



**LINCOLNSHIRE**  
TEACHING SCHOOL ALLIANCE



# **BETTER TOGETHER**

**LTSA FACILITATOR GUIDANCE**

2019/2020



## LTSA FACILITATOR GUIDANCE

LTSA is committed to delivering Continuous Professional Learning and Development (CPLD) in line with the DFE Standard for Teachers' Professional development (2016) which is:

- Focused on improving and evaluating pupil outcomes
- Underpinned by robust evidence and expertise
- Includes collaboration and expert challenge
- Sustained over time.

This document outlines the agreement between the Lincolnshire Teaching School Alliance (LTSA) and teachers who facilitate CPLD or support other schools on LTSA's behalf.

## SKILLS

### Facilitators should demonstrate:

- Strong listening skills
- The ability to work with people from different backgrounds or who hold different views from her/his own
- Self-awareness and the ability to keep track of own behaviour
- The ability to stay engaged during difficult conversations
- Understanding of the need for confidentiality in sensitive situations.

## CHALLENGES

### Facilitators are challenged to:

- Encourage collective efficacy, co-learning, collaboration and leadership-involvement, providing extended training opportunities with a clear rhythm so that participants have multiple opportunities to develop their practice
- Be responsive to participant evaluation
- Assess participants' starting points so that activities can build incrementally on prior knowledge and be relevant to their day-to-day experiences
- Ensure that participants understand the rationale underpinning the practices being advocated
- Develop generic skills and subject-content knowledge in tandem
- Balance support, modelling, observation, feedback, coaching and challenge while building relationships with participants to build a sense of purpose, rather than assuming it will already be there
- Provide repeated opportunities to encounter, understand, respond to and reflect on new approaches and related practices
- Provide participants with tools to gather both qualitative and quantitative evidence to gauge how their learning is progressing and translating into learner progress
- Help participants to develop clarity around learner progression, starting points and next steps
- Encourage participants to make links between professional learning and pupil learning through discussion of pupil progression and analysis of assessment data.

## REQUIREMENTS

### The facilitator will:

- Have the full support of their headteacher/line manager before committing to facilitation work
- Communicate clearly and promptly with LTSA on all matters relating to the facilitation and its evaluation
- Agree to LTSA sharing performance information and feedback with their line manager
- Inform LTSA as soon as possible in the event that they are unable to facilitate a scheduled session
- Communicate effectively and clearly with participants and venue to ensure the smooth running of sessions.

Facilitators should also be aware that at a number of venues, they may be asked at reception for their DBS and photo ID, in line with the venue's safeguarding policy.

## SUPPORT

### LTSA will:

- Ensure that appropriate rooms and refreshments are booked for the sessions
- Liaise with the facilitator with regards to evaluations, resources and printing ahead of the session (if required)
- Pay the facilitator's school at the agreed rate for their time
- Provide a participant register at least 3 working days before the session
- Contact participants in the event of postponement or cancellation of a session.

## EVALUATION

LTSA's aims to evaluate its provision against Guskey's Five Critical Levels of Professional Development. For this to be effective, the facilitator will need to read and understand the evaluation arrangements and take all practical steps to ensure that participants complete the procedures that LTSA have put in place. These are as follows:

- Delegates at all LTSA training events should have the opportunity to evaluate their learning. This is important both for their own professional development and to ensure that LTSA is achieving its aims and providing for the needs of its members.
- There are two main evaluation forms: **Form A** is completed at the end of stand-alone training events and after each session of a longer course and is designed to collect immediate reactions and feedback on learning; **Form B** is completed additionally at the end of a course and provides an opportunity for delegates to reflect on their learning across a series of events.
- LTSA will email the relevant forms out to facilitators a week before the event they are facilitating. If you would like LTSA to organise the printing of the form this is the time to request that.
- Evaluations should be completed by delegates on paper and then either returned to The Keyworth Centre office or scanned and emailed to Myles Pustelnik (mpustelnik@lincstsa.co.uk)
- On 29 June 2020 all the delegates who have attended an LTSA event during 2019-20 will be sent a **Post-Training Evidence of Impact of CPLD form** which they will complete electronically.
- All survey returns will be analysed by LTSA and the resulting data will be shared with facilitators and CPLD Leads.
- A **Teacher Case Study** is available and facilitators can direct delegates who wish to capture details of the impact of their CPLD towards this.
- If you have any queries about the evaluation of courses or events you are facilitating please contact Myles Pustelnik, LTSA Admin Officer (mpustelnik@lincstsa.co.uk).





# LINCOLNSHIRE TEACHING SCHOOL ALLIANCE

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