Developing Great Leadership of CPDL and curriculum development

findings from a map of evidence from systematic reviews with evidence about pupil impacts

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The evidence about curriculum development, CPDL and the leadership of both

- No systematic research reviews re curriculum development *with evidence re pupil impacts* – too few studies with that to support them
- But there are systematic reviews with pupil impact data re CPDL and its leadership that:
  - do explore curriculum development in depth
  - highlight the contribution leaders can make to both and the virtuous circle that leaders can make between them

The evidence re leader of CPDL relates to:

- Effective leadership contributions plus design
- How CPDL and curriculum development are conceptualised
- An holistic approach via reciprocity between CPDL and curriculum development:
  - The selection and use of external inputs
  - Rounded ambitions for excellence for all – pupils, teachers and the school
  - Responsiveness to the needs/strengths and starting points in the local and school community

Effective leaders of great CPDL..

- Position CPDL as *shared responsibility for pupil achievement and wellbeing*
- Focus on teachers' *professional growth* as well as developing knowledge/skills
- *Model openness* to professional/ leadership learning
- Design structures/**systems for managing complexity**
- Take fully into account the **cognitive, practical & emotional** demands made by CPDL approaches and systems
- **Recognise and mobilise specialist contributions** to CPDL (including CPDL expertise)

http://www.curee.co.uk/node/5201

Designing CPDL effectively means

Creating (elapsed) time *to incorporate results in* their practice

Focussing CPDL, building on deep understanding of teachers':

- Professional identities practices and motivations
- Approaches to learning
- Existing knowledge and skills and beliefs

Drawing on specialist expertise and deep knowledge re pupils and community

Aligning CPDL with teachers' aspirations for pupil achievement and wellbeing

Emphasising practical theory alongside content and pedagogy

Ensuring collaboration/ peer support spring from experiments with new approaches and evidence about how pupils' respond

In-school leadership of CPDL at a glance

Headteachers

Position CPDL as *shared responsibility for pupil achievement and wellbeing*

Focus on teachers' *professional growth* as well as developing knowledge/skills

Model openness to professional/ leadership learning

Design structures/**systems for managing complexity**

Manage cognitive, practical & emotional demands

Mobilise specialist contributions to CPDL including CPDL expertise

Senior & middle leaders

Embed and model CPDL as taking *shared* responsibility for pupil achievement & wellbeing in all meetings & CPDL activities

Identify need for, and **draw in specialist support including external support**

Using high impact, evidence-rich CPDL processes to **support active learning & professional growth**

Develop tools that **take account of the cognitive, practical and emotional demands** made by CPDL

Teachers

Identify ambitious aspirations for pupil achievement & wellbeing to drive professional learning

Develop understanding of underpinning rationale/ theory as well as nature of new approaches

Link self awareness, professional goals & collaboration to **share responsibility for pupil wellbeing & achievement**

Pause for thought/ conversation

- Use the online quiz to:
  - Highlight 3 key points that seem to be new or offer a fresh perspective
  - 3 key points which seem most relevant to our current situation
- We'll use the results to gain an overview of our perspectives and focus discussions before moving on to look at findings re curriculum development

Effective leadership of curriculum development and of CPDL means;

A mirror image so findings re CPDL are all important to leading curriculum development especially those relating to:

- Alignment with the local community and school values
- Organising CPDL and Curriculum development as a means of taking shared responsibility for meeting ambitious goals
- Integrating curriculum development and realisation with CPDL

Effective leadership of curriculum development and leadership of CPDL means

Recognising the contribution of specialist expertise to CPDL 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 its purpose,
  - Know how to recognise/locate quality and depth in others or resources
- Understanding and developing the specialist knowledge and skills of CPDL facilitators in CPDL *and* curriculum development
- Careful commissioning (whether internally or externally) of CPDL activities, tools and protocols

Effective leadership of curriculum development and leadership of CPDL means

In particular, 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

- Speak to the values of the community and the school as well as national requirements, promoting wellbeing *and* progress

- 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 curriculum development is **a great driver of CPDL**
- Integrating the two involves:
  - wrapping high impact CPDL protocols (e.g. 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
    - as well as to their pupils' learning.

Metaphor

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