Developing Great Leadership of Continuing Professional Development and Learning CPDL)

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The Evidence

- Funded By Right To Succeed

- A map of the systematic reviews of evidence about leadership of CPDL where there is evidence about pupil impacts as well as teachers impacts

- Based on systematic searching and rigorous assessment of the weight of evidence to identify a core of high quality reviews

- Sought evidence about links between Leadership of CPDL and of Curriculum Development as well as about CPDL - because of current interest in this topic

- Support from Professors Steve Higgins (Durham) and Toby Greaney (Nottingham) and Tom Perry (Birmingham)
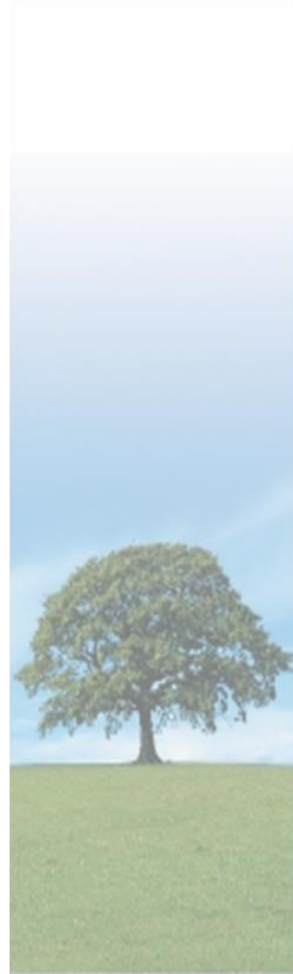
Effective leaders of great CPDL

- Position CPDL as a process for taking shared responsibility for excellence in pupil achievement *and* wellbeing

- Focus on teachers' professional growth as well as developing their knowledge and skills and make explicit the links between the two

- Promote professional learning as a professional responsibility and model openness to professional/ leadership learning – eg during the process of policy development

- http://www.curee.co.uk/node/5201
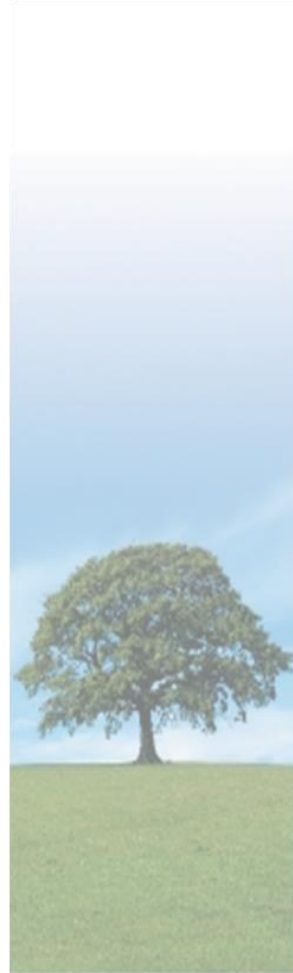
Effective leaders of great CPDL

- Design structures/systems around helping teachers manage complexity

- Identify and create tools that help teachers manage the:
  - Cognitive
  - Practical; and
  - Emotional

  demands that CPDL content and systems make on teachers

- Recognise and mobilise specialist contributions to CPDL (including CPDL expertise)

Designing CPDL effectively means

- Creating (elapsed) time *to incorporate new learning into* their practice
- Focussing CPDL, building on deep understanding of teachers':
    - Professional identities practices and motivations
    - Approaches to learning
    - Existing knowledge and skills and beliefs
- Integrating specialist expertise and deep knowledge re pupils and community

Designing CPDL effectively means

- Aligning CPDL with teachers' aspirations for pupil achievement and wellbeing

- Emphasising developing practical theory alongside content and pedagogy to build professional self awareness and enable informed contextualsisation

- Make extensive use of assessment for learning tools to enable CPDL facilitators to refine support on the basis of evidence from teachers AND pupils

- Rooting collaboration/ peer support in experiments with new approaches and evidence about how pupils' respond
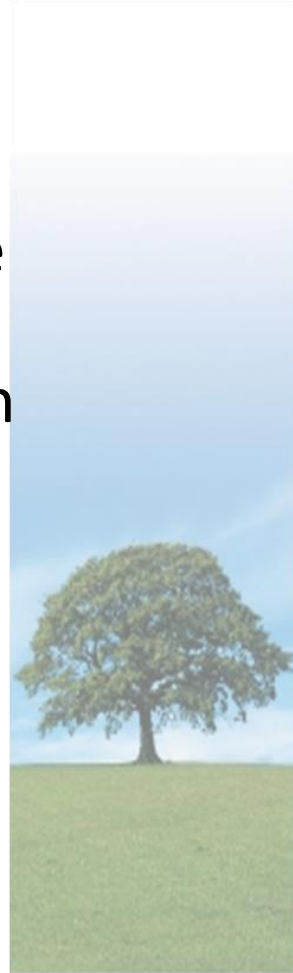
The evidence about curriculum development, CPDL and the leadership of both

- There are systematic reviews with pupil impact data re CPDL and its leadership

- These:
  - do also explore curriculum development in depth
  - highlight the contribution leaders can make to both CPDL and Curriculum development *and the virtuous circle that leaders can make between them*

- **But** - there are no systematic research reviews re curriculum development *with evidence re pupil impacts* – too few studies to justify reviews
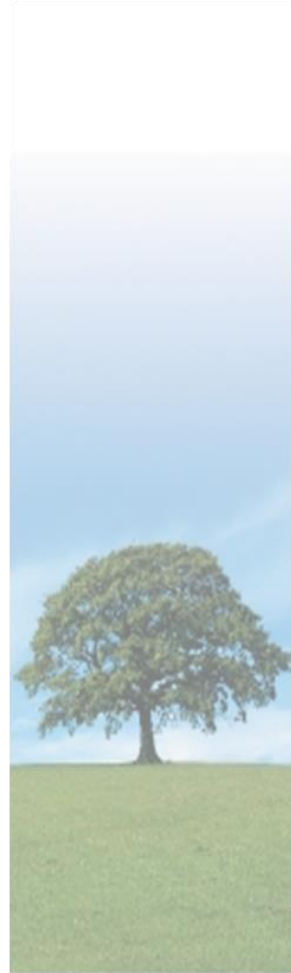
Effective leadership of curriculum development (and CPDL)

A mirror image - findings re CPDL are all important to leading curriculum development especially those relating to how the curriculum is conceptualized:

- Focusing on learning over a pupil's whole school experience

- Alignment with the local community and a school's values and model of pedagogy

- Rounded ambition in goals for pupil and school achievement regarding excellence for all, pupil and staff development; and well-being/ professional growth

- Positioning curriculum development and realisation and CPDL as a symbiotic relationship
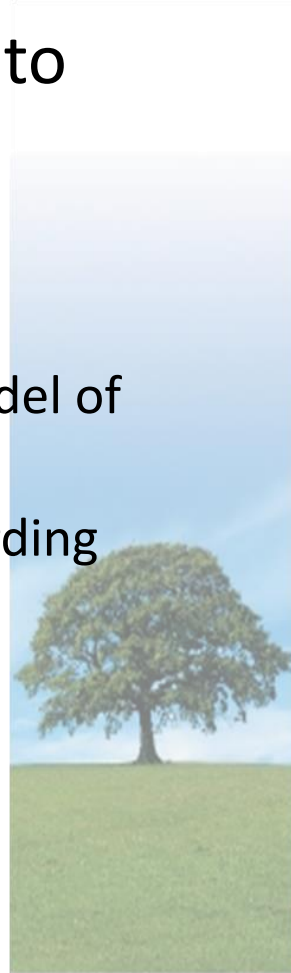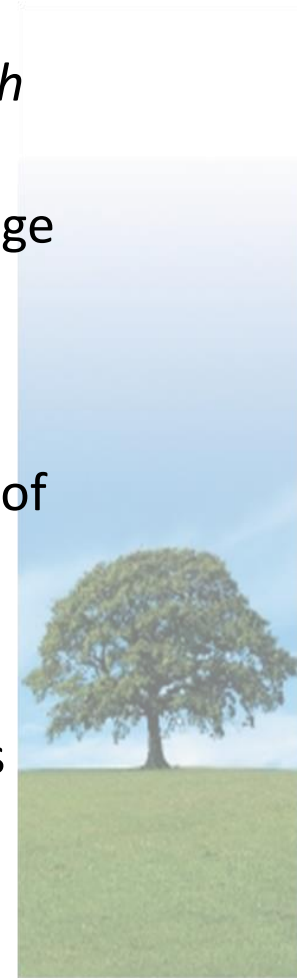
Effective leadership of curriculum development (and leadership of CPDL) means

Recognising the contribution of specialist expertise *in securing depth* by:

- Surfacing your own and your senior colleagues' specialist knowledge and the role it played in your development to:
  - Raise awareness of the contribution it makes to depth
  - Know how to locate and use it when it comes from other contexts
- Understanding and developing the specialist knowledge and skills of curriculum developers in CPDL enough to take advantage of links (and vice versa)
- Careful commissioning (whether internally or externally) of CPDL activities, tools and protocols for supporting coherent experiences for pupils

# Effective leadership of curriculum development (and leadership of CPDL)

The map highlights tests leaders can use to weigh up the systems, tools and protocols they use to set up virtuous circles - by evaluating specifically and explicitly how far they:

- Avoid focusing on bodies of knowledge divorced from the practical ways in which knowledge is brought to life in schools

- Help build coherence in curriculum experiences across phases

- Help teachers navigate complexity by taking account of the cognitive, practical and emotional demands being made

- Promoting wellbeing as well as progress by focussing on the values of the community and the school

- Ensure that those leading curriculum development understand the evidence about good CPDL - and vice versa

The evidence suggests that leaders should make it explicit at every level, especially in SLT, that:

- Curriculum development **depends on** great CPDL

- Properly structured, collaborative curriculum development is **a great driver of CPDL**

- Integrating the two involves:

  - Wrapping high impact CPDL protocols (e.g. debriefing, coaching and collaborative enquiry) around curriculum development

  - Prompting colleagues to be explicit about what they learn whilst developing the curriculum to deepen awareness of:

    - what *curriculum development contributes to professional* growth

    - And to their pupils' learning.
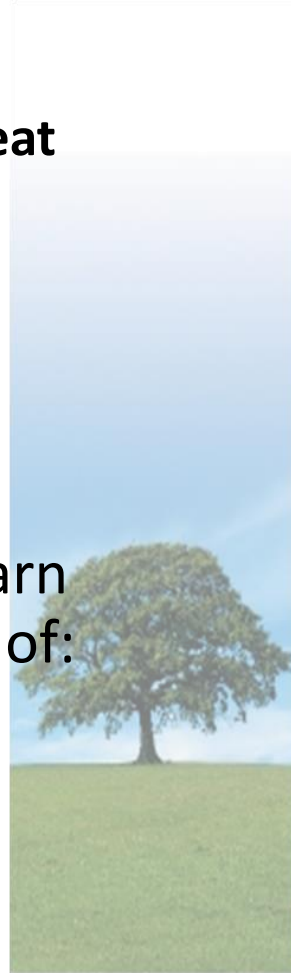
- What examples do we have in the room of current challenges that might be enhanced by these findings?

- What I examples do we have of them already at work?

- What tools can people point to that help teachers navigate the practical and the cognitive and the emotional load of CPDL?
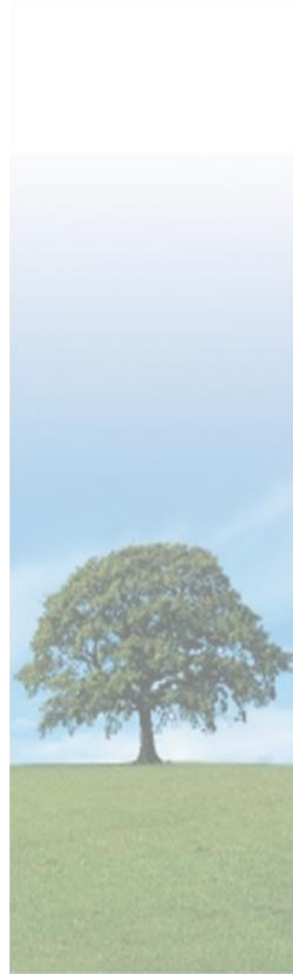
Personal reflection - use this grid to think about possible next steps for post session reflection

Findings to think about	Current strengths to build on	Possible area for development
1. Identifying, understanding & building on the use of specialist expertise to promote depth via content/links across phases or subjects and or the community we serve		
2. Increasing the synergy between CPDL & curriculum development whilst also using it to enhance professional growth		
3. Developing tools to help teachers navigate the complexity of living out our values professionally		
4. Identifying & allowing for the intellectual, practical and cognitive demands the curriculum & related CPD are making on colleagues		
5. Positioning CPDL and curriculum development as everyone taking shared responsibility for pupil progress and well being		

metaphor
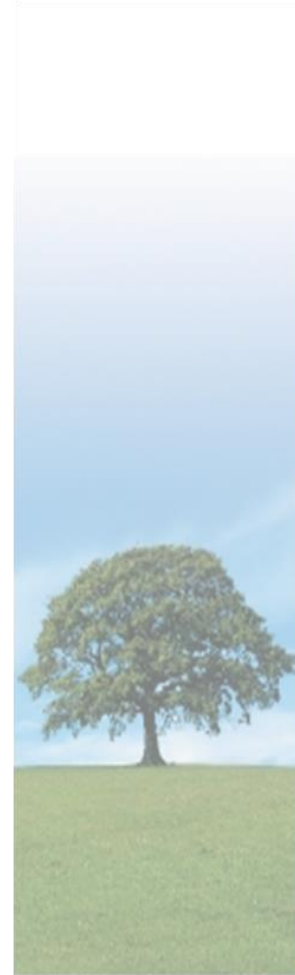
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