

# Developing Great leadership of CPD (and learning)

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

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## 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
- Manage cognitive, practical & emotional demands made by systems
- Mobilise specialist contributions to CPDL (including CPDL expertise)
- <http://www.curee.co.uk/node/5201>



# Designing CPDL effectively means

Aligning CPDL with teachers' aspirations for pupil achievement and wellbeing

Creating time *to incorporate the 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

Emphasising practical theory alongside content and pedagogy

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

Drawing on specialist expertise and deep knowledge re pupils and community

# 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**



A large, leafy tree stands on a grassy hill under a blue sky. The tree is the central focus, with its branches spreading out. The background is a clear blue sky with some light clouds. The foreground is a green grassy field.

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