Enhancing learner success: using research and evidence about effective Continuing Professional Development and Learning (CPDL) to make a difference -

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This session

- Unpacking 2 case studies of CPDL that reflects much of what's known about CPDL that works for students as well as teachers

- The headline evidence

- Strengths and stepping stones for the sector (including QTLS) and next steps

- An extended metaphor/ story

Assessing Grey Matters, Sam Alvarez

- Sam researched, collaboratively with colleagues, assessment for learning (AfL) practices for supporting and developing' A level education over a year

- Large FE college (9,500 students, 1,104 staff)

- Worked with six full-time teachers –from A level Accounting, Business Studies and Economics.

- Teachers researched and developed practice with an A level, mixed-ability, mixed gender class

- Students' minimum expected grades (MEG) based on GCSE ranged from A to E –the majority MEG of C

Focus

- Foci agreed – related to goals for departments & students
- Preparation for advanced writing a common obstacle
- Teachers explored obstacles in relation to AfL research:
  - **Identifying and studying model answers and mark scheme**s to build shared understanding of nature of advanced writing
  - **Formulating assessment criteria collaboratively** to produce detailed, assignment-specific criteria
  - **Sequenced self and peer assessment** of given examples of work, or their own work and peers' work
  - **Structured dialogue** via asking questions, summarising, clarifying and predicting

Findings

- The form and expectations of assessment changed radically over the 12 months.
- Assessment became integral to educational experiences for both students and teachers
  - Students identified aspects of AfL that worked for them
  - Students valued opportunities to learn together embedded within AfL
  - Students became more reflective
  - Students improved the quality of their work
  - Teachers and students
    - learned more about the practice of AfL and
    - built a shared language and understanding of its role in learning

What the team did

- Met every 3 weeks to share questions and learning to date and discuss and develop common approach to AfL
- They also undertook:
  - Three peer observations
  - Two interviews with an opportunity sample of three students per class
  - Notes from teachers' and students' reflective learning logs.
  - In addition we analysed 3 different pieces of work from all 120 students involved

  http://www.curee.co.uk/node/4815

Inspiring creativity in teaching for Early Years practitioners

- Aims were to explore collaboration's contribution to
  - Producing/ using active learning approaches and materials,
  - the effectiveness of peer coaching on team work and CPD
  - leadership behaviour and learning
  - Draw our joint experience of collaborative development to support and improve teaching and learning and integrate several new colleagues into the existing team.
- Strong responsibility for modelling good pedagogy to learners training to work with early years children

Activities 2

- Started with student voice
  - What helps you to learn? What do you enjoy in & remember about your lessons? What is less helpful?
  - Results revealed a strong preference for active learning
- Teachers
  - analysed nationally published & researched resources for ways of enhancing active learning
  - discussed and chose resources for developing activities for their own subject areas and their learners
  - used peer coaching and cycles of peer observation to support design, use and refinement
- A six weekly reciprocal review meeting helped slower starters catch up and deepened ownership for all

Activities 2

- The ground rules for peer observation were crucial.
- Teachers devised a proforma that asked about:
  - 'Three things I would try in my teaching';
  - 'One thing I might do differently'; and
  - 'How did you find it being observed!'
- To create a template for the discussion/coaching both during and following the observation
- The use of resources and peer coaching was visible to students who also started to volunteer to help make resources to support their own active learning.

Outcomes 1

- Students preferred multi dimensional and active learning
- Shared risk taking was powerful for teachers
  - "I thought everyone knew what they were doing except me. Now I realise that we all had ideas and that I could contribute as much as the more experienced teachers."
- Significant increase in skilled use of published materials to enhance active learning
- Better learner engagement

Outcomes 2

- Peer observation helped to broaden teachers' understanding of the Early Years curriculum and the links between subjects

- Staff more motivated to try to understand teaching and learning in depth - increased reflection and evaluation

- Staff more enthused about creativity and risk taking

- A marked increase in retention for first year groups and achievement for second year groups.

- Progression to Level 3 from Level 2 also increased dramatically

- Now chose 1 of these examples and try to identify with a neighbour the key building blocks for effective professional development within them

- Then we'll build list of core characteristics together

Eight key CPDL processes to enable research to make a difference in classrooms

Systematic reviews show that effective CPDL involves sustained, iterative, aligned combinations of evidence-rich:

- Development activities focused on aspirations for learners/students

- AFL for teachers

- Support via professional learning tools

•All contextualised for subjects/contexts and specific sub groups of students
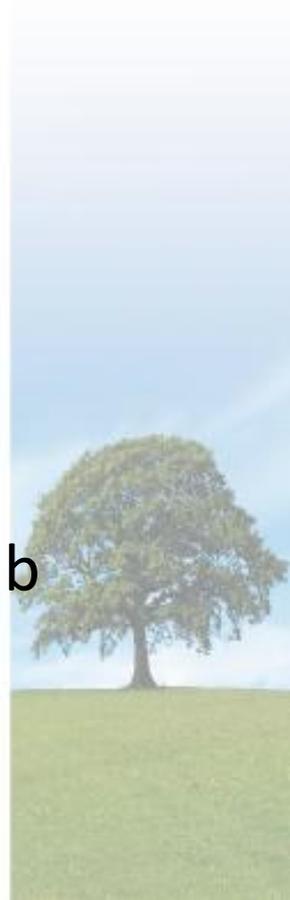
Eight key CPDL processes to support change in classrooms

Systematic reviews show that effective CPDL involves sustained, iterative, aligned combinations of evidence-rich:

- Access to specialist expertise e.g. via research, role modeling and evaluation

- Peer supported dialogue re students' responses to changes

- Exploration of disruptions, assumptions & beliefs

- Developing practice and theory side by side.

http://www.curee.co.uk/node/4707

QTLS and effective CPDL

**QTLS sets out in some detail the expectations on you as professionals**

Extensive reference to CPDL that links with the evidence about effectiveness and about engagement with research. For example

QTLS Standards Professional values and attributes

- Reflect on what works best in your teaching and learning to meet the diverse needs of learners

- Evaluate and challenge your practice, values and beliefs

- Build positive and collaborative relationships with colleagues and learners

QTLS Interactive Map
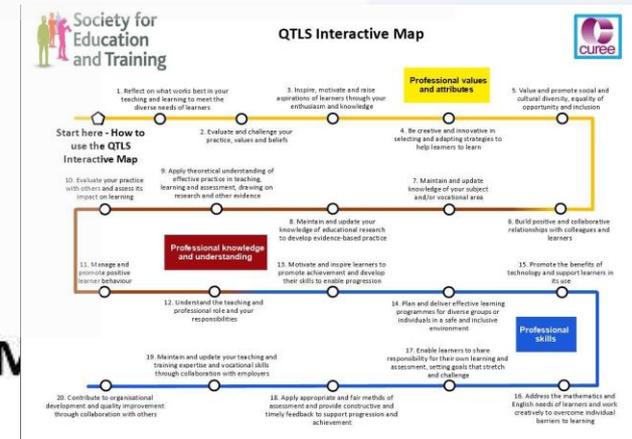
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners

3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge

Professional values and attributes

5. Value and promote so cultural diversity, equa opportunity and incl

Start here - How to use the QTLS

2. Evaluate and challenge your practice, values and beliefs

4. Be creative and innovative in selecting and adapting strategies to help learners to learn

QTLS part two

Professional knowledge and understanding

- Maintain and update knowledge of your subject and/or vocational area and your knowledge of educational research to develop evidence-based practice
- Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
- Evaluate your practice with others and assess its impact on learning

Professional skills

- Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
- Contribute to organisational development and quality improvement through collaboration with others
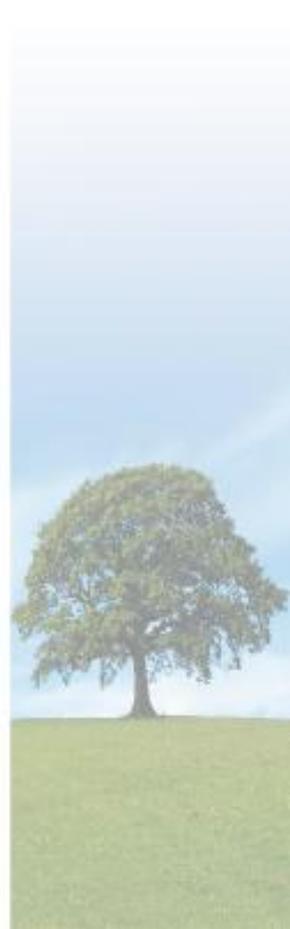
Springboards, assets & opportunities

- What do you see in your organisational contexts and the sector more broadly that offers an opportunity to deepen and enhance CPDL and use or research?

- Which are the barriers that ResearchED might help you to overcome?

Merlin, Arthur and professional learning

The Book of Merlin T H White

Merlin" said the King, "tell me the reason for your visit. Talk. Say you have come to save us from this war." "No" replied his former tutor "it is hopeless doing things for other people. The only thing worth doing for the race is to increase the stock of ideas. Then, if you make available a larger and deeper stock, the people are at liberty to help themselves from out of it . By this process the means of improvement is offered, to be accepted or rejected according to their need. Such is our business, to open up new ideas (and practices)."

"You did not tell me this before." Replied Arthur "You have egged me into *doing* things all my life, the chivalry, the Round Table. What were these but efforts to save people and to improve how things are done?

"They were ideas" said Merlin firmly, "rudimentary ideas. All thought in its early stages begins as action. The actions which you have been wading through have been ideas, clumsy ones of course, but they had to be established before we could begin to think in earnest. You have been teaching man to think."

"So my round table was not a failure Merlin?" - "Certainly not, It was an experiment".

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