people investing in progression

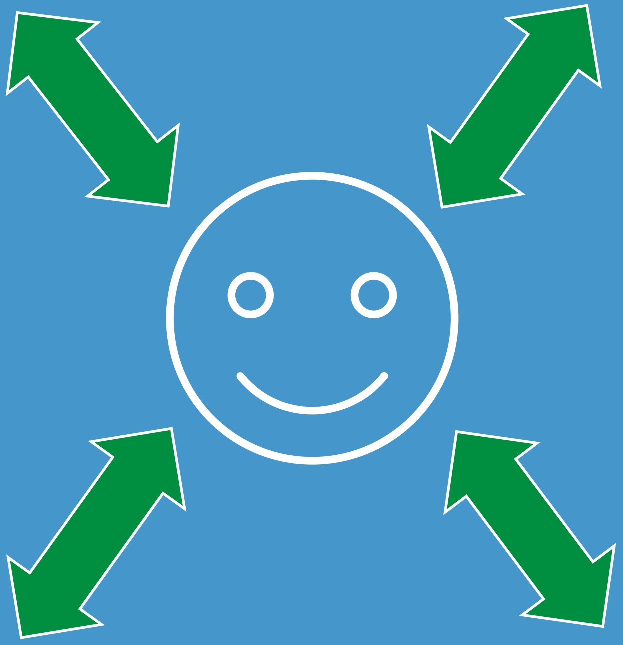
What is Professional Growth?



Objectives set
Generic
Hierarchical
Past focussed
Fixed
‘Proving’

Performance Management

S



Objectives agreed
Individual
Collaborative
Future focussed
Embedded
‘Improving’

Professional Growth

Aims of Professional Growth

- *Recognising and promoting a culture of professional dialogue and development*
- *Identifying and acknowledging iterative progress through regular reflection*
- *Mastering the skills that are core to an individual's success in their role through creating opportunities for learning, experimenting and practicing.*
- *Supporting staff to own and lead their professional development and learning*
- *Interacting and collaborating with colleagues to gain perspectives, support, exchange feedback and learning*

Policy

Structure & Tone

Split from Managing Performance Concerns Policy & Capability

Staff ownership of objectives

Clearer guidance on talent & development

Consistency

3 Objectives and check ins for all

July reflection activity

Measuring Progress

Engagement in PG activities & process is another way to demonstrate progress

Assumed day job delivered – supporting info linked to objectives only

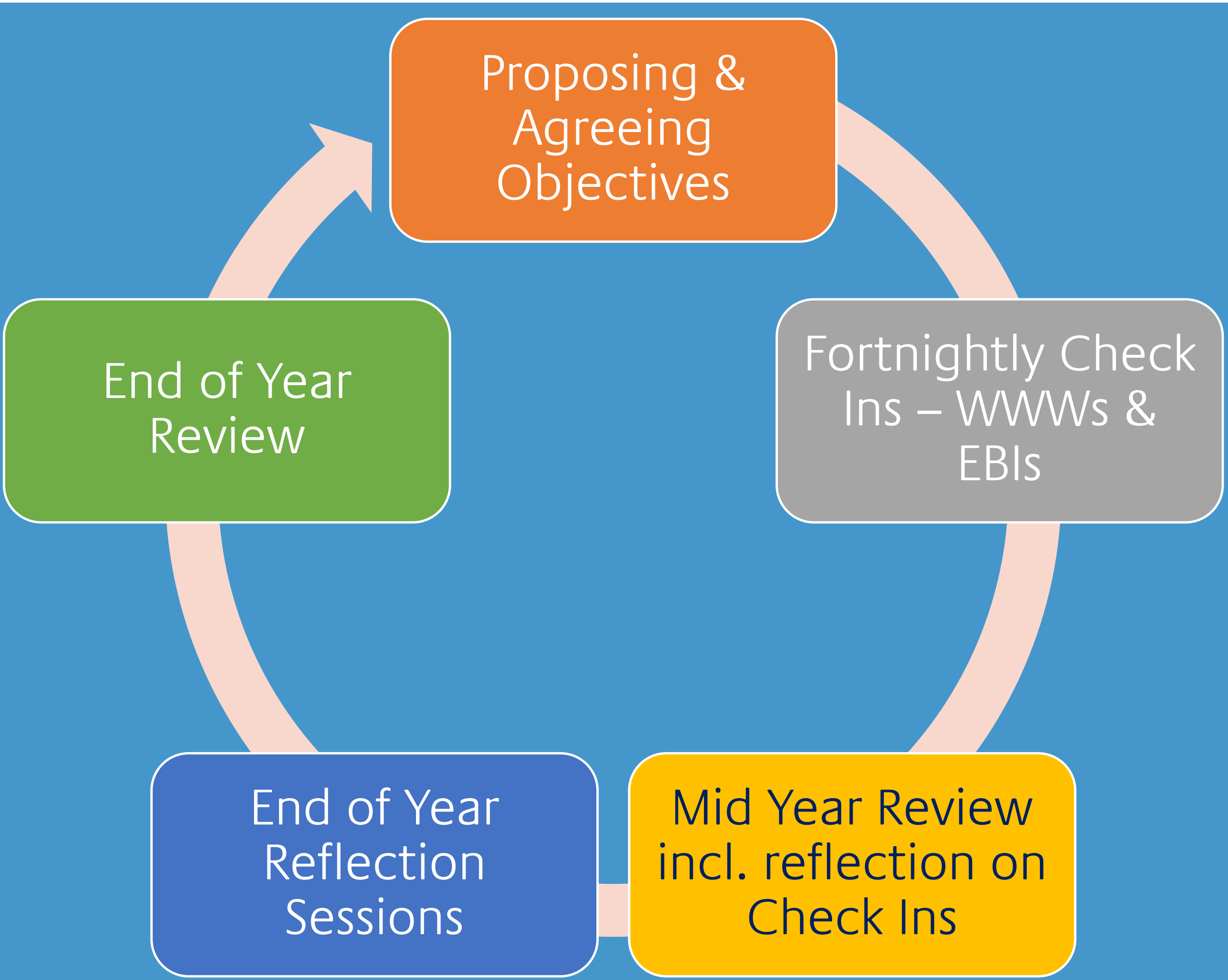
Observations

Clearer purpose

Teaching staff may request additional linked to PG

Not exceeding 30 mins per term x 6

Professional Growth


Proposing & Agreeing Objectives

Fortnightly Check Ins – WWWs & EBIs

Mid Year Review incl. reflection on Check Ins

End of Year Reflection Sessions

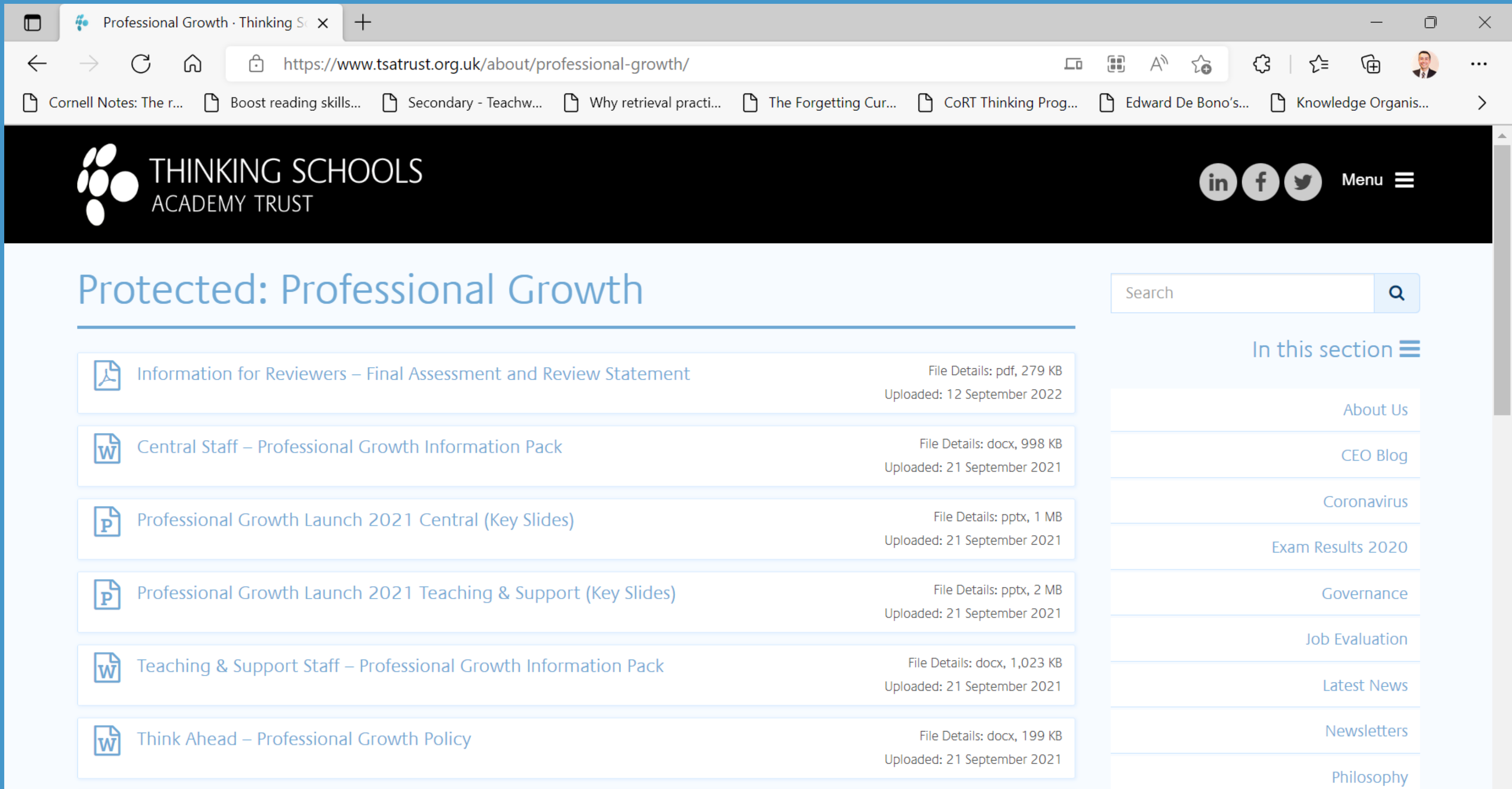
End of Year Review

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS
ACADEMY TRUST

One stop shop for resources

- Professional Growth • Thinking Schools Academy Trust (tsatrust.org.uk)
- Password PG2021!


Professional Growth · Thinking S
https://www.tsatrust.org.uk/about/professional-growth/
Cornell Notes: The r...
Boost reading skills...
Secondary - Teachw...
Why retrieval practi...
The Forgetting Cur...
CoRT Thinking Prog...
Edward De Bono's...
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Philosophy

Protected: Professional Growth

Document	Details
Information for Reviewers – Final Assessment and Review Statement	File Details: pdf, 279 KB Uploaded: 12 September 2022
Central Staff – Professional Growth Information Pack	File Details: docx, 998 KB Uploaded: 21 September 2021
Professional Growth Launch 2021 Central (Key Slides)	File Details: pptx, 1 MB Uploaded: 21 September 2021
Professional Growth Launch 2021 Teaching & Support (Key Slides)	File Details: pptx, 2 MB Uploaded: 21 September 2021
Teaching & Support Staff – Professional Growth Information Pack	File Details: docx, 1,023 KB Uploaded: 21 September 2021
Think Ahead – Professional Growth Policy	File Details: docx, 199 KB Uploaded: 21 September 2021

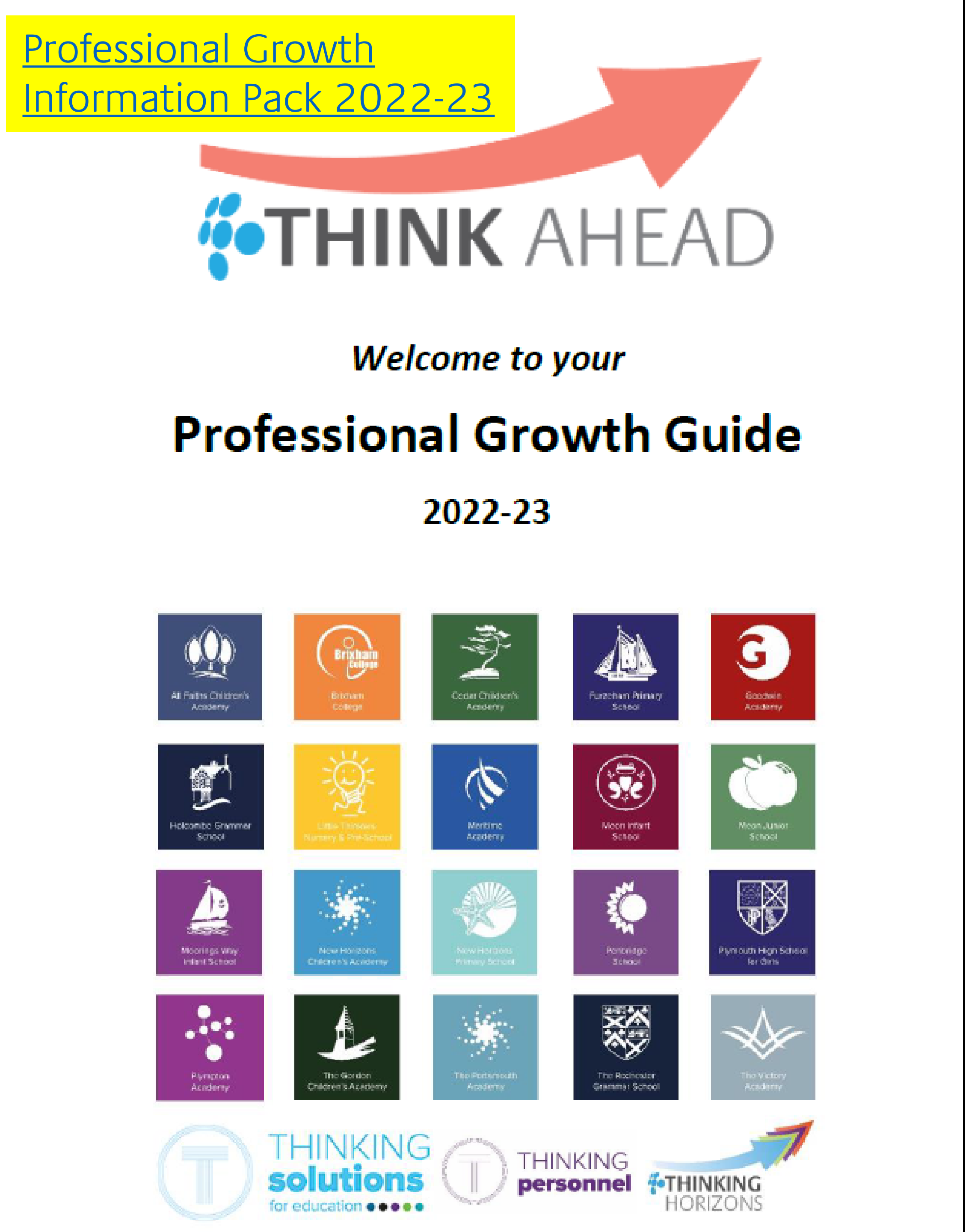
TRANSFORMING LIFE CHANCES

THINKING
SCHOOLS
ACADEMY TRUST

- [Professional Growth • Thinking Schools Academy Trust (tsatrust.org.uk)]
- Password PG2021!

TRANSFORMING LIFE CHANCES

Professional Growth Information Pack 2022-23



THINK AHEAD

Welcome to your

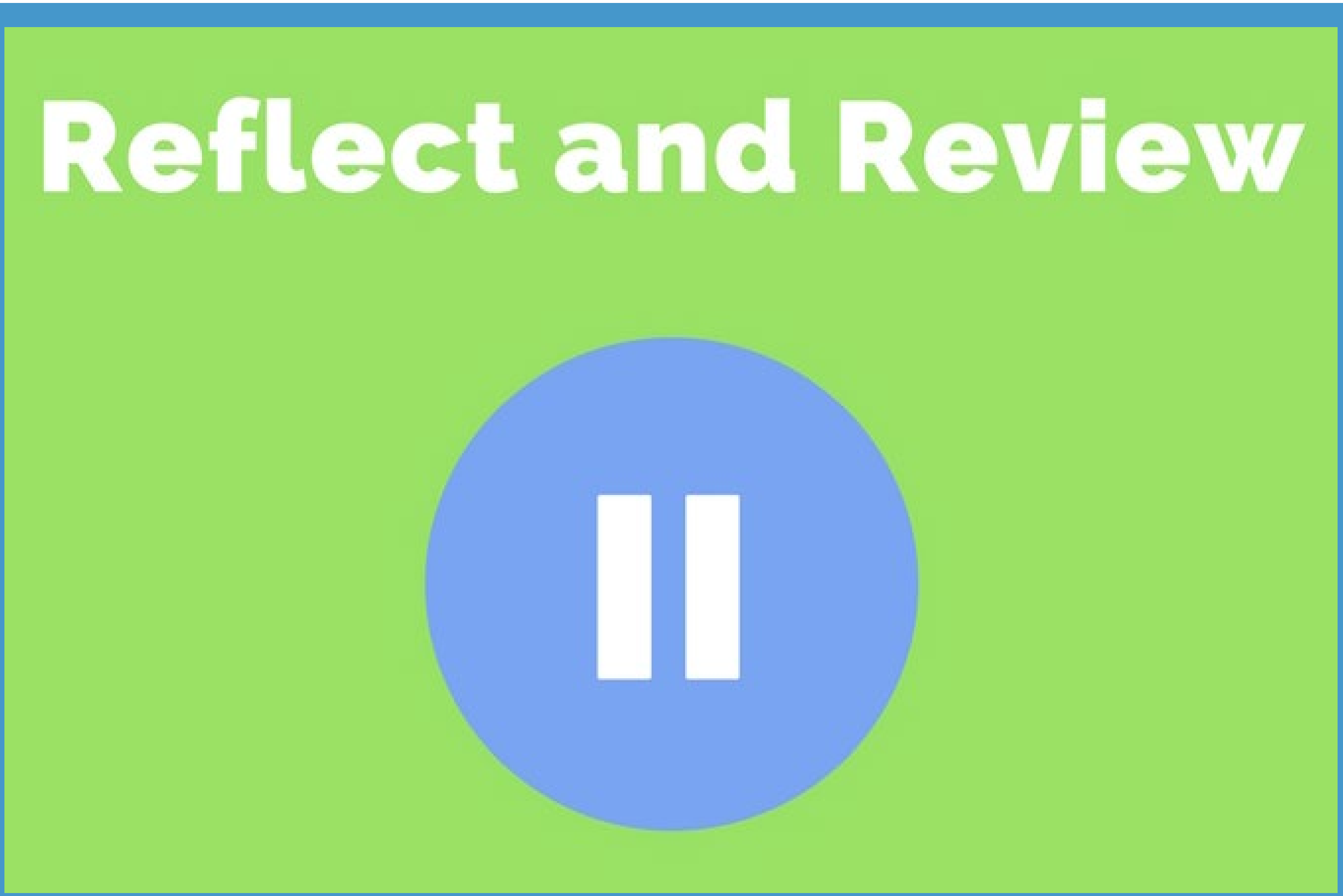
Professional Growth Guide

2022-23

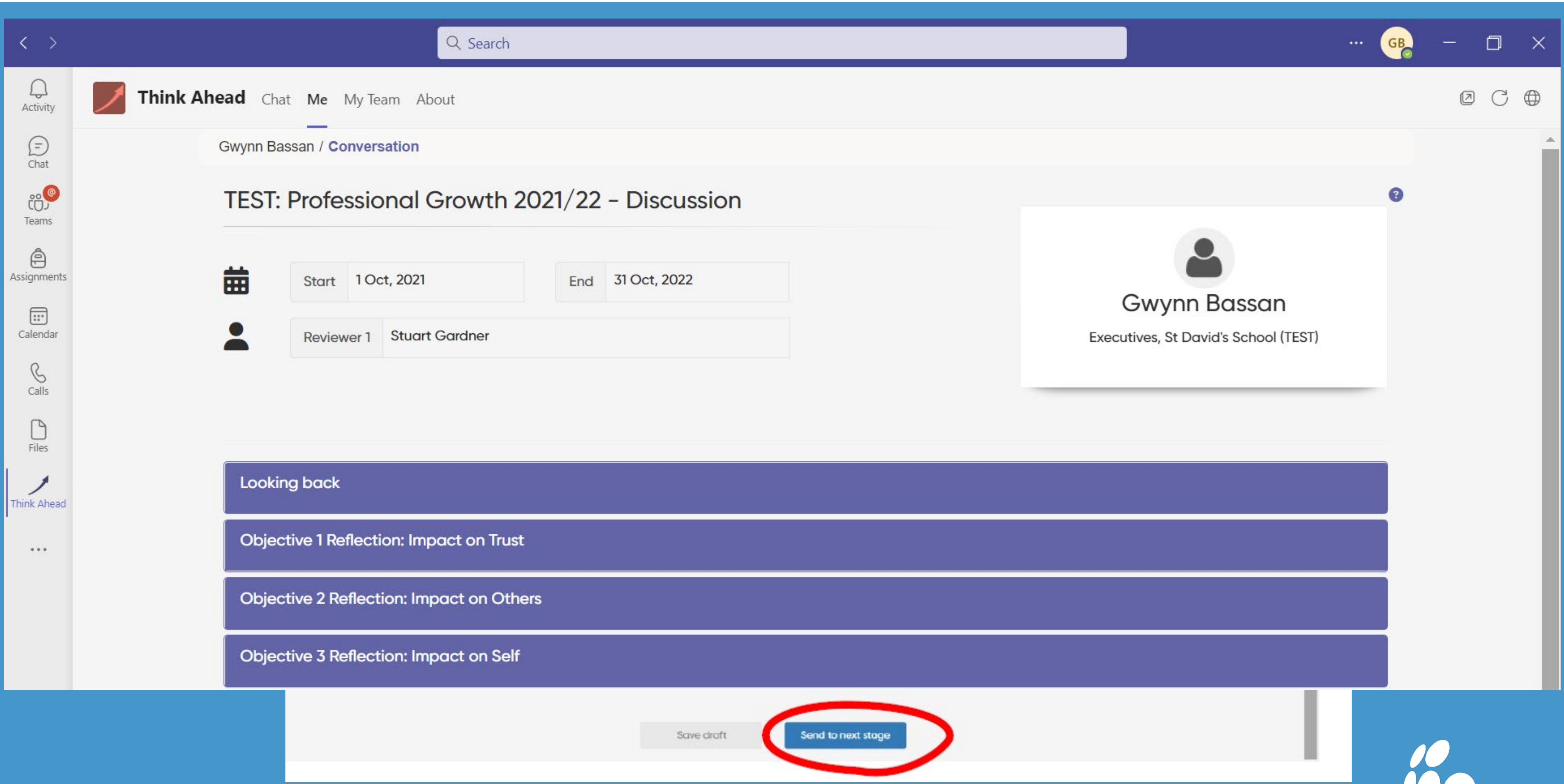
THINKING solutions for education

THINKING personnel

THINKING HORIZONS


Reflect and Review

Looking Back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Send to next stage

Gwynn Bassan / **Conversation**

TEST: Professional Growth 2021/22 – Discussion

Start 1 Oct, 2021

End 31 Oct, 2022

Reviewer 1 Stuart Gardner

Gwynn Bassan

Executives, St David's School (TEST)

Looking back

Objective 1 Reflection: Impact on Trust

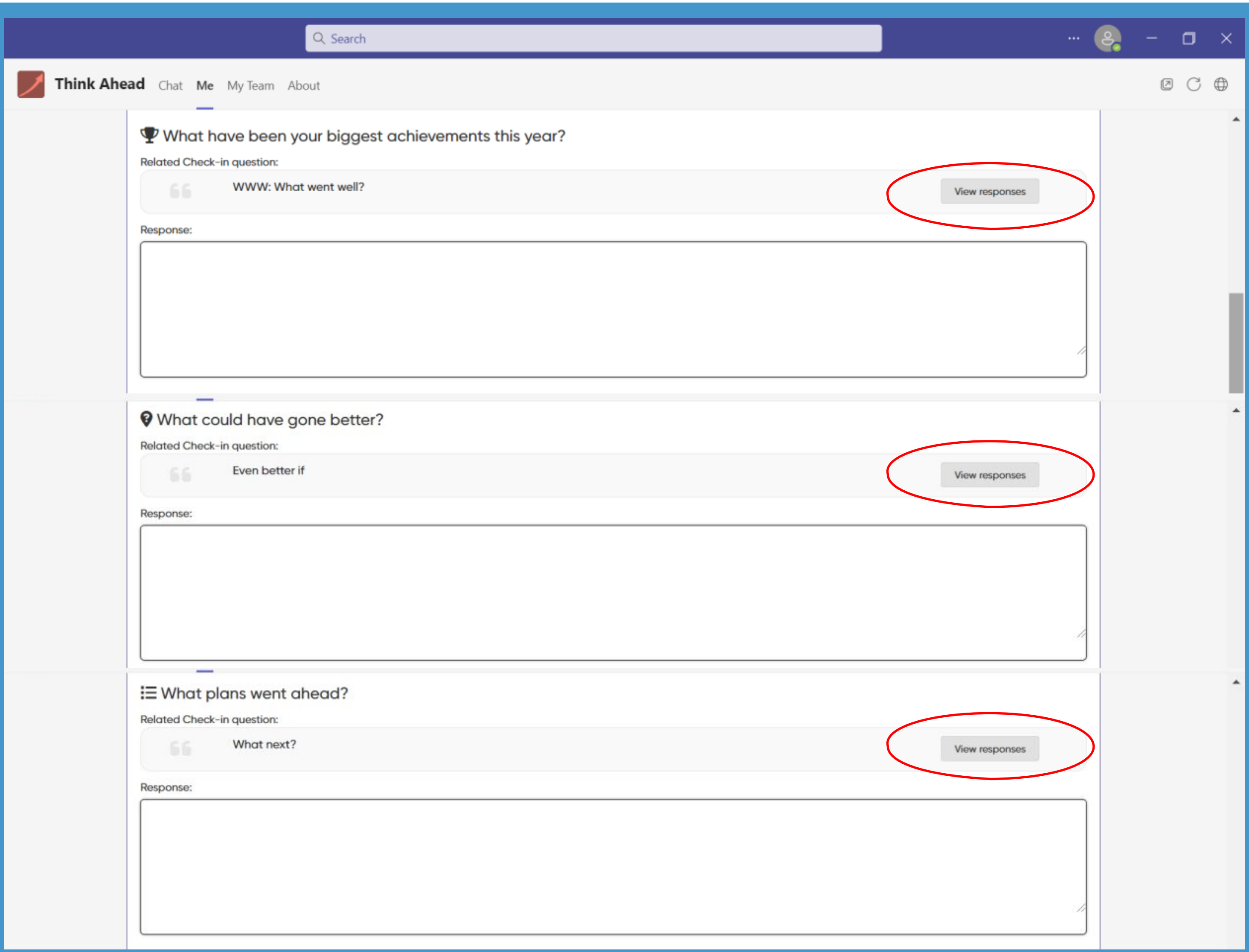
Objective 2 Reflection: Impact on Others

Objective 3 Reflection: Impact on Self

TRANSFORMING LIFE CHANCES

THINKING
SCHOOLS
ACADEMY TRUST

Looking Back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About
View responses
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View responses

What have been your biggest achievements this year?

Related Check-in question:

WWW: What went well?

Response:

What could have gone better?

Related Check-in question:

Even better if

Response:

What plans went ahead?

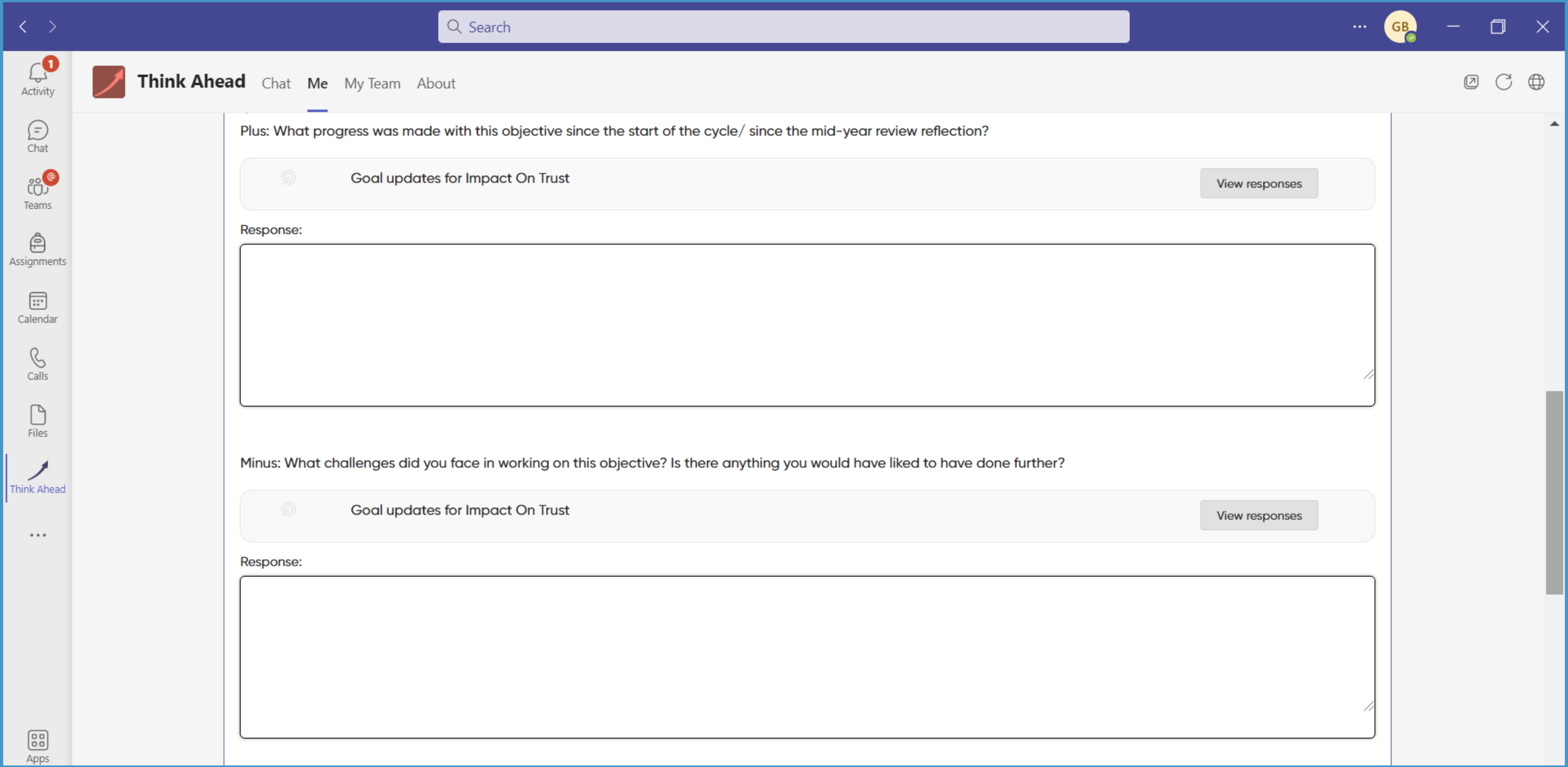
Related Check-in question:

What next?

Response:

TRANSFORMING LIFE CHANCES

Reflection on objectives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About

Plus: What progress was made with this objective since the start of the cycle/ since the mid-year review reflection?

Goal updates for Impact On Trust

View responses

Response:

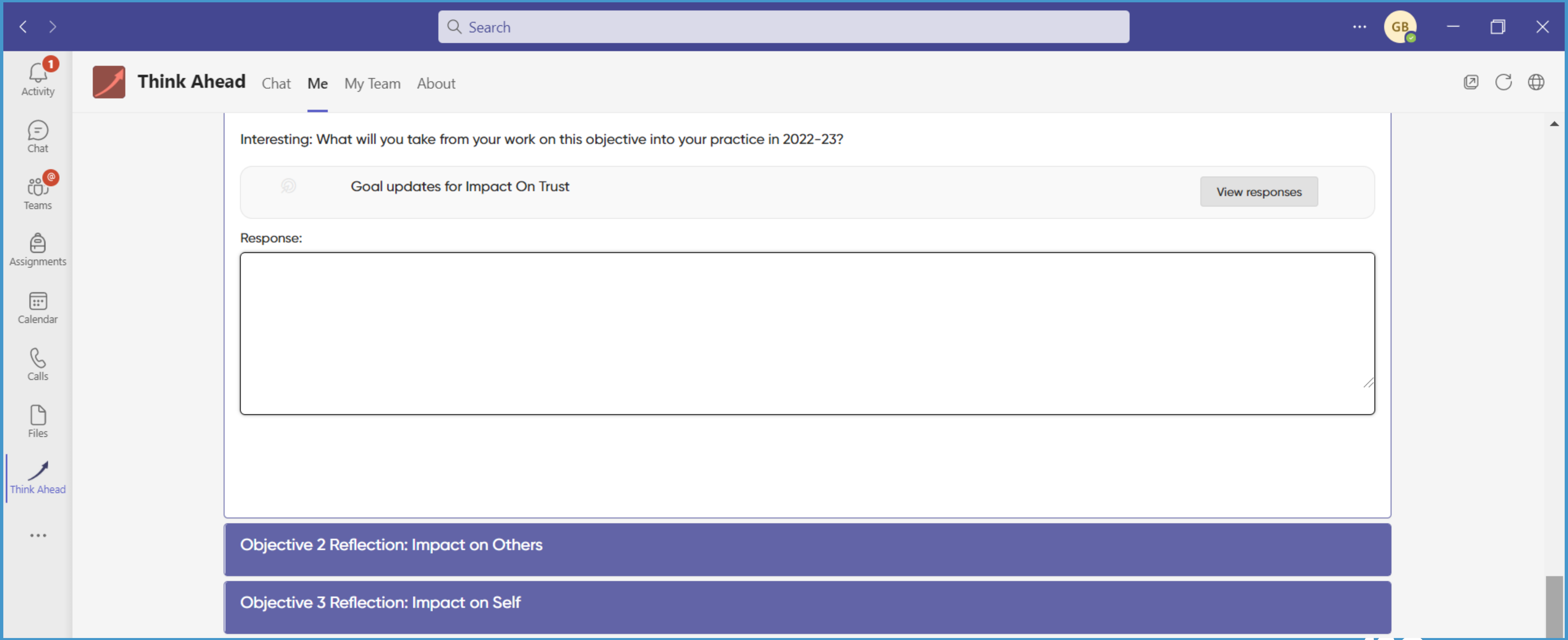
Minus: What challenges did you face in working on this objective? Is there anything you would have liked to have done further?

Goal updates for Impact On Trust

View responses

Response:

Reflection on objectives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View responses

Interesting: What will you take from your work on this objective into your practice in 2022-23?

Goal updates for Impact On Trust

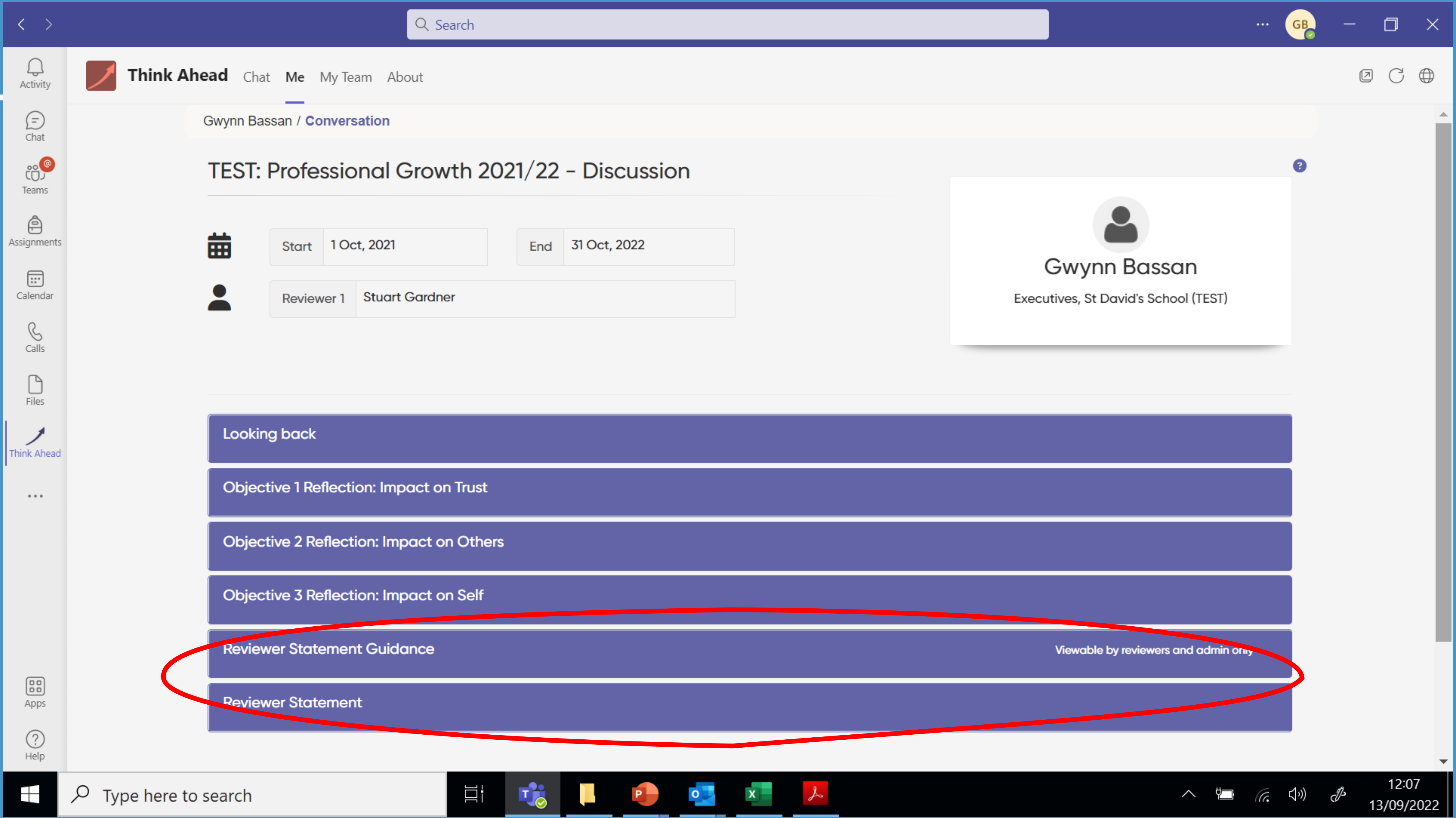
Response:

Objective 2 Reflection: Impact on Others

Objective 3 Reflection: Impact on Self

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS ACADEMY TRUST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13/09/2022

Gwynn Bassan / **Conversation**

TEST: Professional Growth 2021/22 - Discussion

Start	1 Oct, 2021
End	31 Oct, 2022
Reviewer 1	Stuart Gardner

Gwynn Bassan

Executives, St David's School (TEST)

Looking back

Objective 1 Reflection: Impact on Trust

Objective 2 Reflection: Impact on Others

Objective 3 Reflection: Impact on Self

Reviewer Statement Guidance — Viewable by reviewers and admin only

Reviewer Statement

Professional Growth Criteria

Engagement to improve

3 - Engages highly in all check-ins. - Engages highly in PG across all 3 objectives with equal weighting. - Impact on self, others, Trust is lower or focussed on one objective ✓✗	6 - Engages highly in all check-ins. - Engages highly in PG across all 3 objectives with equal weighting. - Impact on self, others, Trust higher for some objectives than others ✓	9 - Engages highly in all check-ins. - Engages highly in PG across all 3 objectives with equal weighting. - High impact in all objectives – self, others and Trust ✓
2 - Engages in most check-ins. - Engages in PG across all 3 objectives, with more emphasis on some than on others. - Impact on self, others, Trust is low or focussed on one objective ✓✗	5 - Engages in most check-ins. - Engages in PG across all 3 objectives, with more emphasis on some than on others. - Impact on self, others, Trust higher for some objectives than others ✓	8 - Engages in most check-ins. - Engages in PG across all 3 objectives, with more emphasis on some than on others. - High impact in all objectives - self, others and Trust ✓
1 - Engages inconsistently with check-ins/ low engagement with check-ins. - Limited engagement in PG across all 3 objectives. - Impact on self, others, Trust is low or focussed on one objective ✗	4 - Engages inconsistently with check-ins/ low engagement with check-ins. - Limited engagement in PG across all 3 objectives. - Impact on self, others, Trust higher for some objectives than others ✓✗	7 - Engages inconsistently with check-ins/ low engagement with check-ins. - Limited engagement in PG across all 3 objectives. - High impact on all objectives - self, others and Trust ✓✗

Impact of objectives on Self, Others, Trust

May be on Capability Process

10

EXCEPTIONAL

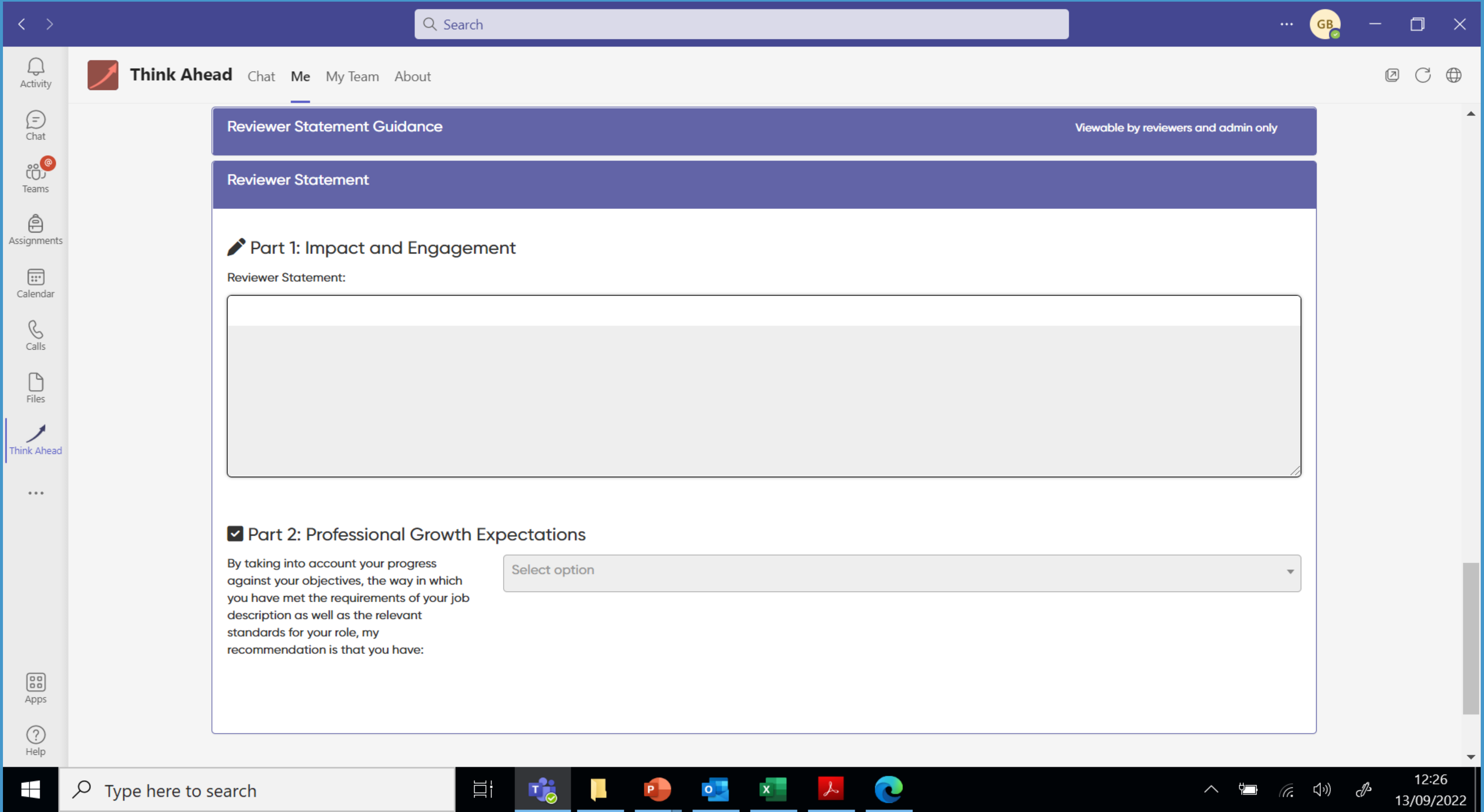
- Engages proactively in all check-ins.
- Engages exceptionally in PG across all 3 objectives and goes beyond expectations
- Fully autonomous in personal growth agenda.
- Impact is high and wide reaching.

Examples of PG engagement:

- No. of check ins
- Check ins relating to progress in objectives
- Recognition of others
- Use of Thinking Tools
- Participation in 360

Key:
✓ Met
✓✗ Partially Met
✗ Not Met

Reviewer Statement



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13/09/2022

Reviewer Statement Guidance Viewable by reviewers and admin only

Reviewer Statement

Part 1: Impact and Engagement

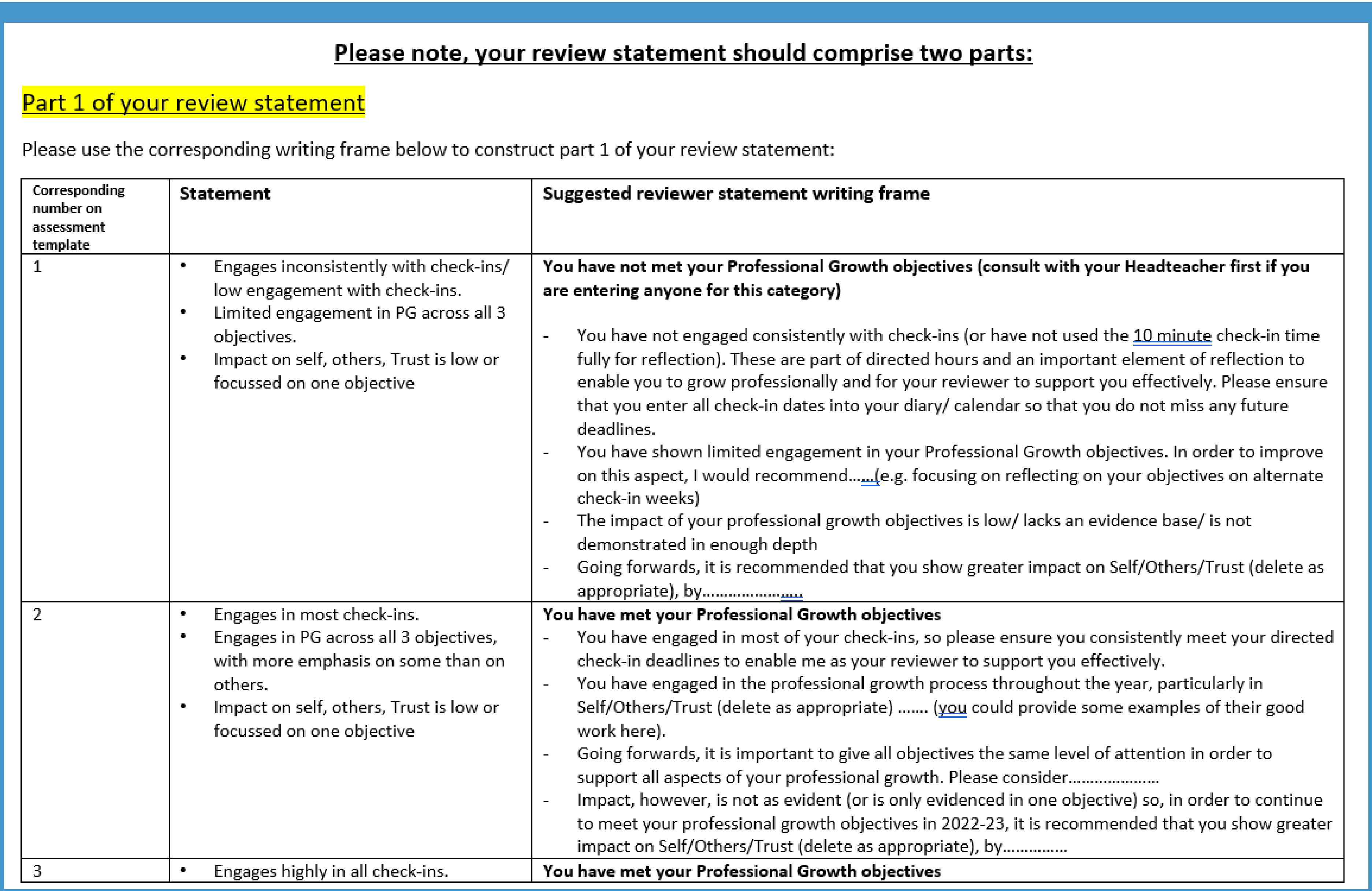
Reviewer Statement:

☑ Part 2: Professional Growth Expectations

By taking into account your progress against your objectives, the way in which you have met the requirements of your job description as well as the relevant standards for your role, my recommendation is that you have:

Select option

Reviewer Statement part 1



Please note, your review statement should comprise two parts:

Part 1 of your review statement

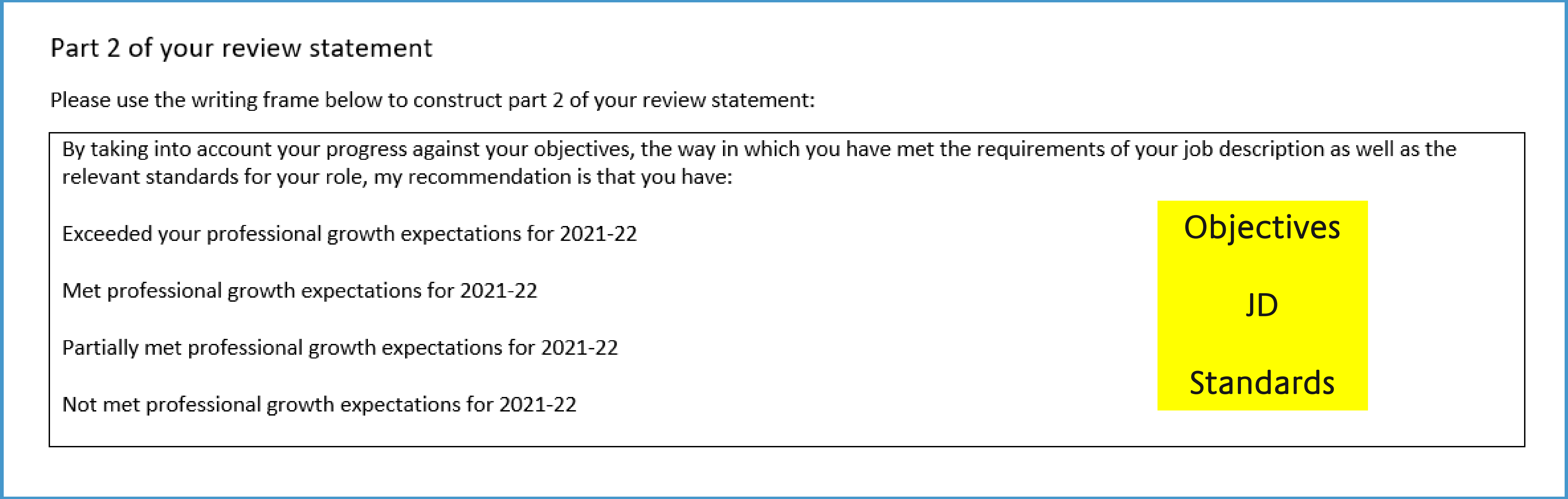
Please use the corresponding writing frame below to construct part 1 of your review statement:

Corresponding number on assessment template	Statement	Suggested reviewer statement writing frame
1	• Engages inconsistently with check-ins/ low engagement with check-ins. • Limited engagement in PG across all 3 objectives. • Impact on self, others, Trust is low or focussed on one objective	**You have not met your Professional Growth objectives (consult with your Headteacher first if you are entering anyone for this category)** - You have not engaged consistently with check-ins (or have not used the 10 minute check-in time fully for reflection). These are part of directed hours and an important element of reflection to enable you to grow professionally and for your reviewer to support you effectively. Please ensure that you enter all check-in dates into your diary/ calendar so that you do not miss any future deadlines. - You have shown limited engagement in your Professional Growth objectives. In order to improve on this aspect, I would recommend……(e.g. focusing on reflecting on your objectives on alternate check-in weeks) - The impact of your professional growth objectives is low/ lacks an evidence base/ is not demonstrated in enough depth - Going forwards, it is recommended that you show greater impact on Self/Others/Trust (delete as appropriate), by…………………..
2	• Engages in most check-ins. • Engages in PG across all 3 objectives, with more emphasis on some than on others. • Impact on self, others, Trust is low or focussed on one objective	**You have met your Professional Growth objectives** - You have engaged in most of your check-ins, so please ensure you consistently meet your directed check-in deadlines to enable me as your reviewer to support you effectively. - You have engaged in the professional growth process throughout the year, particularly in Self/Others/Trust (delete as appropriate) ……. (you could provide some examples of their good work here). - Going forwards, it is important to give all objectives the same level of attention in order to support all aspects of your professional growth. Please consider………………… - Impact, however, is not as evident (or is only evidenced in one objective) so, in order to continue to meet your professional growth objectives in 2022-23, it is recommended that you show greater impact on Self/Others/Trust (delete as appropriate), by……………
3	• Engages highly in all check-ins.	**You have met your Professional Growth objectives**

Reviewer Statement instructions

THINKING SCHOOLS
ACADEMY TRUST

Review statement part 2



Part 2 of your review statement

Please use the writing frame below to construct part 2 of your review statement:

By taking into account your progress against your objectives, the way in which you have met the requirements of your job description as well as the relevant standards for your role, my recommendation is that you have:

Exceeded your professional growth expectations for 2021-22

Met professional growth expectations for 2021-22

Partially met professional growth expectations for 2021-22

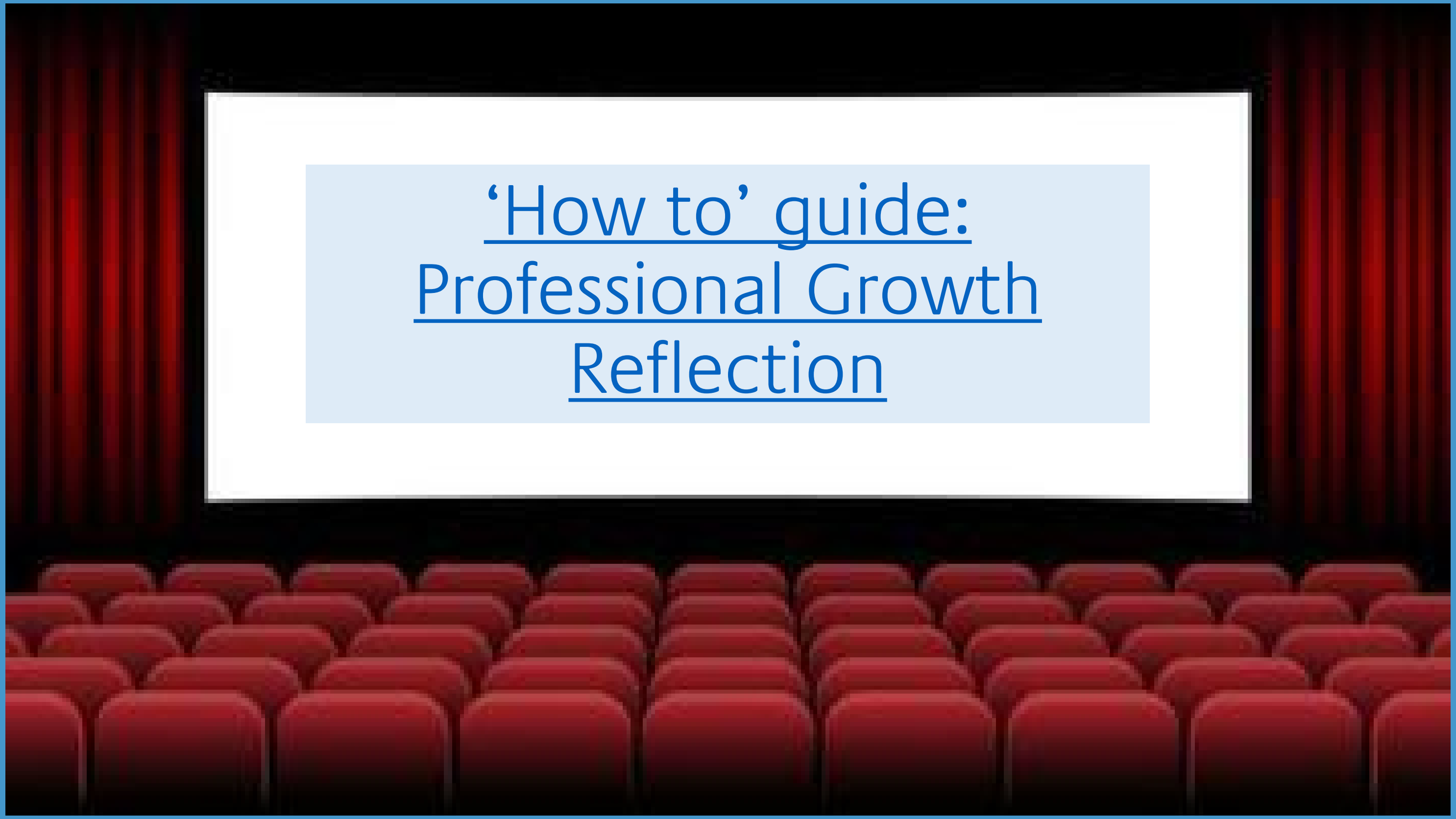
Not met professional growth expectations for 2021-22

Objectives

JD

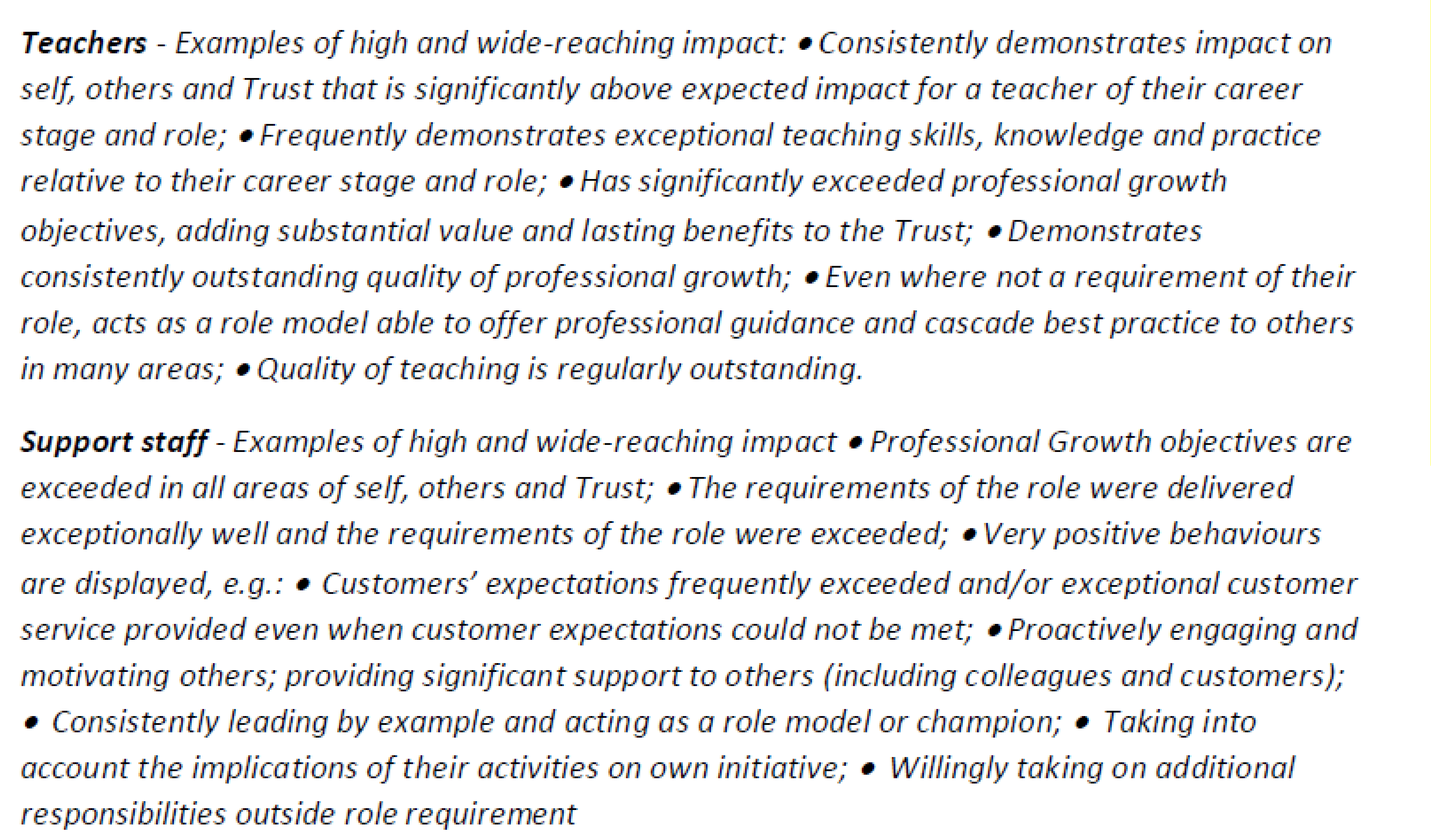
Standards

Video link – how to use Think Ahead for the reflection process



[‘How to’ guide: Professional Growth Reflection]

Exceptional (exceeding expectations)



***Teachers** - Examples of high and wide-reaching impact: • Consistently demonstrates impact on self, others and Trust that is significantly above expected impact for a teacher of their career stage and role; • Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role; • Has significantly exceeded professional growth objectives, adding substantial value and lasting benefits to the Trust; • Demonstrates consistently outstanding quality of professional growth; • Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas; • Quality of teaching is regularly outstanding.*

***Support staff** - Examples of high and wide-reaching impact • Professional Growth objectives are exceeded in all areas of self, others and Trust; • The requirements of the role were delivered exceptionally well and the requirements of the role were exceeded; • Very positive behaviours are displayed, e.g.: • Customers' expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met; • Proactively engaging and motivating others; providing significant support to others (including colleagues and customers); • Consistently leading by example and acting as a role model or champion; • Taking into account the implications of their activities on own initiative; • Willingly taking on additional responsibilities outside role requirement*

Objectives

JD

Standards

i.e. excelling in their professionalism, engagement and impact

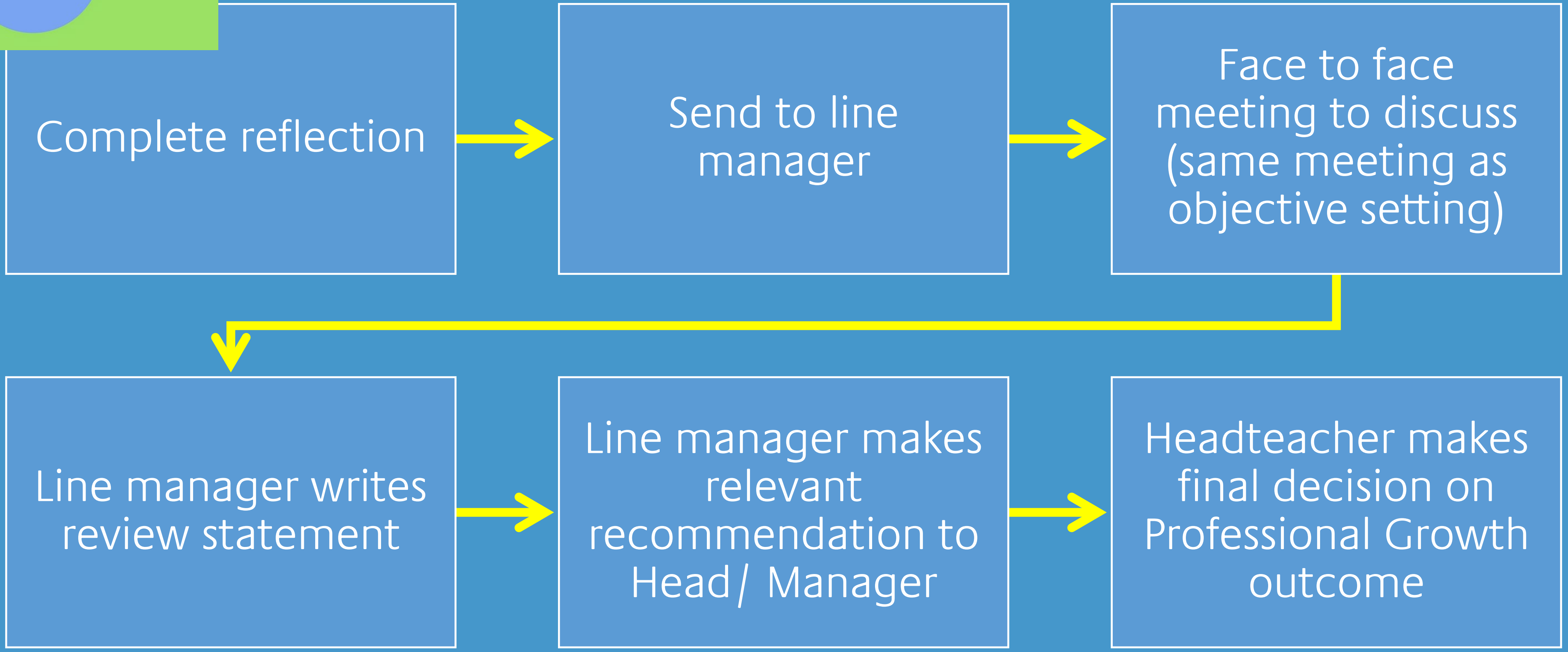
THINKING SCHOOLS
ACADEMY TRUST

Final Decision on Professional Growth outcomes

Headteachers/Managers will make the final decision on all Professional Growth outcomes.

Reflect and Review

The review process



Complete reflection

Send to line manager

Face to face meeting to discuss (same meeting as objective setting)

Line manager writes review statement

Line manager makes relevant recommendation to Head/ Manager

Headteacher makes final decision on Professional Growth outcome

Setting Objectives

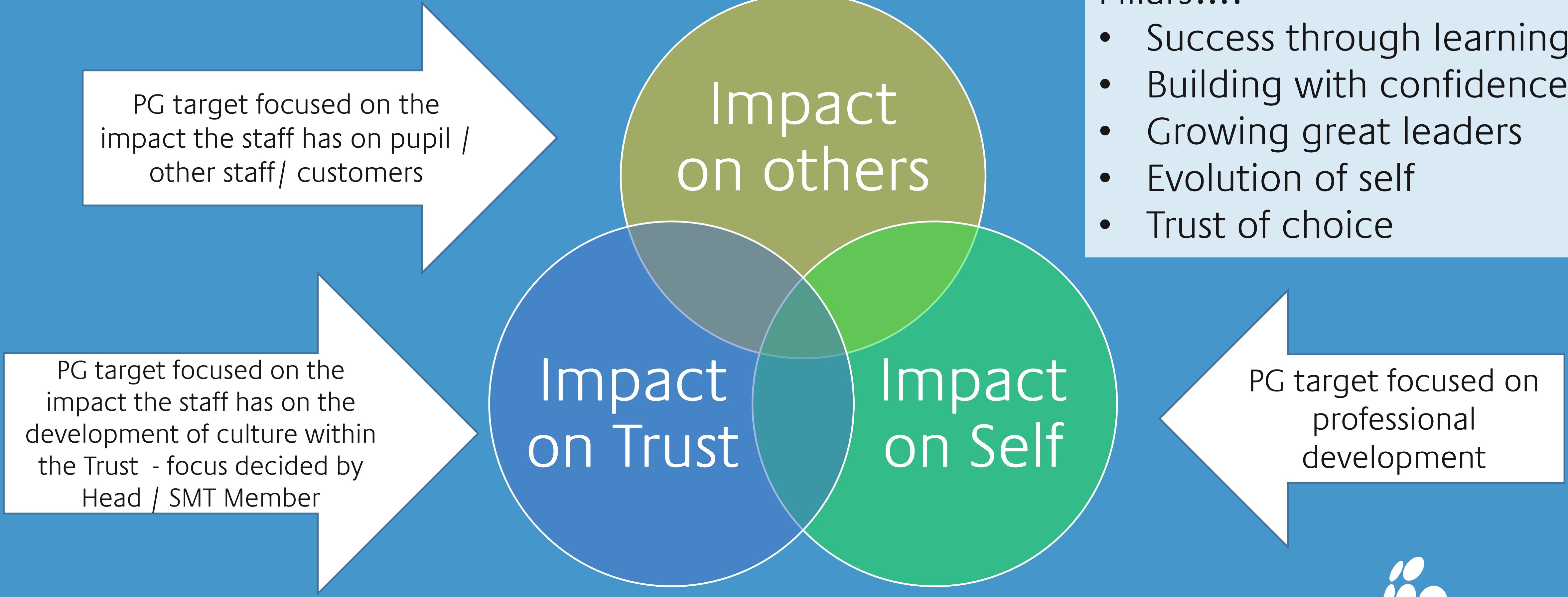
Specific
SMART
Achievable
Timely
Measurable
realistic

TRANSFORMING LIFE CHANCES

Objective Setting

A reminder of the core Trust Pillars….

- Success through learning
- Building with confidence
- Growing great leaders
- Evolution of self
- Trust of choice



PG target focused on the impact the staff has on pupil / other staff/ customers

PG target focused on the impact the staff has on the development of culture within the Trust - focus decided by Head / SMT Member

PG target focused on professional development

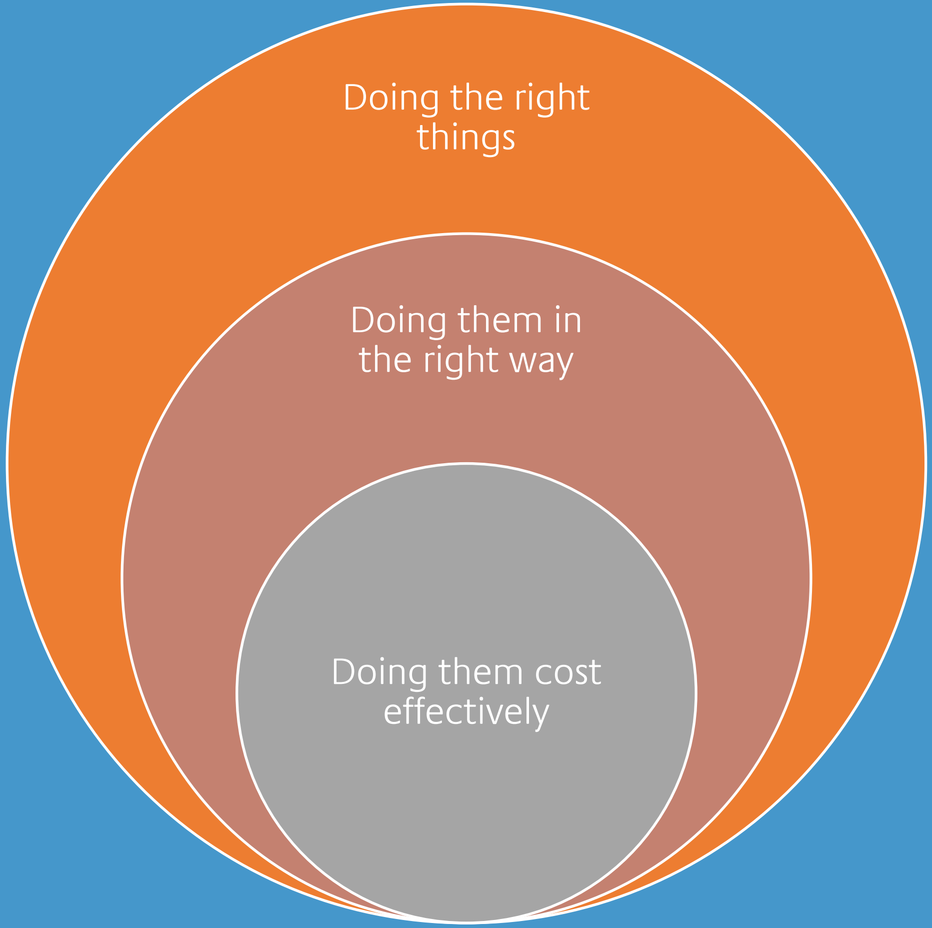
TRANSFORMING LIFE CHANCES

THINKING SCHOOLS ACADEMY TRUST

Three promises

Three promises that we should make to our customers:

1) We will identify services that will make a positive impact on our schools
2) We will provide services in an effective manner
3) We will use economies of scale to provide financial benefit



Doing the right things

Doing them in the right way

Doing them cost effectively

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS
ACADEMY TRUST

We put our customers first by providing services that are

Trusted

Solution focused

THINKING
solutions
for education

Approachable

Timely

Objectives Bank

Objectives Bank

Once you know the areas you'd like to focus on, think about what you personally need to do e.g. *"To…build my effectiveness in managing my workload…*

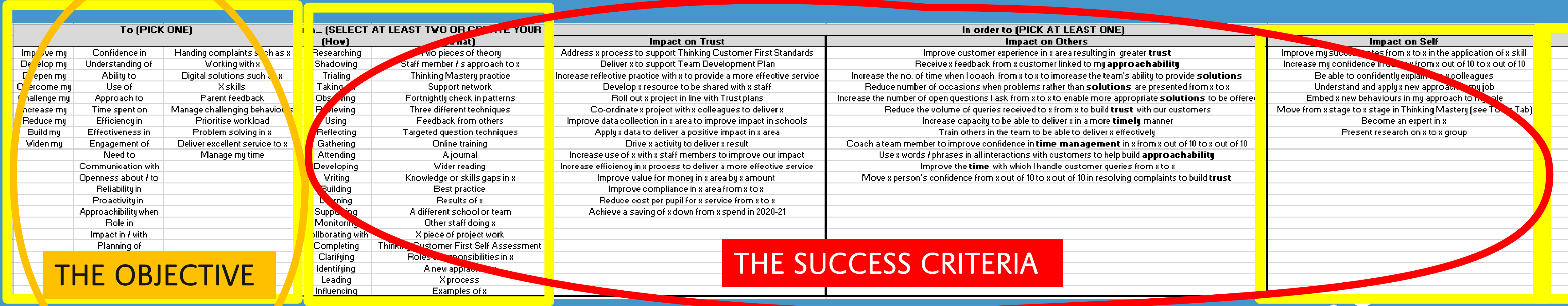
Then, consider what will help you do this) e.g. *Through… researching two pieces of theory, shadowing other staff in similar roles and gathering feedback from others…*

Depending on which of the three objective areas you are working on, then make sure you're clear what impact you want to have from focussing on this area – why are you doing it?

If this member of staff is doing this under 'Impact on Others' their measure might be:

In order to be able to explain key techniques
And reduce the time taken for me to respond to customer queries from x to x

Finally, set a date when you expect to have achieved this



To (PICK ONE)			_ (SELECT AT LEAST TWO OR CREATE YOUR		In order to (PICK AT LEAST ONE)		
			(How)	(What)	Impact on Trust	Impact on Others	Impact on Self
Improve my	Confidence in	Handing complaints such as x	Researching	Two pieces of theory	Address x process to support Thinking Customer First Standards	Improve customer experience in x area resulting in greater **trust**	Improve my success rates from x to x in the application of x skill
Develop my	Understanding of	Working with x	Shadowing	Staff member / s approach to x	Deliver x to support Team Development Plan	Receive x feedback from x customer linked to my **approachability**	Increase my confidence in [illegible] from x out of 10 to x out of 10
Deepen my	Ability to	Digital solutions such as x	Trialing	Thinking Mastery practice	Increase reflective practice with x to provide a more effective service	Increase the no. of time when I coach from x to x to imcrease the team's ability to provide **solutions**	Be able to confidently explain [illegible] x colleagues
Overcome my	Use of	X skills	Taking [illegible]	Support network	Develop x resource to be shared with x staff	Reduce number of occasions when problems rather than **solutions** are presented from x to x	Understand and apply x new approach [illegible] my job
Challenge my	Approach to	Parent feedback	Observing	Fortnightly check in patterns	Roll out x project in line with Trust plans	Increase the number of open questions I ask from x to x to enable more appropriate **solutions** to be offered	Embed x new behaviours in my approach to my role
Increase my	Time spent on	Manage challenging behaviours	Reviewing	Three different techniques	Co-ordinate x project with x colleagues to deliver x	Reduce the volume of queries received to x from x to build **trust** with our customers	Move from x stage to x stage in Thinking Mastery (see Tools Tab)
Reduce my	Efficiency in	Prioritise workload	Using	Feedback from others	Improve data collection in x area to improve impact in schools	Increase capacity to be able to deliver x in a more **timely** manner	Become an expert in x
Build my	Effectiveness in	Problem solving in x	Reflecting	Targeted question techniques	Apply x data to deliver a positive impact in x area	Train others in the team to be able to deliver x effectively	Present research on x to x group
Widen my	Engagement of	Deliver excellent service to x	Gathering	Online training	Drive x activity to deliver x result	Coach a team member to improve confidence in **time management** in x from x out of 10 to x out of 10	
	Need to	Manage my time	Attending	A journal	Increase use of x with x staff members to improve our impact	Use x words / phrases in all interactions with customers to help build **approachability**	
	Communication with		Developing	Wider reading	Increase efficiency in x process to deliver a more effective service	Improve the **time** with which I handle customer queries from x to x	
	Openness about / to		Writing	Knowledge or skills gaps in x	Improve value for money in x area by x amount	Move x person's confidence from x out of 10 to x out of 10 in resolving complaints to build **trust**	
	Reliability in		Building	Best practice	Improve compliance in x area from x to x		
	Proactivity in		Learning	Results of x	Reduce cost per pupil for x service from x to x		
	Approachibility when		Supporting	A different school or team	Achieve a saving of x down from x spend in 2020-21		
	Role in		Monitoring	Other staff doing x			
	Impact in / with		llborating with	X piece of project work			
	Planning of		Completing	Thinking Customer First Self Assessment			
			Clarifying	Roles and responsibilities in x			
			Identifying	A new approach [illegible]			
			Leading	X process			
			Influencing	Examples of x			

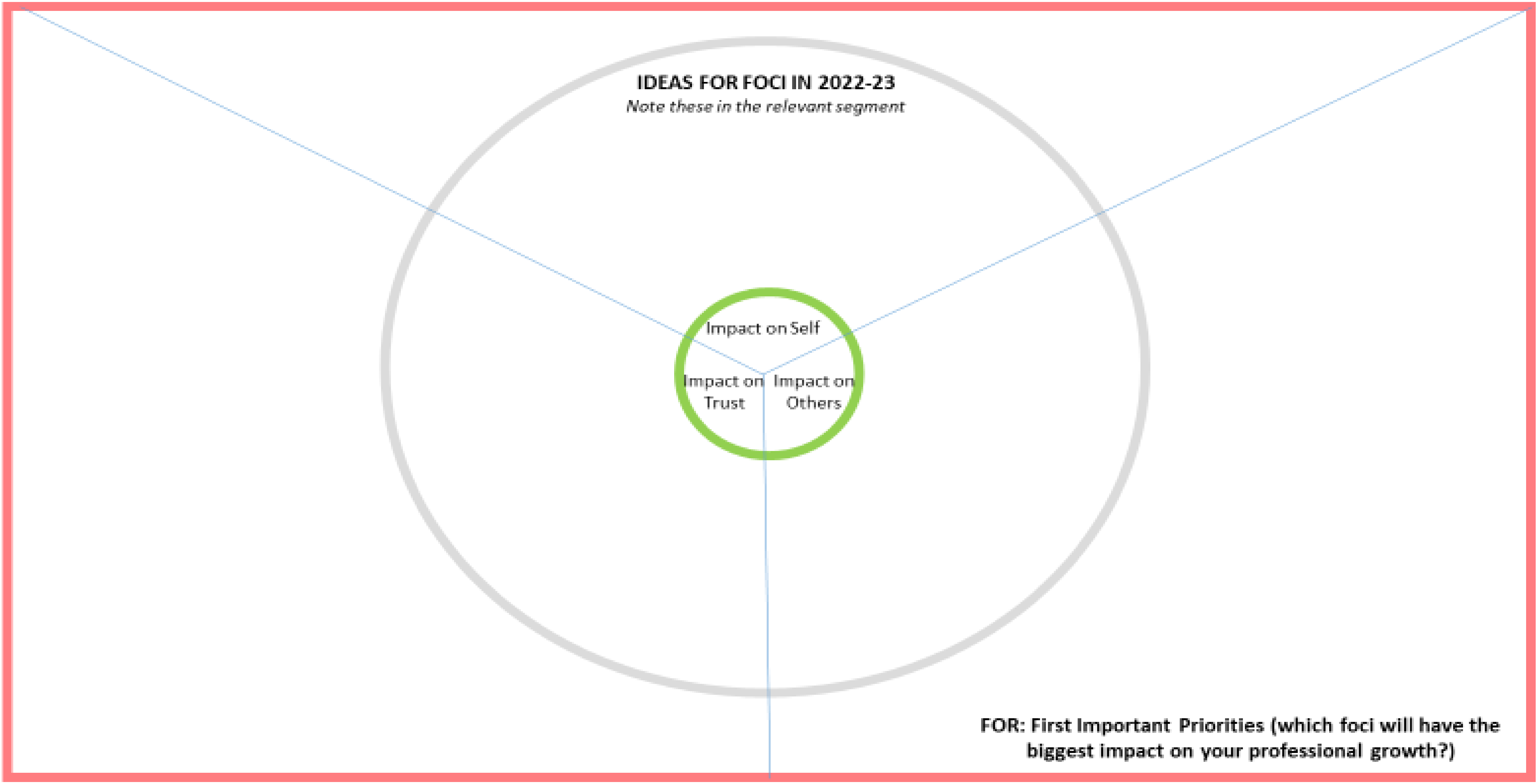
THE OBJECTIVE

THE SUCCESS CRITERIA

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS
ACADEMY TRUST

Objective Setting



IDEAS FOR FOCI IN 2022-23

Note these in the relevant segment

Impact on Self
Impact on Trust
Impact on Others

FOR: First Important Priorities (which foci will have the biggest impact on your professional growth?)

Objective Setting (Impact on Trust)

Teaching

"**To** embed a range of retrieval techniques within my every day practice **through** curriculum planning/ lesson planning/ research and application **in order to** meet the Trust strategic goal of 'Teaching to Remember (meta-memory)' **by** October 2022"

This could be linked to any of the Trust pillars OR the Head could select ONE of the strategic goals for all staff to turn into an objective.

Support

"**To** collate case studies and stories demonstrating the value parents feel the Trust values add **through** asking them more questions and engaging in conversation whilst they are waiting in reception **in order to** help TSAT to become a Trust of Choice **by** October 2022."

Central Services

"**To** gain a deeper understanding of where there are opportunities to sell TSFE services **through** carrying out a SWOT analysis, mapping stakeholders for my area of the Trust and identifying links to other areas **in order to** present a proposal to my manager **by** July 2021."

Objective Setting (Impact on Others)

Teaching

"**To** improve how I engage boys in my lessons **through** researching new teaching methods targeted at boys, building my network of teachers who do this well and identifying a mentor to meet with regularly and revising my lesson plans to adapt my approach **in order to** increase attainment levels **by** October 2022."

Support

"**To** improve the experience parents have of when they approach reception **through** working with the admin team to create service standards, training the team and seeking feedback from parents **in order to** reduce complaints **by** October 2022.“

Central Services

"**To** improve customer experience **through** reviewing enquiries to the help desk, identifying themes and root causes of these **in order to** agree and deliver a plan addressing the top three most common problems **by** July 2021.“

Objective Setting (Impact on Self)

Teaching

"**To** develop my use of questioning within the classroom **through** the application of socratic questioning techniques **in order to** make asking high quality questions a habit and to improve the depth of responses from my pupils **by** October 2022."

Support

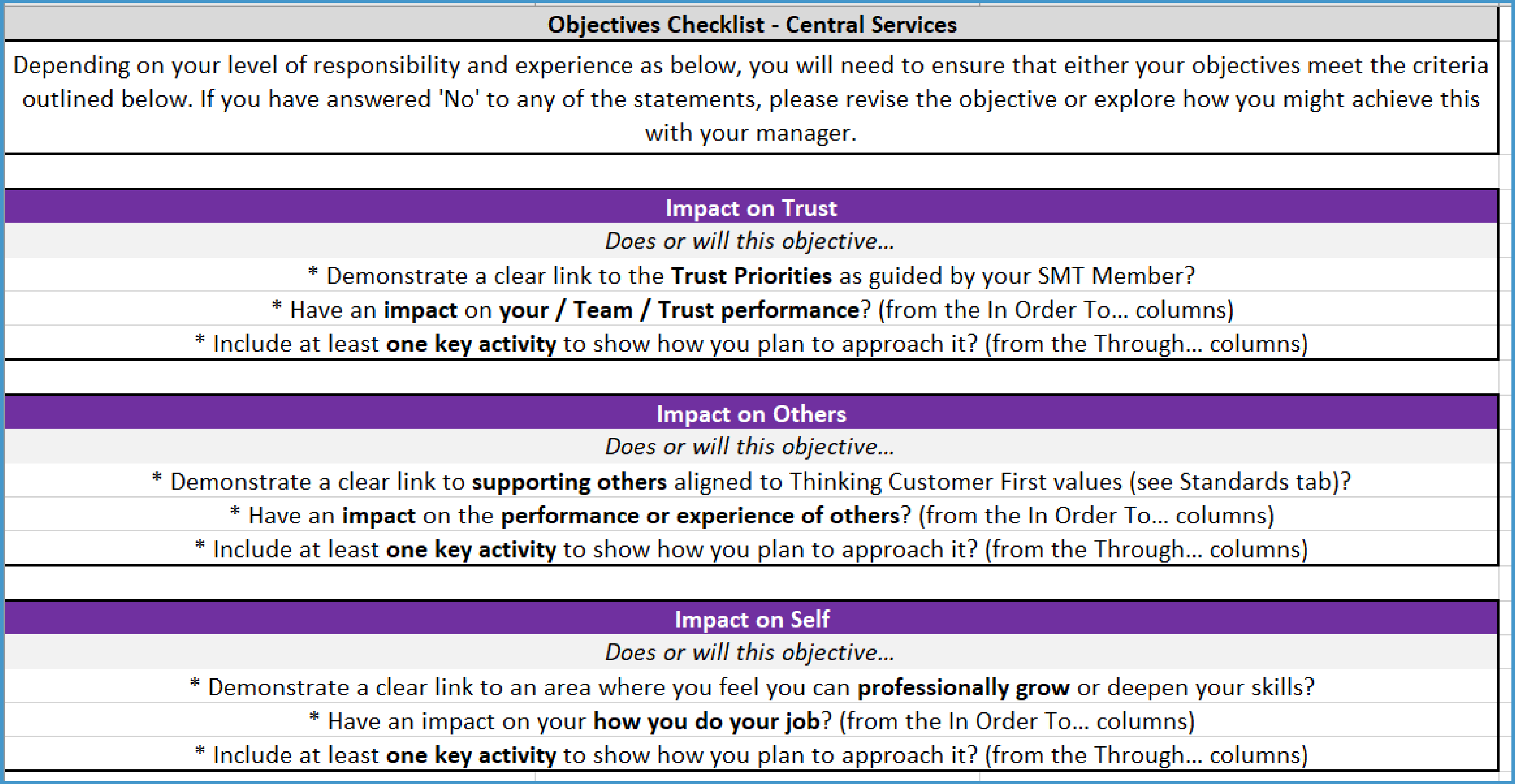
"**To** increase my understanding of Thinking Tools **through** working alongside an experienced teacher, applying these to three areas of my role and discussing my reflections **in order to** become a champion for Thinking Tools and induct new members of TSAT staff **by** October 2022."

Central Services

"**To** improve my confidence in dealing with challenging people **through** attending an online workshop, identifying someone to buddy me & identifying three key changes I can make **in order to** reduce my feelings of anxiety when faced with conflict **by** July 2021."

Once objectives are sent to reviewer - face to face to have a professional discussion using this framework

Central Criteria



Objectives Checklist - Central Services

Depending on your level of responsibility and experience as below, you will need to ensure that either your objectives meet the criteria outlined below. If you have answered 'No' to any of the statements, please revise the objective or explore how you might achieve this with your manager.

Impact on Trust

Does or will this objective...

* Demonstrate a clear link to the **Trust Priorities** as guided by your SMT Member?
* Have an **impact** on **your / Team / Trust performance**? (from the In Order To... columns)
* Include at least **one key activity** to show how you plan to approach it? (from the Through... columns)

Impact on Others

Does or will this objective...

* Demonstrate a clear link to **supporting others** aligned to Thinking Customer First values (see Standards tab)?
* Have an **impact** on the **performance or experience of others**? (from the In Order To... columns)
* Include at least **one key activity** to show how you plan to approach it? (from the Through... columns)

Impact on Self

Does or will this objective...

* Demonstrate a clear link to an area where you feel you can **professionally grow** or deepen your skills?
* Have an impact on your **how you do your job**? (from the In Order To... columns)
* Include at least **one key activity** to show how you plan to approach it? (from the Through... columns)

TRANSFORMING LIFE CHANCES

THINKING
SCHOOLS
ACADEMY TRUST

Coaching

Our commitment to providing all staff with an accredited coach to aid in their professional growth reflection process.

Trained facilitators

Anyone trained as a facilitator for Andy Buck's BASIC coaching model in July 2022 will need to assign 'complete the BASIC coaching method qualification' to one of their objectives for this year.

Any line manager (not trained as a facilitator)

They will need to complete this qualification at any stage during the next 3 years (they can select to do it this year in 2022-23, 2023-24 or 2024-25). This will form one of their objectives for the selected year.

WHY? LINKS TO THE AIMS OF OUR PROFESSIONAL GROWTH POLICY

- *Recognising and promoting a culture of professional dialogue and development*
- *Identifying and acknowledging iterative progress through regular reflection*
- *Mastering the skills that are core to an individual's success in their role through creating opportunities for learning, experimenting and practicing.*
- *Supporting staff to own and lead their professional development and learning*
- *Interacting and collaborating with colleagues to gain perspectives, support, exchange feedback and learning*

Video link – how to use Think Ahead for the objective setting process

['How to guide': uploading objectives to Think Ahead]()

TRANSFORMING LIFE CHANCES

THINKING
SCHOOLS
ACADEMY TRUST

The objective setting process

Brainstorm objectives

Enter objectives and success criteria onto Think Ahead

Face to face meeting to discuss (same meeting as reflection meeting)

Line manager suggests any amendments

Action any amendments

Headteacher/Manager checks objectives and contacts staff if further amendments are needed

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS
ACADEMY TRUST

THINK AHEAD

Any questions?