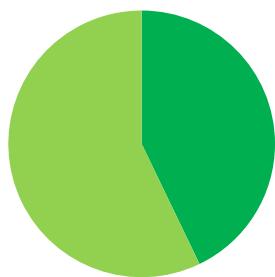


Inspire MAT

NPQ Leading Teaching - Area 10 (Feb 22)

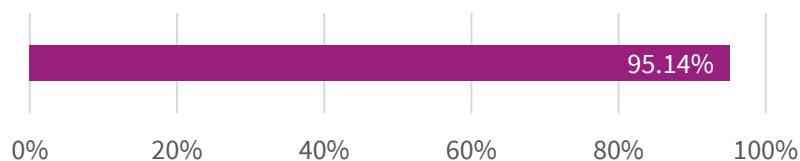
Overall Participant Satisfaction*

100%
satisfaction
98% national



■ Very Satisfied ■ Satisfied ■ Dissatisfied ■ Very Dissatisfied

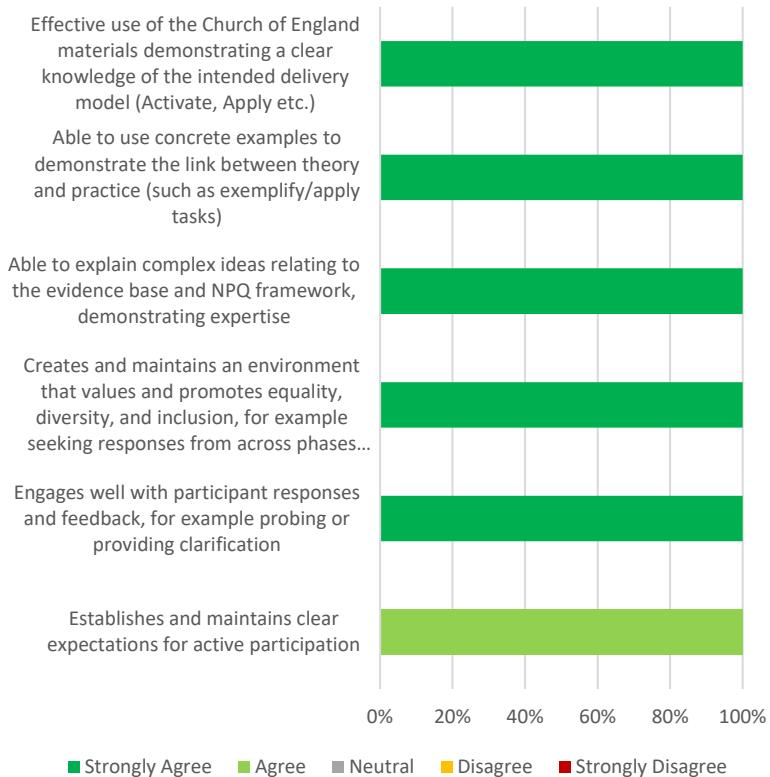
Attendance



Participant Comments

- The sessions this cycle have been particularly helpful - the facilitation of conversations between cohort members has allowed me to see new perspectives.
- I fully considered connections between research and evidence in my own practice when thinking about the impact student focussed group activities have.
- Face to face sessions are really inspiring. They enable deep reflection on practice.
- The evidence was both affirming and thought provoking. I found it difficult to make connections to some of my roles in school but my coaching session helped me to clarify this.
- I find the TEACH part of the cycle most useful. The research prompts me to reflect on my own practice and think about how I can drive my department towards quality first teaching and learning.
- Interacting with research and dialogue with others has made me reflect upon my own practise and the consistency of that practise.
- My coaching session gave me a great opportunity to reflect on prior experience and clarify thinking about the impact I personally can have as a leader of teaching.
- Throughout the course I have continuously reflected on my own practice and considered how I can make a positive impact within my team.
- The course material has been brilliant at allowing me to reflect and implement strategic targets to ensure me and my team are ensuring quality first teaching within school.
- I have shared my reading and discussed what I have learnt throughout the cycle with both the executive and deputy head. I have also implemented prior knowledge quick check starters within my maths planning and explained the impact of this to others in my team.

QA Observations of Sessions



Coach Evaluations

- [When asked whether participants were able to link research with practice within the sessions one coach highlighted that] the participants did this- but the focus was quite narrow. One participant could not understand how research could be applied to her setting so (with her consent) I flagged this with her diocese and she is now working alongside an SLE to support this.

Methodology

- Participant responses for new data (this academic year): 16
- Participant responses for old data: 12
- Coach evaluation responses: 1
- Facilitator evaluation responses: 2
- QA observations: 1

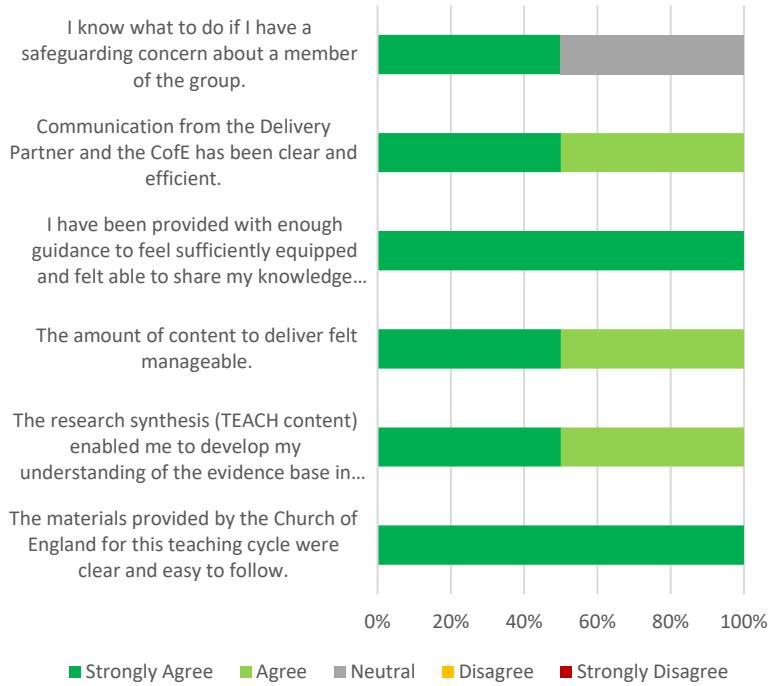
* Includes all data since the start of the programme

** Includes only data since 1st August 2022

Participant Satisfaction**



Facilitator Evaluations



- There needs to be less content in the activate sessions so that participants don't experience cognitive overload.