

CPD that works for pupils as well as teachers – using the research evidence to develop great teaching

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Effective Continuing Professional Development and Learning (CPDL) A review of reviews

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The context for putting evidence to use

- Before we look at headline findings about Continuing Professional development and learning that works to see how we might use them
- Let's pause to look at the day to day world they have to inhabit
- Over the session we will Rag rate for your environment/ the schools you serve:
 - Formal CPD activities
 - Informal activities
 - Accountability/ assessment activities with formative potential



The big building blocks

How often are you involved in these common formal CPD activities? “Often” “Sometimes” “Rarely”?

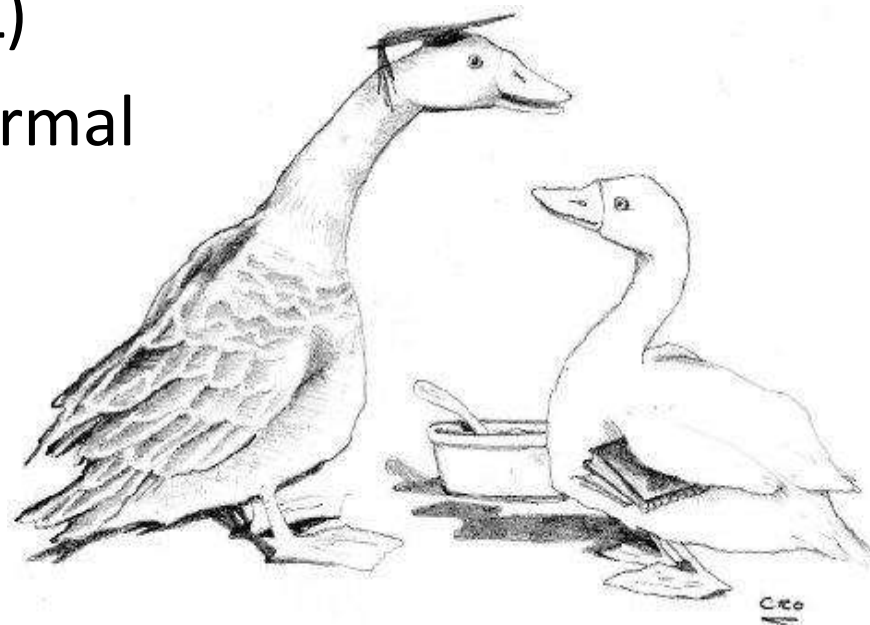
- Inset sessions workshops
- Classroom observation and feedback
- Twilight sessions
- Coaching sessions
- Mentoring sessions
- Course and conferences
- Other?

How useful/relevant do you find them? “Very”, then “Quite”, then “Not very”



More than CPD- ongoing, less formal CPD activities

- The new review highlights the importance of planning for Continuing Professional Development *and* Learning (CPDL)
- Let's start with informal CPDL activities



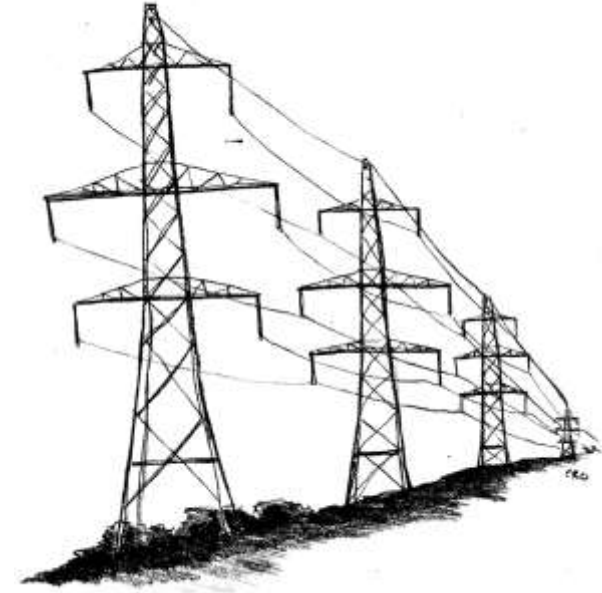
"I'll have what he's having!"

<http://www.curee.org.uk/content/sauce-geese-learning-entitlements-work-teachers-well-their-pupils>



What really makes a meaningful whole out of different CPDL activities?

- This evidence suggests:
 - Focussing on CPDL not just CPD
 - Expecting and enabling teachers to create personal professional coherence; and
 - Leaders to create collective Professional coherence via an effective professional learning environment..
- Via aligning and combining activities that promote depth...
- focussed on aspirations for pupils by...



Characteristics of effective CPDL - Time

- Substantive development has to be sustained over time- 2 terms plus
- A sustained *rhythm* of regular bite sized episodes following initial “instruction” rather than intense “hits”
- Time for multiple, iterative activities and opportunities to refine/adapt practice in multiple contexts in light of pupils’ responses
- But one-offs can work for very specific practices eg spelling
- Time alone isn’t enough



Participants:

Need:

- individual starting points to be identified and extended
- to develop a collective sense of purpose
- to focus on aspirations for pupils and how they learn/ progress in response to teachers' learning
- to explore and challenge/ refine existing theories, beliefs *side by side with practice*

Relevance matters - but neither that nor volunteering (vs being conscripted) matter as much as

- Environment / time /peer learning/ pupil focus

Support for CPDL

- Need for external input to:
 - Challenge orthodoxies *supportively*
 - Expand possibilities
 - Extend internal capacity.
- Facilitators need expertise in subject/content, evaluation *and* CPDL processes
- Peer support - learning and exploring evidence about changes together with peers always there; reciprocal vulnerability speeds up risk taking



AFL for teachers

- Formative assessment is key
- When introducing new approaches include Afl tools and model them
- Ask to see evidence about how pupils respond to refine your support for teachers
- Ask teachers to design AFL tools for subject contexts and sub-groups of pupils
- AFL for CPDL is an input, a process, an output and an evaluation tool for exploring outcomes



Goals and conditions

- Setting out deliberately to develop teachers' meta-cognitive control
- School leaders must create the conditions for this - resources, modelling, challenge and systems
- No single element or process works – crucial to combine them, align them with goals – *effectively!*
Banarama principle



What doesn't work?

- Generic pedagogic CPD – contextualisation for subjects and sub groups of pupils is crucial
- Telling teachers what to do or providing materials without chance to develop skills and explore impacts
- Providing time and or frequent support without structured opportunities to engage with, understand and reflect on the implications of new approaches/practices





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