

The scenarios are designed to support professional discussion and reflection, not prescribe a single way of teaching. Teachers should be encouraged to consider how ideas might apply within their own classroom context.

This guidance highlights the parts that matter most for protecting impact, where schools have flexibility, and a few questions leaders may want to consider before getting started.

## Green - Flexibility encouraged

- Group size.
- Group composition.
- Timing across the year.
- Scenario sequence.
- Follow-up discussion opportunities.

Scenarios are designed to support professional discussion. Schools are encouraged to adapt these elements to suit their context.

## Amber – Adapt with care

- Frequency of sessions and time between discussions.
- Follow-up activities and expectations for staff.
- Additional facilitator input, examples or prompts.
- Combining scenarios with wider professional development.

## Red – Protect these features

- Use scenarios as part of an ongoing professional development programme.
- Ensure discussion focuses on classroom practice and professional decision-making.
- Protect anonymity to support open and honest discussion.
- Allow at least 30 minutes for session.
- Avoid rushing through multiple scenarios in one session.
- Facilitators should review the accompanying EEF evidence summaries before leading a session.
- Signpost participants to the accompanying EEF evidence summaries to support further learning.



Discussion alone rarely leads to lasting change. Consider how staff will have opportunities to apply ideas in practice, discuss their experiences and revisit their learning over time.

## Reflection questions for leaders

### Before getting started, consider:

1. Which school priority, challenge or area of practice are these scenarios helping us explore?
2. Have we protected enough time for meaningful discussion and reflection?
3. What prior knowledge or experience might staff need to engage fully with the scenarios?
4. How will we support staff to apply and reflect on ideas in their classroom practice?
5. What opportunities will staff have to revisit, discuss and reflect on their learning in following sessions?
6. How will we revisit learning over time and support it to become embedded in everyday practice?

## Signs the scenarios are having an impact

### You might notice:

- Staff referring back to ideas from previous discussions.
- Professional conversations becoming more focused on classroom practice and pupil learning.
- Teachers sharing examples, reflections and experiences from their own classrooms.
- Links being made between the scenarios and day-to-day teaching.
- Key ideas being revisited over time, rather than discussed once and forgotten.

Lasting impact is more likely when staff have opportunities to revisit, discuss and build on their learning over time.

## Resources

- [Planning professional development – Considering a balanced design](#)
- [A School's Guide to Implementation framework](#)



## Guidance reports

- [EEF Effective Professional Development guidance](#)
- [EEF A School's Guide to Implementation guidance](#)

