Case Study
Bryk’s Model of Rapid Prototyping

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Context

- Large Secondary School (1750 students)
- Recently converted to Academy
- 11-18yrs
Ofsted 2012

• Good

• Variations in the quality of teaching and learning means that progress is not consistently rapid for all groups of students
Current Practice

• Professional Learning is known as Continued Professional Development (CPD)

• Annual staff Audit conducted in May

• An extensive “menu” of training opportunities are offered that can be signed up to and/or individual requests can be made.
The menu.....

• Standard training that is always popular/requested (e.g BFL and ICT)
• School Priorities (e.g effective written feedback and differentiation)
• “Growing staff” (e.g leadership courses)
• School improvement groups (volunteers)
Top Down Approach

• The Audit is analysed and staff are allocated to the various activities and a timetable created for the following year

• Staff are selected to “deliver” the training based on experience, performance and interest (teaching & learning team)

• Individual requests are organised (generally external e.g. exam courses)
• Staff identifying needs for the following year
• The needs are met by “delivery” from peers
• Teaching team has little fresh input
• The same staff sign up, some staff do not request anything
• Certain training is compulsory, driven by school priorities
• Evaluations show that the majority of the staff appreciate the training. However, where evaluations are less positive the reasons are that it was not relevant.
• Some training has had a positive impact (effective questioning has improved) but it can be very labour/time intensive.
• Consistency in the quality of teaching and learning and student progress remains an issue.
• A small minority of staff are not engaged at all in CPD.
What we want/need to do

• To improve the process of identifying professional needs that are relevant and applicable

• Raise engagement in professional learning (a culture shift from CPD). To create a dynamic professional model of practice rather than a training mechanism for the delivery of top down initiatives.

• To encourage continuous improvement and achieve a sustainable self organising school
How?

- Establishing a rich picture
- Using evidence to improve practice.
- A system thinking approach to a complex problem
- Integrating research and practice
- Bryk’s model of rapid prototyping within a disciplined evaluation framework
A Shared Question

- Identifying a boundary of choice
- What do we think the issues are around our problem?
- Organising collaboration around a common interest
- First prototype to start in September and last for 6 months (teachers)
- A break before the next rapid prototype
A rapid prototype is a short, small project designed and implemented by the practitioner following the Plan Do Study Act cycle.

Deming 1982
Bryk et al 2010
Measurable System Improvement: New Knowledge and Know How

Test fast/fail fast/early learn and improve

Multiple Cycles in Multiple Contexts

More effective practices deeper understandings

Eventually collecting the learning from all the prototypes

Hunches Theories Ideas
The Evidence Hub is a new kind of website for your community to pool its ideas and debate different kinds of evidence.

You're invited to contribute and debate the evidence-based practice and research that will move your community forward.

Core Hub themes:

- Assessment
- Cost-effectiveness
- Curriculum
- E-safety
- Embedded Technology
- Equity
- Formal
- Impact
- Informal
- Pedagogy
- Strategy
- Vision

View the Quick Guide
Organisation

• Leadership
• Performance management
• Creatively restructuring time and resources (improving the current system)
Challenges

• Access to research materials/experts
• Impact evaluation – school wide evaluation framework
• Cost
• Appropriate critical friend/mentor/coach
• School day
• Culture shift
Thoughts.....

- Links to universities
- Accreditation
- Evidence hub
- ITE immersion/teaching schools