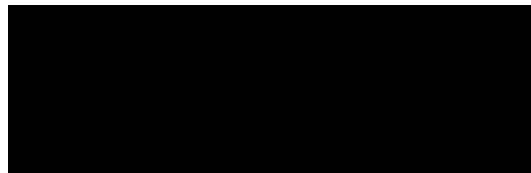


**POSTGRADUATE PROFESSIONAL  
DEVELOPMENT (PPD) PROGRAMME  
QUALITY ASSURANCE (QA) STRAND**

**RESEARCH REPORT YEAR TWO**



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## Background to the TDA PPD Evaluation QA Strand Year 2

1. In 1998 the Teaching and Development Agency for Schools (TDA) led the Award-bearing In-Service Education and Training (INSET) scheme for the (then) Department for Education and Skills (DfES). A joint review by TDA and the DfES published in 2003 highlighted areas for development, including:
  - improving the responsiveness of courses to local needs;
  - increasing the accessibility and flexibility of courses; and
  - increasing participation amongst teachers and monitoring the impact of courses.
2. In response to these recommendations, and building on the strengths of the existing award-bearing INSET scheme, the TDA developed a new programme of award bearing postgraduate courses known as the Postgraduate Professional Development (PPD) programme. The TDA PPD programme provides funding to support teachers' learning and development at postgraduate level (M level). Allocations of the first round of funding for PPD courses were made in February 2005, for the academic year 2005/06.
3. There are currently more than 60 providers of TDA funded PPD courses across England. The providers are partnerships or consortia usually made up of a combination of Higher Education Institutions (HEIs), Local Authorities (LAs), schools, subject associations etc. The make-up and size of the partnerships varies considerably.
4. The Centre for the Use of Research and Evidence in Education (CUREE) was commissioned by TDA in July 2006 to undertake a three-year evaluation of the PPD programme to monitor the quality and impact of the scheme. The evaluation was also intended to contribute to the evolution of the programmes, through working collaboratively with course providers to increase understanding of effective CPD and to use this to guide the development of the provision.
5. The key aims of the evaluation were to:
  - identify, highlight and communicate examples of good practice across the PPD provision;
  - identify areas in which TDA can strengthen PPD provision;
  - conduct research of a robust nature to inform advice to Government about the national availability and quality of PPD provision; and
  - inform the nature and direction of further research in this area.
6. The specific objectives were to evaluate the:
  - effectiveness, quality and impact of course preparations;
  - effectiveness of activities designed to recruit and prepare participants for the course;
  - performance of providers;
  - impact on the performance development of teachers; and
  - robustness of providers' own quality assurance, evaluation and monitoring procedures.
7. The evaluation was designed to combine both qualitative and quantitative data sources and data analysis in order to create a robust data set. At all stages of the evaluation process the TDA team reviewed and agreed progress.

## Year 1 Findings

8. The first year evaluation found that:

- *Effective partnership working added value to the PPD provision, through:*
  - *sustainable recruitment from amongst partner organisations;*
  - *creating conditions to enhance the impact of Continuing Professional Development (CPD);*
  - *responsiveness to understanding learning needs and tailoring provision; and*
  - *using economies of scale.*
- *The major barriers identified by the evaluation were time, funding, school support and addressing students' work life balance. The evaluation found that most providers are making thoughtful efforts to overcome these problems in a variety of ways.*
- *While course preparations took account of the need to align provision with school and student priorities, we were not able to draw out evidence that the design and preparations had taken into account the specific contributions of the course deliverers/tutors in terms of the CPD models and learning processes.*
- *Providers were cautious about making links between PPD and pupil outcomes, yet most were able to report (or assume) improvements in pupil engagement and motivation, confidence, understanding and behaviour – and, in a few cases, achievement. There was evidence that students were using multiple evidence sources in their own action research projects, where these were taking place and that they were reporting improvements in pupils' achievements and learning as well as a range of affective outcomes.*
- *Planned teacher learning outcomes ranged from generic (e.g. leadership skills) to specific subject knowledge and skills (e.g. mathematics, ICT). More than three quarters of teachers interviewed said that PPD had made a difference to their professional practice.*
- *Quality monitoring and evaluation of design and outcomes were ongoing and integral to course validation procedures. All courses were subject to major review, ranging from an annual review to a five-yearly review.*

9. Based on the analysis and synthesis of findings across the sample, the evaluation enabled the researchers to:

- *start painting a picture of the range and depth of teacher and school issues which the PPD providers are addressing directly;*
- *develop an overview of the nature of the partnerships and to make recommendations about future progress in partnership working;*
- *understand some of the issues around impact evaluation and to make recommendations which should help progress this in the future; and*
- *identify gaps in the balance between content and design for learning, and make recommendations as to how these might be addressed.*

10. Two of the principal recommendations arising from the Year 1 findings were:

- that the nature of the specialist or expert input (for example modelling, demonstration, practice and feedback from observations, or building in time for preparation and teacher planning, should be specified in the course design. Our questions about CPD activities and processes were only able to unearth detailed evidence about processes in this first year in a small number of cases. Whilst careful thought about processes which may well be happening it is not centre stage in design and monitoring activities. Providers could benefit from taking account of the evidence about the skills and processes necessary for instructional facilitation of professional learning; and
  - that the TDA should offer support to providers in establishing criteria for weighing and aggregating the evidence of pupil impact reported by students. This will help providers to meet the TDA criterion for impact evaluation and also help focus participant enquiry more directly on specified learning outcomes for particular groups of students.
11. We have been able to use the Year 1 findings to extend the range of questions in our analytic framework. In particular we have probed the nature of the partnership operations in more detail (see section on partnerships below.) We also extended the range of questions in our student telephone interviews to include their perceptions of the learning and support processes available to them. Based on our fieldwork experiences in Year 1 we also briefed providers explicitly prior to the site visits that we were interested in probing the nature of the delivery and support processes in relation to evidence about professional learning.

## **Methodology**

### **Sample**

12. A sample of 20 course providers/partnerships was selected for detailed investigation in Year 2. This was a departure from the sampling methodology in Year 1, where a stratified sample was chosen rather than a random sample because we wanted to include a range of providers (ranging from large HEI led providers to small subject association providers) in order to be confident about the broad findings
13. During Year 2 of the evaluation, CUREE team members attended the TDA Partnership Managers' Conference on 22<sup>nd</sup> November 2007. This provided an opportunity for partnership managers to meet the CUREE research team, to learn about the project, to hear the findings from Year 1, and to ensure that the project was appropriately connected to other related development work.
14. Although the CUREE Directors did not attend Development Group meetings in Year 2, CUREE provided regular reports to the TDA on the progress of the evaluation, which enabled the Development Group to offer strategic advice.
15. As in Year 1, CUREE's approach in Year 2 was to unpack the specific evaluation objectives into a series of key questions, amenable to either quantitative or qualitative manipulation, or both. Based on the detailed Year 1 findings we were able to increase the range and level of quantification, creating a detailed menu of actions and processes relating to the different evaluation objectives.

16. We have listed the key questions below. The detailed questions used to unpack these and to populate the database are attached at Appendix 1, together with the detailed methodology. The analytic framework is attached as Appendix 3.

## **Key Questions**

### **Effectiveness, Quality and Impact of Course Preparations**

#### Level 1

17. Have providers:

- undertaken a needs analysis: what are the issues for schools and teachers? What do schools and teachers want?;
- consulted with local stakeholders (local authorities, schools, networks); and
- subjected the courses to academic accreditation processes and peer review.

#### Level 2

18. Have providers:

- provided opportunities for teachers/other stakeholders to have an input in course design?;
- attempted to align course provision with school goals and leadership?; and
- created a balance between content (input) and design for professional learning? (What is learned and how it is learned?)

### **Effectiveness of Activities Designed to Recruit and Prepare Participants for the Course**

#### Level 1

19. Are providers:

- aware of potential barriers to recruitment?
- marketing their provision and creating awareness of their provision?
- creating accessible information sources (e.g. online course information)? and
- access – on-line support, printed materials.

#### Level 2

20. Have providers paid attention to potential barriers in terms of:

- delivery – timing location (e.g. all provider based; all school based; mixture of the two)?
- finding out individual teacher's starting points? and
- pre-course planning involvement and support of students?

### **Impact on Pupils and Teachers**

#### Level 1

21. Is there evidence of:

- improvements in pupil learning (where appropriate depending on course content)?
- changes in teacher knowledge and understanding? and
- application of new knowledge and understanding in professional contexts?

#### Level 2 Indicators

22. Does the course include:

- on-site training, modelling in the real-world environment of the classroom and addressing teachers' own concerns and issues?
- demonstration, practice and feedback?
- structured time for in-class modelling, preparation and teacher planning?
- planned opportunities for peer support and classroom experimentation? and
- evidence of attention to adult learning and aligning professional learning with student learning?

**Develop Teachers' Research and Problem-solving Skills through the Critical Evaluation of Evidence and Research from a Range of Sources, Including Academic Research and Other Data Available to Schools**

- What are participants' perceptions of research/problem solving skills using evidence from research and other data?
- How do providers facilitate access to the public and local knowledge base?
- To what extent do providers tailor this to context and offer a menu from which teachers can choose?
- How are research and problem solving skills applied in professional contexts, including skills in interpreting the implications of data for context?

23. In addition we looked for internal and external quality assurance procedures, such as procedures for course validation and monitoring external examining arrangement and inspection reports.

**Impact**

24. Providers were required to produce impact reports for TDA. These, together with the site visits, student interviews and portfolio reviews were used for this part of the evaluation together with a set of key questions:

- Have providers established a baseline from which to assess participant impact?
- Has participant perception of changes in skill, knowledge, practice, attitude (confidence, self efficacy) etc. been included in the evaluation of impact?
- Have other indicators: satisfaction surveys, school feedback etc. been included in the evaluation of impact?
- Have provider assessment outcomes been included in the evaluation of impact?
- Have providers made efforts to establish tools for assessing impact on student performance? (e.g. through teacher action research techniques?)

25. *For a detailed account of the evaluative methodology see Appendix 1.*



## **Year 2 Findings**

### **Partnerships**

26. In Year 1 we reported that where partnerships were well established, non hierarchical and involved LA and school-based partners in both the preparation and delivery of the programmes, they had the potential to add considerable value in the following ways:
- linking locally based needs analyses to national or regional priorities;
  - creating consultative networks to ensure that provision is tailored to meet school and teacher priorities;
  - using monitoring to shape and develop provision according to participant and partner feedback;
  - sharing outcomes and learning through events, seminars, presentations, conferences and workshops; and
  - increasing recruitment, particularly at school level
27. Although we were cautious about the partnership data since our sample was deliberately tilted towards the largest and most complex partnerships, we recommended that the TDA continued to promote active partnership arrangements as a basic criterion for PPD funding.
28. For Year 2 we set out to gather more fine-grained detail about the partnerships. As in Year 1 we uncovered a range of partnership structures and processes, the characteristics of which are described in depth below.

### **Characteristics of PPD Provider Partnerships**

29. There were two key differences between the Year 1 and Year 2 samples. The first is that the partnerships in the Year 2 sample had had an extra year in which to develop. The second is that all but one of the 20 provider partnerships in the Year 2 evaluation were led by HEIs. The exception was led by an LA, in close partnership with a local university.
30. The extent of the partnerships in terms of the number of partners varied, although most (18) included three or more Local authorities. The largest partnerships involved 10 or more local authorities. One partnership worked with 1600 schools. In two cases FE colleges were active partners. Three partnerships involved collaboration between four or more universities, although (see below) a strong focus of the partnerships in these cases was on the rationalisation of provision.
31. In every case, partners included LAs and, in about half of the sample, external specialist organisations. These included SEN organisations such as the National Centre for Young people with Epilepsy and Dyslexia Action. They also embraced organisations specialising in, for example vocational education, early years, and creativity. Each partnership – bar one - includes individual schools and/or networks of schools.

### **Working and Learning Relationships Between Partner Organisations**

32. All but one of the partnerships in the Year 2 sample reported productive working relationships. Our field visits uncovered a real sense of interdependence between the partners and some clear indicators (see below) of added value through partnership working. Partnerships appeared to be maturing and schools appeared to have increasing confidence in identifying and expressing professional development needs.

33. Typically, the lead HEI tended to provide the partnership management and administration (mostly through a designated partnership manager funded by the PPD programme), accreditation, communication and quality assurance. Additional administrative support was also needed to manage the day to day work such as information transfer, managing student impact data, maintaining the partnership communication forums, managing the office, marketing and promotion.
34. The majority (17) of providers were clear that their provision was aligned with school goals and priorities. Fifteen partnerships ran bespoke, accredited school based PPD programmes and a number commented that their school-based provision was increasing. Tailoring provision to school and individual teachers' needs also meant increasing flexibility on the part of the providers – for example two said that they had recently significantly reduced the time taken to validate a new module so that they could be responsive to needs identified by LAs and schools.
35. Local authorities and schools were also essential partners in particularly in relation to needs assessment and recruitment, course monitoring and review. Additionally they:
- co-developed courses and modules (14)
  - contributed to course delivery (11)
  - acted as external assessors (6)
  - provided evaluation and feedback (18)
36. Customer **responsiveness** emerged as a strong theme of partnership working in the Year 2 sample. Schools, LAs and universities sharing responsibility for provision appears to create an infrastructure of checks, balances and reach to enable them to depart from the traditional, HEI based provision to develop a range of consumer-orientated models. These included:
37. Experiential School-based CPD-based around the schools' development needs and tailored to its requirements in terms of timing, frequency and duration:
- Programmes run entirely in school by the headteacher but overseen by the partnership
  - A partnership network of 75 schools which shares practice in ITE as well as professional development and practitioner research
  - Converting existing LA courses into validated M level modules
  - Offering an entirely school-based MA programme, involving school leaders as Associate Tutors and enabling a high degree of personalisation to institutional and individual needs
  - Accrediting school run courses in leadership and school improvement; providing tutorial support and quality assurance and offering additional support, for example offering students support with writing.
  - Negotiating bespoke M level CPD with groups of schools focussing specifically on the needs of the pupils in the local area
  - Using ITE partnerships to offer partner schools 12 free modules for staff per year. GTP schools have a three module allowance per GTP trainee.
38. These developments sit interestingly alongside evidence about a shift in expectations in schools. One partnership specifically commented that schools had recently changed their expectations towards provision delivered in school

using a mentoring model. This is reflected in the provider accounts of increases in their bespoke provision, provision tailored to school and teacher priorities and provision focused on particular groups of students via the PPD partnership arrangements across the board.

39. Of the three partnerships with a number of HEIs among the partners one key focus was to rationalise regional provision so as not to duplicate provision unnecessarily. Two of these partnerships have developed some innovative practice in relation to meeting school and teacher needs through the delivery of accredited provision in schools. The third said that the priority focus is to ensure that there is no unnecessary overlap or duplication of provision. The partnership meets termly and looks across provision regionally, managing supply and demand strategically. However all accredited postgraduate provision is still delivered at and by the HEI, although the programme leader is investigating M level provision more closely tailored to the needs of schools.
40. **Mechanisms** by which partners keep in touch, assess needs, plan and monitor provision include:
- PPD-wide strategy groups which meet regularly and comprise representatives of all the partners
  - Course or module committees involving teachers (students), local authority officers, and course tutors
  - Working directly with schools and local authorities on the design of in-school CPD programmes
  - Course teams and boards of study for each programme
  - LA officers, school leaders and teachers acting as co-tutors
  - Regular, informal contact via email and telephone

### **The Relevance of Effective Partnerships for PPD**

41. The Year 2 evaluation uncovered extensive reports that partnership working is seen as being linked to effective PPD provision. We found partners working together to identify need, plan provision, deliver and monitor provision using specified processes and management arrangements which included opportunities for discussion and consultation between partners and ongoing quality assurance.
42. In particular:
- **Expanding and flexible provision.** Most partnerships had expanded their provision to meet particular needs. Partnerships contributed substantially to the providers' ability to carry out needs assessment with schools and local authorities and to expand their provision to meet those needs. In many cases this did not necessarily mean increasing the number of courses on offer but instead designing M level modules and programmes which could subsequently be tailored and adapted to meet the rapidly changing and diverse learning needs of practitioners without compromising on quality. Increasingly, partnerships are also expanding accredited provision as HEIs work with their partner LAs to accredit the LAs' own provision, thus extending the professional M level learning opportunities for teachers. More than half of the partnerships pooled resources and increasingly involved LA and school practitioners in delivering provision. This also had an influence on expanding provision.

- **Targeting local needs.** Although some partnerships mentioned the national standards (5) and national strategies (8) as an integral part of their needs analysis, it was clear that the association with local authorities and schools took priority. 18 partnerships said that they took account of local priorities. For example, one partnership worked with a cluster of schools in a deprived rural area to target PPD specifically at the needs of the local pupils. Another was working with clusters of schools on identified local priorities. Fifteen partnerships had established mechanisms for taking account of school and individual teacher based priorities.
- **Reach.** Many partnerships reported that recruitment had increased in Year 2. Some providers commented that their links with schools and local authorities directly contributed to their recruitment and, in some cases, to retention and completion as partners made concerted efforts to improve and increase the amount of in-school support participants received. However providers continued to identify participants' concerns about formal accreditation and written work as a barrier to both recruitment and retention. Several providers said that they had made changes to the assessment requirements in response to this by identifying a more mixed portfolio of evidence, including video. Overall it was not possible to gather retention data from enough providers to identify any trends. One lead HEI attributed an increased retention rate to the PPD partnership arrangement while others pointed to the additional support for students made possible by school based delivery and the involvement of LA advisors as tutors. Some partnerships were making strategic use of their ITE links with schools to recruit to PPD programmes.
- **Economies of Scale.** The use of associate tutors in schools and the involvement of LAs appear to have enabled providers to reduce the costs of the provision at the same time as they increased the amount of in-school support available to students. This, in turn enabled partnerships to use TDA funding to significantly subsidise fees and/or provide a travel subsidy for teachers participating in the courses -circumstances that have been a challenge for some. Some partnerships warned that bespoke delivery by HEI providers within schools was expensive and therefore limited. It may be that greater involvement by these partnerships of practitioner tutors and mentors could help drive down some of these costs.

## Provider feedback

43. Many partnerships volunteered positive and practical observations on partnership working as part of their feedback comments to the TDA:

- *partnership work has benefited [us] in a number of ways including being able to:*
  - *share perspectives and gain new insights from partnership meetings;*
  - *network at TDA managers meetings;*
  - *maintain close links with local authorities;*
  - *respond rapidly to the changing needs of schools, pupils and teachers; and*
  - *attract a more diverse range of practitioners.*
- *The university feels that partnership work has enabled them to:*
  - *create new, practical approaches to professional development for*

- teachers;*
  - *maintain close links with local authorities and schools;*
  - *provide a cost discount for NQTs; and*
  - *respond effectively to the changing needs of schools, pupils and teachers.*
- *[the university] identified a number of key messages for the TDA:*
  - *Working in partnership with other universities and local authorities allows them to increase the different topics covered by M-level courses available.*
- *One university said:*
  - *Partnership models are a very powerful and effective way of delivering PPD.*
- *The programme manager believes that partnership working:*
  - *brings a freshness to the provision because it is based on issues that really matter to teachers and schools;*
  - *creates breadth because of the range of variation it introduces to the processes of learning;*
  - *provides the means to subsidise certificate course modules; and*
  - *enables the university programme teams to be responsive to schools' needs.*
- *The partnership approach of the PPD provision means:*
  - *closer collaboration between the institutions in terms of teaching preparation and quality assurance;*
  - *opportunities for joint teaching;*
  - *jointly institutions in the partnership are able to offer students a wider range of resources, including online resources; and*
  - *programme teams can develop new forms of provision that better meet the needs of teachers, schools and pupils.*

## **Conclusion**

44. It has been interesting to note the increasing maturity of the partnerships and the programme as a whole.
- For HEIs, the partnership and the longer development timescale seems to have helped them in their leadership role, to take responsibility for innovation as they respond to consumer demand, for tailoring provision to needs and for outreach work.
  - For the local authorities the longer timescale and increasing clarity of role has helped them contribute strengths in terms of brokering, aligning existing in house provision with Masters level demands and supporting alignment between provision and school needs.
  - For schools the longer timescale and increasing sense of what the partnership can offer is linked to increasing depth and confidence in identifying and expressing needs, contributing to tutoring and facilitation and supporting students in their studies.

## Findings Relative to the Evaluation Objectives

### Evaluation Objective 1: Effectiveness, Quality and Impact of Course Preparations

#### Indicators

45. The first set of data for this part of the evaluation relates directly to established good practice in developing and validating new courses. We looked for documentary and field data to ascertain whether providers had:
- undertaken a needs analysis: (e.g. What are the issues for schools and teachers? What do schools and teachers want?)
  - consulted with local stakeholders (local authorities, schools, networks); and
  - subjected the courses to academic accreditation processes and peer review.

#### Needs Analysis

46. All of the sample providers used a form of needs analysis to help shape their course content. Across the sample, providers appeared to be focusing increasingly closely on local needs and school priorities. The needs of participants appear to have contributed very substantially to the programme delivery (e.g. timing and/or location.)
47. Providers employed an extensive range of data collection methods to inform their needs analyses. Regional forums, regular meetings with LAs, meetings with headteachers and CPD co-ordinators, teacher surveys and student feedback were among the most common. Many providers were also making use of their ITE and NQT networks to elicit information about school and individual teacher needs. All of the sample said that they consulted schools in various ways (e.g. through CPD co-ordinators, heads or groups of existing students or trainees) and that they took school based priorities into account. They also planned around teacher need – such as NQT support for example. In just over half the sample, teacher needs were initially identified collectively by heads. In 14 cases individual teacher learning needs were taken into account and 15 providers built participant feedback into their programme planning. Pupil needs were specifically mentioned by just 4 providers.
48. Five providers said that they included the national standards in their needs analyses. Eight providers reported that they involved the national strategies in their needs analysis. The majority took local (mostly LA) priorities into account, both by consulting partner LAs (19) and/or by planning provision in line with the LA Education development plan. Ofsted featured in 7 provider needs audits. Two providers emphasised their concerns at the ‘tensions’ which could arise between national priorities and local needs. Ofsted featured in 7 provider needs audits.
49. In terms of programme delivery it was clear that the needs analysis and consultations with stakeholders (see below) had influenced the providers towards flexibility. Seventeen providers specifically highlighted greater flexibility in delivery than in the first year of their TDA funding. Eighteen had made adaptations to the timings of delivery and 13 said that they based the location of the delivery on the needs of the participants.
50. The main stakeholder consultations appeared to be:
- LAs (19)

- Teachers (17)
- Schools (17)
- Past participants (15)
- HEIs (12)
- National Agencies (e.g. GTC, NCSL) (12)
- CPD co-ordinators (11)

51. The main foci for schools and teachers which emerged from the consultations were:

- |  |    |
|--|----|
| • Subject knowledge/development                  | 12 |
| • Leadership skills (e.g. curriculum leadership) | 10 |
| • Supporting particular groups of pupils         | 10 |
| • Teaching and learning/pedagogy                 | 10 |
| • Developing leadership capacity                 | 9  |
| • Inclusion                                      | 9  |
| • School management                              | 6  |

### **Predictive Indicators**

52. In collecting a 'second dataset' for this we were probing for elements of practice which were consistent with best research evidence of effective course preparation where participation in the courses was linked to positive outcomes for both teachers and pupils. We looked for documentary and field data to try and ascertain whether providers had:

- provided opportunities for teachers/other stakeholders to have an input in course design?;
- attempted to align the individual course provision with school goals and leadership; and
- created a balance between content (input) and design for professional learning? (What is learned and how it is learned)?

### **Opportunities for Teachers/other Stakeholders to have an Input in Course Design**

#### **Teachers**

53. All of the providers involved teachers in some way during the course development process. Eleven said that their partners contributed additionally to course delivery:

- all providers consulted both teachers and local authority stakeholders as an integral part of the course development process and most providers (15) also used participant feedback to inform course development;
- fourteen providers conducted teacher needs analyses and six included teacher self analysis at the outset of the course in order to align provision closely to teachers' self identified starting points;
- fourteen providers co-developed their programmes/modules with schools, local authorities and other partners;
- nine providers included teacher representation on boards of studies or course committees; and
- eight providers offered bespoke courses, negotiated between tutors and/or local authorities and school CPD co-ordinators.

54. Providers used an array of structures and mechanisms for involving teachers and other stakeholders. These are difficult to codify as each partnership has tailored

them to their own distinctive structure and patterns of working. What is clear is that all but one of the partnerships had clear and detailed mechanisms and processes for including teachers' perspectives when tailoring their programme provision – as the following examples illustrate:

- *The LA headteachers' consultative group and CPD co-ordinators identify their priorities one year in advance....these inform the make up of provision in terms of module offer and amendments. Teachers on every module are required to make explicit how their needs are being met in relation to their personal and institutional development priorities.*
- *Needs analyses have been undertaken by large numbers of teachers as part of the current partnership and over the past two years have informed this provision.....a series of 12 surgeries with headteachers from all secondary schools in NE Lincolnshire.....feedback from our own NQTs,,,,,regular strategy meetings with individual schools and Las.*
- *When applying ....teachers will be required to complete an identification of needs form linked to the school development plans and performance management targets. The LAs involved in the development of this programme have also worked through lead CPD specialists on the specific geographic needs of teachers, for example, those in schools with less than fifty pupils, urban schools, ethnic minority achievement.*
- *Extensive consultation with all stakeholders has included regular meetings with partnership representatives – e.g. LA CPD advisors, school visits, inspection reports, the Teacher CPD Partnership Steering Group meetings, involvement in regional networks ...to identify regional needs: e.g. the development of support for school-based CPD co-ordinators. Discussion with current participants about existing and new provision to ensure that we respond to individual as well as organisational needs.*
- *Needs assessment is a pivotal feature of programme development. Initially, broad 'global' needs are identified through preliminary discussion with partners. These are then followed by more detailed scrutiny: identification of development needs of teachers/managers/leaders in urban schools. All students undertake individual needs analysis assessment prior to the programme/module. This enable tutors to refine content, pedagogy and assignments, research etc. Participants then participate in a process of specific target setting, in which personal professional needs are translated into clear targets and outcomes for their professional development.*
- *Participants within schools work together to decide on both the structure of the course and to consult on specific content of units. The SBR provides clear structural support for this in the form of the school-based framework (SBSF). Partner institutions use the SBSF not only to identify and articulate needs at institutional and individual level, but also publicly to make clear how participants are to be supported in their activity.*
- *At regional and LA level, needs are identified by the Professional development Partnership Group on which all LAs are represented and which provides the framework for all provision. At school level, needs are identified through both the CPD entitlement scheme of the Institute's*



*partnership agreement with schools and a questionnaire survey conducted with headteachers. At individual teacher level, needs are identified through a questionnaire to a stratified sample of teachers and through the professional development interview conducted with all teachers before they join the programme.*

### **Alignment of Course Provision with School Goals and Leadership**

55. Over three quarters of the sample reported planning and designing course content and delivery taking account of school priorities. The same proportion reported planning around teacher need – such as NQT support for example. Nearly all (17) providers worked with teachers and schools to ensure that the teacher enquiry/research projects were focused on substantive and relevant classroom issues.
56. In the context of the care taken to align programmes with identified school needs, it is interesting to note that more than two thirds of students interviewed for the evaluation said that they were well supported by their school. A handful said they had no support at all from their schools. Support took various forms, from money to time. Just under a third of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and “encouragement and interest.” In a few cases teachers said they had had no support for actually implementing what they had learned and in one case a teacher in this position resigned.

### **Balance between Content (Input) and Design (Processes) for Professional Learning**

57. None of the providers in the Year 2 sample made reference to the use of best research evidence about adult professional learning in their course design processes. Many programmes made explicit use of key elements of effective learning models, in particular peer collaboration, in-class modelling and experimentation. Delivery in most cases consisted of a varied mix of ‘taught’ elements and practice-based inquiry and development. However it did not appear that teaching and learning processes (as distinct from course content, module length and assessment processes) required specification for validation purposes.

### **Evaluation Objective 2: Effectiveness of Participant Recruitment and Preparation Activities**

#### **Awareness of and Overcoming Potential Barriers to Recruitment and Retention**

58. In 2006 CUREE undertook a separate, but related exploration of barriers to PPD participation specifically in relation to minority and disabled members of the profession. This review was conducted across the entire range of programmes and the findings are reported elsewhere. For the purposes of this evaluation, awareness of barriers to recruitment across the current sample of 20 providers relates to teachers as a whole group of potential participants and does not focus specifically on particular groups of teachers. Nor did the data from the sample identify any specific group as being particularly at risk of exclusion. We found no information about participation in relation to ethnic minority teachers, for example, or those with disabilities.

59. The key barriers identified from provider data in Year 2 were consistent with those emerging from Year 1 and with the findings of an inter-university research team in 2004.<sup>1</sup>

60. They were:

- time and workload
- timing of sessions
- access to centrally delivered provision
- assessment and assignments
- lack of confidence in ability to undertake academic/accredited study
- lack of school and colleagues' support
- accredited provision seen as irrelevant to daily priorities
- finance and course resources

61. When we talked to practitioners about the problems that they had to overcome in order to participate in PPD, time once again topped the list. More than half the 135 teachers interviewed mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 16% said they would have benefited from the provision of online and distance learning opportunities. On other issues, 14% of students said that funding had been a real challenge for them. 15% of students found the travel difficult whilst 9% said that the timing of the meetings presented difficulties. These numbers may reflect recognition and responsiveness by providers of these barriers.

62. 33% of teachers said that they were quite satisfied with the current arrangements for course delivery. Barriers and challenges around the nature and content of the course were identified. For example, 24% of students highlighted dissertation and research module writing as a significant challenge – something which many of the partnerships in our sample recognised and for which they were putting support processes in place. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem.

63. Most of the provider partnerships reported that they were both aware of most of these problems and actively trying to addressing them.

#### *Time and workload*

64. The key strategy employed by providers to meet individual needs, including changes in personal circumstances, is flexibility. Programmes are modular rather than linear, enabling students to progress at their own pace. Most programmes were able to be completed in three years or more, with five providers allowing six years or more for completion to a Masters degree.

65. Providers reported on ways they were responding to the workload implications of gearing provision closely to participant needs. One provider commented that by aligning course content and delivery to school and teacher priorities, and by tailoring assessment around these priorities, PPD can become less of an “add on” and more relevant to practitioners' everyday needs.

#### *Timing of sessions*

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<sup>1</sup> Arthur et al., (BERA, September 2004)

66. Most providers described using after school sessions for direct course input. However there was evidence that flexibility was increasing in respect of delivery across most of the sample. Common examples across the sample included:
- Negotiating the timings of course sessions directly with schools and participants.
  - Moving delivery into school time.
  - Incorporating weekend working into the delivery pattern.
  - (In three cases only) working with participants for short periods during school holidays.
  - Building elements of distance learning into the programme delivery.

*Access to centrally delivered provision*

67. Nearly all the partnerships had made efforts to vary the location of the courses to make access less of a burden for students. While around half of the providers ran some, most and in one case all of their course sessions at the university, they did so in combination with the use of local venues, including LA professional development centres and even hotels. Seven offered online learning and twelve worked in schools – one partnership exclusively so. In addition most providers said that they offered ongoing tutorial support via telephone and email, plus school visits. Some providers described ways of offering forms of ongoing in-school support through school and LA partners. Across the sample there was evidence that providers are making increasing efforts to deliver provision more accessibly.

*Assessment and assignments*

68. All of the providers identified assessment requirements as a barrier. Most said that they had taken or were taking steps to address this problem. These included:
- accrediting prior learning;
  - developing the range of assignment and assessment techniques to include (for example) presentations, peer assessment;
  - using portfolios of evidence from classwork, including video and audio, lesson plans and schemes of work;
  - using the outcomes of participant action research;
  - spreading the assessment over the course rather than an end-loaded assignment;
  - focusing assessment on the participant's working environment;
  - mapping assessment tasks on to everyday professional activities and national initiatives;
  - negotiating the timings of assignments and assessment tasks with students; and
  - extending deadlines and timings for assessment where students were having difficulty meeting them.

69. This also represents an attempt to address the barrier previously identified around accredited provision being seen as 'irrelevant' to daily priorities. By aligning both the course content and the assessment tasks with participant concerns providers were trying to address both obstacles to recruitment and factors affecting retention. However 24% of students in the interview sample highlighted assessment and dissertation writing as significant challenges.

*Lack of confidence in ability to undertake academic/accredited study*

70. Nearly all the providers in the sample (18) reported making provision for tailoring the students' choices to their individual starting points. Eight said that tutors

probed for these during a pre course assessment or audit, 17 also used their needs analyses, nine collected school and pupil data and 5 used some form of participant self-assessment. There was some evidence of increased in-school support through LA partners and associate tutors. All providers offered email and telephone support and many carried out initial consultations with students prior to enrolment. Providers also offered tutoring in research skills and basic support with writing and crafting assignments.

#### *Lack of school and colleagues' support*

71. Two thirds of students interviewed felt that they were well supported by their school and only 9% said they had no support at all from their schools. Although participants on all of the provider programmes need to have headteacher agreement, it appears that in a few cases (less than 10% of our sample of teachers) this agreement is not translated into in-school support. One provider is now requiring senior managers to show how they intend to support students through their action research process in order to ensure in-school support from the start. If the trend of working more closely in partnership with schools to identify needs and programme content and delivery continues into Year 3 of the evaluation it may be that this barrier will all but disappear.

#### *Finance and course resources*

72. The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all. However many providers identified the TDA funding as the means by which they could keep costs to students on PPD courses low and, in some cases, offer bursaries.

73. Providers reported relying heavily on partner networks for marketing their provision. Most indicated the effectiveness of word of mouth, possibly a reflection of the extensive school partnerships. Just under half of providers said they used events such as conferences and exhibitions to reach potential participants, 12 made use of flyers and newsletters, nine made direct contacts with headteachers for recruitment purposes and only two said that they made use of paid media advertisements.

74. 34% of teachers interviewed said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

75. The evaluation found congruence between good recruitment practice (i.e. anticipating and planning to overcome potential barriers to professional development) and the research evidence about models of CPD design and delivery which have been linked to effective outcomes in terms of student learning. The majority of providers have addressed course preparations, access and delivery in their strategies to overcome barriers to participation – and of course, to boost their course recruitment. They have done this in ways which are consistent with the evidence base about effective CPD.

### **Evaluation Objective 3: Improve Pupils' Performance through Embedded Improvement in Teachers' Knowledge, Understanding and Practice**

#### **Pupil Outcomes**

76. Two providers echoed the widespread caution we found in Year 1 about making causal links between the PPD and pupil outcomes. Most of the others were able to cite evidence of improved pupil outcomes, including motivation, engagement, behaviour and attendance. Three providers reported links between PPD and pupil achievement outcomes as 'tentative.' Nonetheless it was evident that all but one provider had by now taken active steps to find ways in which to explore the impact of the PPD programmes on student and pupil outcomes. One of our suggestions in Year 1, following a review of a sample of 100 student portfolios/assignments was that providers could make more use of the impact data reported by the students. The Year 2 evaluation found that providers were making considerably more use of these data. All but one of the providers said that they included student assignments in their impact assessments. One provider commented that they provided the strongest and most extensive evidence source for pupil impact.
77. When we analysed the sample of student work (n = 100) we found that half reported on action research projects. Of the remaining fifty, half were evaluations and 19 were case studies. There were six portfolios of activity and two reflective studies. The Year 2 portfolios showed a switch from leadership and management (which was the largest group of topics in Year 1) to SEN and Inclusion which was the focus for 19 of the teachers' projects. Assessment for Learning (8) and Leadership and management (7) topped the list of topic foci. The remaining issues explored by the PPD students comprised a varied and evenly populated list: pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation and ICT. The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between
- knowledge of school processes (26);<sup>2</sup>
  - professional learning skills (12); and
  - leadership and management skills (7).
78. Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes. In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with

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<sup>2</sup> 'School processes' covers projects which involved whole-school, whole-phase or other initiatives targeting identified group/s of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

short-term pupil impacts. Others were still incomplete and data had yet to be collected.

79. However student assignments were not the only sources used by the 20 provider partnerships in assessing impact. Most included a range of other sources. The most common additional sources included:

- anecdotal evidence (reflections from participants) 17
- assessment and attainment data 10
- direct headteacher feedback 9
- feedback from supervisors 8
- feedback from schools 8
- external examiner reports 6
- observation data 4

80. In terms of the nature of the impact on pupils just over half of the sample reported improvements in pupil achievement. Diverse outcomes also included:

- increased motivation 11
- improved behaviour 8
- greater engagement 7
- improved pupil self assessment 2

81. Some of the changes reported by the partnerships were extensive. For example:

- *Radical change and improvement to particular aspects of teaching and learning .....for example, changing and adapting content to engage particular groups of pupils, and evaluating and improving strategies for dealing with disengaged pupils with severe difficulties related to attending school and maintaining motivation.*
- *The programme was also found to have enhanced pupil achievement and engagement in learning. Examples include improved engagement and confidence among children through pupil voice activities; improved SATs results at Key Stage 3 following the introduction of formative assessment strategies to improve writing; and improvements in the educational experiences of children with special educational needs following interventions evaluated as part of the PPD programme.*
- *One recent example documented a teacher's work with children who, at the start of Y10 had been identified as likely failures in science. This teacher planned and recorded her careful mentoring of these students in ways that were both accessible to (and used by) her colleagues and demonstrated that these children's results at GCSE turned out to be well in excess of those predicted.*
- *Tutors have identified a number of areas of impact on pupils' learning including: greater student involvement in evaluating their own learning, improvements in pupils' skills such as listening and creativity, improvements in pupils' attitudes, pupils being more reflective, and gains in pupil attainment. (..... OFSTED commented on gains in pupil achievement.)*

- *Improvements have been seen in areas such as children's writing; children's art skills as result of the improved techniques and approaches modelled by teachers; and a new spelling strategy praised by Ofsted.*
- *In terms of impact on pupils, there was evidence..... of a link between an in-school staff development programme ..... and a significant improvement in Key Stage 1 SATs results with 31.5% achieving level 3 where the previous year no pupils had reached this level.*

82. Of the teachers we interviewed, 68 teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet."

### **Teacher Outcomes**

83. The sample partnerships, between them, covered a wide range of provision, including leadership, subject specialisms, SEN and pedagogy. Just over half of the student portfolios were focused on the latter. Teacher impact data were gathered by providers from assignments and school-based projects (19), self-evaluation (9) school feedback (10), surveys (12) interviews (8) and assessed tasks (5).

84. In terms of students' new knowledge, understanding and skills, some consistent patterns emerged. Top of the list were teachers' action research skills (14) and their skills in reflecting on practice (14). Teachers' collaboration skills (13) and improvements in pedagogical practice (13) came next. Teacher subject knowledge (11) was also reported by more than half the provider sample. Half identified changes in teachers' management and organisation skills. Other changes included greater awareness of pupil learning (7) improved understanding of inclusion (9) use of coaching/mentoring (7) skills for reviewing evidence (6) and monitoring and assessment skills (3).

85. Knowledge, understanding and skills were not the only changes reported by the sample. Most of the providers (17) consistently reported improvements in teacher self confidence and all reported that they had become more reflective practitioners. Over half said that the teachers were engaged in plans for future professional development.

86. In practice terms, fifteen providers reported evidence that teachers had changed their practice. Eight found that teachers developed more creative and innovative teaching. Ten found that teachers were more willing to take on leadership roles. Seven found that teachers were more likely to take risks. Nine providers commented that their students' work had extended the range of teaching strategies available to the schools concerned.

87. Examples of what this might mean in practice included:

- *One 14-19 lecturer has completely re-worked the assessment system of a highly vocational course which used a wholly summative method of assessment; many students failed the course. As a result of her study for the module 'Assessment Matters' on the MA in Education, she designed many formative assessment methods. Anecdotally, the changes she has implemented appear to have had a significant positive impact on pupils' enjoyment of and achievement in their learning).*

- *My research has already had an impact on the teaching of the present year 13 a level class. I have adopted the structured tutorial as an intrinsic part of my teaching...*
- *I work with visually impaired children and have gained skills to help them access the mathematics curriculum.*
- *There has been a positive impact upon raising standards of reading for Caribbean children at KS1.*
- *For two years the school has been developing a more creative curriculum with more cross-curricular links, this project has played an important part of this development.*
- *Children arrive at school in the mornings excited to be in school. Their behaviour was better as a result of more focus in planning to ensure engagement of children and the freedom to take the curriculum outside the box.*
- *I am much more confident in both my teaching approach and subject knowledge; I have a wider range of generic strategies to use in the classroom, along with access to resources (including online ones).*
- *.... changes to classroom practice had been found in relation to behaviour management strategies and the use of new diagnostic and assessment tools. Teachers had also coached and mentored colleagues, introduced guidelines for good practice and trained support staff as a result of participation in PPD.*
- *My research study had an impact on my planning. I found which teaching and task style produced the best behaviour and learning – I have applied this knowledge to my lesson planning.*

88. Of the teachers we interviewed the overwhelming majority (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Predictive Indicators of Impact**

89. For the Year 2 evaluation we again used a series of predictive indicators of CPD design in order to examine questions of impact through the research evidence lens of CPD elements which have been linked to effective student and pupil outcomes. Because of providers’ natural caution about causal links between PPD and pupil outcomes, the predictive indicators help to establish whether elements in the programme design are consistent with those which were a feature of effective CPD in the research. We therefore set out to discover whether the tutors (or specialists) were:

- addressing teachers’ own concerns and issues;
- using in class modelling;



- using demonstration, practice and feedback from observations;
- allowing time for preparation and teacher planning;
- including planned opportunities for peer support; and
- designing in planned opportunities for classroom experimentation.

90. In Year 1 this proved to be one of the most difficult areas of the programme to evaluate. We found some information about addressing teacher concerns, planning opportunities for peer support and planned opportunities for students to experiment in their classrooms or schools. But there was little information about the nature of the specialist support providers offered in terms of specific practices such as modelling and observation. For Year 2 we were better prepared for this and we prepared the ground with partnerships more carefully. We also extended the student interview framework to include elements of the programme design as an additional source of information. Although we did collect data, results for some of the questions were still patchy, suggesting that the detailed nature of specialist/tutor input is not specified at programme level or monitored as part of ongoing quality assurance processes for many partners.

*Specialist inputs: Addressing teachers' concerns*

91. As we have already described in evaluation objective 1, (see paragraphs 45 to 57 above) all of the providers made attempts to ensure that their programmes addressed teachers' concerns in a variety of ways. Specific strategies for addressing teacher concerns varied across the programmes, but was evident as much in programmes with a leadership or organisational focus as in those with a subject or pedagogical focus. The selection of assignment/project topics set out below (paragraphs 98 to 101) demonstrate the range and personalisation of the students' work across the sample and in many cases their direct links with the students' own school or classroom practice.

*Specialist inputs: In-class modelling*

92. Ten providers said that their delivery involved specialists in modelling practice. This was consistent with our student interviewee sample, of which 52% of students said that the inputs from the course tutors involved the use of modelling.

*Specialist inputs; demonstration, practice and feedback from observations*

93. Thirteen providers used real-time observations of practice and four used video analysis. Role play was used by four providers. Again this was consistent with our student sample. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. A more detailed picture of the uses of observations and the nature of the feedback was hard to obtain. For example we wanted to know whether the tutors used feedback about pupil learning to inform their students' own professional learning but again, this was not part of the information available at programme level and would have to have been sought from individual course tutors, which was beyond the scope of the evaluation.

*Specialist inputs: time for preparation and teacher planning*

94. Four providers built action planning into workshop sessions, six providers provided opportunities for collaborative planning and preparation and seven built planning and preparation into their tutorial support and supervision time.

*Specialist inputs: planned opportunities for peer support*

95. Half of the provider partnerships specifically designed opportunities for peer support into their courses. Of the remainder, seven reported more incidental ways of encouraging their students to work together. Peer support was used in the following ways:

- peer observation of practice (7) both to improve practice and in three cases for evidence collection
- through planned opportunities for peers to work together (6)
- collaboration in research/enquiry projects.

96. 8 providers also used the VLE for students to communicate and discuss their work together. The aims of the peer support opportunities varied, with some providers having more than one aim. Nine providers used it specifically to develop collaboration skills as an end in themselves. Eleven providers used peer support mechanisms to develop critical reflection skills, 5 to help develop problem solving skills, 8 to help develop research skills and 7 as a means of developing teachers' confidence. Most of the providers (17) also wanted to encourage and spread shared practice and expertise. Across the provider sample there was an understanding and appreciation of the value of peer support for a range of targeted outcomes. Nearly all the students we interviewed (89%) said that their course processes had been designed to enable them to work collaboratively. For example, in most cases (76%), individual teachers had been able to share their research with colleagues in a variety of ways, from group discussions and tutorials to staff meetings and joint working.

*Specialist inputs: planned opportunities for classroom experimentation*

97. Seventeen providers said that they built classroom experimentation into their course design, fifteen of which required students to conduct action research projects. This is reflected in comments from 81% of the teachers we interviewed who said that they had been engaged in experimental activity. Providers were consistent in their emphasis on the importance of enquiry skills.

- *Teachers who undertake action research projects (likely to be every teacher on the programme) are introduced to the importance of school and classroom-based research as a vital process for improving practice. As part of the research skills and methodology elements of these modules, they undertake exercises involving them in appraising research and critiquing methodologies.*
- *A specific 'research' module introduces students to carrying out their own research in schools and their communities. This core module is supplemented by activities that provide students with the practical experience of collecting and analysing data to tackle issues they identify for enquiry in their own classrooms.*
- *Enquiry learning and experimentation are key features that run through M-level provision. Students are expected to engage with and to analyse available sources such as academic research, inspection evidence, and national test examination data in the completion of small-scale research projects which form the assessment element of the programmes.*
- *There is considerable flexibility and students choose their own projects for enquiry-based work in their schools, such as behaviour, SEN, assessment*

*for learning, etc. Students are encouraged to include impact on students in their thinking and planning.*

- *These processes allow participants to select their focus; design and monitor a research project in partnership with university tutors; plan the delivery and implementation of the project flexibly to suit all involved; and work independently and in school with support from the tutor. This helps to ensure that provision meets school and individual needs while at the same time building capacity through increasing research skills, collaboration, communication, reflection and leadership.*

### **Research and Enquiry Skills**

98. Seventeen providers introduced their students to the use of evidence from research and other data. Possibly as a consequence of the expansion of bespoke/school-based/needs targeted/jointly negotiated provision 16 providers said that they supported their students in the use of school data. Ten made use of national data, 6 used regional data and the majority introduced students to relevant articles in research journals. Seventeen providers also pointed out that they supported students in getting to grips with the data generated by their own action research. Seventeen providers offered taught research modules as an integral part of the M level programme.
99. In practical terms, providers enabled students to access evidence sources in a variety of ways. These included access to libraries and, increasingly, through the use of online materials. Seven providers gave students access to free journal downloads via Athens, for example.
100. We found that a selection of the students' portfolio objectives provided good insight and helpful illustration of the diverse range and depth of student engagement with research and evidence:
- Looking for ways to close the learning gap between GCSE and A level
  - A discussion of the management of change: focusing on new innovations to aid the integration of Polish pupils into schools
  - Can using a visual ICT animation to present a numeracy lesson help children to stay focused?
  - How to increase teachers' confidence in teaching music especially composition
  - Evaluation of implementation of AfL strategies in Science teaching in primary school by Y5 teacher/science
  - Development of new approaches to teaching History
  - To analyse our Nursery's development in the use of role play
  - Reflection on what constitutes quality provision in a reception class and on children as learners
  - Evaluation of value and effectiveness of parents' classes offered as part of a Sure Start Local Programme
  - Critical reflection on the use of Individual Education Plans in schools for pupils aged 7-14 with social, emotional and behavioural difficulties
  - Numeracy Recovery – Does it work?
  - Bilingualism and education: the classroom and school context
  - Do blondes really have more fun? A reverent look at equality in terms of the notion of achievement for all
  - The future of Religious Studies and Psychology: A proposal for school improvement

- Do statutory test have an impact on Year 6 children’s attitudes towards school?
- ‘Shake, rattle and roll’ A case study to evaluate how music can be used to support communication, language and literacy development in a pre-school setting
- Helping hearing impaired children develop as every child should: lessons to be learned from effective teamwork
- ‘Catching flies with honey’: using activity theory to explore the effectiveness of praise
- Examination of mathematical language used during child-initiated activities in reception class as indications of naturally–occurring maths
- Implementing an effective marking strategy in a secondary mathematics department
- What impact has the introduction of the ‘Leading in Learning’ initiative had upon the teaching and learning of pupils in class 7.3?
- What aspects of AfL best improve more able boys’ writing?
- An action research study to investigate the use of philosophical discussion in promoting enquiry and reasoning skills
- Exploration of the role of the student in consultation and self-evaluation
- What factors are involved in classroom inclusion? And are these considerations the same in both classroom and vocational situations?
- Investigation of management of Teaching Assistants in school
- A critical evaluation of the patterns and purpose of the teacher talk used in two different lessons
- Evaluating how the use of ‘I can’ statements and assessment for learning can improve children’s levels of attainment and motivation in writing in the primary age range
- Towards a school-based framework for co-coaching: a study of the planning of a pilot project to develop co-coaching in a secondary school
- An evaluation of a programme of direct instruction in phonics on progress on reading for secondary school pupils with literacy difficulties

101. Once again, providers selected the sample portfolios we reviewed so we acknowledge the possibility of bias in the sample. However, with that caveat, the 100 portfolio sample demonstrated a high level of engagement with diverse evidence sources. Most of the students made use of more than one source of evidence, including observations, tests/assessments, surveys, interview data and document analysis.

### **Evaluation Objective 3.6: Internal and External Quality Assurance Procedures**

102. All of the partnerships recorded a multi-layered approach to quality assurance of which evaluation of participant learning outcomes was a key component. Typically, core quality assurance processes included evaluation by course tutors and mentors, participant surveys and external examiner audits, overseen by a board of studies or equivalent scrutinising body.

103. Quality assurance procedures across the sample appeared to be both thorough and rigorous and to involve stakeholder and participant perspectives and outcomes as well as internal review and validation procedures. In all the partnerships quality assurance processes in place are designed to ensure that the specified learning outcomes of the programmes are being met. We found that

most providers supplemented the core course monitoring and approval processes with a range of identified tools for assessing such outcomes. These were:

- Participants' written evaluations/perceptions (16)
- Student learning journals (9)
- Student assignments (13)
- Head teacher evaluations (5)
- Students' career trajectories (7)
- Stakeholder evaluations (8)
- The impact of student learning on pupil outcomes (5)
- Interviews with students (7)
- Review meetings (6)

### **Evaluation Objective 3.7: Provide Specified Management Information and Include an Evaluation of the Programme's Impact on Practice in Schools**

104. The TDA's specification of impact evaluation has meant that providers are required to produce evidence that their programmes are effective in bringing about changes in teacher knowledge and skills for which in turn there is evidence of positive impact on outcomes for pupils. In paragraphs 76 to 82 above we discussed the nature of the impact on teachers and pupils of the PPD programmes.

105. Many providers were reluctant to claim direct causality between PPD interventions and pupil outcomes both because of the time factor and because of the multiple intervening variables. Similarly, most providers have tended to add impact on pupils as an additional layer of analysis from the data which they already collect for quality assurances purposes, detailed above. However, many providers also included the outcomes of student inquiry work amongst their impact indicators.

106. Six providers had briefed external examiners specifically to identify and report on pupil impact. Seven providers had established a baseline from which to assess participant impact and 16 monitored progress in terms of participants' own perceptions of changes in knowledge, skill, practice, beliefs, attitude (confidence, self efficacy) etc.

## **Key Findings and Recommendations**

### **Partnership**

107. Partnerships are responding to consumer demand, increasingly tailoring provision to needs, developing outreach work and using partner resources to embed in-school support for students. Most HEIs reported increasing flexibility, particularly around the location and timing of delivery and in tailoring assessment more closely to practical activities. Local authorities are contributing strengths in terms of brokering, aligning existing in house provision with Masters level demands and supporting alignment between provision and school needs. There is also some evidence that schools are developing increasing depth and confidence in identifying and expressing needs, contributing to tutoring and facilitation and supporting students in their studies.

108. We believe that the partnership approach to PPD is showing many strengths. TDA should continue to emphasise effective collaborations between organisations and schools as the means of designing and delivering M level programmes for practitioners. TDA should also consider specifying that collaboration between partners could be used to develop processes for ensuring that in-school collaboration is built into the design of all the professional development programmes.

### **Effectiveness, Quality and Impact of Course Preparations**

109. All of the sample providers used a form of needs analysis to help shape their course content. Across the sample, providers appeared to have developed to the point where they were focusing increasingly closely on local needs and school priorities. The needs of participants appear to have contributed very substantially to the programme delivery (e.g. timing and/or location.) Over three quarters of the sample reported planning and designing course content and delivery taking account of school priorities. The same proportion reported planning around teacher need – such as NQT support for example. Nearly all providers worked with teachers and schools to ensure that the teacher enquiry/research projects were focused on substantive classroom issues which were relevant for individual teachers' daily practice. Providers reported a range of delivery processes of which coaching, experimentation and peer support were most common.

### **Awareness of and Overcoming Potential Barriers to Recruitment**

110. Providers identified a number of potential barriers to recruitment. They were:

- time and workload
- timing of sessions
- access to centrally delivered provision
- assessment and assignments
- lack of confidence in ability to undertake academic/accredited study
- lack of school and colleagues' support
- accredited provision seen as irrelevant to daily priorities
- finance and course resources

111. Many were actively trying to address them, most notably through increased flexibility in terms of the timing and location of courses, aligning content with school and teacher needs and reviewing assessment requirements.

112. Practitioners have expressed concerns about the burden of assessment and accreditation and such perceptions continue to be identified by practitioners and providers alike as a barrier to recruitment. Yet organising and supporting writing is an important stage in the learning design process. Currently the approach seems to be one of learning to write academically as an end in itself or as a route to accreditation. The TDA should encourage the development of writing support as a learning process which is of at least as much of a learning tool for students as it is a necessary step in the accreditation process.

## **Improve Pupils' Performance through Embedded Improvement in Teachers' Knowledge, Understanding and Practice**

### **Pupil Outcomes**

113. Most providers were able to cite evidence of improved pupil outcomes, including motivation, engagement, behaviour and attendance. Three providers reported links between PPD and pupil achievement outcomes as 'tentative.' Nonetheless it was evident that all but one provider had taken active steps to find ways in which to explore the impact of the PPD programmes on student and pupil outcomes. One of our suggestions in Year 1, following a review of a sample of 100 student portfolios/assignments was that providers could make more use of the impact data reported by the students. The Year 2 evaluation found that providers were making use of these data. All but one of the providers said that they included student assignments in their impact assessments.
114. Most providers also included a range of other sources of which participant feedback and assessment and attainment data were the largest groups.

### **Teacher Outcomes**

115. The sample partnerships, between them, covered a wide range of provision, including leadership, subject specialisms, SEN and pedagogy. Teacher impact data were gathered by providers from assignments and school-based projects, self-evaluation, school feedback, surveys, interviews and assessed tasks.
116. New knowledge, understanding and skills embraced teachers' action research skills and their skills in reflecting on practice. Improved collaboration skills, improvements in pedagogical practice and in teacher subject knowledge were also reported by more than half the provider sample and half identified changes in teachers' management and organisation skills.
117. Most of the providers reported improvements in teacher self confidence and all reported that they had become more reflective practitioners. Over half said that the teachers were engaged in plans for future professional development. The majority also reported that teachers had changed their practice.
118. Information about retention and completion was difficult to gather in any systematic way. We believe that this is a challenge which the evaluation must step up to and we propose to address this in Year 3 of the evaluation.

### **Predictive Indicators of Impact**

119. Although we were able to gather considerably more detail about the CPD processes and the nature of the specialist input to the PPD programmes than we did in Year 1, the picture was still patchy in parts.
120. All of the providers made attempts to ensure that their programmes addressed teachers' concerns. Half of the provider partnerships specifically designed opportunities for peer support into their courses and most of the rest actively encouraged their students to work together. Half the sample said that delivery involved specialists in in-class modelling; and most used real-time or video observations of practice. However a more detailed picture of the uses of observations was hard to obtain.

### **Develop Teachers' Research and Problem-solving Skills through the Critical Evaluation of Evidence and Research from a Range of Sources, Including Academic Research and Other Data Available to Schools**

121. Most providers used diverse approaches to introducing evidence-based problem solving techniques to teachers. The majority used school-based data in addition to the more conventional research journals and around half of the providers introduced students to the use of regional and local data. A detailed analysis of student portfolios revealed a close engagement with evidence that was related to practical, professional issues.

### **Internal and External Quality Assurance Procedures**

122. All of the partnerships recorded a multi-layered approach to quality assurance of which evaluation of participant learning outcomes was a key component. Typically, core quality assurance processes included evaluation by course tutors and mentors, participant surveys and external examiner audits, overseen by a board of studies or equivalent scrutinising body. Quality assurance procedures across the sample appeared to be both thorough and rigorous and to involve stakeholder and participant perspectives and outcomes as well as internal review and validation procedures.

123. We recommend that the nature of the tutors' specialist or expert input (such as modelling, demonstration, practice and feedback from observations, or building in time for preparation and teacher planning), should be specified in the course design and subject to monitoring and quality assurance. For example, observation is amongst the most powerful CPD processes, but its use as a tool for learning, rather than for accountability purposes, remains poorly understood and underexploited in many schools and HEIs. The TDA could promote the use of observation in PPD at partnership managers' conferences and in PPD communications. Signposting resources that support effective observation for learning would also be helpful.

### **Provide Specified Management Information and Include an Evaluation of the Programme's Impact on Practice in Schools**

124. Many providers were reluctant to claim direct causality between PPD interventions and pupil outcomes both because of the time factor and because of the multiple intervening variables. Similarly, most providers have tended to add impact on pupils as an additional layer of analysis from the data which they already collect for quality assurance purposes, detailed above. However, many providers also included the outcomes of student inquiry work amongst their impact indicators.



## Appendix 1. Methodology

### Sample

125. A sample of 20 course providers/partnerships was selected for detailed investigation in Year 2. This was a departure from the sampling methodology in Year 1, where a stratified sample was chosen rather than a random sample because we wanted to include a range of providers (ranging from large HEI led providers to small subject association providers) in order to be confident about the broad findings. In Year 2 the following 20 partnerships were included in the sample:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

### Partnership Managers' Conferences and Development Group Meetings

126. During year 2 of the evaluation, CUREE team members attended the TDA Partnership Managers' Conference on 22<sup>nd</sup> November 2007. This provided an opportunity for partnership managers to meet the CUREE research team, to learn about the project, to hear the findings from Year 1, and to ensure that the project was appropriately connected to other related development work.

127. Although the CUREE Directors did not attend Development Group meetings in Year 2, CUREE provided regular reports to the TDA on the progress of the evaluation, which enabled the Development Group to offer strategic advice.

### Desk Research

128. CUREE continued to use the analytic framework developed in association with the Project Advisory Board and in consultation with the TDA, based on an adapted version of the EPPI systematic review data extraction tool to analyse documentation. The analytic framework is based on 3 key evaluation objectives and predictive indicators. It was designed to be capable of storing and analysing multi-method data types.

129. The Analytic Framework was based around three key Evaluation Objectives:

### **Evaluation Objective 1: Effectiveness, Quality and Impact of Course Preparations**

130. Existing literature in this area shows that professional learning is most effective when it is relevant to everyday teaching concerns (Cordingley, P. et al, 2004-06) (Guskey, T. et al 1995). The involvement of the learner in planning and needs analysis, and taking account of teacher, school and local priorities also influence the effectiveness and impact of professional development (Robinson, C. & Sebba, J. 2005; Cordingley, P. et al. 2004-6).
131. The Level 1 indicators for this evaluation objective are concerned with the rigour and quality of the course development procedures and standards applied in developing and accrediting the provision.
132. The Level 1 and Level 2 indicators investigate whether providers have:
- Level 1
- undertaken a needs analysis: what are the issues for schools and teachers? What do schools and teachers want?;
  - consulted with local stakeholders (local authorities, schools, networks); and
  - subjected the courses to academic accreditation processes and peer review.
- Level 2
- provided opportunities for teachers/other stakeholders to have an input in course design;
  - attempted to align course provision with school goals and leadership; and
  - created a balance between content (input) and design for professional learning (what is learned and how it is learned?).

### **Evaluation Objective 2: Effectiveness of Participant Recruitment and Preparation Activities**

133. Current literature exploring the factors that inhibit the take up of M level study suggest that the relevance of the provision, time, workload, funding, school support, long-term commitment, travel and awareness of the provision combine to challenge postgraduate study (Soulsby, D. & Swain, D. 2003; Ofsted 2000, 2004).
134. The Level 1 and Level 2 indicators interrogate whether providers were:
- Level 1
- aware of potential barriers to recruitment;
  - marketing their provision and creating awareness of their provision; and
  - creating accessible information sources (e.g. online course information)
- Level 2
- Have providers paid attention to potential barriers in terms of:
- delivery – timing, location (e.g. all provider based; all school based; mixture of the two);
  - finding out individual teacher's starting points; and
  - pre-course planning involvement and support.

### **Evaluation Objective 3: Provider Performance Funding Criteria and Quality Threshold**

135. Previous research has found that providers of CPD are often poor at evaluating impact, especially on multi-module M level programmes (Robinson, C. & Sebba, J. 2005). This evaluation objective focuses on analysing the TDA PPD

funding criteria, considering whether the criteria were being met in practice and evaluating impact.

136. The following areas were addressed under Evaluation Objective 3:
- improvements in pupils' performance through the embedded improvement of teachers' knowledge, understanding and practice;
  - recognised qualifications at M level or above;
  - develop teachers' research and problem-solving skills through the critical evaluation of evidence and research from a range of sources, including academic research and other data available to schools;
  - directly involve teachers, schools and other local and regional stakeholder in planning, reviewing and developing provisions to meet the identified needs of schools and teachers in the region(s) where it will be offered;
  - reduce identified barriers to teachers' participation in postgraduate professional development;
  - be subject to internal and external quality assurance procedures; and
  - provide specified management information and include an evaluation of the programme's impact on practice in schools.
137. The Level 1 and Level 2 indicators interrogate whether providers have:
- Level 1
- made improvements in pupil learning (where appropriate depending on course content);
  - evidence of changes in teacher knowledge and understanding; and
  - evidence of their application of new knowledge and understanding in professional contexts.
- Level 2
- Does the course include:
- on-site training, modelling in the real-world environment of the classroom and addressing teachers' own concerns and issues;
  - demonstration, practice and feedback;
  - structured time for in-class modelling, preparation and teacher planning;
  - planned opportunities for peer support and classroom experimentation; and
  - evidence of attention to adult learning and aligning professional learning with student learning.
138. The 'desk research' phase of the project took place in autumn 2007. This involved the qualitative and quantitative analysis of documentation submitted to TDA by the partnerships. The documents analysed included submissions documents, impact evaluations and data returns.
139. In Year 1, a PPD database was designed and built to store and analyse data collected by the researchers. The database was reviewed and some improvements made to functionality at the beginning of Year 2. Researchers were trained in the use of the new functions.

### **Site Visits**

140. Site visits were undertaken by the CUREE researchers between November 2007 and February 2008. This fieldwork phase allowed the researchers to collect further data on the sites, to clarify any ambiguities thrown up by the desk research and to gain an experience of the partnership 'on the ground'.

141. The majority of the site visits lasted a day. Some site visits for the larger more complex partnerships (15+ partners) were conducted over two days. Due to the distinct nature of each partnership the visits were tailored to the individual site requirements, the data that needed to be collected and the staff and students available for interview.
142. For each of the 20 sites the researchers met with and interviewed the Partnership Manager; they also interviewed a selection of other key staff from the different partners involved in the provision. These included course tutors, administrative staff, business managers, LA staff, CPD co-ordinators and current students. In order to quality assure and to moderate the site visits, members of the research team were accompanied by a project director on at least one occasion.
143. The data collected from the site visits was entered into the PPD database and from this the researchers wrote 20 individual site reports. The reports present both an outline of the findings across the sample as a whole and the more detailed findings for each site.
144. Site reports were validated by each provider.

#### **Student Portfolio Reviews**

145. The sample providers were requested to provide five portfolios of student work (preferably action research or practice-based work) for review from each site. In total, 100 portfolios of student work were reviewed against 11 criteria developed from the analytic framework for:
- intended learning focus for student (teachers) and pupils;
  - type of student work (e.g. action research, evaluation, literature review etc.);
  - intervention;
  - evidence of building on existing knowledge;
  - focus of work and processes;
  - assertions and evidence in support (including contradictory evidence); and
  - evaluation of impact.

#### **Student telephone interviews**

146. Sample providers were asked to provide 10 student volunteers to take part in a telephone interview. During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The interviews lasted between 20 and 30 minutes and focused on students' motivation to participate in postgraduate study, barriers to participation and possible solution, marketing and availability of information about the course, impacts of studying at M level, and perceptions of the CPD processes.

#### **Report writing**

147. The CUREE team collated all the data collected from the different phases of the year 2 evaluation (submissions documents, impact evaluations, data returns, student portfolio data, student telephone interview data, site visit data including interview data, additional documentation and observation data) and analysed and synthesised evidence across the different data strands to produce their report. The PPD database was used to run comparative queries from the content for indicators (Level 1) and predictive indicators (Level 2). The analysis and

synthesis phase of the year 2 evaluation distilled the main findings, illustrating these with examples from the partnerships.

148. The synthesis phase of the Year 2 evaluation distils the main findings, illustrating these with examples from the partnerships. The PPD Access database was used to run comparative queries from the content for indicators (Level 1) and predictive indicators (Level 2). The data sources were recorded in the database in order to allow a read across the range of evidence. The database automatically calculated quantitative data such as numerical values and data selected from drop-down categories. Qualitative data input into text fields was categorised and collated by the researchers. The data analysis and synthesis allowed the researchers to identify corroboratory evidence from across the data types and identify any gaps in the data.
149. The site reports are included as Appendix 2. The analytic framework used to populate the database is attached as Appendix 3.

## **Appendix 2. Individual Site Reports**

### **TDA Postgraduate Professional Development Quality Assurance Strand**

#### **Site Visit Report**

#### **Anglia Ruskin University**

The following report has been compiled from examination of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the university in February 2008. The first set of interviews took place at the Chelmsford Central Campus with the Partnership Manager/Head of Continuing Professional Studies (Scilla Furey), the CPD Programme Leader, two tutors, and three school or local authority-based partners. Interviews were also undertaken at the Suffolk Anglia Ruskin University Postgraduate and Research Centre near Ipswich with the Centre Director (Ray Petty), its Research Officer and four course tutors. Three of the tutors worked for Suffolk LA, while the fourth was a headteacher offering M level provision in his school.

#### **Partnership**

Anglia Ruskin University's (ARU) PPD partnership is primarily founded on a very strong and longstanding (18 year) partnership with Suffolk LA in its Postgraduate and Research Centre. The two centres work very closely together (some tutors work on both sites) and have parity of status but deliver their own modules, overseen by the university's quality assurance systems. In addition to this, ARU has built up PPD partnerships with a number of schools in local authorities in the Eastern Region and relatively new partnerships in Peterborough and Norfolk. In the latter case, the aspiration is to offer a range of PPD modules with six training schools functioning as localised hubs through which to involve other schools in the area. Partners in these new initiatives praised the information and support they had received from ARU colleagues in both Chelmsford and Suffolk. The overwhelming majority of Suffolk-based provision is located in the authority but they have established some innovative programmes run entirely in-school by the headteacher but overseen by the centre. LA staff in Suffolk are involved in both identifying LA needs and teaching on the course which they feel helps to ensure that priorities are met.

The partnership is one of several providers in the region and, in contrast to some of its competitors it has taken the decision increasingly to offer flexible provision in collaboration with schools. Consequently, programme and qualification structures vary. Although ARU continues to offer traditional PPD courses, designed and delivered in-house, the emphasis on flexibility has resulted from the increasing need to offer courses tailored to school priorities and practitioners' needs. The MA in Education currently offers thirty five 30 credit modules, including:

- Action Enquiry for Institutional Improvement
- Developing New Initiatives
- Exploring Experiential Learning
- Improving School Behaviour
- Mentoring and Coaching for Institutional Improvement
- Quality in Middle Management

- Special Educational Needs (SEN) in the Mainstream Classroom Context

All PPD provision at ARU is offered at M level and the programme is structured as a series of staged awards at which participants can exit: PGCert (60 credits), PGDip (120 credits) and full Masters (180). Progression is also possible onto the PhD or EdD pathways. Considerable emphasis is placed on allaying students' fears of research and 'demystifying' elements of M level work, such as academic writing, to ease participants' entry or return to academic work.

The centres in Chelmsford and Ipswich both have a partnership manager whose roles differ but each appears to be crucial to maintaining the strong existing relationship and building on it to recruit new partners and increasing numbers of students. The partnership funding from the TDA is used to support a part-time research officer who collects and analyses impact evaluation evidence and submits returns to the TDA. The research officer works across all sites.

### **Recruitment and participation**

Around 378 part-time students were enrolled on courses in 2006-07, which was a little less than anticipated. However, MA completions are high, with 40 students completing in the last semester alone in Suffolk. The partnership uses a number of recruitment strategies, including regional marketing by the university and increasingly contacts schools directly as it was felt that some secondary schools in the area generally operated quite independently of their local authorities. Increasingly, partnerships with schools are becoming joint ventures with the providers and responsibilities are often shared. Some provision in Suffolk, for example, is located entirely in schools with the HTs/ex-LA advisers leading the PPD provision which is validated by ARU. Word of mouth is another key recruitment strategy, especially in Suffolk where the integration of PPD provision with local authority CPD facilitated high levels of participation. The summer universities, held annually in both centres, continue to be popular with teachers, with 90-100 participating typically in Suffolk each year and between 35 - 45 in Chelmsford each year. The Masters programme has recently been revalidated to make its adaptability even more explicit. This is evident in the range of recent teachers' enquiries which have included, for example:

- A Critical Evaluation of Intervention Strategies for Gifted Students of Mathematics in a High School Context
- Does an understanding of Emotional Intelligence contribute to building and defining roles within an effective team?
- What factors affect the extent to which the CPD programme impacts on Teaching and Learning at a South Essex school?
- A critical evaluation of the implementation of various models of learning with Year 10 ICT pupils
- A critical evaluation of the design and use of a semi-structured interview to investigate teachers views on setting pupils in science classes

ARU has found a number of barriers to teacher participation in the programme, including:

- Fees
- Location of provision
- Timing, for example the difficulty of negotiating time out of the classroom to undertake practitioner research
- Tension between school and individual benefits

The partnership has adopted a range of strategies to address these issues. Provision is increasingly offered locally in-school and/or at times which suit teachers. Interim awards are available at PGCert and PGDip but tutors were clear that modules are clearly signposted as part of a learning journey and participants are always made aware of the next steps on the path. Students are also encouraged to negotiate the practitioner enquiry element and research design with both their tutor and their school to ensure that individual and school needs were met simultaneously. Attempts have been made to introduce new and innovative methods of assessment and reduced fees are available for teachers from ITT partner schools. In Suffolk the involvement of LA staff as tutors meant that participants were matched with an adviser with expertise in their subject area, reducing the potential for them to feel isolated or unsupported.

### **Engagement in CPD Processes**

ARU provision is based upon a practitioner research model. This includes:

- identifying individual and school development needs in partnership with the school;
- planning a programme of learning, enquiry and research;
- developing practical strategies in schools and classrooms; and
- collecting evidence of impact and improvements (the Research Officer has responsibility for this).

Taking school-based provision overseen by ARU as an example, an interview with a headteacher leading in-school delivery in a large secondary school some distance from Suffolk suggested that the approach is able to combine academic rigour with flexibility in terms of meeting school priorities. Where the headteacher was also teaching modules, he was keen to position himself, and be regarded, as lead learner, encouraging risk-taking among participants to help to establish a culture of research-informed practice in school. He felt putting his money where his mouth is in this way, and part-funding participation on the course, helps staff to see the value of tailored and sustainable practitioner research. The two Partnership Managers are able to offer systematic and tailored support to schools and practitioners who approach them with PPD needs. Tutors offer systematic support to participants with the two Research Officers monitoring their progress and coaching them through deadlines. In both centres, but particularly in Suffolk where the connections between the LA and PPD provision are so close, access to tutors for support in scoping and delivering research projects appeared to be very effective.

### **Learning outcomes and impact**

ARU collects a variety of data used to analyse the impact and effectiveness of the programme, including:

- evidence from and analysis of assignments (Research Officer collects a range of data to supplement university systems and processes)
- feedback from participants
- External Examiner's report
- Case studies

The partnership found evidence of teachers':



- Increased confidence and motivation
- Enhanced professional knowledge and practice - challenging their existing knowledge and assumptions
- Increased reflectivity in their practice and greater skills in research, as evidenced in critically reflective journals and professional development portfolios
- Enhanced career progression

In particular, ARU highlighted the importance of matching increased reflection through undertaking research with the collection of testable evidence. Tutors felt that their emphasis on establishing explicit assessment criteria across all provision, involving peer critique and assessment reflecting the movement towards formative assessment in schools, also played an important role in building participants' confidence and competence as practitioner researchers. Examples of impact in teachers' own words include the following:

*Being foreign in this country, I was not sure of this education system and before doing this course I was reluctant to put my ideas forward to other staff members. I have learned a great deal about the British education system since I have been doing this programme and I now have the confidence to join in with colleagues in discussing ideas. I have now been able to go back to my school and explain how ICT is kept up-to-date in other schools. I am far more pro-active.*

*You realise that your feelings are common amongst teachers, you are not alone. One common issue was how to deal with disruptive pupils. We shared ideas and where possible tried to put them into practice in our own schools to see if they were successful.*

Although interviewees emphasised the problematic nature of attempting to make connections between postgraduate study and the enhancement of pupils' achievement and experiences, participants have suggested that involvement in PPD has had an impact on pupils in a number of ways. These include: improved levels of achievement through analysing and improving the effectiveness of assessment for learning strategies; increased empathy for pupils by drawing links with their own experience of learning; and improving pupils' well-being and educational experiences through the increased use of peer mediation, student voice and cooperative learning.

All modules, programmes and awards are validated and subject to the quality assurance procedures of ARU and overseen by an external examiner. The quality of each individual module is reviewed through regular monitoring by the Programme Directors, end of module evaluations by participants, feedback from teachers' representatives, external examination, and meetings with partners and stakeholders.

### **Summary of messages to the TDA**

A reiteration of the wish often expressed by HEIs for the Government to agree to PPD funding being made available for those working in schools who do not hold QTS.

## **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

## **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

## **Anglia Ruskin's telephone interview responses**

Interviews with 16 participants at Anglia Ruskin produced a variety of motivations for studying at M level including: personal and professional development (15), improving subject/pedagogic/leadership knowledge (8), career development (10) and improving practice (12). 6 reported other motivations which included: being impressed by a flyer (2), receiving encouragement from a Headteacher/colleague (2), being able to access a one-off/specific course (1) and wanting to be more objective (1).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

## **Anglia Ruskin's telephone interview responses**

The vast majority of participants interviewed received some assistance with finance; 11 were fully funded and 3 were partly funded. 1 participant was fully self-funding. Only 1 participant interviewed received no funding.

The majority of participants received non-financial support from their schools; 4 received study leave and 6 received other practical support. 1 received no support at all.

## **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14%

of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Anglia Ruskin's telephone interview responses**

The majority of participants interviewed identified a range of barriers to their study at M level. These included: time to attend sessions and study (6), personal commitments (3), lack of funding (2) and travel (2). 3 participants experienced no problems at all.

Some participants (7) made suggestions to improve the accessibility of the courses including making sure the venue is accessible (4) and providing online and distance learning opportunities (2). 7 participants thought the current approach was fine and 2 could not think of anything.

10 interviewees could identify an aspect of the course that they didn't enjoy. For most practitioners (7), writing dissertations/compulsory modules were the least enjoyable aspect. Other responses included: travel/time (1), some of the lectures/guest speakers (1) and lack of relevance (1). 4 said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Anglia Ruskin's telephone interview responses**

14 out of the 16 participants interviewed from Anglia Ruskin said that they had access to enough information about their course. The participants found out about the courses from a range of sources including: formally via school or LA (1), informally via colleague in school or LA (7), already having links with the provider (3), responding to an advert (4) and looking at the website (1). 8 participants suggested ways to improve the marketing of the course, including: through communications with

schools and LAs (4) and using other media (e.g. TV, local press, professional publications and internet) (2). 4 participants thought the current approach was fine and 4 couldn't think of anything.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Anglia Ruskin's telephone interview responses**

The majority of participants were encouraged to work collaboratively with other teachers (15) and were involved in coaching (10). The majority said that tutors modelled new skills and practices in the classroom (11), that they had opportunities to experiment with new practice in the classroom (15), made use of observation (15) and had the opportunity to plan and review lessons (13).

We asked participants about the structure and organisation of the courses. Responses were varied and referred to: venue - school (2), venue - university (2), evening sessions (11), weekend meetings (5), residential meetings (1) summer school (6), formal lectures (4), group work/discussion-based learning (4), tutorials/workshops/seminars (8) and using specific hours/blocks over month/term (9). 4 participants also said that the teaching was helpful and 6 said that lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of

teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Anglia Ruskin’s telephone interview responses**

The majority of participants said that they had involved other colleagues (15), that the course had influenced their own practice (16), influenced their colleagues’ learning (15), noticed an impact of the course on their pupils (14) and been encouraged to share their research with others (14). Participants attributed a range of impacts to their involvement in PPD, which included: discussions/sharing of ideas/learning or research with colleagues (15), making a difference to professional practice (16), improved leadership (1), improved learning (10), improved teaching practice (9) and major changes to teaching (9). 2 participants thought it was too early to say.

The parts of the course that participants enjoyed the most were group discussions/tutorials/sharing ideas (8) and writing/academic research (6). 1 participant liked the fact that courses were geared towards adult professionals. 1 participant enjoyed getting feedback from tutors and 1 enjoyed Summer school.

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students’ portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;

- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19);
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities

and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.



## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **Edge Hill University**

The following report has been compiled from an examination of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation, along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site in February 2008, when interviews were held with the Head of Professional Development PPD Manager, the Associate Dean (Partnership and External Relations), five local authority partners; and five tutors.

#### **Partnership**

Edge Hill offers PPD in partnership with a number of local authority partners, mostly located in the North West of England but also at greater distance, for example in Shropshire, Yorkshire and Humberside, and increasingly in London and the South East. The university also has partnerships with schools and school clusters and has established a Premier Partnership Network of 75 schools which shares practice in initial teacher training as well as professional development and practitioner research. With the exception of the collaboration with Lancashire, all these partnership arrangements have been in place for less than four years. The university described its role in the partnerships in terms of solidifying and strengthening CPD programmes, by offering research and accreditation expertise. In particular, tutors were able to offer support in portfolio-building, academic writing and action research and, in the words of one tutor, *'the additionality of partnership is that you fill gaps you can't fill on your own'*.

The partnerships in which Edge Hill is involved vary according to the needs of the partners involved and the scale of their operation. Lancashire, for example, is a very large LA which retains an extensive CPD function and the university tends to work through the LA to get to schools. The closeness of the partnership is indicated by the fact that they share a building in Chorley. Other, smaller LAs such as Knowsley have tended to 'passport' the university straight through to schools, where work increasingly focuses on clusters of schools working on identified projects. In Shropshire, the partnership has been aligned with a conscious shift in the area towards a culture of accredited CPD which has been supported by headteachers. Four pathways have been created to engage the school workforce as a whole, focusing on staff in the early stages of their career, on senior staff, on aspiring leaders/department heads and on deputy heads. Edge Hill staff commented that they had seen a big shift in expectations in schools in recent years towards provision delivered in school using a mentoring model. Consequently, the partnerships have begun to move away from traditional university-based programmes, but have found that M level programmes based in individual schools had started well but had proved difficult to sustain in the longer term.

All the PPD modules offered fit into an M level framework. Provision is based on a traditional PGCert (60 credits), PGDip (120 credits) and full Masters (180 credits) model and there are clear pathways through to the full Masters award. Programme pathways include the following:

- Citizenship Pathway (PGCert)

- CPD Coordination pathway (PGCert)
- Early Years Leadership and Management pathway
- E-Learning pathway (MA)
- Enterprise Education pathway (PGCert)
- Mentoring pathway (MA)
- Multi-Agency Coordination pathway (PGCert)

The university has a Head of Professional Development (Rob Foster) with responsibility for managing the PPD partnerships. In addition, each local authority or school partner has a designated liaison tutor who manages the partnership and maintains regular contact, a structure which was said '*makes all the difference*' to effective partnership working. The liaison tutors negotiate new programmes with the partner and relevant pathway leader and brings the proposal to the Accreditation and Assessment Approvals Board (AAAB) for approval. The AAAB is regarded as a pivotal process integral to Edge Hill's approach to PPD which allows partnerships to develop flexible and expansive programmes while maintaining quality. Staff interviewed felt the process had raised the quality of proposals being submitted with one feeling that it had '*helped me to understand the meaning and purpose of QA*'.

### **Recruitment and participation**

Edge Hill has high and rising student numbers – over 4,500 students were enrolled on M level courses in 2006-07 – and the university expects them to continue to rise. Furthermore, there is said to be a 'critical mass' of teachers continuing through to complete at Masters level. A range of recruitment strategies are employed in partnership with the local authorities with which they work including direct marketing and emailing and the dissemination of flyers and programme information. The size of the university's provision means that a large range of research issues have been examined. Areas selected for study and completed in 2006-07 included:

- The effects of leadership style and attitude on a school's ability to promote successful inclusive practice
- Action Research: Looking for a way to close the learning gap between GCSE and A level
- A critical discussion of the methodological and ethical issues relating to a proposal to evaluate an integrated Maths and Art Programme for Teaching and Learning at Key Stage 1
- An analysis of the implementation of Restorative Justice principles and practices in a pupil referral unit

Barriers to teacher participation in PPD provision offered by the partnerships include the familiar logistical and physical issues of timing and location, additional workload and reluctance to engage in academic study. The partnerships have attempted to overcome these through a range of measures, including ensuring staff are available to discuss issues and offer support; increasing flexibility in terms of the timing of provision; offering support in problem areas such as academic writing and allowing students to work on assignments in several stages with support.

### **Engagement in CPD processes**

Staff interviewed at Edge Hill described their approach to PPD as 'emancipatory' and 'empowering', with their approach and commitment modelling the professionalism required of their students. While programmes are contextualised according to the needs of the schools and partners with which they are working, an emphasis on

action planning, reflection, questioning beliefs and using a range of research methods/foci are common elements. Tutors and partners spoke of the value placed on the coaching and co-researcher roles played by tutors and programmes have moved towards encouraging participants to build academic portfolios, rather than more traditional assignments. Tutors found that teachers had initially found this a difficult concept to grasp but with effective support were becoming more used to producing naturally occurring, robust evidence collected during their classroom practice.

Discussions with staff also emphasised the importance of developing programmes and courses quickly and responsively while maintaining rigour. School-based projects are based on a three phase model – development, implementation and evaluation – in which the initial needs analysis and negotiation meeting is seen to be key. It was also acknowledged that the traditional three modules a year model of CPD does not fit with busy professionals working in pressurised school environments and programmes have been adapted accordingly. A rolling programme of advanced study support is also offered in which opportunities for students and schools to operate more independently and benefit from peer support are fostered.

### **Learning outcomes and impact**

Edge Hill collects a range of data to analyse the impact and effectiveness of the programme, including:

- Participants' evaluations
- Analysis of assignments and evidence portfolios
- Content of online discussion groups and focus groups with participants subsequent to PPD courses to monitor development in schools
- Research with some partner schools

The partnerships have found evidence of a number of impacts on teachers and schools. They include impressive developments in students' abilities to engage with the literature and to write in a critical, reflective and academic mode together with the adoption of new approaches to teaching and learning, increased teacher confidence and self-esteem, greater levels of reflection on practice and improved behaviour management. Some interviewees also spoke of improved communication and better targeted provision in schools following involvement in PPD.

Links have also been made with enhanced pupil achievement. Improvements have been seen in areas such as pupil motivation in terms of engagement, understanding, improvement attendance and behaviour. Some measured claims about pupil achievement have also been associated tentatively with participation in PPD. These included improved Key Stage 3 SATs results in one school compared with the previous year and teacher perceptions of improvement in pupil learning and achievement as indicated by better group discussions and contribution in lessons.

All modules, programmes and awards are validated and subject to the university's quality assurance procedures. While quality assurance is regarded as flexible to enable the efficient development of new programmes, every tutor is held to have a quality assurance responsibility and there are robust guidelines to ensure that proposals are fit for purpose and meet both generic and specific learning outcomes. Quality assurance structures and processes include the AAAB which feeds into the Professional Development Board, and there is further scrutiny by the Partnership

Boards, PPD Steering Group, Partnership Management Committee and Faculty Board.

### **Summary of messages to the TDA**

- Impressed by TDA framework
- The message with regard to teaching becoming a Masters level profession needs to be clarified, especially with regards to whether this is presented as an entitlement or an obligation
- LAs have moved towards offering CPD and training for the whole school workforce and the restriction of TDA funding to teachers works against this development
- There is occasionally a tension between partners' local needs and agendas and national priorities, which is unhelpful

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings

we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change'; a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Edge Hill's telephone interview responses**

The motivation of the 5 participants interviewed from Edge Hill included personal and professional development (5), improving subject/pedagogic/leadership knowledge (2) and improving practice (5).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Edge Hill's telephone interview responses**

All of the 5 participants interviewed received some financial assistance; 4 were fully funded and 1 was partly funded.

All of the participants interviewed received non-financial support from their schools; 2 received study leave and 3 received other practical support.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Edge Hill's telephone interview responses**

4 out of the 5 Interviewees said they had to overcome barriers in order to participate in PPD. Participants identified time to attend sessions and study (6), travel (2) and timing of meetings (1) as the main barriers they faced.

Two participants made suggestions to improve the accessibility of the courses. These included: making sure the venue is accessible (1), providing online and distance learning opportunities/access to resources (1) and making the sessions shorter (1). 1 participant thought the current approach was fine while 1 could not think of anything.

Four practitioners said that there were aspects that they did not enjoy. 1 practitioner specified that writing dissertations was the least enjoyable aspect, while 1 said there was nothing they did not enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Edge Hill's telephone interview responses**

3 participants interviewed from Edge Hill said they had access to enough information about their course. 1 participant said they did not and 1 was unsure. 3 participants found out about the course formally via school or LA and 1 participant found out informally via a colleague in school or LA. 2 participants made suggestions for improving the marketing of the course through direct communications with schools and LAs (2). 2 participants couldn't think of anything and 1 thought the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Edge Hill's telephone interview responses**

The majority of participants were encouraged to work collaboratively with other teachers (4) and were involved in coaching (5). The majority said that tutors modelled new skills and practices in the classroom (3), that they had opportunities to experiment with new practice in the classroom (4), made use of observation (4) and had the opportunity to plan and review lessons (5).

In terms of the structure and organisation of the courses, the responses referred to: venue - university (1), venue – LA site (2), evening sessions (1), weekend meetings (1), use of specific hours/blocks over month/term (9), formal lectures (2), group work/discussion-based learning (1), tutorials/workshops/seminars (2) and online modules (1). 1 practitioner also said that the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new

knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Edge Hill’s telephone interview responses**

Out of 5 interviewees, 2 said that they had involved other colleagues. 4 said the course had influenced their own practice. 2 said it had influenced their colleagues’ learning. 2 participants noticed an impact of the course on their pupils and 4 were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in PPD. These included discussions/sharing of ideas/learning or research with colleagues (2), making a difference to professional practice (2), improved learning (1), improved teaching practice (3) and major changes to teaching (1). 1 participant thought it had a personal impact and 2 said it was too early to say.

The parts of the course that participants enjoyed most were group discussions/tutorials/sharing ideas (3) and writing/academic research (1). 1 participant enjoyed being able to self-plan. 1 enjoyed the practical activities/course content and 1 enjoyed listening to others from different sectors.

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

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- the focus of the activity;
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Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
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Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

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### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including collaborative inquiry with colleagues; individual professional learning based on changing practice; coaching or mentoring colleagues and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

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## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **Kingston University**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation. The report also draws on the information gathered by the researcher who visited the site during January 2008, and interviews with the two Programme Managers, the head of the school of education, nine course tutors and three local authority partners.

Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

Kingston University is the lead organisation in a partnership that works together to develop the range of PPD programmes on offer. The partnership has two part time managers who are principal lecturers at Kingston University. The organisations involved include four local authorities, schools, children's services, educational business partnerships and a range of other organisations involved in supporting specific aspects of children's education like Dyslexia Action. Working together has allowed the partnership to extend the range of programmes on offer by pooling resources and sharing expertise. They do this through:

- regular meetings to discuss emerging needs, share good practice and consider how the existing provision might be expanded or refined;
- small group meetings of course tutors to discuss specific aspects of pedagogy;
- joint course planning and identification of specialist course input; and
- frequent contact between partnership organisations via telephone and email.

Partners felt that both the meetings and the email communication supported them and their colleagues to develop their confidence in promoting and supporting the courses on offer.

The partnership gathers information about current local education plans, school priorities and teachers' personal professional development needs. The partnership pays particular attention to:

- the requirements of other governmental provision, e.g. NCSL, Leading from the Middle and NPQH;
- any changes emerging from the National Strategies, the National Standards or Ofsted; and
- specific local authority needs via Children's Service and the 2004 Education Act.

The partnership offers a series of M-level courses on a progressive basis:

- the postgraduate certificate comprises of two single (15 credit) modules and one double (30 credit) module and normally lasts one semester;
- the postgraduate diploma comprises of a further two single and one double module and normally lasts another semester; and

- the Masters programme comprises a further single module and one triple (45 credit) module in the form of a research dissertation and normally lasts another two semesters.

After completing a Masters students can choose to extend their learning by continuing onto a Professional Doctoral programme.

The provision offers qualifications which focus on:

- special educational needs e.g. inclusion, autistic spectrum disorder, emotional and behavioural difficulties;
- professional development e.g. creating and extending professional development, mentoring and coaching, leadership and management; or
- other aspects of educational practice including multi-agency working and advanced professional studies in teaching and learning.

The partnership also offers customised programmes such as Crediting and Extending Professional Development and independent study programmes, which allow students to agree an area of study that meets their particular needs.

### **Recruitment and participation**

In 2007 to 2008 three hundred and four students were enrolled on PPD programmes at Kingston. They were made up of teachers, members of school management, head teachers and practitioners from the local authorities, for example the Early Years advisor. The most popular programmes included those focused on special educational needs and professional development.

The provision is marketed through:

- existing networks between the university and local authorities and other partner organisations;
- previous participants and their schools;
- sharing good practice through the university website;
- university flyers; and
- word of mouth.

Kingston University recognises the importance of considering students' potential barriers to enrolling on a PPD programme. These include the location and timing of the provision, course fees and some students' lack of confidence in returning to higher education. The partnership works together to tackle these barriers by:

- running courses locally, either at the university or in local schools;
- providing flexible provision that includes weekend activities and courses during school holidays;
- providing subsidised fees for priority courses, and free modules for PGCE students;
- using IT to support learning by developing blended and distance learning materials and using email for tutorials and submitting assignments;
- accrediting prior learning including NPQH, Leading from the Middle and DfES PHSE initiatives; and
- using a range of assessment techniques.

Students are encouraged to identify their needs before enrolling on a PPD programme, then work with course tutors to ensure they have chosen a suitable course and consider their starting points. All courses provide students with a course

handbook which offers a more in-depth summary of the course and suggests pre-course reading material.

### **Engagement in CPD**

Kingston delivers courses through weekly sessions normally lasting between two and four hours. The majority of teaching sessions take place at the university, although some sessions are held at local authority venues as appropriate to the course content. For example part of the courses focused on inclusion and special educational needs are run at Whitefields School and Centre, a recognised specialist centre for supporting children with special educational needs.

Teaching is made up of a group of lectures and seminars and personal tutorial sessions which are extended through online support using blended and distance learning resources. In these sessions tutors help students to build on their existing knowledge and skills by requiring them to:

- work with colleagues to observe each other teach and reflect on their developing practice;
- make links between their personal targets and school priorities;
- experiment with new knowledge and ideas by trying them out in the classroom; and
- collaborate with other students during, and between, sessions at the university.

Specialist expertise is recognised as a valuable part of the provision and tutors support students to access and appraise evidence from a range of sources including:

- evidence offered through taught modules and workshops;
- evidence from research articles provided by tutors or found using their own search skills;
- data about their own school including achievement data, school priorities and data from action research projects; and
- national and regional data from Ofsted reports.

Assessment takes place through a combination of written assignments, school based research projects and students' presentations of their work to their colleagues. Students are also encouraged to complete a self-evaluation form which gathers their personal reflections about what they have learnt. They are asked specifically to indicate the impact of their learning on self, colleagues and students.

### **Learning outcomes and impact**

Kingston University monitors the impact of the PPD programmes in a variety of ways which include:

- self-evaluations by students and partner organisations;
- committee meetings and discussion forums involving course tutors and students;
- analysis of students' assignments;
- feedback from the school in the form of changes to their school development plan;
- internal university monitoring arrangements including attendance and retention data; and
- external examining arrangements and inspection reports.

The partnership found evidence of improvements in teachers':

- confidence and enthusiasm;
- self-evaluation processes;
- skills in collaborating with colleagues and communicating with parents;
- subject and pedagogical knowledge, including the ability to recognise and respond to their pupils' varied needs;
- leadership skills, including the use of coaching and mentoring;
- ability to review and make use of evidence from research; and
- data analysis skills.

Tutors encouraged students to measure the impact of their learning on their pupils, including pupil attainment data, anecdotal reflections from participants, classroom observations and case studies.

This evidence highlighted improvements in their pupils':

- behaviour;
- motivation and involvement;
- academic achievement
- non academic performance; and
- skills for independent learning.

### **Summary of messages to TDA**

Kingston University identified several key messages for the TDA:

- the TDA funding is useful for serving teachers who want to undertake M level work, especially teachers early on in their career who still have student debts;
- working in partnership with a wide variety of organisations allows them to extend the range of programmes on offer and maximise the practical and theoretical input for courses by pooling resources and sharing expertise. They do this through regular partnership meetings, small group meetings between tutors to discuss pedagogy and frequent contact between partnership organisations via telephone and email;
- partners felt that regular communication with each other helped them, and their colleagues to develop their confidence in promoting and supporting the courses on offer;
- specialist expertise is recognised as a valuable part of the provision and tutors support students to access and appraise evidence from a range of sources; and
- students have identified a positive impact of their learning on their pupils including improvements in pupils' behaviour, motivation and achievement.

They also identified several key questions for the TDA:

- There are many agencies working to support teachers and it is important that these agencies work together to develop a shared language and agree their policies to reduce the amount of confusion for teachers. Could TDA run focus groups with policy makers to support this?

- How might the TDA and the Children's Workforce Council collaborate to fund members of the wider workforce might be funded to participate on PPD courses?
- Is there any funding available for teachers doing a course at or below the level of qualification they already hold?
- There is an increase in the number of NQTs enrolling on Masters courses which requires the university to offer a different kind of provision and support. If we are to move to an all post-graduate profession what additional learning opportunities might we offer to teachers after five or six years in their career?
- Materials emanating from DCSF should be sent to Schools of Education as well as schools

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings

we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Kingston's telephone interview responses**

The participants interviewed on Kingston's M level courses gave a variety of motivating factors. These included: personal and professional development (9), improving subject/pedagogic/leadership knowledge (4), career development (1) and improving practice (3).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Kingston's telephone interview responses**

Out of the 7 participants interviewed, 5 participants were fully funded, 1 received some help with funds and 1 received no funding at all.



4 participants said they received no financial support from the school. 3 interviewees were given study leave. 1 participant had other practical help and 1 said they had no non-financial support.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Kingston's telephone interview responses**

4 participants identified barriers to studying at M level. The main barriers identified by the interviews with participants were: time to study and attend sessions (2), finding cover in school (1) and lack of IT skills (1). 3 said they experienced no problems.

3 participants suggested ways to improve the accessibility of the courses. These included: encouraging schools to support study leave (1), making sure the venue is accessible (1) and providing online and distance learning opportunities (1). 2 participants couldn't think of anything and 2 said that the current approach was fine.

5 interviewees said that there were features of the courses they didn't enjoy and these included writing dissertations (2), unclear structure/expectations (1), waiting for results from assignments (1) and school-based aspects (1). 2 said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Kingston's telephone interview responses**

2 participants interviewed said they had access to enough information about the courses. Two said they didn't and 3 found it difficult to say. Interviewees explained that they had found out about the courses from a range of sources including formally via school or LA (2), informally via a colleague in school or LA (1), choosing the programme from the website (1) and already having links with the provider (3).

4 participants made suggestions for improving the marketing of the course, which included opening direct communications with schools and LAs (3) and using other media (TV, local press, professional publications, internet) (2). 1 interviewee couldn't think of anything and 2 thought that the current approach was fine.

### **CPD processes**

Building on our experiences of last year we were able to focus much more tightly on the processes involved in the programme delivery. In particular we found that many of the evidenced-based CPD strategies we had identified were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Kingston's telephone interview responses**

All 7 participants said they were encouraged to work collaboratively with other teachers. 6 said they were involved in coaching. 5 said that tutors modelled new skills and practices in the classroom. 6 interviewees said they had opportunities to experiment with new practice in the classroom. 3 made use of observation and 3 had the opportunity to plan and review lessons.

Practitioners' responses about the structure and organisation of the courses referred to location: venue - university (5) and types of delivery and timing: evening sessions (4), weekend meetings (1), use of specific hours/blocks over month/term (2), formal lectures (2), group work/discussion-based learning (1) and tutorials/workshops/seminars (3).

3 practitioners said that the teaching is helpful and 2 said that lecturers are knowledgeable/experienced (2).

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Kingston’s telephone interview responses**

The majority of interviewees (6) said that they had involved other colleagues in their in-school M level work. All said the course had influenced their own practice and colleague’s learning. 2 participants noticed an impact of the course on their pupils and all were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in M level study. These included: discussions/sharing of ideas/learning or research with colleagues (6), making a difference to professional practice (7), improved leadership (2), improved learning (1), improved teaching practice (6), major changes to teaching (1) and changed role/promotion (3).

The parts of the course that participants enjoyed most were group writing/academic research (4), action research/independent study (2) and listening to visiting lecturers (2).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align

course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **Lancashire County Council Learning Excellence (LE)**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during January 2008, and interviews with: two lead partnership managers, an HEI representative, and three tutors from LE. In addition, information was collected from a partnership meeting attended by the two lead partnership managers, an HEI representative from a different institution and two LA representatives. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The partnership, known as Learning Excellence, grew out of an earlier Lancashire County Council training scheme. In its most recent form the partnership has been running for a year and two terms – it started in January 2007 not September 2006 so the first year was not a full one. September 2007-8 is the first full year of the programme. LE has strong, historic links with Edge Hill University at many levels and is a partner in their PPD programme. Situated in the same complex of buildings as Lancashire CC education authority, LE is part of Lancashire Local Authority and has close and ready links with experienced education professionals including school advisers, national strategies staff and management trainers. LE is based in a modern well-equipped training centre in which there is an Edge Hill University resource centre available for students. The partnership covers Lancashire stretching to Cumbria northwards and to Cheshire southwards, including Wigan MBC, a large borough of Greater Manchester.

The partnership is unusual in that the lead organisation, LE, is a local authority organisation rather than a HEI. Learning Excellence manages communication and administration and links with other agencies and partners. The other members of the partnership are: Lancashire LA, which is the main local authority partner, plus two other LAs, two HEIs - Edge Hill University and the University of Cumbria, one of which, Edge Hill, is a key one - and 30 schools which are doing school-based modules mostly involving whole staffs (these schools are not part of the partnership).

Accreditation for postgraduate certificate courses run by LE is carried out by Edge Hill. At present LE only offers postgraduate certificate level courses but planning for the diploma is underway.

Local authorities' plans, school based priorities, teacher needs, advice and observations from HEI partners and comments by external assessors, all contribute to the planning, reviewing and developing of provision to meet the needs of teachers and schools in the region. Feedback from current and past participants (e.g. participant teachers submit course evaluations) is collected and analysed by LE. Information which comes to light through meetings with personnel from LAs, HEIs, schools, regional CPD meetings, networks of schools and the GTC Teachers' Learning Academy (TLA) all help towards development of the programmes. This feedback enables the LE to create and continually modify and adapt bespoke

modules. This is a time-consuming and intensive process but it ensures the modules are aligned with school goals. It is not unusual for a tutor to modify what they do each time they present a particular module in response to schools needs as expressed by the schools' subject specialist or CPD leader. One tutor had modified her original creativity module several times in this way.

Approximately 60% of the provision is based on modules taught at LE's training centre and in venues across the county. The modules cover a number of themes, including: early years, history, creative curriculum, ICT, design technology, science, PE, assessment for learning, thinking skills and boys' achievement. The emphasis is on subject knowledge and subject leadership in primary schools, which can be developed into leadership and management by the addition of appropriate modules. The rest of the provision is school-based and is expanding. The school-based modules have the same range of themes as centre-taught ones but are tailored, through on-site negotiation between LE project manager and the headteacher, to the specific needs of the schools. Use of school data is extensive in helping people identify the needs of the school and teachers. Module design is often linked to performance management needs and school development needs.

Currently the partnership leaders are engaged in converting existing LA courses into validated M level courses, organised in groups and levels so that teachers can select course routes that are appropriate for them. All modules would follow the same format:

- pre-course preparation;
- course, which involves an action research/enquiry component; and
- reflection through building a portfolio of school based action research.

The completed portfolio would then be assessed for post graduate certification.

Edge Hill University has a number of key roles to play in the partnership, including:

- accreditation of modules;
- assessment;
- providing training for teacher advisers so they become associate tutors;
- helping teacher participants plan for impact;
- developing with LE a portfolio model for outcomes and accreditation; and
- accreditation of prior learning (APL).

### **Recruitment and participation**

Students are recruited using a range of methods. The partnership manager and web specialist (one of the tutors) are involved in advertising, recruiting and providing information about the modules on offer. A particular strength of the partnership is its close and easily accessible links with school advisers from the local authority. This gives the Learning Excellence partnership co-ordinator a direct method of finding out what schools and teachers need. Flyers, other LA personnel e.g. advisers (there are 50 of them and each primary school has five visits a year from the school adviser), leadership and management trainers, and university/LA networks all play a part in marketing and recruiting. Schools advisers act as brokers and suggest to schools what might be useful to them. The website is very informative and is clearly organised so that it can be easily navigated by teachers.

Good practice involving PPD students is shared through meetings, internet module and word of mouth. Input into heads' training sessions, advertising on existing courses and newsletters to schools are also used to advertise the courses. Networks

among schools, such as the CPD coordinators act as channels for communication. Course preparation seems to be effective and recruitment is reaching its target number. In the first 'limited' year 361 students joined the courses; by January 2008 there had been an additional 245 registrations for courses, a figure that is expected to increase as students can join the courses at a number of points in the year.

In some cases head teachers enlist their whole staff including TAs (who are subsidised by Lancashire LA). The partnership co-ordinator stresses, however, that it is important that teachers feel committed because it is useful for their own development, not only for school improvement. A number of small schools form clusters that enrol for a course.

Particular groups the partnership focuses on for recruitment include subject leaders, NQTs and other teachers in their early years. Tutors who provide traditional school-based INSET offer teachers advice about extending their INSET so it can be accredited at M level: e.g. after training on interactive whiteboards or being an effective science co-ordinator. (Out of 18 teachers doing science INSET, 17 went on to do a TDA funded course after encouragement from the advisory teacher). This happens in the case of NCSL leadership courses, too.

The partnership co-ordinator identified a number of barriers that participating teachers had to overcome including: timing, transport, impact on work/life balance, venue and the feeling of 'being on your own'. To address these issues the partnership leaders have adopted strategies such as providing for the main part of programmes to be carried out in the school as in school based modules, during the school day in taught modules, usually in the form of a full day followed by two half-day follow ups. Visible support from head teachers is seen as vital to helping overcome isolation. A variety of methods of assessment is employed to minimise its impact on teachers' working lives. In addition to the traditional written assignments, presentations and portfolios containing video, photographs, audio recordings, lesson planning notes and schemes of work are accepted.

There is an extensive resources centre with further resources available at Edge Hill campus. As a financial incentive, LE currently offers a 100% subsidy for 3 x 20 point modules for school-based groups.

### **Engagement in CPD processes**

The programme of postgraduate certificate modules is structured on a classroom-based action research model. Input to the course from tutors, who are all LE subject specialists, takes place either in training venues county-wide or in the schools, or both. Participating teachers are supported by a HEI and subject specialists (LA teacher advisers). Accreditation of prior learning is very important to LE. Classroom-based, experimentation is actively encouraged by tutors, who all have extensive experience as classroom practitioners and, in most cases, school leadership at a senior level.

Teaching is provided by a team of 16 teacher advisers (these are separate from the local authority school advisers) who are specialists in their own subjects. Tutorial support is provided on request and there is extensive online support available. Coaching is provided by LE tutors, and if they are enrolled for accreditation with Edge Hill, students are eligible for specialist support in writing assignments from Edge Hill staff. There are personal support sessions, and group sessions either in-school or at the LE training centre.



Support, is provided by phone and online contact with tutors, Peer support is available through the ecommunity, tutorial groups and seminars, coaching and mentoring, and sharing planning and thinking with colleagues. Tutors go into classrooms to observe their students. A special effort is made to engage school leaderships to support staff – e.g. by leading professional conversations. The partnership also involves CPD co-ordinators in school-based support for students. Tutors often use the start of a school-based session to feed back in relation to problems students have encountered, or which they have identified. The website provides detailed guidance for students, for example, in putting together a portfolio. It has a frequently asked questions section that is built on an accumulation of experience from all those who have been engaged in the courses. Peer support among teachers occurs most naturally when the teachers belong to the same phase or else there is a strong common interest.

### **Learning outcomes and impact**

Evidence about impact comes from a number of sources including: comments by participants, feedback from tutors, observation data, student portfolios, and head teacher and LA advisers' comments. Feedback from internal and external QA procedures arose from annual evaluations by LE, discussions and meetings of partners, tutors' meetings, course validation processes and comments from external examiners.

Evidence from a partnership meeting suggested that how to measure the impact of CPD, including PPD, was a key issue under continuous discussion. Another issue raised by LA representatives was the need to sustain the benefits of CPD so that the changes became embedded in practice.

Teachers reported the difference it had helped to bring about for their pupils:

*The children have enjoyed the practical nature of the lessons and also the freedom to record their ideas in their own way.*

*Children arrive at school in the mornings excited to be in school. Their behaviour was better as a result of more focus in planning to ensure engagement of children and the freedom to take the curriculum outside the box.*

*Improved provision has stimulated children with communication difficulties to express their feelings through movement, dance and art.*

Regarding their own development teacher comments reflected a range of benefits. These included: increased motivation through engaging with new approaches, growth of self confidence and the use of more effective inclusion strategies. Teachers reported they had improved their management and organisation, felt better equipped to plan for the future, and were now more likely to collaborate with others:

*I feel excited by this subject now and feed back to the whole staff and inspire them to make changes.*

Tutors commented that teachers' research and problem-solving skills developed successfully through the critical evaluation of evidence and research.

### **Summary of messages to TDA**

Learning Excellence believes partnership work has benefited them in a number of ways including enabling them to:

- expand their provision to include more diverse groups of students;
- draw on other's experience and expertise;
- share perspectives and gain new insights from partnership meetings;
- experiment with new forms of delivery that better meet the needs of individuals and schools;
- maintain close links with local authorities and schools; and
- provide a partial subsidy for teachers participating in the course.

TDA funding has enabled them to finance staff with specific roles in the partnership in order to carry out the functions listed above. Whilst they have been able to subsidise teachers at certificate level, to some extent this is only part of the way to a full masters. Schools sometimes provide support through financial help or other support in kind, but there are often gaps the teacher has to meet: e.g. time commitment to complete portfolio.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings

we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Lancashire's telephone interview responses**

The majority of participants (12) interviewed from Lancashire cited improving subject/pedagogic/leadership knowledge as the main reason for doing the M level course. Other responses included personal/professional development (5), improving practice (11) and getting parents more involved (1).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Lancashire's telephone interview responses**

The vast majority of interviewees (11) received financial support. The majority were fully funded (9), while 2 participants received supply cover, and 1 received no financial support (all LE courses this year have carried a 100% subsidy).

12 out of the 15 participants interviewed said that they did not receive other support from the school. 3 participants said they were given study leave.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Lancashire's telephone interview responses**

9 participants said they had to overcome barriers in order to participate in PPD and these were identified as time to attend sessions and study (4), lack of funding (1), level of challenge offered by the course (3) and finding cover in school (1). 6 participants said they encountered no problems.

Two participants made suggestions to improve the accessibility of the courses. These included encouraging schools to support study leave (3) and providing online/distance learning opportunities (1). 6 practitioners thought the current approach was fine while 3 could not think of anything.

Three participants identified aspects that they did not enjoy and these included writing dissertations (2) and data analysis (1). The vast majority of interviewees (12) said there was nothing they did not enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some

through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Lancashire's telephone interview responses**

All 15 participants said they had access to enough information about their course. They cited a range of ways in which they found out about the course including: formally via school or LA (6), informally via a colleague in school or LA (2), choosing the programme from the website (5), already having links with the provider (1) and responding to an advert (1). 2 participants made suggestions for improving the marketing of the course: through direct communications with schools and LAs (2), while 5 were unsure.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Lancashire's telephone interview responses**

The vast majority of participants were encouraged to work collaboratively with other teachers (14) and were involved in coaching (11). 11 participants experienced tutors modelling new skills and practices in the classroom and 13 had opportunities to experiment with new practice in the classroom (4). 7 made use of observation and 13 had the opportunity to plan and review lessons.

Practitioners' responses about the organisation, structure and teaching of the courses referred to: venue – school (8), venue – LA site (6), evening sessions (2), whole day meetings (8), use of specific hours/blocks over month/term (2), group work/discussion-based learning (4) and tutorials/workshops/seminars (9). 2

interviewees said the teaching was helpful and 3 said lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Lancashire’s telephone interview responses**

Out of 15 interviews conducted, the majority of participants said they had involved other colleagues (10), that the course had influenced their own practice (15), that the course had influenced their colleagues’ learning (14), that they had noticed an impact on their pupils (14) and were encouraged to share their research with others (11). Participants attributed a range of impacts to their involvement in PPD. These included: discussion/sharing ideas/learning/research with colleagues (3), making a difference to professional practice (7), improved learning (4), improved teaching practice (4) and major changes to teaching (2). 1 participant thought it was too early to say.

The parts of the course that participants enjoyed the most were group discussions/tutorials/sharing ideas (5).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

## **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

## **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

## **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.



## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Leeds Metropolitan**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: the partnership manager, the associate dean – partnerships, one local authority (LA) partner, and an academic staff member with responsibilities for professional education research. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The University of Leeds Metropolitan is the lead organisation in the partnership which is called Achieving Excellence. The other partnership members are: Education Leeds (a private company with the functions of a local authority), four local authorities (LAs) - York, Wakefield, Calderdale (small), North Yorkshire (a large geographically spread LA), and two private companies acting on behalf of local authorities as in the case of Leeds and Bradford - and several schools in Leeds and the surrounding area. Education Bradford is part of SERCO and oversees education on behalf of Bradford Metropolitan District Council. The partnership is undergoing something of a rebirth in that the loss of five tutors at the end of the academic year 2006/7 means that it is building almost from scratch, although the key relationships between Leeds Metropolitan and the LAs continues to develop.

The partnership manager, assisted by two academic colleagues and supported by administrative staff, carries out a range of functions. These include communications with LAs, tutors and schools, recruiting staff, organising and attending meetings, recruiting students and teaching on the courses. There is one full-time tutor and one part-time tutor, (retiring in July), with other tutors being drawn from programmes such as ITE. Schools and LAs provide associate tutors who can offer support for staff development and team teaching. There is a Teacher CPD Partnership Steering Group.

Leeds Metropolitan University is a member the Yorkshire and Humberside professional development consortium and its subgroup of HEIs. Together these two bodies constitute a valuable source of information as they report the views of a range of individuals, LAs and HEIs. They are well attended and offer a range of perspectives on the needs of schools in terms of subjects and the professional development processes to support teachers' learning.

Course planning and development is influenced by other feedback too. Tutors carry out an initial needs assessment of participants at the start of course. All course groups have the opportunity to send a representative to meetings of teaching teams and of the scheme management. The university approaches schools directly or through its LA partners. The work of the university is familiar to many schools because of previous work in ITE mentoring and leadership training. Together with the schools concerned the partnership representative looks at national priorities, LA priorities and school data, and asks the school leaders to consider what Leeds Met

has to offer and whether it fits their purposes. The university operates a key partnership with Education Leeds in relation to workforce development and remodelling which are bespoke courses. Another example of a local partnership involved collaboration with a residential special school with support from North Yorkshire LA. Tutors from Leeds Metropolitan undertook shared work and planning with the teachers at the school. Together they produced an advice booklet on EBD and SEBD, for staff engaged in this type of work. External examiners also provide feedback.

For the past two years there has been a steady move from centre-taught modules to school-based ones. In relation to school-based modules the university believes that the key principle is being responsive to what teachers want and need and being empathetic to what they are trying to do. The programme tutors have developed an approach that enables them to refresh the curriculum they offer to schools, in response to their needs, and to make this a rapid response.

The development of school-based modules involves a number of stages including:

- professional conversations/articulation/recognition of need between the programme manager and school staff;
- course and programme development with input from an LA adviser as co-planner;
- further adaptation that may be required;
- design of an academic framework for quality assurance and credibility in relation to academic rigour; and
- co-delivery with practitioners who act as part-time lecturers.

The programme manager commented: “As with all schemes it is the extra depth in relation to knowledge and understanding that the HEI can provide that’s important.” Another key factor is the sharing of responsibility for the provision with other stakeholders.

Modules designed by the partnership have a generic structure. For the Postgraduate Certificate in Early Professional Development – a major growth area - this consists of the following three modules:

- Career Planning and Development Processes; there are five taught sessions at monthly intervals in local authority centres, schools or the university campus lasting nine months overall
- Improving Professional Practice; teachers identify their own project, based on current practice, in consultation with their head teacher so that it supports school improvement initiatives; the teacher undertakes distance learning supported by tutors and plans for action research or enquiry; it is often linked to the students’ performance management targets
- Preparing for Threshold; this is where teachers carry out the process of enquiry they planned in module 2

The module sequence is designed to balance content and practice, and individual and collaborative professional learning. A core feature of all the modules involves reflection on practice.

The partnership currently offers accreditation at three levels:

- Postgraduate certificate requiring completion of three 20 credit modules
- Postgraduate Diploma requiring the completion of six 20 credit modules and 120 Masters level credit points

- MEd for which students need to additionally carry out a research project worth a further 60 credit points at Masters level

The main themes of the modules cover: subject knowledge, teachers' early professional development, mentoring and coaching, leadership and management, and teaching and learning in the early years. A key area of development is building up programmes from NQT level onwards in order to create a process of learning for different stages of teachers' careers.

Accreditation of prior learning or experience can take place through the agreement of the university if the work fits the existing module content and structure and is at the right level. Leadership and management training involving NPQH qualifications, for example, can provide APL for further development into a leadership and management postgraduate certificate. APL is also applied in relation to the many PGCE students trained at Leeds Metropolitan who stay local when they have completed the course, provided they have successfully completed M level study whilst on the PGCE.

### **Recruitment and participation**

Students are recruited using a range of methods. The partnership manager, with support from colleagues in the marketing department of the faculty carries out advertising, recruiting and provide information about the modules on offer. Whilst LAs help to identify needs and help advertise the provision, recruitment is carried out by direct contact between the partnership manager and schools. The partnership uses traditional recruiting methods such as flyers, university website and course leaflets.

Good practice involving previous PPD students is shared through meetings and word of mouth. Input into heads training sessions, advertising on existing courses and newsletters to schools are also used to advertise the courses. Networks among schools provide channels for communication that spread information about the courses.

In some cases the partnership enrolls school cohorts and groups of schools; one example of this type of arrangement involves a high school and a number of its feeder primary schools.

A new approach being developed in the partnership is the proactive use of alumni on the university records to see where ex-PGCE students have gone and target schools where they are teaching.

The partnership manager identified a number of barriers that participating teachers have to overcome including: timing, travel, impact on work/life balance, venue and anxiety about whether they could reach the right standard. Visible support from head teachers is seen as vital to helping students overcome isolation. Flexibility in terms of course session times and locations aims to help students cope with the difficulty of matching the requirements of study to their everyday work and lives.

### **Engagement in CPD processes**

The basic structure of the provision entails monthly taught sessions with tutors providing support between the sessions by email, telephone and one-to-one tutorials at the university or in school. Students are encouraged to share their planning and reflect together.

Peer working is at the heart of school-based learning. One partnership involves a sixth-form college and the university. It is a collaborative, research-focused initiative that involves senior leaders working in pairs to produce a strategy for professional learning for their staff. The school creates its own path to qualification which is then validated by Leeds Metropolitan.

Another model of collaborative working involves a federation of two high schools, one 2-19 year age groups special school and six primary schools, all overseen by one executive head teacher. For three half-days teachers meet together to discuss the themes they will be engaged on, consider what theory might be relevant, decide on the kind of enquiry they will be making and plan the work so that it supports school improvement. The collaboration involves four teachers in each school sharing planning, working together and analysing the data. They are supported by an in-school co-ordinator and a university tutor who visits the school every two weeks to work with teachers in the classroom. Key features of the project also include securing support from head teachers and specialists in the schools, such as ASTs.

### **Learning outcomes and impact**

The partnership collects data about impact through a range of internal and external mechanisms. Participant evaluations, post-module surveys and assignments are a key source of information. Partner feedback from school and local authority personnel is also very important. In addition the university programme teams carry out their own module impact assessments. All data are collected and analysed by the Teacher CPD Partnership Steering Group. Teachers believe their pupils have benefited from their involvement in professional learning on PPD courses, including: improved motivation, increased engagement and enjoyment of new approaches to learning, such as kinaesthetic methods, and improvements in literary skills.

Teacher perceptions included in post-module evaluations indicate that being involved in PPD courses has: increased their desire to learn more, improved their self-confidence, enhanced their subject knowledge and developed their subject leader skills. Some teachers feel they have benefited through having the opportunity to learn new approaches such as a creative approaches to science involving the story and drama, and concept mapping. Other students have reported experiencing significant professional growth in terms of being able to lead staff development, developing themselves as mentors, and feeling able to discuss teaching and learning issues with educational professionals using the appropriate vocabulary. The following comments are indicative of the impact of the provision on teachers:

*My research has already had an impact on the teaching of the present year 13 a level class. I have adopted the structured tutorial as an intrinsic part of my teaching...*

*My personal development...has had a profound impact on my professional role as a classroom teacher and an AST...*

### **Summary of messages to TDA**

The programme manager believes that partnership working:

- brings a freshness to the provision because it is based on issues that really matter to teachers and schools;
- creates breadth because of the range of variation it introduces to the processes of learning;

- provides the means to subsidise certificate course modules; and
- enables the university programme teams to be responsive to schools needs.

Whilst the university supports the idea of limited subsidies for students it is aware that complete subsidy of the initial modules has the potential to lead to a lack of sustainability when the subsidy ends.

TDA funding has enabled the partnership to finance staff with specific roles in order to carry out the functions listed above.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

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This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

## **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

## **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

## **Leeds Metropolitan's telephone interview responses**

The majority of the participants interviewed from Leeds Metropolitan told us that their motivation to study at M level was personal/professional development (6). Other motivating factors included improving subject/pedagogic/leadership knowledge (4), career development (5) and improving practice (1).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

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65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

## **Leeds Metropolitan's telephone interview responses**

7 of the 8 participants interviewed received some financial assistance; 4 were fully funded; 3 were partly funded; 1 received supply cover and 1 had no financial support at all.

3 participants received non-financial support from their schools; 2 received study leave, while 4 said they received no support.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Leeds Metropolitan's telephone interview responses**

The majority of participants said they had to overcome barriers in order to participate in PPD (6). Practitioners identified time to attend sessions and study (4), personal commitments (1), lack of funding (1), travel (2), finding cover in school (1) and dyslexia (1) as the main barriers they faced. 2 participants said they encountered no problems.

Six participants made suggestions to improve the accessibility of the courses. These included: encouraging schools to support study leave (2), making sure the venue is accessible (2) and better timings (3). 3 participants thought the current approach was fine.

Six interviewees identified aspects that they did not enjoy including: writing dissertations (1), unclear structure/expectations (2) and poor administration (1). Other disliked aspects were giving presentations (1), having no control over the agenda (1) and lack of support (2). 2 participants said there was nothing they did not enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Leeds Metropolitan's telephone interview responses**

5 participants interviewed from Leeds Metropolitan said they had access to enough information about their course, while 3 said they did not. Interviewees found out about the course in a variety of ways which included formally via school or LA (4), informally via a colleague in school or LA (1), choosing the programme from the website (1), already having links with the provider (2) and responding to an advert (1).

5 participants made suggestions for improving the marketing of the course: through direct communications with schools and LAs (3) and using other media (TV, local press, professional publications, internet) (2). 2 participants couldn't think of anything and 1 thought the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Leeds Metropolitan's telephone interview responses**

All of the participants were encouraged to work collaboratively with other teachers (8). 2 were involved in coaching. 5 said that tutors modelled new skills and practices in the classroom. 7 had opportunities to experiment with new practice in the classroom. 3 made use of observation and 5 had the opportunity to plan and review lessons.

The participants' responses about the structure and organisation of the courses varied and referred to: venue - university (3), venue – LA site (5), evening sessions (3), whole day meetings (3), formal lectures (2), group work/discussion-based



learning (1) and tutorials/workshops/seminars (4). 3 practitioners said that the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Leeds Metropolitan’s telephone interview responses**

The majority of participants interviewed said they had involved other colleagues (5). 7 said the course had influenced their own practice. 4 said it had influenced their colleagues’ learning. 7 participants noticed an impact of the course on their pupils and 2 were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in PPD. These included: discussion/sharing ideas/learning/research with colleagues (5), making a difference to professional practice (4), improved leadership (1) and improved teaching practice (4).

The parts of the course that participants enjoyed the most were group discussions/tutorials/sharing ideas (6).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

## **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

## **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

## **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **Liverpool John Moores University**

The following report has been compiled from examination of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site in February 2008 when interviews were held with the Head of Educational CPD & Enterprise, eight tutors, two students, and three partners.

#### **Partnership**

Liverpool John Moores (LJMU) University offers PPD programmes in partnership with a number of organisations, including Liverpool, Halton, and Knowsley local authorities; Everton Children's Centre (a DCSF Early Years Regional Leadership Centre); North West; Creative Partnerships (Merseyside); Tate Liverpool; and individual schools. The longevity of the partnerships varies from the seven years LJMU has worked with Liverpool Tate on a joint Artist Teacher MA to the relatively recent programme developed with schools in Blackpool in which the first module was completed in January 2008. The university is located at the hub of these partnerships, although programmes are increasingly planned and co-developed with partners.

Partners interviewed stated that working with LJMU brought academic rigour, credibility, acknowledgement and formal accreditation to their programmes. In turn, partnership working helped to get the university into the community, working closely and innovatively with practitioners – outreach provision is increasing in areas such as Integrated Centre Leadership. Like many other providers, LJMU is delivering more and more PPD off-site at times which suit participants and their organisations. Having appointed a new Partnership Manager (Julia Tanner) in 2006, they have restructured their entire MA programme and academic framework to facilitate partnership working and develop PPD further. This increased flexibility has also been extended to the creation of new modules which can be formally approved through university structures much more quickly than previously. The intention is to build on existing strengths in areas such as mentoring and the MA in Advanced Educational Practice and work more with schools and clusters of schools to align provision with their needs.

In the new MA programme, there are six named certificate routes for postgraduate study:

- Advanced Educational Practice
- Advanced Educational Practice (Dyslexia)
- Advanced Educational Practice (Leadership and Management)
- Advanced Educational Practice (Mentoring and Coaching)
- Advanced Educational Practice (SEN)
- Advanced Educational Practice (SENCO)

In addition, there is the MA Artist Teacher Scheme delivered with Liverpool Tate, referred to above. The ways in which the partnerships operate vary but essentially

Liverpool John Moores assures the academic validity and credibility of the courses and their delivery. Partners are involved in the delivery of programmes and the recruitment of participants. Off-site provision tends to focus on the needs of the partners with which the university is working.

### **Recruitment and participation**

Around 137 students are currently enrolled on PPD courses. This is fewer than projected but something which the changes in provision are designed to address. However, retention figures are good and around 40% of students go on to study for the full Masters qualification. As one of the most pressing barriers to teachers engaging in PPD is their misconception about the demands and theoretical nature of postgraduate study, the Head of Educational CPD & Enterprise sees getting out and talking to people in schools to dispel myths as a key part of her role. Flyers focus on meeting teachers' practical needs and completed student assignments are made available at events and via the university's virtual learning environment. Word of mouth is also a powerful recruitment tool, with the feeling being that once information about programmes and their personalised approach is made available, *'if provision is good enough, it will sell itself'*.

All teachers are engaged in a 'wants, needs and concerns' analysis before they embark on PPD-related research. Recent enquiries undertaken by teachers have included, for example:

- An Assessment of the Leadership and Implementation of a Big Writing Initiative
- Leadership for Staff Development and the Improvement of Key Stage One Science Assessment
- An Evaluation of a Sure Start Programme of Study for Parents

A number of barriers to teacher participation in PPD programmes have been identified by LJMU. These include the misconceptions about M level study already referred to, the assumed inflexibility of programmes and providers, and common barriers such as work-life balance, lack of time and geographical distance from providers. LJMU have attempted to address these issues by attempting to bring theory and practice together to meet real need. The Blackpool schools, for example, which are relatively distant from the LJMU campus, have found the combination of off-site provision and online resources have helped to overcome many of their fears about their students' physical separateness from the university.

### **Engagement in CPD processes**

The CPD model used and promoted by LJMU is founded on enthusing students about learning. The changes to the MA programme have matched flexibility with strong support structures. Sessions feature lots of opportunities to: share expertise; engage with ideas; reflect between sessions; take risks; and model a variety of practice. There is also an emphasis on modelling professionalism and fostering peer support and peer observation. Participants are encouraged to be critical and reflective and programmes are designed to be responsive to the needs of individuals and schools while also being adaptable enough to reflect national initiatives and policy changes. Essentially, sessions and programmes are designed to create safe spaces for participants to innovate, mapping and becoming increasingly responsible for their own learning journey.

Taking the MA Artist Teacher as an example, the programme is run part time in the evening with a four-day Easter school and some weekend short courses for an annual intake of 30 students. It is described as '*a response to the changing nature of the disciplines art, craft, design, art history and theory that have occurred since many teachers gained their initial qualifications*'. Three courses are available: MA Artist Teacher; MA Applied Artist Teacher; and MA Professional Development in Arts Practice. In partnership with colleagues at Tate Liverpool, staff at LJMU provide induction, access to workshops and tuition on theoretical and practical modules for participants.

### **Learning outcomes and impact**

As central hub of the partnerships, LJMU collects a range of quantitative and qualitative data with which to assess the impact of its programmes. They include module evaluations, impact questionnaires and assignments completed by participants, and detailed feedback from partners and other stakeholders. These are supplemented by information gathered through the university's formal structures and processes such as external examiners' reports and programme boards.

Evidence of programmes' impact on teacher's practice has been varied. Partners interviewed commented on the increased confidence, efficiency, leadership capacity, knowledge and skills developed by practitioners following involvement in programmes. They associated this with the practitioner-led nature of provision and its emphasis on reflection. They also felt that involvement had led to improvements in communication in schools and to promotion for some participants.

Tutors and teachers spoke of the '*professional reinvigoration*' of participants and their development as '*credible practitioners*'. A number of impacts were identified in relation to special needs programmes, including influencing schools to introduce new approaches to working with children with Aspergers and special educational needs in general. Similar changes to classroom practice had been found in relation to behaviour management strategies and the use of new diagnostic and assessment tools. Teachers had also coached and mentored colleagues, introduced guidelines for good practice and trained support staff as a result of participation in PPD. Impact had moved into a number of schools where participants worked for local authorities. Teachers have offered the following kinds of reflections in relation to impact:

*Working with SEN services it is essential to have a broad knowledge of SEN and practical strategies to use in mainstream classrooms. This course has given me an in-depth knowledge of ASD and I feel much better equipped to advise and support staff in mainstream schools.*

*I have taken charge of my career again, taken charge of my own learning.*

*[The programme] has given me confidence to discuss with other staff and parents- feel more empowered.*

In terms of impact on pupils, there was evidence from one participant of a link between an in-school staff development programme she had led following participation in a staff development module, and a significant improvement in Key Stage 1 SATs results with 31.5% achieving level 3 where the previous year no pupils had reached this level. Other impacts included improved pupils' achievement in art following engagement by their teachers in the Artist Teacher programme, and the introduction of new learning and teaching strategies to engage pupils in the classroom: '*I am more aware of the differing approaches needed to secure learning*'.

Finally, the university has established quality assurance procedures, including rigorous validation systems, annual programme self-assessment and action documents (PSAAD), student satisfaction surveys, programme boards of study and external examiner scrutiny. These are augmented by feedback from individuals, schools and LEAs.

### **Summary of messages to the TDA**

- The current unit of resource is not high enough
- Fund other professionals in schools, rather than limiting funding to teachers, to promote a whole school approach to CPD and PPD
- Clear up the position re FE – CPD should be seamless (especially in areas such as SEN)
- It would be helpful to have greater coherence between different CPD opportunities (TLA; NCSL; SSAT etc). Currently, provision appears confusing and fragmented to practitioners
- There should be more celebration of what teachers do in PPD programmes, rather than focusing on justification and evaluation
- Better publicity from TDA – it has tended to emphasise benefits for the individual rather than the potential impact of programmes on pupils and schools

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD

- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Liverpool John Moores' telephone interview responses**

The majority of participants from Liverpool John Moores stated that their motivation to take part in M level study was personal/professional development (5). Other responses included improving subject/pedagogic/leadership knowledge (4) and career development (3).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons



early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and “encouragement and interest.” In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Liverpool John Moores’ telephone interview responses**

3 of the 5 participants interviewed from Liverpool John Moores received some financial assistance; 1 participant was fully funded and 2 received some financial assistance. 2 stated that they received no support at all.

3 participants interviewed said they received non-financial support from their schools, while 2 said this didn’t apply to them. 2 received encouragement/interest/practical support.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn’t enjoyed.

### **Liverpool John Moores’ telephone interview responses**

All five interviewees said they had to overcome barriers in order to participate in PPD. They identified time to attend sessions and study (3), personal commitments (1), lack of funding (1), level of challenge offered by the course (2), travel (3) and timing of meetings (2) as the main barriers they faced.

Participants were asked to make suggestions to improve the accessibility of the courses. 1 participant thought the current approach was fine while 1 didn’t know.

All five practitioners said that there were certain aspects they didn’t enjoy. These included writing (1), attending tutorials by visiting artists and awaiting marks (2).

## **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

## **Liverpool John Moores' telephone interview responses**

The majority of participants interviewed said they had access to enough information about their course (4). Interviewees found out about their course formally via school or LA (2), informally via a colleague in school or LA (1) and by choosing a programme from the website (2). 4 participants made suggestions for improving the marketing of the course, through direct communications with schools and LAs (3) and using other media (TV, local press, professional publications, internet) (1). 1 practitioner thought the current approach was fine.

## **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

## **Liverpool John Moores' telephone interview responses**

The majority of participants were encouraged to work collaboratively with other teachers (3) and all participants were involved in coaching (5). The majority said that tutors modelled new skills and practices in the classroom (3) and that they had opportunities to experiment with new practice in the classroom (3). 2 made use of observation and 2 had the opportunity to plan and review lessons.

In terms of the structure and organisation of the courses, the responses referred to: venue - university (1), evening sessions (1), weekend meetings (1), use of specific hours/blocks over month/term (4), formal lectures (1), group work/discussion-based learning (1) and tutorials/workshops/seminars (2). 1 practitioner said they found the teaching helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Liverpool John Moores’ telephone interview responses**

Out of five interviewees, 2 said that they had involved other colleagues. All 5 said the course had influenced their own practice and their colleagues’ learning. 2 participants noticed an impact of the course on their pupils and all 5 were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in PPD. These included: discussion/sharing ideas/learning/research with colleagues (2), making a difference to professional practice (3), improved leadership (2), improved learning (4), improved teaching practice (3), major changes to teaching (2), changed role/promotion (1) while 2 participants said they had developed a more open-minded attitude/increased ability to get involved in wider school issues. 1 participant thought it had had no impact.

The parts of the course that participants enjoyed most were group discussions/tutorials/sharing ideas (4) and writing/academic research (1). 1 participant said they enjoyed lectures.

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The choice of themes for inquiry represented a range of issues including:

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Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

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Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **London Metropolitan University**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: the Partnership Manager and a local authority (LA) partner. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The university offers PPD provision in partnership with Leo Baeck College (Finchley), CEA Islington, King's Mead Primary School (Hackney), Central Foundation Girls School (Tower Hamlets), the Institute for Arts in Therapy and Education (IATE) and The Bridge Special School (Islington). The partnership employs a dedicated staff member to oversee all aspects of PPD provision.

The partnership offers three MA courses, all of which are running this year: MA in Jewish Education (in partnership with Leo Baeck College), ME in Emotional Literacy (in partnership with IATE) and MA in Managing School Improvement (in partnership with King's Mead Primary School). PPD students have the option of completing all six modules to achieve the full masters, or completing two modules to achieve a postgraduate certificate. In addition the partnership has developed bespoke postgraduate certificate courses in response to local demand. These include, for example, a postgraduate certificate in mentoring, developing and applying learning technologies, and ECM-related courses in collaboration with the University's social work department. While the partnership does not yet offer a PPD diploma, the programme manager is currently looking at options for introducing this, especially as this will provide pathways for teachers looking to build on their 60 credits obtained on certificate programmes. The part-time certificate programme lasts for three semesters. Students are offered up to six years to complete their Master's award.

PPD students also benefit from the international perspective brought by foreign students with whom they share modules.

Stakeholders are represented on the University Partnership Board, which approves and evaluates provision. Through consultation, the partnership determines key elements of the programme design including: whether existing modules are appropriate/could be adapted or whether new modules need creating, the most appropriate mode of delivery, locations and times for delivery, and who will be responsible for delivery. Co-planning with different partners helps to ensure consistency of provision at M-level. Teachers contribute to the development of modules through partnership planning meetings. Teachers and head teachers co-tutor courses, and are visiting lecturers on a variety of our modules.

The partnership operates in an environment of constantly changing needs, and it is able to respond rapidly to changes in the current situation, such as a school going into special measures or the arrival of a new head teacher. Changing needs are identified and planned for, as appropriate, within the partnership.

Needs assessment is a key feature of programme development. Initially broad needs are identified through preliminary discussions with partners. These are then followed by more detailed exploration of the needs of teachers and school leaders in fast-changing urban schools. The partnership's tailored provision is designed to meet the needs of practitioners, either by providing support in developing the skills to implement policy such as ECM or the Workforce Strategy, or by addressing local challenges such as effective teaching in multilingual environments. At the beginning of the programme students complete a skills audit to assess student needs.

The partnership collects and uses feedback from a number of sources to inform the design and content of its modules, including: formal participant feedback given at the end of modules, stakeholder feedback (from head teachers and local authority advisers) offered termly, student assignments, and university monitoring processes. The latter involve a detailed analysis of the programmes and the student experience of undertaking the courses. External Examiner Reports constitute another helpful source of information. As part of a QA observation process, samples of students are interviewed regarding their perceptions of impact on their practice. This enables more in-depth feedback on impact. The interview data is fed-back to tutors, shared with stakeholders via the termly meetings, and is submitted for inclusion in the annual monitoring process.

### **Recruitment and participation**

The provision is aimed at school leaders and teachers in urban environments, where they and their pupils are subject to changing needs and pressures, as reflected in the social and educational demands of an increasingly diverse population. Meeting the needs of teachers educationally, and in terms of their life/work balance, has a high priority for the partnership. Typically students face a number of barriers to participation, including: times and locations, travel, costs and the anxiety of taking on academic study.

Tailored mainly off-site, 'non-traditional' provision, timed and located to meet the needs of client groups e.g. twilight sessions off-site, begin 30 – 60 minutes after end of the school day and are delivered at local school or Professional Development Centres. This enables the university to reach a wider audience and provide programmes for students who would be unable to join the programmes. Termly provision for off-site programmes is designed to match, as closely as possible, patterns of working in school. Students can exit with a postgraduate certificate, or they can proceed to a full Master's award, or they can leave with a certificate and return to complete the Master's award later.

Teachers in the first years of their teaching career have the opportunity to study postgraduate M-level modules aimed at directly meeting their needs in urban settings. This complements the in-school mentoring they receive, provides an academic focus on their professional learning, and imbues them with the idea of lifelong learning.

The partnership offers accreditation of prior learning, or experience to prospective students where they have completed a range of local authority-based short courses. This is only if they have content appropriate for the modules at the right level, such as those with a subject-specific or management focus. This also applies to students who have undertaken NCSL leadership courses.

## **Engagement in CPD processes**

Each module is usually delivered over a 12 week period in 1.5 hour to 2.5 hour blocks. Times of study take place either during daytime or twilight sessions. Modes of study differ from module to module. Cohort sizes vary, from 2 – 5 on the MA Jewish Education professional development course, to up to 20 on the Foundations of Learning module.

The modules offer a mix of taught elements and practice-based enquiry and development. The Youth Identity and Schooling module is unusual in that it does not have a school-based element, and has focused entirely on research and theory since it has expanded its intake to students from beyond teaching. Other modules balance the development of academic and professional skills. On the Jewish Education programme, for example, academic processes include:

- carrying out a literature review;
- making presentations (which are recorded for assessment);
- completing a book review and essays on formative assessment; and
- completing an essay on summative assessment.

In addition, students take part in professional learning activities which include:

- observation of others, including on site visits;
- peer observation; and
- reflective discussions and writing.

Classroom observation is a central feature of performance management and evaluation. The provision aims to help students develop their experience in this area, and achieve the skills required to integrate this practical form of enquiry into their practice.

Peer support occurs in a number of other ways, too. For example, 'link' professionals such as LA personnel, CPD co-ordinators, or mentors, can provide in-school support should the need arise. Students are also offered support, through personal supervision, email tutorials, and conferencing, depending on their circumstances and need. Further, the partnership is actively developing a variety of web-based learning resources and communities to ensure the sharing of research, expertise, and the development of a more detailed and accurate understanding of students' and partners' individual needs.

A specific 'research' module introduces students to carrying out their own research in schools and their communities. This core module is supplemented by activities that provide students with the practical experience of collecting and analysing data to tackle issues they identify for enquiry in their own classrooms. Students are supported in sharing good practice with colleagues in their own and other schools through CPD activity, including conferences.

## **Learning outcomes and impact**

The partnership collects information about the impact of the PPD provision through a number of formal mechanisms, including: end-of-module feedback, reports from head teachers and LA personnel each term, and course team module review meetings. A sample of module participants is interviewed approximately six months post completion of the module. Data about impact is also gathered from students' assignments, as students are expected to include this. Students are encouraged to feed back findings from their assignments to departments or other groups of



teachers, or where appropriate more widely in whole-school CPD. Where assignments have involved LA personnel – e.g. subject or link inspectors/advisers - copies are presented to them for consideration and discussion.

The PPD programme manager also employs a number of formal monitoring processes, including: an annual data return, module feedback, external examiner reports quality assurance observations.

The university acknowledges that linking improvements in pupils' learning experiences directly with their teachers' involvement in PPD is a complex process. But on the basis of student comments from questionnaires and interviews, they suggest that pupils have benefited in a number of ways, including: improvements in pupils' achievements, such as raised reading standards for some children. For example, one teacher wrote that *'there has been a positive impact upon raising standards of reading for Caribbean children at KS1'*.

Some teachers provided tentative evidence of a link to pupil attainment. In Jewish Education teachers reported that pupils have shown increased skills and performance. Others have commented on the growth of pupil voice in their schools. The study of pupil self-esteem in art helped pupils become more empowered and keen to learn. The comment from this teacher indicates improvements in pupils' behaviour:

*I have seen dramatic changes in some of the pupils that I have studied when supporting teachers with students who have shown behaviour difficulties not conducive to classroom learning.*

Teachers seem to be more confident and prepared to change practice:

*The programme has made me more reflective in my practice. I take into consideration much more what the students want within the parameters of the English syllabus. I negotiate more with my students about the content of their lessons.*

*The students have found that PPD has introduced them to variety of new ways of working with pupils, such as using pupil voice and trying out different ways of enhancing pupils' learning through music, dance and drama. A Leo Baeck College survey on graduates from the Jewish Education course showed that the majority had progressed in their careers.*

Teachers' expressed improved professional understanding as represented by: becoming more critically reflective, gaining increased confidence in managing and influencing colleagues and developing teams, being more willing to contribute to staff meetings, and improved planning. This comment reflects students' views about the MA impact on their work:

*I now use more structured lesson planning. With a broader and deeper understanding of the needs of education and the obligations of the teaching profession, the quality of my teaching has certainly improved.*

A drama teacher spoke about dramatic changes in her work across the school:

*The programme has positively encouraged me to research areas of behaviour and ways in which to improve behaviour to reduce exclusions. I have been able to widen my knowledge on social exclusion and inclusion to the extent of being able to carry out my own research...*

## **Summary of messages to TDA**

The partnership approach of the PPD provision means:

- closer collaboration between the institutions in terms of teaching preparation and quality assurance;
- opportunities for joint teaching;
- jointly institutions in the partnership are able to offer students a wider range of resources, including online resources;
- Leo Baeck students have the opportunity to take an elective module option at LMU; and
- programme teams can develop new forms of provision that better meet the needs of teachers, schools and pupils.

TDA funding and funding from Jewish funding bodies means that course fees can be subsidised. It has also enabled the partnership to appoint staff to carry out the key partnership functions.

## **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **London Metropolitan's responses**

4 participants interviewed from London Metropolitan identified improving subject/pedagogic/leadership knowledge as the main reason for doing their M level course. Other responses included personal/professional development (2), improving subject/pedagogic/leadership practice (4), career development (1) and to improve practice (1).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **London Metropolitan's telephone interview responses**

All 4 participants interviewed on London Metropolitan's M level courses received some financial assistance; 3 were fully funded and 1 was partly funded.

All 4 participants received non-financial support from their schools; 2 stated that they received study leave.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%)
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **London Metropolitan's telephone interview responses**

Most participants said they had to overcome barriers in order to participate on their M level course (3). Practitioners identified time to attend sessions and study (2), and lack of funding (1) as the main barriers to participation.

Two participants made suggestions to improve the accessibility of the courses, which were to provide online and distance learning opportunities (1). 1 participant thought the current approach was fine and 1 couldn't think of anything.

Four participants identified aspects of the course they did not enjoy. These included: writing dissertations (1), poor administration (2), waiting for assignment results (1) and some guest tutors (1).

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **London Metropolitan's telephone interview responses**

3 participants said they had access to enough information about their course, while 1 said they did not. Interviewees found out about the course in a variety of ways which included formally via school or LA (2), informally via a colleague in school or LA (1) and already having links with the provider (2).

All participants interviewed made suggestions for improving the marketing of the course including: through direct communications with schools and LAs (2), offering school-based courses (1) and providing information about the differences between MA and other courses (1).

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **London Metropolitan's telephone interview responses**

3 participants were encouraged to work collaboratively with other teachers. 1 participant was involved in coaching. 2 said that tutors modelled new skills and practices in the classroom. All 4 participants had opportunities to experiment with new practice in the classroom and all made use of observation. 3 had the opportunity to plan and review lessons.

Participants gave a range of responses about the structure and organisation of the courses. These referred to: venue – school (2), venue - university (2), evening sessions (1), use of specific hours/blocks over month/term (3), formal lectures (1) and tutorials/workshops/seminars (1). 2 practitioners said that the teaching was helpful and 1 said the lecturers were knowledgeable/experienced.

## **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

## **London Metropolitan’s telephone interview responses**

Two participants interviewed said they had involved other colleagues. All 4 said the course had influenced their own practice and their colleagues’ learning. 2 participants noticed an impact of the course on their pupils and all 4 were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in PPD. These included: discussion/sharing ideas/learning/research with colleagues (2), making a difference to professional practice (4), improved leadership (1), improved learning (2), major changes to teaching (1) and improved teaching practice (3). 1 participant said they had not noticed an impact of the course and 1 said it was too early to say.

The parts of the course that participants enjoyed most were group discussions/tutorials/sharing ideas (2), writing/academic research and lectures/case studies/field work (1).

## **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

## **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

## **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

## **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
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## **TDA Postgraduate Professional Development**

### **Site Visit Report**

#### **London South Bank University**

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#### **Partnership**

London South Bank University partnership provision is led by the University in partnership with the London Borough of Southwark and a number of secondary schools in Southwark and neighbouring local authorities. The partner schools currently involved in the provision include Virgo Fidelis Convent School (Norwood, London) and Sacred Heart School, (Camberwell, London), amongst other schools. TDA funding supports the role of the Partnership Manager, some administration costs and also research support for the programme's ongoing evaluation.

Since 2004, London South Bank University has offered its MA in Education as a school-based provision (MA in Education School-based Route). Modules are taught to groups of teachers from individual partner schools, entirely at the schools themselves. The University even administers and enrolls students in the schools, and inducts them into the use of ICT to support study and research. Students need only visit the University should they wish to use its library or other facilities and services.

The University plays a strong, central leadership role in delivering the provision and is responsible for teaching and administration, but being a personalised school-based provision, the programme could not operate without the active participation and engagement of its partner schools. The University also has a close working relationship with Southwark LA. The LA's CPD Co-ordinator plays a key role in helping to identify national and local CPD needs and has contributed to the development of the School-based Route. The LA very much feels its CPD goals are reflected in the programme and will promote the provision whenever it talks to schools about their CPD needs.

The Partnership Manager has recently created the role of 'Associate Tutor' to strengthen partnership working. Associate Tutors are not currently academic tutors (though there are thoughts to expand it in this direction) but are a cohort of representatives from partner schools, many of which are senior leaders and managers. As school-based advocates for the provision, they help to identify the needs of the school, tailor the provision to needs, help to manage the delivery and recruit colleagues to the programme (units cannot run unless at least 8 students can be recruited, so Associate Tutors play a role in ensuring minimum numbers are met). Associate Tutors also offer on-site support to colleagues undertaking study, acting as a first point of contact with the programme. Associate Tutors meet regularly at the

University with the Partnership Manager and the MA Teaching Team for planning and reflection and once annually for a residential evaluation conference. Southwark's CPD Co-ordinator is also an Associate Tutor.

Partnership working adds value to this provision in that it enables a high degree of personalisation to institutional need, as well as individual and local need. The structures and processes in place, such as the Associate Tutor group, provide a mechanism for the provider to identify need, monitor progress, deliver support, measure impact and foster collaborative working. This is a fledgling cohort that feels centrally-driven, but there is great potential (which the Partnership Manager is encouraging) for Associate Tutors to contribute more deeply to the shape and direction of the provision in future.

### **Recruitment and participation**

There are currently 65 students enrolled in the MA in Education School-based Route at London South Bank University from 7 schools in London. Enrolments have increased each year since the programme's inception (55 students in 2006-07; 45 students in 2005-2006) and look set to continue to increase over the following two semesters. Working relationships with participating schools have developed primarily through personal recommendation (from other schools and the local authority) and word of mouth. The LA's CPD Co-ordinator promotes the School-based route in presentations she makes to schools and the Partnership Manager has presented regular papers on the programme at UCET Annual Conferences (2005-2007) and Teachers' Development Summit (2006-2007). The Partnership Manager and a colleague employed in part to evaluate the programme have also published an article about the provision and the challenge of evaluating this kind of provision in a CPD journal. For the most part, the University has been responding to interest in and need for this provision and has not yet explored other methods of recruitment. Having said this, the Partnership Manager is interested in recruiting Primary Schools into the partnership and is currently working on developing the provision with partners in this area.

Students pursue the MA in Education School-based Route for various reasons but personal needs and aspirations are the most compelling, specifically the opportunity to deepen knowledge, enhance professional skills and reflect on practice.

The providers feel that their model of school-based provision helps students to overcome many of the traditional barriers to participation and completion, namely the commitment of time and the burden of travel. London South Bank University used to offer a university-based MA and is in a position to reflect on a marked difference evident in the new provision in the ease of recruitment, in retention and completion, and in student's personal levels of motivation and enthusiasm. Associate Tutors (school-based) also suggest that many of students undertaking the programme would not be doing so if they had to travel by themselves to attend sessions at a distant, unfamiliar venue. There is a sense that in-school provision not only lessens the problem of time and travel, but that it builds a culture of support for learning within school. The provider has found that people are more encouraged to participate if it is along with their colleagues and if school leadership and culture appears supportive. The role of the Associate Tutor contributes to the development of an in-school support framework for students. It is a recent innovation in response to teacher feedback about what might enable participation and completion.

Though the providers are doing a lot to reduce the barrier of time, students still see time and managing workload as a deterrent. Another particular challenge for students

who are new to MA level study is learning the craft of academic writing. Much of the assessment requires students submit written assignments and this was identified as being a very daunting prospect for some students. In response to this, providers get students writing as quickly as possible and offer formative feedback. They are also developing alternative methods of assessment (for example, portfolios).

### **Engagement in CPD processes**

The MA in Education School-based Route comprises four taught double modules (each of 30 credits) and a 60-credit dissertation. Students can only undertake the course on a part-time basis and completion of the taught modules usually takes two years (two modules per year). Modules are taught in schools to a cohort of at least 8 teachers, so teachers work with a group of their own colleagues – a format which has great potential for aligning PPD to school priorities, and for fostering a research culture within schools. There are 12 taught sessions per module, which commence 30 minutes after the end of the school day and last for around two hours. Modules usually also comprise one residential workshop (running Friday afternoon – Saturday afternoon). Dates and times of each session are agreed between the provider and participant schools.

Students undertake two core modules ('Teaching and Learning' and 'Researching Education') and two further modules of their choice (eight are offered). All modules – including core modules – are flexible and needs and interests are identified in discussion between tutors and student cohorts at the beginning and through each module. There are no traditional lectures in modules; tutors may deliver some input, but the role is more akin to a facilitator of discussion based on readings (there are weekly readings of journal articles and book chapters). Individual students are expected to lead discussion of the readings in a given week. The emphasis is on supporting students to critically engage with the research, and relate theory and research to their own professional practice and experience. The residential workshops provide a longer stretch of time for group work and embedding learning.

Assessment for all modules is mainly by written assignments which vary in format. Essays might include small-scale research studies, annotated bibliographies, research designs and presentations. Recent developments include assessment through presentation and a 1000 word rationale. There are also assessments which function to monitor and record the school-based activities of course participants – this may take the form of a portfolio or some other collection evidence mutually agreed between schools and London South Bank University.

Students must undertake the dissertation to be awarded the MA, but can also choose to exit with a Postgraduate Certificate or Diploma.

### **Learning outcomes and impact**

London South Bank University is giving a lot of thought to designing appropriate forms of evaluation for its school-based provision and is having discussions about its practice in this area at conferences and in CPD journals. Over each academic year, the Programme Co-ordinator works with a research assistant on the evaluation of the programme, the results of which feed back into planning for the future. Each module is monitored through the results of student feedback surveys, and also through presentations made by MA tutors at Unit (module) Board Meetings – these meetings are designed to assess how the module is working half way through and to ascertain whether there are any issues that need to be addressed. The centrepiece of the evaluation strategy is an annual residential evaluation conference attended by the

Programme Co-ordinator, the MA teaching team, the Associate Tutors and other representatives of partner schools, other partners (Southwark local authority), and recent graduates of the programme. Data is collected and collated prior to this conference including: participant surveys completed at the end of each module; minutes of MA team meetings, Associate Tutor meetings and the Unit Board meetings; and external examiners' assessment of student work. Those participating in the evaluation conference review these data and agree upon messages about the impact of the programme.

A focus on pupil learning outcomes is key to this programme, but the provider recognises that measuring direct impact is problematic. Teachers participating in the course are reporting their own levels of confidence, skill, knowledge, understanding and reflection increasing as a result of participation, but improvements in pupil engagement and achievement are not as easy to identify. The provider has found that dissertations offer the strongest evidence of impact on pupils. One recent example documented a teacher's work with children who, at the start of Y10 had been identified as likely failures in science. This teacher planned and recorded her careful mentoring of these students in ways that were both accessible to (and used by) her colleagues and demonstrated that these children's results at GCSE turned out to be well in excess of those predicted.

Anecdotally, the school-based approach seems to impact positively on pupils and school culture. Pupils notice that their teachers are also sitting behind desks; struggling to complete assignments; and continuing to learn. Teachers observe that this is opening new kinds of dialogues about learning, and demonstrating for pupils in a powerful way what it means to be a lifelong learner.

### **Summary of messages to TDA**

Asked what messages they would like conveyed to the TDA, most interviewees wished to first to reiterate the particular benefits of the school-based Masters model. Students described the programme as exciting and intellectually enriching, while tutors at London South Bank University emphasised from their angle the enthusiasm and interest the course generates in partner schools. As one tutor explained: "I have been teaching in university programmes for twenty years and the school-based model has terrific benefits. It makes it so easy for the teachers."

Another message was one of thanks to TDA for supporting providers to offer students a subsidised Masters-level programme: it sends a powerful message to teachers that their profession and its development is valued. Connected with this was the suggestion that the provision be extended to include support staff.

A final message concerns the conflict between the demands of the NPQH and the Masters. The provider is noticing teachers studying for the NPQH are withdrawing from the Masters because they cannot manage both at the same time.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University

- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers.

Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **London South Bank's telephone interview responses**

The majority of the participants interviewed from London South Bank cited improving subject/pedagogic/leadership knowledge (4) as their main motivation to study at M level. Other responses were personal/professional development (1), career development (2) and improving practice (1).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **London South Bank's telephone interview responses**

All 4 participants interviewed were partly funded and all 4 received some non-financial support from their schools. 1 participant said they were allowed study leave. 3 participants received non-financial support from their schools.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a

significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **London South Bank's telephone interview responses**

All 4 interviewees said they had to overcome barriers in order to participate in PPD. Practitioners identified time to attend sessions and study (3) and lack of funding (1), as the main barriers they faced.

Two participants said that encouraging schools to support study leave would improve the accessibility of the courses and 1 thought that fewer discussions would help. 2 participants thought the current approach was fine.

Three interviewees identified areas that they did not enjoy. These included unclear structure/expectations (2) and poor administration (1). 1 participant said there was nothing they did not enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **London South Bank's telephone interview responses**

2 interviewees said they had access to enough information about their course, while 2 said they did not. All 4 participants found out about the course formally via school or LA.

1 participant suggested that direct communications with schools and LAs would improve the marketing of the course, while 1 thought students should have the opportunity to speak to teachers. 2 participants couldn't think of anything.

### **CPD Processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended

formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **London South Bank's telephone interview responses**

All 4 participants said they were encouraged to work collaboratively with other teachers. 1 said their course includes coaching. All practitioners interviewed said their course built in opportunities to experiment with new practice in the classroom. 3 said they made use of observation and 1 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching included references to: venue – school (4), evening sessions (4), whole day meetings (1), residential meetings (2), group work/discussion-based learning (2) and tutorials/workshops/seminars (1). 2 participants said the teaching was helpful and 1 said lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **London South Bank's telephone interview responses**

The majority of participants interviewed said they had involved other colleagues (3). All participants said the course had influenced their own practice and 3 said it had influenced their colleagues' learning. 2 participants noticed an impact of their course on pupils and all 4 were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in PPD. These included discussion/sharing ideas/learning/research with colleagues (3), making a difference to professional practice (3) and improved teaching practice (3).

The parts of the course that participants enjoyed the most were group discussions/tutorials/sharing ideas (2), writing/academic research (1) and specific modules (1).



## **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students

made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development**

### **Site Visit Report**

#### **Newman University College, Birmingham**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: the Partnership Manager (who is also the Programme Leader for MEd and Postgraduate Professional Development); the Head of School; three tutors/lecturers; a Headteacher of a PPD partner school and two MEd students.

#### **Partnership**

Newman University College together with a group of West Midlands HEIs and local authorities, originally established the PPD Steering Group at the time of the first TDA PPA triennial bid with the remit to:

- advise local authorities and HEIs of areas of need;
- promote efficient provision of award-bearing professional development opportunities for teachers in the region;
- monitor provision and avoid overlap and undue duplication;
- provide a forum for consultation on issues of course recruitment, demand, progression and completion;
- monitor, facilitate and review links with the TDA on a provision-wide basis; and
- monitor the effectiveness of provision and disseminate practice that promotes school improvement and enhances pupil performance.

The Steering Group has evolved into what is now known as the West Midlands HEI CPD Forum which meets at least once per term. The Forum comprises Newman University College, along with Birmingham City University (formerly UCE), Gloucester University, Keele University, Warwick University, Wolverhampton University and Worcester University. TDA collaborative funding supports the termly meetings of the Forum when Newman is the host, as well as two open evenings a year (one in early September and one in January) at which PPD tutors talk to teachers about their courses. The funding also supports the Programme Leader's management of the group.

The Forum continues to uphold its original remit, but one of its foci has emerged above others as the priority. In a region where there is heavy competition between numerous small HEI providers and where recruitment can be difficult, the partnership works to ensure that there is no unnecessary overlap or duplication of provision. It identifies the teaching and research strengths of particular institutions and agrees that other providers will not compete for students in these areas. Newman University College, for example, does not offer SEN modules, but recommends students interested in this area consider the University of Birmingham's provision. The partnership currently has an agreement to cap fees to further reduce competition between providers.

These activities allow individual HEIs in the partnership to concentrate their efforts on developing specialist areas of expertise and to deliver an efficient, varied and high quality provision to students in the West Midlands. They also allow the partnership to anticipate PPD need in a regional context, manage supply and demand in a strategic way and support each other in marketing and publicity. The Forum also liaises with the West Midlands Local Authorities on CPD matters as a group. In all other areas, the individual HEIs in the Forum work independently of each other to deliver PPD programmes.

Beyond the Forum, Newman University College has a number of strong partnerships with local authorities and schools in the region to deliver CPD. The College nurtures well-established relationships around the delivery of bespoke programmes for individual schools or groups of schools which see its tutors working in a range of off-site contexts. Its accredited postgraduate provision, however, is driven centrally by the College and taught entirely on campus at this point in time. Classes typically comprise individuals from different schools who are following their own professional development goals, but the Programme Leader is investigating the interest in an M level provision which is more closely tailored to the needs of a school.

The College's provision has a typical M level structure. It consists of six taught modules plus a dissertation which is equivalent to three modules (180 credits in total). Students may exit with 60 credits and be awarded a Postgraduate certificate, or with 120 credits and be awarded a Postgraduate Diploma. The full MEd is offered only as a part-time provision and generally takes 3 years to complete, with students undertaking one module per term (there are ten twilight and/or some Saturday sessions per module). Students must complete a mandatory module (Research Skills) and choose their remaining five from a range of options including modules on Behaviour Management, Leadership and Management, Early Professional Development, Action Research for Professional Enquiry, Early Years Education, Multi-agency Working, History, ICT, Citizenship, English and Modern Languages. Students may also choose a particular route through the MEd – the general professional route (through which they will achieve the award of Masters of Education) or the named subject route through which they will achieve a Master of Education in a particular specialism, such as Historical Studies. Students completing degrees at Newman University College have their qualifications accredited by the University of Leicester.

### **Recruitment and participation**

There are 45 people registered in the MEd programme for the year 2007-2008, a figure which is less than projected and may reflect the challenges of recruitment in an area dense with PPD providers. This year, there has been no take up in some areas of the programme (History, French and Religious Education) but others – most notably ICT – have been in demand and are expanding.

The College has networks of schools with which it has well-established professional relationships and a steady stream of students flow from this source. A significant cohort of students enters the MEd programme having first supervised an ITT undergraduate, PGCE or GTP student's School Experience. The College has specifically designed two MEd modules to recognise the mentorship training and work that teachers do in supporting and/or teaching ITT students. Giving credit for prior work is an incentive for many teachers to enrol in further study.

The College markets the MEd provision through the range of university-wide routes including its prospectus, website and brochures. More focussed marketing efforts

include open evenings at the College twice a year, and the distribution of the Birmingham Professional Development Grid (this is updated annually and posted to all schools in the area). Personal recommendation appears to be the strongest method of recruitment, however, along with targeting cohorts of existing students for further study at M level.

Students pursue the MEd for various reasons but individual professional needs and aspirations appear to be the most compelling. Students are often daunted by the time commitment the MEd entails – the requirement to complete one module per term is sometimes too much for teachers on top of a heavy workload. Students often also struggle to acquire the research and academic writing skills necessary to undertake and complete the MEd, but the College works to reduce these barriers in a number of ways. In terms of addressing the issue of time, the Programme Leader and staff are flexible and willing to negotiate around their own guidelines in support of teachers wishing to enrol in, manage and complete a MEd. In terms of supporting the development of skills needed to undertake the MEd, staff look closely at the first piece of written assessment and offer particularly thorough feedback which may also recommend students attend additional research skills workshops, or the College's general learning skills support service. Students are also required to undertake Research Skills as an essential module.

More importantly, however, the MEd team are constantly working to ensure that the programme design supports, enhances and can be entirely relevant to the work teachers do in schools. One good example of this is the College's recent innovation to the Dissertation requirement. As an alternative to submitting a traditional written Dissertation – which many students can find particularly onerous – students have the option of completing a School Improvement Module, which has them work on one aspect of the school development plan which has whole school and long term outcomes. The Programme Leader had the idea for this programme after talking with a MEd student who had just taken over the headship of school in Special Measures and was struggling to get to grips with a plan for school improvement. The School Improvement Module is designed to support, rather than divert the attention of teachers who are working on major projects in their school. The Programme Leader feels strongly that *the MEd should not just be an academic exercise*, and this commitment to teachers' professional needs and development is evidenced in many aspects of the programme design. The College's assessment strategy is designed to ensure that students *might demonstrate what they can do, rather than what they can't do* using a variety of methods, many of which do not rely on showing off the use of an academic writing style.

### **Engagement in CPD process**

Though Newman University College's MEd provision has some conventional features, this is an innovative provision. There are few formal lectures in the programme. Most modules have a workshop or seminar-style format in which the tutor facilitates discussion and group work. They may deliver some content, but modules are designed to be interactive and to draw on students' own professional experiences, as well as theory and research. Modules may involve discussions around readings, videos or some other input, as well as role plays, presentations, action sets and reflections on school-based observation and enquiry. Students are also using the VLE Moodle to work with each other beyond taught sessions.

Most assignments involve some kind of school-based observation exercise or enquiry. The content of all assignments is negotiated between the student and the module leader so that these meet both the needs of students and the requirements of

College's M level assessment criteria. Written assessments are common in this programme, but students might also be assessed by individual or group presentation, or by submission of a portfolio. There is also the innovative alternative to submitting the Dissertation as outlined above. In a module on Behaviour Management, teachers also observe and assess each other having been paired with their peers.

The College also stands out for its expertise in the area of ICT for learning, which has grown into a significant offering in the programme (there are two optional double modules: Web Design for Learning and Teaching and The Digital Curriculum). These modules require teachers (who often enter under-skilled and fearful of ICT) to design websites and multi-media teaching materials for use in their schools. Some multi-media learning packages developed by MEd students have been disseminated more widely and have been requested and used by other year levels and other schools.

There are high levels of academic and personal support evident in this provision, with reports that tutors regularly give of their time beyond teaching sessions to address the individual learning needs of students, and monitor their progress.

### **Learning outcomes and impact**

The site is monitoring impact through discussion and analysis of the College's standard student feedback forms which are distributed at the end of each module. The Programme Leader has more recently implemented the use of a complementary questionnaire designed to elicit information key to the concerns of the TDA, and asking specific questions about impact. This was sent out in July 2006 and July 2007 to all registered MEd students.

Through these questionnaires, teachers reported improvements in their own confidence, motivation, attitudes, and in some cases levels of attainment, and the same in that of their students. They saw these improvements as resulting in changes they had implemented in their schools following professional learning in MEd modules. The questionnaires reported on curriculum innovations, the creation of new learning resources, physical changes to the classroom and the use of new teaching strategies. Teachers reported that they had become more confident and skilled researchers, had implemented changes as a result of their research, and had been fostering a culture of research within their schools. Teachers also reported that their reflection on practice and enhanced knowledge of national strategies made them feel very 'up-to-date'. One suggested that this confidence ensured a very successful OfSTED interview; another that they felt ready to make a contribution to the development of ECM in their schools. The researcher heard of one particularly effective piece of action research about visual literacy and family learning, which resulted in improved attainment for pupils through a programme encouraging parents and carers to participate in learning.

Some of the tutors interviewed were very interested in the challenge of developing more sophisticated strategies for measuring impact, and particularly impact on pupils, staff and the wider school community.

The MEd at Newman University College is validated by Leicester University and subject to its quality assurance procedures (documents can be viewed at <http://www.le.ac.uk/academic/quality/>). Newman University College is routinely inspected by both OFSTED and the Quality Assurance Agency.

## **Summary of messages to the TDA**

The messages to the TDA included:

- It is very difficult for teachers to create time for PPD. What a difference it would make if teachers were released from school on occasion, or granted sabbaticals to undertake or complete study. It would send a powerful message that PPD is supported by schools and by the TDA.
- TDA funding feels narrow because it only supports PPD for teachers. Could support staff be included, along with other representatives from different Children's Services. If multi-agency working and the delivery of the ECM agenda is to be encouraged, teachers need to learn alongside their non-teaching professional peers.

## **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

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- University of Chichester
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- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
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we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

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32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Newman's telephone interview responses**

The majority of the participants interviewed from Newman said their main motivation to study at M level was to improve subject/pedagogic/leadership knowledge (4). Other motivating factors included personal/professional development (1) and career development (1).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Newman's telephone interview responses**

2 out of 3 participants interviewed received some financial assistance; 1 was fully funded and one received some help with funds. 1 had no financial support at all.

1 participant received non-financial support from their school.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%)
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Newman's telephone interview responses**

2 participants said they had to overcome barriers in order to participate in PPD. Practitioners identified time to attend sessions and study (1), travel (1) and timing of meetings (1) as the main barriers they faced.

1 participant suggested that the provider should provide online and distance learning opportunities to improve the accessibility of the courses. 1 participant thought the current approach was fine, while 1 couldn't think of anything.

All 3 interviewees said there were areas they didn't enjoy and these included writing dissertations (1), distance learning (1) and the IT-based part of the course (1).

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Newman's telephone interview responses**

2 participants said they had access to enough information about their course, while 1 said they did not. Practitioners found out about the course formally via school or LA (2) and informally via a colleague in school or LA (1).

2 practitioners made suggestions for improving the marketing of the course. These included creating direct communications with schools and LAs (1) and passing feedback from past students to potential participants (1). 1 participant couldn't think of anything.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Newman's telephone interview responses**

All of the participants were encouraged to work collaboratively with other teachers (3). 1 was involved in coaching. 1 said that tutors modelled new skills and practices in the classroom. 1 had opportunities to experiment with new practice in the classroom and 1 had the opportunity to plan and review lessons.

The participants' responses about the structure and organisation of the courses varied and referred to: venue - university (3), evening sessions (2), group work/discussion-based learning (2) and tutorials/workshops/seminars (1). 1 practitioner said the lecturers were knowledgeable/experienced and 2 thought the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%)

said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Newman’s telephone interview responses**

2 participants interviewed said they had involved other colleagues. 3 said the course had influenced their own practice. 1 said it had influenced their colleagues’ learning. 2 were encouraged to share their research with others. Participants attributed a range of impacts to their involvement in PPD. These included: discussion/sharing ideas/learning/research with colleagues (2), making a difference to professional practice (1) and improved teaching practice (2).

The parts of the course that participants enjoyed most were group discussions/tutorials/sharing ideas (1), lectures (1) and multi-agency working (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students’ portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six ‘portfolios of activity’; and

- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional

learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **Birmingham City University**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during January 2008, and interviews with: the Partnership Manager and a local authority (LA) partner. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

Birmingham City University's (BCU) partners are the Birmingham Advisory and Support Services (BASS), Dudley LA, The Black Country School Improvement Partnership and The STAR project (of Wednesbury Education Action Zone). More recently, Education Walsall, the Birmingham Catholic Partnership and Swanhurst School have become partners too. The partnership has been running for more than eight years; and in its current form for three years.

Provision is offered through a Postgraduate Certificate / Diploma /Masters modular scheme of staged awards, consisting of a suite of 44 (30 credit) modules and two double (60 credit) modules. Modules are twelve weeks in duration, with sessions lasting 2.5 hours plus an hour's tutorial time, but taught time can be reduced and tutorial time correspondingly increased if needed. Awards are conferred after each 60 credits. Taught courses have traditionally taken place on the university campus, but increasingly bespoke courses are being delivered on school sites when school groups have commissioned them.

A distinctive feature of BCU's provision is that teachers usually start by undertaking a research project. They receive a grounding in research methodology for this through a taught programme followed by tutorial support as they develop their school-based research. Although action research is the main route into the BCU PPD programme, some teachers prefer to begin with a subject-focused module. When they have completed their research project, teachers can then choose to follow subject or management based modules or continue with action research. Teachers can also choose an Independent Study module for which they can submit a piece of work undertaken for a real purpose in school (accompanied by critical reflection) for credit towards the award(s).

#### **Recruitment and participation**

Birmingham City University has a Marketing Officer for Education. PPD is marketed through word of mouth through PGCEs and ITT partnerships and through flyers sent to schools. Tutors also visit schools or approach groups of schools with identified CPD needs with bespoke courses. As a significant provider of ITT in the region, Birmingham City University has extensive partnerships with schools across several LAs in the West Midlands which lead to requests and enquiries for professional development in school.

As the main focus of the programme is action research, the programme is promoted as active and engaging, and one which will help teachers to make a difference in school. The Birmingham Area Research Network (BARN), established in 2005, runs action research workshops and courses. Many teachers are recruited on to the PPD programme directly from these research activities. An annual BARN event, which is used to disseminate the findings of the action research projects and showcase innovative classroom practice is helpful in terms of raising the profile of action research and recruiting new students onto the programme.

Currently, there are 391 students enrolled part-time on the programme. (Full time places are not available). The majority of teachers currently enrolled began through pursuing action research and it is anticipated that this will continue to be the main route into the programme. Course tutors are available to discuss teachers' needs prior to starting. Teachers conduct self-evaluation and have an interview to identify the support and needs they require.

The faculty has identified a range of barriers to participation in award bearing programmes. Time is a prominent barrier, but the variable support from within the school is more significant (although some is excellent). It is considered vital that teachers undertaking PPD and/or classroom-based research have the support of colleagues/managers in their schools. Other barriers include teachers' lack of confidence and lack of awareness of the nature of action research and its value to professional development. Finally, the financial costs of pursuing award-bearing opportunities can be off-putting.

The provision seeks to overcome these barriers in a number of ways. Teaching on the modules is active and engaging and assignments are negotiated so that they have a professionally relevant focus. Other awards (such as NPQH, LPSH and the critical journal for the Primary and Key Stage 3 strategies) are credited. Birmingham City University has also done much to reduce the burden of costs by facilitating part-payment of fees and by reducing fees for participants enrolling in groups.

In addition, BCU has developed electronic resources to support teachers in their work. These are mainly located on Moodle and consist of resources, resource links, discussion forums and blogs. BCU's learning resources team is also developing electronic library resources and digital repository of learning objects. This allows more participants to engage in the programme since they can collaborate with others and use resources remotely.

### **Engagement in CPD processes**

Teachers who undertake action research projects (likely to be the majority of teachers on the programme) are introduced to the importance of school and classroom-based research as a vital process for improving practice. As part of the research skills and methodology elements of these modules, they undertake exercises involving them in appraising research and critiquing methodologies. BCU has been heavily involved with the Best Practice Research Scholarship scheme for four years and believes that classroom-based and sharply focused small-scale studies in teaching and learning are a highly effective way to combine school improvement with professional development leading to improved practice in school.

A range of other approaches to teaching and learning is also used. These include:

- lectures to introduce topics and specialist knowledge
- presentations by tutors, with active student participation, in which significant topics of general interest can be explored



- workshops and student-led seminars facilitating group activity, extending student thinking and provoking further investigation
- structured group tasks using a range of techniques to elicit ideas and information
- role play and simulation
- video, audio, digital and computer-based material
- individual and group tutorials
- organised visits from specialist lecturers

Teachers working through all modules are introduced to a range of contemporary and relevant research findings and are given opportunity to critically evaluate the material.

### **Learning outcomes and impact**

The site monitors the impact of the programme in several ways, including:

- module evaluation questionnaires
- an internal student satisfaction survey
- impact questionnaires
- surveying submitted work for evidence of impact
- interviews with staff and school managers

In addition, a focus on impact is embedded within taught sessions, through asking participants to answer reflective questions such as: What are the intended impacts of your project on pupils' learning, achievement and educational experience as a whole?

The PPD programme has had an impact on the students in a number of ways. For example:

- engaging in action research gave teachers a wider appreciation of alternative ways of working
- an improved ability to use theory to improve practice
- an improved understanding of the role of professional development
- increased confidence in taking risks with new teaching and learning strategies
- collaborative working has reinforced professional relationships
- more opportunities to share learning experiences
- wider engagement with schools from other countries

Teachers' action research projects are indicative of the impact the PPD provision has had on their pupils. They include:

- the effect of implementing working within an integrated setting on learning
- using Brain Gym to improve the learning of children with autistic spectrum disorder
- use of a range of questioning skills to improve attainment in science
- the impact of the teaching of writing on pupils' attainment
- improving boys' motivation in MFL

Specific examples of impact identified by participants have included:

- greater pupil autonomy
- enhanced achievement at KS2 in relation to targets
- greater personalisation
- improved ability to review and re-draft written work when using success criteria

- improved speaking and listening skills

Teachers' action research projects have involved pupils from different partner schools and in several cases, the evaluation of the projects indicated improvements in links between the schools involved. The leadership programme appears to have been an effective means of enabling action research results to be shared across a number of schools. Participants pursue the international perspective within school and beyond to the enrichment of pupils' learning.

Provision is validated through peer appraisal to ensure that the course is comparable to courses at the same level offered elsewhere. Courses are monitored through faculty monitoring panels which report to the Academic Standards Committee, the Faculty Board and ultimately Senate. Teaching is appraised and all staff are involved in annual individual performance reviews. Newly conceived Steering Groups provide an important means of monitoring and enhancing the quality of the programme by offering a forum for feedback.

There is some overlap between some external and internal QA mechanisms. New modules are validated through internal appraisal and the views of external experts (generally external examiners). External examination is seen as an important instrument for evaluating the quality of the provision.

### **Messages for TDA**

- We have found the PPD programme extremely beneficial to the professional development of teachers and there have been significant measurable impacts on teaching and learning.
- Partnerships have flourished and there have been considerable benefits to all parties from closer working relationships.
- The new funding round enables us to build on our achievements and we hope that the TDA will continue to use this model for professional development so that our work will lead to sustainable partnerships.
- There is some inequity in the exclusion of TA's and other support staff in the programme and colleagues from FE are in urgent need of a similar scheme.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester

- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Birmingham's telephone interview responses**

Key motivating factors for participants on Birmingham's courses have been: personal/professional development (7), improving subject/pedagogic/leadership knowledge (3), career development (2) and improving practice (3).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Birmingham's telephone interview responses**

2 out of the 4 participants interviewed had received funding. 2 said fees were fully funded and 1 said they had received supply cover.

4 participants said they received non-financial support from their schools. 3 said they received study leave.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%)
- the provision of online and distance learning opportunities (16%)

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Birmingham's telephone interview responses**

All participants said they had to overcome barriers to study at M level. The main barriers identified by interviewees were: time to attend sessions and study (4), personal commitments (1) and timing of meetings (1).

3 participants made suggestions for improving the accessibility of Birmingham's courses. Responses included: encouraging schools to support study leave (2) and making sure the venue is accessible (1). 1 thought the current approach was fine.

3 participants said there were aspects of their course that they did not enjoy. Their responses were writing dissertations (2) and poor administration (1). 1 said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Birmingham's telephone interview responses**

All participants interviewed said they had access to enough information about their course. Interviewees told us they had found out about their course formally via school or LA (2) and already having links with the provider (2).

2 interviewees suggested ways to improve the marketing of the courses. Responses included: through direct communications with schools and LAs (2) and using other media (TV, local press, professional publications, internet, flyers) (1). 1 participant said they couldn't think of anything.

### **CPD processes**

Building on our experiences of last year we were able to focus much more tightly on the processes involved in the programme delivery. In particular we found that many of the evidenced-based CPD strategies we had identified were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term,

though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Birmingham's telephone interview responses**

4 participants said they were encouraged to work collaboratively with other teachers. 1 said their course includes coaching. 1 participant said tutors model new skills and practices in real classroom situations. 3 practitioners said their course built in opportunities to experiment with new practice in the classroom. 2 said they made use of observation and 1 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Birmingham were varied and referred to: venue – university (1), whole day meetings (1), use of specific hours/blocks over month/term (4), formal lectures (1), group work/discussion-based learning (2) and tutorials/workshops/seminars (4). 3 participants said the teaching was helpful and 1 said lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Birmingham's telephone interview responses**

3 participants said they were tempted to/ tried to involve other colleagues and 4 thought that taking part in the course had influenced their practice. 4 said they had influenced colleagues' learning and 3 said they had noticed an impact on their pupils' learning. All 4 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (3), making a difference to professional practice (5), improved learning (4), improved teaching practice (5), major changes to teaching (4) and changed role/promotion (1). 1 said it was too early to say.

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (2), writing/academic research (3) and practical activities with children (2).

### **Review of student portfolios**

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The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

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- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very

varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult



to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **The University of Chester**

The following report has been compiled from an examination of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site in February 2008. Interviews were held with the Partnership Manager; CPD Coordinator; CPD Administrator; Dean of the Faculty of Education and Children's Services; four tutors; three LA partners (from Warrington, Halton and Wirral); and six representatives from school partnerships.

#### **Partnership**

The University of Chester offers PPD in partnership with four local authorities in the North-West of England: Cheshire, Halton, Warrington and Wirral; and with a number of individual schools in the region, running 24 such projects in 2006-07. The partnerships have been built up over the past four years. The university leads on the administration and accreditation of programmes, but partners work together on scoping and designing them.

Its location as one of several providers in what is a highly competitive region has encouraged Chester to develop what it has termed 'Experiential School-based CPD' (ESCPD) to offer alongside its centrally-delivered provision. ESCPD is designed to be based around the school's development needs and training programme and tailored to its requirements in terms of timing, frequency and duration. This is coupled to an approach to PPD that is founded on reflective professionalism and practitioner research. The centrally-delivered programmes offered in partnership with the local authorities are also frequently work-based and the partners interviewed emphasised the importance of the university's input of rigour, relevance and coherence to the provision. This has also added credibility which has helped to sell the programmes to headteachers. Central PPD provision includes modules such as the following:

- Teaching Pupils with Autistic Spectrum Disorder
- Influences on Children's Learning
- Children with Specific Learning Difficulties
- Drama
- Leadership and management

All of the PPD modules offered fit into an M level framework. Central provision is based on a traditional PGCert (60 credits), PGDip (120 credits) and full Masters (180 credits) model. Teachers involved in an ESCPD project are able to submit an assignment assessed at M level worth 30 credits, while central CPD modules are each worth 15 credit points. This creates a great deal of flexibility which helps in terms of recruitment and retention by allowing practitioners to adapt at their own pace to Masters level work.

The university's dedication of a significant proportion of resources to fund the posts of Partnership Manager (Professor Henry Pearson) and Coordinator appears to have facilitated their ability to offer more personalised ESCPD provision, as it is more demanding of time and resources than traditional PPD.

## Recruitment and participation

425 students were enrolled on courses in 2006-7 - 106 on the Central CPD section of the programme and 319 on the school-based, ESCPD route, which exceeded the projected figures. A number of traditional recruitment strategies are employed, including regional marketing by the university in partnership with its LA partners. In addition, the Partnership Manager felt that PPD tutors knew schools in the area well and that he and his colleagues put considerable effort into keeping in contact with schools to ensure that they were aware of the ESCPD opportunities on offer. The fact that provision has increasingly focused on meeting teachers' and schools' needs was also felt to play an important role in building word of mouth interest. For schools involved in ESCPD such needs are translated into research projects to be investigated in school through in-depth negotiation meetings outlined in more detail below. Areas selected for study through ESCPD and completed in 2006-07 included:

- Effective leadership through collaborative partner school teams
- Developing children's language to impact on writing
- Enhancing the curriculum through visual arts
- Putting the design back in Design and Technology

Barriers to teacher participation in all forms of PPD provision offered by the partnership are the familiar issues of work-life balance; needing more space and time to engage in postgraduate research; the location of provision; the distance between academic theory and practice; and reluctance among teachers to return to academic study. Both the ESCPD provision and the programmes run in partnership with local LAs have attempted to overcome these issues by articulating the potential benefits of PPD while at the same time attempting to be much more flexible in terms of where and when delivery takes place. In addition, considerable effort has been put into supporting teachers to engage in and with research.

## Engagement in CPD processes

Chester's provision is based upon a flexible practitioner research model, which allows a great deal of content to be negotiated with participants. Central CPD provision has core modules including those listed above, but also offers negotiated content modules which are designed to respond to participants' needs and interests. ESCPD is also founded on negotiation through an initial meeting which Chester staff and school partners both described as '*challenging*' and '*very, very rigorous*'. It is through this professional dialogue that the focus of the intended research project is discussed and honed and the framework for evaluating progress and impact begins to be determined. The school partners interviewed all felt that they gained a clearer vision of what they wanted to achieve by the end of the meeting. The university's external examiner commented in 2007 that:

*The negotiated modules are a model of good practice. They encourage programme members to think carefully about their professional and academic needs and to establish good questions for enquiry.*

These processes allow participants to select their focus; design and monitor a research project in partnership with university tutors; plan the delivery and implementation of the project flexibly to suit all involved; and work independently and in school with support from the tutor. This helps to ensure that provision meets school and individual needs while at the same time building capacity through

increasing research skills, collaboration, communication, reflection and leadership. In ESCPD provision Chester works closely with schools, headteachers and clusters of schools on identifying needs and addressing them through tailored programmes. Support is offered during school-based sessions and through tutoring arrangements at other times but there is limiting scope for observing practice.

### **Learning outcomes and impact**

Chester collects a range of data to analyse the impact and effectiveness of the programme, including:

- analysis of assignments;
- participant's evaluations;
- feedback from partners and stakeholders;
- external examiners' reports; and
- university assessment data.

Project agreements and reports also contain a section on evaluating impact (details can be found at <http://www.chester.ac.uk/education/cpd/projects.html>) and tracking progress is seen as an essential part of sustaining evidence-informed development. The partnerships have found evidence of a number of impacts on teachers. They include 'new professionalism in practice' which took the form of improved quality of dialogue and a new research culture in school; increased confidence among teachers; reduced isolation; increased levels of team-working; and the use of new pedagogical approaches. For example, teachers have said:

*I am aware of the fundamental importance of developing my training skills and the need to investigate a range of different techniques which will ensure that training which I deliver will be interesting, stimulating and motivating to the audience. When providing training in the future, I need to gain a more detailed knowledge of the needs of the trainees.*

*For two years the school has been developing a more creative curriculum with more cross-curricular links, this project has played an important part of this development.*

Tentative links have also been drawn with enhanced pupil achievement. Improvements have been seen in areas such as children's writing; children's art skills as result of the improved techniques and approaches modelled by teachers; and a new spelling strategy praised by Ofsted. Headteachers have spoken of children having access to a broader range of learning experiences following engagement with the programme: 'Year 1 pupils have had more creative opportunities due to the collaborative working of staff.' There has also been evidence of improved attainment, for example a 9% increase in learners achieving level 5 in Key Stage 2 English following a writing project. Evidence from ESCPD projects have been disseminated in school and beyond and included in reports to governors and local authorities. All modules, programmes and awards are validated and subject to the university's quality assurance procedures and overseen by an external examiner. Procedures for assuring the quality of modules include:

- regular meetings with LAs to review progress;
- oversight by a PPD panel chaired by an Associate Dean;
- an annual monitoring report scrutinised by the School's Board of Studies; and
- project reports produced by the university tutor for each research project.

## **Summary of messages to the TDA**

- Make PPD statutory (as recommended by UCET) – ‘We’re ready’
- Professional development should be a bonus for schools and celebrated by Ofsted
- Extend TDA funding to the wider workforce – promote M level provision for TAs, learning mentors. LAs have already adopted a whole school approach
- Be positive – interviewees liked the clarity of focus areas (e.g. citizenship; 14-19) which tend to match what schools want
- Funding needs to increase
- Have greater confidence in schools identifying their own needs
- Greater clarity and cohesion in relation to NCSL and leadership qualifications. The remit for headteachers and middle managers seems fractured currently

## **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of the six headings,

we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Chester's telephone interview responses**

Key motivating factors for participants on Chester's courses have been: personal/professional development (1), improving subject/pedagogic/leadership knowledge (5) and improving practice (5).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Chester's telephone interview responses**

All 5 participants interviewed had received funding. 4 said fees were fully funded, 2 had some help with funding and 1 said they received no financial support.

All 5 participants said they received non-financial support from their schools by way of access to resources/governors' support/flexibility.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Chester's telephone interview responses**

The majority of participants (4) said they had to overcome barriers to take part in PPD. The main barriers identified by interviewees were time to attend sessions and study (5) and travel (3). 1 said they had no problems.

2 participants made suggestions for improving the accessibility of Chester's courses. Responses included encouraging schools to support study leave (1) and providing online and distance learning opportunities/access to resources (3). 2 thought the current approach was fine and 1 could not think of anything.

2 participants said there were parts of their course that they did not enjoy. 1 referred to lack of interest of some research materials (1). 1 participant said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Chester's telephone interview responses**

The majority of participants said they had access to enough information about their course (4). Interviewees told us they had found out about their course formally via school or LA (3), choosing the programme from the website (1), already having links with the provider (1) and through their own research (1).

3 interviewees suggested ways to improve the marketing of the courses. Responses were: communicating directly with schools and LAs (1) and using other media (TV, local press, professional publications, internet, flyers) (2). 1 participant said they couldn't think of anything and 1 said the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Chester's telephone interview responses**

All 5 participants said they were encouraged to work collaboratively with other teachers. 3 said their course includes coaching. 4 participants said tutors model new skills and practices in real classroom situations. All practitioners interviewed said their course built in opportunities to experiment with new practice in the classroom. 4 said they made use of observation and 3 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Chester referred to: venue – school (1), evening sessions (4), use of specific hours/blocks over month/term (3), group work/discussion-based learning (1) and tutorials/workshops/seminars (1). 3 participants said the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in



which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Chester’s telephone interview responses**

4 participants said they were tempted to/trying to involve other colleagues and all 5 thought that taking part in the course had influenced their practice. All 5 interviewees said they had influenced colleagues’ learning and 4 said they had noticed an impact on their pupils’ learning. 4 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (4), making a difference to professional practice (5), improved learning (3), improved teaching practice (3), major changes to teaching (4) and shared knowledge and understanding (1). 1 said it was too early to say.

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (1) and the practical elements of the course (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students’ portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

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## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Chichester**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: the Partnership Manager, Director of Teacher Education, Director of Mathematics Centre, programme co-ordinators, eight tutors, three LA representatives and two senior school staff members. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The university plays the lead role in the Southern Partnership for Professional Development, which covers a large geographical area of the coastal part of southern England. The other members of the partnership are: the universities of Winchester, Portsmouth, Southampton and Sussex; four local authorities: Hampshire, Isle of Wight, Portsmouth and Southampton; a large number of schools and clusters of schools, and the National Centre for Young People with Epilepsy. In addition, the university has strong links with several other local authorities outside the region. Within the partnership the university has contracts for collaborative working with school federations and with individual schools. The university also participates in three other partnerships, including a major part in the West Sussex Professional Learning Academy, where the university programme manager has a strategic role as well as providing input and quality assurance for PPD programmes running in the LAs covered by that partnership.

The university offers two distinct MA routes – one in Education, the other in Mathematics Education. There is a strong foundation of mathematics education at the university based on many prior years of work between the mathematics education department and a large number of local authorities. Many heads of mathematics departments graduated as teachers from the university, so there are many natural links between the university and mathematics education in schools in the area.

The PPD is based on 20 credit modules, with three being required at each of the certificate and diploma levels. For those wishing to go on to a MA, participants undertake a dissertation module.

Whilst the partnership members provide strategic direction, the programmes themselves are run by internal programme boards comprised of the programme co-ordinator, tutors and representative teachers and school leaders. Programme boards have the key task of evaluating modules at termly meetings. This is not the case for education, but occurs annually as part of the university's Annual Monitoring event. Programme co-ordinators also have their own meetings and there is a CPD Management Group that is made up of tutors, heads of programmes, administrators, and programme co-ordinators.

There is a long history of successful collaboration between the university and local authorities that continues to provide a foundation for newer partnerships. For example, links with West Sussex LA were first established when the university supported the LA's Certificate of Postgraduate Development. This has developed into commissioning arrangements for coaching and CPD mapped to different stages of teachers' careers. Partners identified the following as key factors in their choice of the university for PPD courses: the quality of support and delivery, flexibility, relevance to the classroom, approachability, transparency, good organisation and last but not least 'the quality of the partnership and the people involved'. With the development of ECM LAs, the university are looking to expand provision to include co-operation between different LA services.

The Southern Partnership provides an example of a number of HEIs working in a collaborative rather than a competitive way. The partnership acts as a collaborative consortium, and the HEIs reach agreement about which provider is best for particular purposes based on schools and local authority and schools' needs. The City of Portsmouth Girls School has had a productive relationship with the university (i.e. Chichester) for a number of years based on ITE, work with post graduate students and support for mathematics teachers. So it seemed natural for the school to use Chichester for its main partnership working, but it is possible it will choose other providers for other purposes.

The university puts on a range of courses; some are wholly taught, others are primarily school-based courses but the university has resisted the idea of totally action-research based study in schools. There are five MA routes - three in Education (curriculum, inclusion, leadership and management, plus an eclectic route) and one in Mathematics Education - based on over 60 modules.

Site-based provision is expanding. The Havant Federation consists of six secondary schools which have signed up for a leadership and management certificate course. Initial planning took place involving the university and senior management in the six schools. Each of the three modules is based on seven sessions, including one day spent at the university, and the rest in one of the schools. The course involves collaboration and scope for individual, independent teacher enquiry. It grew out of a previous course which the Federation asked the university to develop further, to include the academic rigour necessary to validate the course for accreditation at M level.

For a site to be accepted the university conducts a site visit, negotiates content, establishes an agreement with the site about how the modules should be organised and run, and provides training and guidance for non-university staff to become associate lecturers able to present content and carry out marking at masters' level.

The university draws information from a range of sources in order to ensure its courses meet the needs of teachers and schools. Local authority advisory staffs play a key role in identifying the needs of teachers in the schools. The university/LA collaboration provides opportunities for the LA to feed in local knowledge, and such feedback cycles are well-established. What seems to be really effective is the combination of personnel who work together and complement each other's skills. There are other feedback processes too including: comments from current and past participants, school leaders, heads of subjects, ASTs and CPD co-ordinators. An active student representative for education modules provides a valuable and informative link with students, through a questionnaire she has developed.

In addition there are a range of formal feedback processes, including: students written evaluations and reflections, external examiner reports and the university's review procedure.

### **Recruitment and participation**

The guiding principle of the partnership leaders is to create a shared culture of lifelong learning from initial teacher education to PPD courses, leading to Masters level and beyond, so leading to a learning community in which all the participants play a part. The partnership manager would like to establish a "community of scholars" beginning with students on the PGCE, many of whom go into local schools when they leave.

There are currently 613 students on roll, which the university wishes to increase, with another 100 students on the MA in mathematics education programme. This is an increase on their recruitment two years ago.

The university conducts extensive market research using a number of approaches, including: tutors talking to students about their schools, feedback from networks and comments from advisory staff. Tutors use opportunities that arise whenever they worked with local authorities in other parts of the country to find out what the hot topics of concern were.

A particular strength of the partnership is the strong leadership and high quality of organisation provided by the university that combine to ensure the whole large and complex operation runs efficiently. This has helped to give the university a reputation for reliability throughout the region. Students are recruited using a range of methods. One of the main selling points is the participants themselves, who help to publicise courses through sharing their learning with colleagues in their own and other schools.

The partnership co-ordinator identified a number of barriers that participating teachers had to overcome including: travel, cost, knowing what to do, anxiety about meeting criteria and worries about writing assignments.

To help overcome these barriers the university offers courses at four different geographical locations in the region. Tutors from the university are prepared to travel some distance in order to provide input sessions in local authority venues, including Essex, Guildford, the Isle of Wight and Greenwich. Problems with travel are also ameliorated by school-based provision which is expanding. Typically this consists of a one day session at the university, followed by three-hour twilight sessions running for ten weeks.

There are several other ways in which course input time is organised. These include: three or four day concentrated courses, four whole days spread over two terms (one lecturer said he prefers whole day sessions because it "avoids teachers bringing in baggage from the day") and Friday/Saturday courses. The university supports students financially by providing subsidies for the costs of courses or for travel. The university provides an initial study day to help prepare – and reassure – students about their courses. Students with special needs are referred to specialist support at the university.

The university has a continuous enrolment policy with compulsory modules always available. It is also possible for students to start and stop a course to take it up again at a later more convenient date ("stepping off"). For students who are interested in a particular module but unsure about taking the whole course, single module

attendance is available as an option. PGCE students who have completed modules at M level can get 60 credits towards their MA. The university offers APL or APEL in response to courses provided by NCSL and the Primary and Key Stage 3 National Strategies. The university's permitted completion times are three years for a certificate and seven years for a full masters' qualification.

### **Engagement in CPD processes**

There are 60 full-time academic staff who are available for contributing to the PPD programmes. In addition, there are 17 associate lecturers and a range of guest lecturers including specialist teachers, local authority staff and ex-students who can be called upon to contribute to courses. Typically tutors have been teachers or local authority advisory staff.

The amount of action research/enquiry varies. In some cases the balance is two modules of academic input and one of teacher enquiry. But there are other possibilities. For example, a Hampshire *Aspiring heads of department course* is based on a 50:50 taught to school-based ratio. Teachers spend 20 days at the university spread out over the year. The rest of the time they engage in school-based enquiry.

Peer support takes place in a number of ways. In many modules, teachers work in pairs for some sessions. Tutors visit schools to give support and advice on school-based courses and the local authority advisers provide support. Coaching is used as a way of balancing theory and evidence with practical application. Each MA student is entitled to 10 hours for support for their dissertations in addition to email, phone and in some cases school visits by the tutors. Online support is available. There is also a research conference each year to support the launch of dissertations. Some lecturers prepare teachers for disseminating in their schools by requiring them to make a presentation which includes reference to impact.

### **Learning outcomes and impact**

Evidence about impact comes through students' assignments and other forms of assessment such as a presentation of practice in school via video clips of lessons and video interviews. Other stakeholders including head teachers, school CPD co-ordinators, heads of department, ASTs and LA advisers also provide evidence of impact.

Tutors have identified a number of areas of impact on pupils' learning including: greater student involvement in evaluating their own learning, improvements in pupils' skills such as listening and creativity, improvements in pupils' attitudes, pupils being more reflective, and gains in pupil attainment. (In Hampshire and West Sussex (e.g. Sarah Neil) OFSTED commented on gains in pupil achievement.)

School leaders reported a number of impacts on the working lives of their schools, such as:

- more sharing in and between schools;
- improvements in communications skills among teachers;
- improvements in policy and practice as new ideas came in; and
- the growth of a range of skills among staff such as mentoring and coaching, taking on leadership, and a greater awareness of cultural issues.

One student commented:

*[It] equipped me with the concepts and vocabulary to engage in effective dialogue with colleagues and the local authority...*

Teachers reported a number of ways in which they felt they had benefited, among which were: increased confidence, growth in use of analytical skills, increased reflection, development of vision and the adoption of solution focused approaches to problems. Their feedback also gave evidence of: more systematic approaches to evaluating pupils' learning, increased pedagogical and subject knowledge, and the acquisition of experience of dissemination, publishing and writing. They felt that they created more challenge in lessons and provided better support for SEN pupils as a result of their studies:

*I work with visually impaired children and have gained skills to help them access the mathematics curriculum.*

### **Summary of messages to TDA**

The University of Chichester PPD staff believes partnership work has been successful in a number of ways including enabling them to:

- expand their provision to better meet the needs of individuals and schools;
- share perspectives and gain new insights from a wide range of partners;
- develop provision in off-site venues in collaboration with local authorities, dioceses and schools; and
- provide a travel subsidy for teachers participating in the courses (Travel is an important issue for the partnership as the region is geographically very dispersed).

TDA funding has enabled them to finance staff with specific roles in the partnership in order to carry out the functions listed above. Looking to the future the university PPD staff wish to expand their provision further to include an EdD programme and to address the needs of teachers in special schools by designing new modules. In view of the increasing emphasis of Every Child Matters the university would welcome eligibility for funding to be extended across the wider workforce. Participants have benefited from increased career enhancement; many have gained significant promotions.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman College of Higher Education Employment-based Initial Teacher Training
- Birmingham City University
- University of Chester



- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects.

50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Chichester's telephone interview responses**

Key motivating factors for participants on Chichester's courses have been: personal/professional development (2), improving subject/pedagogic/leadership knowledge (7), career development (5) and improving practice (2).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and “encouragement and interest.” In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Chichester’s telephone interview responses**

All 8 participants interviewed had received funding. 7 said fees were fully funded and 1 said they were partially funded.

7 participants said they received non-financial support from their schools. 3 said they received study leave and 1 said they received no support at all.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn’t enjoyed.

### **Chichester’s telephone interview responses**

The majority of participants said they had to overcome barriers to study at M level (7). The main barriers identified by interviewees were time to attend sessions and study (5), personal commitments (1) and travel (1). 1 encountered no problems.

3 participants made suggestions for improving the accessibility of Chichester's courses. The main response was providing online and distance learning opportunities/access to resources (3). 5 said they thought the current approach was fine.

The majority of participants said there were aspects of their course that they did not enjoy (6). Responses included: writing dissertations (3), analysing research (1), long presentations by speaker (1) and reading handouts/books (1). 2 participants said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Chichester's telephone interview responses**

All 8 participants interviewed said they had access to enough information about their course. Interviewees told us they had found out about their course formally via school or LA (3), choosing the programme from the website (1) and responding to an advert (4).

2 interviewees suggested direct communications with schools and LAs would improve the marketing of the courses. 5 said the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that

they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Chichester's telephone interview responses**

7 participants said they were encouraged to work collaboratively with other teachers. 4 said their course includes coaching. 4 participants said tutors model new skills and practices in real classroom situations. 7 practitioners said their course built in opportunities to experiment with new practice in the classroom. 6 said they made use of observation and 3 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Chichester were varied and referred to: venue – LA site (2), venue – university (1), evening sessions (4), weekend meetings (2), whole day meetings (2), use of specific hours/blocks over month/term (2), formal lectures (1), group work/discussion-based learning (1) and tutorials/workshops/seminars (8). 2 participants said the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Chichester's telephone interview responses**

All 8 participants said they were tempted to/tried to involve other colleagues and thought that taking part in the course had influenced their practice. 6 said they had influenced colleagues' learning and 6 said they had noticed an impact on their pupils' learning. 6 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in PPD. These included: discussion/sharing learning/research with colleagues (6), making a difference to professional practice (5), improved leadership (3), improved learning (2) and improved teaching practice (3).

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (6), writing/academic research (3) and lectures (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development**

### **Site Visit Report**

#### **The University of Cumbria (Lancaster)**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: the Partnership Manager; the Dean and the Associate Dean of the Faculty of Education; the Head of the Education Development Unit; the Enterprise Manager, Faculty of Education; Co-ordinator and Director of the Barrow Excellence Cluster Partnership; the Director of Quality and Development, South Lakes Federation; one Headteacher; three tutors and three students.

#### **Partnership**

The University of Cumbria's (Lancaster Campus) PPD provision involves many different kinds of partnerships operating at national, regional and local levels. The Faculty of Education, which represents 38% of the University's activity, is the largest ITE and CPD provider in the country. It operates across five campuses (Ambleside, Carlisle, Tower Hamlets and Greenwich, as well as Lancaster) and works with around 1600 schools. The Faculty is a partner in the Centre for Educational Leadership and the north-west Science Centre (both based at the Ambleside campus), and works strategically with ESCalate, QCA, Creative Partnerships and OFSTED amongst other national organisations.

The Faculty also has a strong regional focus in the North West, the Midlands and the North East of England. It delivers PPD programmes in a variety of settings across a wide geographical area and has close working relationships with a number of local authorities including Cumbria, Lancashire, Blackpool, Hull and Birmingham. The Faculty is currently undergoing a process whereby it will accredit some of the Lancashire Authority's CPD courses and has also jointly designed and written a new M level module to support NQTs in their induction year, which links to Cumbria Local Authority's NQT and Induction provision. The Faculty is hoping to involve other Local Authorities in this kind of work. It is a partner with Lancashire Local Authority and Edge Hill University in the Lancashire EBR and is also the lead body for the London East EBR, run in partnership with Newham and Tower Hamlets Local Authorities.

The Faculty also works in partnership with a number of individual schools and groups of schools on the design and delivery of bespoke postgraduate programmes. One example is its partnership with the South Lakes Federation, a federation of schools across the Southern Cumbria region. The Faculty's relationship with the Federation has grown from the delivery of ITT, and the Federation's strategic plan to encourage their staff to become more involved in CPD. A planning group has been established which meets regularly to discuss and evaluate the ways in which the Faculty and the Federation work together to provide its bespoke, accredited M level programmes for staff in the Federation. Teaching takes place in the Federation's schools.

Another example is the Barrow Excellence Cluster Partnership. This was established to bring M level CPD to teachers working in primary and secondary schools in Barrow, which is an area that is relatively isolated geographically. Delivery of taught elements takes place in schools in Barrow. The initial group of teachers is nearing



completion of the MA and the Faculty is negotiating future projects with new groups, focussing on the needs of pupils in the area, which has high levels of social deprivation. The Faculty is also hoping to accredit CPD that the Cluster is delivering.

The Faculty is working in partnership with several other individual schools to deliver postgraduate programmes. The needs of schools and individuals within them are diverse and the programmes are taught in a range of settings and geographical locations by staff tutors, which demonstrate the flexibility of the Faculty's provision and the skills and adaptability of its teaching staff. These off-site programmes complement the standard postgraduate programme offered on campus, though off-site programmes currently comprise the greater portion of the University's MA provision.

The full MA in Education consists of six taught modules plus a dissertation which is equivalent to three modules (180 credits in total). Students may exit with 60 credits and be awarded a Postgraduate Certificate, or with 120 credits and be awarded a Postgraduate Diploma. The programme is offered on a part-time basis and the shortest amount of time in which students can complete is three years. Students have a registration period of five years so may complete in this time. There is one fixed start point in the year for the campus-based programme, while off-site programmes are negotiable.

The Faculty is currently in the process of revalidating the MA in Education for September 2008 so that it better meets the needs of teachers and government priorities, especially the Every Child Matters and personalisation agendas. The new MA retains the flexibility and modular structure, but will have named pathways (for example, Leadership and Management, Art and Design Education, E-learning, Inclusive Practice). The pathways allow a greater degree of specialism according to participants' roles in schools and their particular interests whilst also requiring students to engage with areas the Faculty feel are important to all educators regardless of their role. It is hoped that the new MA will encourage more teachers and more school-based groups to enrol in M level study.

TDA collaborative funding has been used partly to resource the bespoke programmes with schools and the university-based MA in Education (contributing to the costs of staffing, marketing and administration) and partly to fund the role of a CPD manager based at the University's Lancaster campus. The CPD manager, who is also the Faculty's PGC/PGD/MA in Education Programme Leader, has been reviewing existing systems and developing new ones for building capacity for PPD opportunities in partnership schools. This has included:

- gathering data from schools about their CPD needs and discussing their needs and priorities;
- having identified a need, discussing ideas and approaches to course delivery with schools and involving the Programme Leader of the MA in Education in subsequent negotiations;
- planning, producing and disseminating information about CPD opportunities at partnership events and meetings; and
- working with the Faculty's Partnership Manager (ITE), senior Education Faculty Colleagues and school-based representatives on plans to remodel the Education Partnership which strongly supports the further development of CPD activity. Included in the new system will be the introduction of Partnership Development Tutors, each of whom will develop school-based

CPD. It is expected that this work will introduce further opportunities for teachers to engage in M level study.

Overall, the activities of the CPD manager have raised the profile of the University as a CPD provider and developed the flexibility and reach of the provision.

### **Recruitment and participation**

Enrolments in PPD programmes at this University are significant in number. However, many participants do not complete assessment or gain certification of PGC, PGD or MA, so the numbers completing the full award of MA in Education are relatively small. In 2006-2007 there were 88 full MA registrations and 1608 PGC registrations (according to the CPD manager, many of these participants are unlikely to progress their study beyond this point – most have taken part in EDU CPD courses or mentor training). On the other hand, those who register for the full MA course generally gain the qualification, while a small number exit with a PGC award.

The Faculty's strong networks and partnerships, and its large numbers of previous and existing students, are the focus of recruitment strategies. PPD provision is promoted, and good practice and professional findings disseminated and discussed, at various conferences and events. ESCalate runs many events to promote PGCE and Masters and, as a strategic partner, the Faculty routinely plays a role in this. The Faculty works with around 1600 schools delivering various programmes and promotes its PPD provision through direct mailing exercises, as well as the standard University website and online prospectus. As so many schools have worked with the University through ITE, the Faculty is often contacted by schools to deliver CPD or help them address particular needs and priorities. The CPD manager emphasises that schools may initially want CPD in the form of un-accredited courses and training days but negotiations usually lead to agreements around the delivery of accredited M level modules tailored to schools' needs. The Faculty strongly advocates the benefits to schools and individuals of accredited study at M level.

The Faculty's thinking about recruitment aligns with a strategy to support the development of 'life long learners'. More particularly, it is developing links between ITE and CPD – its two key areas of delivery – and trying to build on the good relationships forged through ITE provision. PGCE students are encouraged to consider undertaking an MA, as are NPQH students (both may be awarded 60 credits towards an MA for their study). In another recruitment strand, the Faculty has begun to target its marketing to particular cohorts. It has produced a brochure aimed specifically at staff in South Lakes Federation of Schools, encouraging them to enrol in an MA. They see this as a model for future efforts to recruit within particular school communities with which they are already in partnership.

The Faculty has a well-developed process for diagnosing need and negotiating course design (some of this is explained in the outline of the CPD Manager's role in the 'Partnership' section). New students are issued with Participant Information Sheets that investigate their reasons for wanting to do the course; what they and their schools hope to gain; their preferred methods of learning; and the details of their role and professional context. These, along with other discussions and consultations, provide tutors with the information they need to personalise programmes for participants.

The Faculty believe that their current MA model, which can be tailored to different needs and delivered in different contexts, does much to reduce many of the traditional barriers to participation and completion. By delivering M level provision in

schools, barriers such as time, ease of access, motivation and relevance to professional context are reduced. But even with in-school delivery, participants still struggle with the difficulty of managing course workloads with their day jobs. The Faculty has introduced flexible hand in dates for assignments and different modes of assessment to help address this, but feels that they can only do so much. They observe that the level of support schools offer their teachers makes a huge difference to the ease with which students can engage with study. The issue of work/study balance becomes particularly challenging around the completion of dissertations when 'chunks of time' are needed for thinking and writing.

The Faculty have also observed that some teachers can be daunted by the prospect of researching and writing at M level. If there is a need to develop academic skills and ability, the Faculty will often encourage teachers initially to enrol in a shorter period of M level study towards a PG certificate, through which they can credit and gain confidence towards completing an MA at a later point.

### **Engagement in CPD processes**

The Faculty feel they have a model for the MA in Education which strikes the right balance between acknowledging individual teachers' professional contexts and maintaining academic rigour and standards. The MA encourages participants to critically evaluate their own practice, engage with relevant theories and ideas and look at the relationship between theory and practice. The programme values practitioner/action research and the notion that teachers are well placed to interrogate their own practices and professional context for the purpose of improving pupils' educational experiences.

The MA is made up of generic modules relating to issues such as learning and teaching, assessment, research methods and methodologies, working with others, leadership and management and vision values. Each module can be tailored to suit a range of groups and individuals and their specific needs (for example, induction tutors, SENCOs mentors, individual students). The modules are flexible enough to allow significant contemporary issues to be considered and engaged with, but also to enable individual interests to be explored in depth. With the support of tutors, students choose their own foci of enquiry and take ownership of their work.

Each module includes taught elements (workshops, group presentations, lectures and seminars), tutorials (individual and group) and independent learning (individual, or group – in some cases cohorts of teachers from schools will meet for group sessions when tutors are not there). Teaching is carried out largely face to face, usually in twilight sessions or over intensive periods of 3-5 days. There is, however, a growing amount of blended learning through engagement with the VLE Blackboard. Participants are often given reading materials prior to sessions and encouraged to relate the taught content to their own experiences and interests within their particular educational setting. Independent study skills are encouraged and supported, as well as Information Fluency Skills (for example, undertaking journal searches and critically evaluating the writings of others).

Students are given assessment tasks at the beginning of each module and are encouraged to challenge and support each other in deciding upon a focus and a plan. There is no formal formative assessment, but there is an opportunity for students to discuss their ideas with their peers and with the tutors and receive feedback on sections of the assessment prior to submission. In the portfolio module, a portfolio of professional practice can be submitted for assessment and for the independent study module, participants design their own assignment. In general,

however, assessment usually comprises a 5000 words assignment. There have been moves to try new modes of assessment, such as verbal presentations with visual aids and an accompanying written commentary. In the new programme there will be more opportunities for a range of assessment modes and methods. For all assignments there is a choice of two submission dates: the Programme Leader believes strongly that this supports some candidate's successful completion of modules and ultimately the programme.

### **Learning outcomes and impact**

The provider is monitoring impact related to PPD through a number of means. These include:

- Participants' assessed portfolios, written assignments and presentations related to M level modules (many of the current modules' learning outcomes require that participants evaluate the success of their proposals and actions that arise as part of their study and enquiry).
- Anecdotal evidence gained during taught sessions (participants are asked directly about impact and tutors note their responses; also the effects of teachers' enquiry on different areas of their work often arises naturally during discussion in taught sessions/courses).
- Written evaluations (participants complete these following an open course or module and on completion of the MA award).
- External examinations (examiners see the majority of all work presented for assessment and are asked to comment on impact in their verbal comments at University Examination Boards and in their written reports).
- Feedback from Headteachers (some Headteachers are asked to comment on the impact of their colleagues being involved in M level CPD. When working with school-based groups, all Headteachers are asked about their expectations of the impact colleagues' involvement might have).

The Programme Leader collates these data and makes headline comments for internal quality assurance processes (for example the Faculty of Education Annual Evaluation Report) and other purposes, such as TDA evaluation reports.

Participants in the Faculty's PPD provision have noticed many ways in which their pupils experience the impact of their teacher's study and enquiry. Examples include:

- Radical change and improvement to particular aspects of teaching and learning in a range of subjects and areas (for example, changing and adapting content to engage particular groups of pupils, and evaluating and improving strategies for dealing with disengaged pupils with severe difficulties related to attending school and maintaining motivation).
- Improved educational experiences and achievement for pupils (one 14-19 lecturer has completely re-worked the assessment system of a highly vocational course which used a wholly summative method of assessment; many students failed the course. As a result of her study for the module 'Assessment Matters' on the MA in Education, she designed many formative assessment methods. Anecdotally, the changes she has implemented appear

to have had a significant positive impact on pupils' enjoyment of and achievement in their learning).

- Enhanced systems of eliciting and utilising student voice (teachers are taking pupil views into account and that it is influencing thinking about change in schools. During school-based enquiry, pupils are informed about the process and often interviewed about various issues related to different areas of their school experiences, and this is influencing how several teachers approach learning and teaching and managing schools).
- Changes to policies and procedures more widely in the school (for example, a Headteacher reflected on the sometimes problematic transition for Foundation Stage pupils to key Stage One; she has worked with her colleagues, pupils and their parents to design approaches and strategies which will make the transition easier).

Impact on participants themselves is wide-ranging, depending on their role within the school, or educational organisation, the stage of their career and the areas they choose as the focus of their enquiry and research. Overall, the Faculty observe that participation in the provision gives teachers a greater understanding of the complexity of situations. They are able to critically evaluate their work very effectively, in the light of related reading and current literature (and gain the skills to do this) and solve real and complex problems. Perhaps most importantly, they see and understand themselves as operating within a context; that is they gain a very good sense of the 'big picture' of educational issues and how it affects their particular area of work and professional interests – this understanding often leads to significant impact in their schools.

In terms of quality assurance within the Faculty, most assessed work from the different modules is double-marked and seen by an external examiner, who is in a position to comment on the overall quality of the programme compared to similar ones at other institutions. The Programme Leader is heavily involved in marking and, in their time in post, has seen work from most of the modules, taught by a range of tutors and has a clear view of the high quality of marking across the programme. Having three examination boards a year allows regular feedback from external examiners, which is passed onto colleagues through various means.

The Faculty is also subject to the University of Cumbria's quality assurance procedures (documents can be viewed at <http://www.cumbria.ac.uk/Services/AdminServices/AcademicOffice/Quality%20Handbook/Quality%20Handbook.doc>)

### **Summary of messages to TDA**

The provider had a number of messages for the TDA. These included:

- Partnership models are a very powerful and effective way of delivering PPD.
- Levels of current funding are not enough to support partnership models which provide bespoke, in-school M level courses. The imposition model is cheap, but the bespoke partnership model is very expensive to run.
- One of the biggest barriers to enrolment in M level programmes is time and energy. This can be especially prohibitive if Headteachers and schools are

not entirely supportive of their teachers study commitments. If teachers could, one occasion, be released from school during the day, or be eligible for sabbaticals to complete dissertations, this would make a huge difference to their ability to undertake and complete study. It is also necessary to create a culture of value within the profession around M level study – this is crucial if teaching is to become an M level profession.

- In order to deliver the ECM agenda, we need to be supported to develop an MA provision which recognises more than just educational professionals.
- Could TDA widen its PPD remit to include support staff?
- The Faculty would be very happy to work with TDA towards development of an ECM related curriculum, which involves teachers and non-teachers.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of the six headings

we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Cumbria's telephone interview responses**

Key motivating factors for participants on Cumbria's courses have been personal/professional development (5) and improving subject/pedagogic/leadership knowledge (5). 1 participant cited career development and 1 cited to improve practice.

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Cumbria's telephone interview responses**

4 out of the 5 participants interviewed had received funding. 2 said fees were fully funded; 2 said they were partially funded and 1 said they received no financial assistance.

2 participants said they received non-financial support from their schools. 1 said they received study leave, 2 said they received support from their local authority/director and 2 said they received no support at all.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Cumbria's telephone interview responses**

The majority of participants said they had to overcome barriers to study at M level (4). The main barriers identified by interviewees were time to attend sessions and study (2), personal commitments (1), level of challenge offered by the course (1), travel (1) and timing of meetings (1). I encountered no problems.

2 participants made suggestions for improving the accessibility of Cumbria's courses. Their responses included make sure the venue is accessible (2), providing online and distance learning opportunities/access to resources (1) and providing better literature (1). 2 thought the current approach was fine; 1 could not think of anything.

3 participants said there were aspects of their course that they did not enjoy. Their responses were writing dissertations (1) and participating in online discussion boards/repetition (2). 2 participants said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some



through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Cumbria's telephone interview responses**

3 participants said they had access to enough information about their course. Interviewees told us they had found out about their course formally via school or LA (1), informally via colleague in school/university or LA (1), choosing the programme from the website (1) and already having links with the provider (1).

2 interviewees suggested ways to improve the marketing of the courses: through direct communications with schools and LAs (2) and using other media (TV, local press, professional publications, internet, flyers) (1). 2 participants said they couldn't think of anything and 1 said the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Cumbria's telephone interview responses**

All 5 participants said they were encouraged to work collaboratively with other teachers. 2 said their course includes coaching. 3 participants said tutors model new skills and practices in real classroom situations. 4 practitioners said their course built in opportunities to experiment with new practice in the classroom. 1 said they made use of observation and 3 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Cumbria were varied and referred to: venue – school (3), venue –

university (2), evening sessions (3), weekend meetings (1), use of specific hours/blocks over month/term (4), formal lectures (1), group work/discussion-based learning (2) and tutorials/workshops/seminars (2). 2 participants said the teaching was helpful and 1 said lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Cumbria’s telephone interview responses**

All 5 participants said they were tempted to/tried to involve other colleagues and thought that taking part in the course had influenced their practice. 3 said they had influenced colleagues’ learning and 2 said they had noticed an impact on their pupils’ learning. 4 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (4), making a difference to professional practice (5), improved leadership (1), improved learning (3) and improved teaching practice (5). 3 said they had not noticed any impacts.

We asked participants what parts of the course they enjoyed and responses included group discussions/tutorials/sharing ideas (5), writing/academic research (1) and presentations (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under

these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

## **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Gloucestershire**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with the Partnership Manager and a local authority (LA) partner. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The University of Gloucestershire (UoG) has a partnership with the Gloucestershire Head teacher Associations (the Association of Primary head teachers, Secondary head teachers and Special School head teachers) and Gloucestershire Local Authority (LA). Representatives from the LA and Head teacher Associations are involved in the annual planning and review of PPD provision. The Programme Board (which also includes practitioner representatives) meets termly to address the evaluation of current provision and to identify areas for development.

The PPD programme consists of Masters in Education (MEd) modular courses. There are three distinct stages within the full MEd programme:

- Postgraduate Certificate (60 credits)
- Postgraduate diploma (120 credits)
- Master in Education (MEd) (180 credits).

At the Certificate Stage there is a choice of nine courses. At the Diploma and MEd Stages there are five awards. Each taught module has a minimum of 20 contact hours. Delivery is increasingly taking place as one extended weekend block, but also takes place as a series of sessions during the afternoon and evening. Where there are groups of fifteen or more teachers (either from one school or a cluster of schools) who wish to undertake a module or a course, the Department of Education will deliver the module in a school.

Students usually undertake two modules per year. It is possible to complete just one module or register for an award. Some students prefer to build up to an award from one module, others register initially for the full MEd, knowing that they can defer their studies or exit with a different award should the need arise.

Schools and Gloucestershire LA are invited to identify areas where provision is lacking and new module/course development is required. Gloucestershire LA colleagues and experienced colleagues in schools are also invited to be involved in the programme by contributing to or leading some sessions. Once involved, these colleagues are automatically invited to take part in the module/course review and development process. Template modules allow bespoke, short courses addressing e.g. school priorities to be developed with a few weeks, but the development of a new MEd usually takes several months.

Professional development modules in which the curriculum is negotiated enable groups of teachers to gain accreditation for the successful completion of a

programme of study that is designed to focus upon specific school development needs. For example, primary school staff using INSET days to explore creativity in the curriculum or secondary RE specialists researching successful teaching and learning strategies in RE. Tutors work with the school CPD coordinator. An audit tool is used with all teachers as a means of establishing prior knowledge, and practical experience and skills in the area to be studied.

The benefit of the partnership approach is that there is a much greater sense that they are striving for a shared goal – accessible, high quality, school focused PPD for teachers that makes a difference in schools. An example of this was when a fortnight before a course was due to start, an Associate Member of the British Dyslexia Association (AMBDA) accredited tutor fell sick and had to stand down. A local special school was approached. Within an hour two teachers (both graduates and both with AMBDA) had offered to run the course until a new tutor could be appointed. Their part-time contracts, and their school's willingness to view this as a valuable professional development opportunity for them, made this a successful experience for everyone concerned.

### **Recruitment and participation**

The partnership uses several methods to recruit students:

- a mail out to all schools
- tutors visit schools
- CPD events
- NQT conferences
- Promotional events in schools – e.g. filling the gap between the end of school and parents' evening. (Many teachers are willing to sit and discuss their development needs at this time).

Around 170 part-time students are currently enrolled on the programme. Nearly half the applications (around 80) were from their own PGCE students and NQT students who are actively encouraged to study at M-level. There are currently more secondary practitioners than primary.

The Programme Leader was part of an inter-university research team looking at factors affecting the completion of masters' courses by teachers in three HEIs. Whilst there was much evidence that teachers felt well supported once they had registered for a course, a number indicated problems. The barriers to participation and completion the researchers found included:

- time and workload – lack of time due to work commitments and/or caring responsibilities at home
- timing – the timetabling of course sessions and deadlines for assessment
- school – pressure of work, insufficient non-contact time, lack of support from colleagues and/or management, lack of recognition of the benefits to the school, lack of financial support
- HEI – a very small number of responses indicated problems with one of the following: unsupportive tutors, the timing of courses or assessment deadlines, difficulties accessing resources or using library facilities

The programme has set out to address the barriers identified above in a number of ways (although there is no evidence that all of the identified barriers relate to the University of Gloucester PPD programme in particular):

- time and workload – school-based provision and extended weekend delivery addresses issues of teacher time spent travelling and the need for time out of school
- timing – contact patterns for campus based courses are deliberately varied
- school – school-based provision allows schools to make their priorities the focus for accredited whole-staff development
- HEI – teachers can access a wide range of resources electronically. In particular, WebCT sites present a wide range of course-specific resources, teaching and learning activities and discussion opportunities for teachers. Tutorial support via email or telephone is valued by many teachers as an alternative to face to face meetings. Assessment deadlines are negotiated.

### **Engagement in CPD processes**

Learning methods include: interactive lectures, seminars, workshops, small group work tutorials, problem-based learning and independent investigation. Teachers are expected to produce essays, literature reviews and portfolios, carry out research projects, make oral presentations and analyse sets of qualitative and quantitative data. Modules place substantial emphasis upon teacher-led activities.

Sessions usually consist of initial input (around 15 minutes), an activity/task and a plenary. During a session participants may look at examples of work, make presentations, critiquing lessons (using National strategies DVDs), role play, and mentoring and coaching.

Teachers are required to design, undertake and write up their own research. They are given guidance on developing their writing skills and early formative feedback on their writing. A distinctive feature of the programme is that teachers engage with research skills from the very beginning of their course. They have off-campus access to electronic resources through the University Learning Centre. Enquiry skills are taught in every module. They are taught how to read critically and examine the validity and robustness of the research papers they engage with.

In all modules, a combination of advanced study with a focus upon raising achievement in schools is emphasised. Teaching and learning methods are designed to increase teachers' levels of awareness of the importance of the synergy between professional practice and those living theories that inform teachers' day to day practice and their professional knowledge-base.

Teachers undertake ownership of their professional development, having first undertaken a needs analysis, to identify and prioritise their areas for development within a personal development plan. This individual focus gives tutors the opportunity to identify and remedy any gaps in knowledge and assist teachers to take a deep approach to their learning.

### **Learning outcomes and impact**

Evidence of impact is gathered in several ways. Tutors draw information on the impact of the programme on practice and schools from teachers' assignments. This has proved a rich source of evidence of impact as all assignments are focused upon participants' work in school and they often draw upon the views of others affected by their work, e.g. pupils' perspectives and the views of other involved colleagues when considering the outcomes of a research project.

At the end of a module, tutors circulate a written questionnaire during the final session. The questions cover:

- the extent to which the learning outcomes have been achieved;
- any changes to professional practice that will be made as a result of taking the module;
- any areas where the module may help in raising standards in school;
- most and least useful aspects of the module; and
- recommendations for changes to future runs of the module.

Six months after they have completed an award, teachers are sent a questionnaire to find out about any longer-term impact.

The external examining team explores impact when they review assessed work and meet with teachers studying on the programme.

PPD provision has impacted upon teachers in a wide range of ways:

- changes in the teachers' subject/process knowledge base;
- changes in teachers' confidence and self-esteem;
- changes in classroom practice of participants and/or the practice of colleagues; and
- improved reflection on practice.

Teachers said, for example:

*'My increased knowledge of both the background to and current procedures for multi-agency working will enable me to contribute more positively to multi-agency scenarios as they arise in my work'.*

*'I have much more confidence in using self-evaluation because I am much more confident of its value'.*

*'It will revolutionise how 'lower ability sets' and dyslexics will be taught'.*

Participants felt that the PPD provision had also had an impact on pupils in terms of improved motivation and achievement:

*'I set up situations where barriers to learning are lessened'.*

*'I would be better prepared to be involved in a multi-agency team should a child in my setting need extra support'.*

The quality of provision is overseen by the Programme Board, which uses the student evaluation (mid-point and end of module), the external examining team visits and reports, practitioners' reports and statistical indicators. A programme report is written annually. This report reflects upon the significant events of the previous year, including national, regional and local issues and priorities that have implications for the programme. The outcomes of this analysis form the basis of an action plan for the coming year. Copies of the draft report are circulated to practitioner representatives of the Head teacher Associations and Gloucestershire LA so that their responses can be included.



## **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

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- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

## **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

## **Gloucestershire's telephone interview responses**

Key motivating factors for participants on Gloucestershire's courses have been: personal/professional development (3), improving subject/pedagogic/leadership knowledge (4), career development (3) and improving practice (2).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

## **Gloucestershire's telephone interview responses**

4 out of the 5 participants interviewed had received funding. 2 said fees were fully funded and 1 received supply cover. 1 said they received no financial assistance.

4 participants said they received non-financial support from their schools. 3 said they received study leave. 1 said they received no support at all.

## **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Gloucestershire's telephone interview responses**

All 5 participants said they had to overcome barriers to study at M level. The main barriers identified by interviewees were: time to attend sessions and study (4), personal commitments (1), lack of funding (2) and finding cover in school (1).

3 participants made suggestions for improving the accessibility of Gloucestershire's courses. Responses included encouraging schools to support study leave (1), making sure the venue is accessible (1) and providing online and distance learning opportunities/access to resources (1). 2 participants thought the current approach was fine.

3 participants said there were aspects of their course that they did not enjoy: writing dissertations (2) and unclear structure/expectations (1). 2 participants said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Gloucestershire's telephone interview responses**

3 participants said they had access to enough information about their course and 1 said they found it difficult to say. Interviewees told us they had found out about their course formally via school or LA (4) and choosing the programme from the website (1).

3 interviewees suggested ways to improve the marketing of the courses. Responses included: communicating directly with schools and LAs (1), providing the opportunity to talk with tutors (1) and using other media (TV, local press, professional publications, internet, flyers) (1). 1 participant said they couldn't think of anything and 1 said the current approach was fine.

## **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Gloucestershire's telephone interview responses**

2 participants said they were encouraged to work collaboratively with other teachers. 2 said their course includes coaching. 3 practitioners said their course built in opportunities to experiment with new practice in the classroom. 2 said they made use of observation and 3 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Gloucestershire were varied and referred to: venue – school (1), venue – university (2), evening sessions (1), weekend meetings (1), use of specific hours/blocks over month/term (2), formal lectures (1), tutorials/workshops/seminars (4) and independent study (1). 1 participant said the teaching was helpful and 1 said lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Gloucestershire's telephone interview responses**

3 participants said they were tempted to/tryed to involve other colleagues and all 5 thought that taking part in the course had influenced their practice. 4 said they had influenced colleagues' learning and all 5 said they had noticed an impact on their pupils' learning.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (2), making a difference to professional practice (5), improved learning (1), improved teaching practice (4), major changes to teaching (4) and changed role/promotion (1). 1 said they had not noticed any impact.

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (2), writing/academic research (3) and seminars/inspirational tutor (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## Impact evaluation

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Huddersfield**

The following report has been compiled from an examination of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site in January 2008 when interviews were held with the Partnership Manager, Head of Department; Initial Teacher Education (ITE) Partnership Manager; and four tutors from the university; as well as with two LA partners, three school partners and the TLA Link Adviser for the region.

#### **Partnership**

The University of Huddersfield offers PPD provision in partnership with Barnsley, Kirklees, Calderdale and Rotherham local authorities and also with individual schools and schools in its ITE Partnership. The university has a central administrative role, approving and validating provision, but is increasingly planning and co-developing programmes with its partner schools and local authorities.

The university operates in a highly competitive region where there are many longstanding allegiances between HEIs and authorities. Consequently, it has adopted a 'valued added' approach to PPD by taking a highly flexible approach to provision, for example it has a system of validating new modules which allows it to respond promptly to market needs. Senior staff members interviewed felt that few universities were as 'partnered' as Huddersfield and their contact with schools was increasingly strategic and aligned with schools' priorities. As this approach has developed, its local authority partners have increasingly adopted what they termed an 'advocate approach' which has made access to teachers and schools much easier. For example, the university now has a presence in Barnsley in the Centre for Leadership in Public Life, reflecting the strength of its partnership with the authority. The representative interviewed from Kirklees also highlighted the importance of its work with Huddersfield, valuing the academic credibility the university supplied and feeling that their partnership in employment-based provision complemented, rather than duplicated, the authority's enduring training provision. It was also felt that the university had attempted to join up the national CPD strands, for example by introducing TLA criteria into its MA criteria to make them more teacher-friendly and aligning provision as far as possible with NCSL's leadership qualifications.

Examples of specific programmes within Huddersfield's practitioner-focused provision include:

- Action Research in Teaching and Learning
- Disability Studies
- Early Childhood Studies
- Education Management
- Integrated Services

All provision is part of an M level framework, with teachers being able to exit at various points: PGCert (60 credits), PGDip (120 credits), full Masters (180), or



without formal accreditation. Participants complete one traditional module and one portfolio module in a year, which interviewees felt encourages them to engage critically in action research and progress to complete the course.

In terms of partnership structures, Huddersfield has a dedicated Partnership Manager (Helen Swift) who has overall responsibility for PPD provision. As well as teaching on some of the programmes, the Partnership Manager is responsible for recruitment and marketing and has focused on increasing the flexibility of provision. Partners are involved in decisions relating to PPD and are encouraged to join formal meetings, such as the PPD strategy group and course committees, as well as feeding back informally on provision.

### **Recruitment and participation**

76 students were enrolled on M level courses in 2006-07, which is broadly in line with projections. The movement towards more flexible provision appears to be beginning to increase recruitment. For example, the partnership with Ossett School and Sixth Form College, where provision is on-site and strongly supported by the headteacher, is currently working with 21 students. Huddersfield feels that one of its unique selling points in terms of PPD is its emphasis on bring mixed groups of participants together in relatively informal sessions, with the cross-fertilisation of participants from primary schools, secondaries, FE and LA advisory services broadening their learning experiences. Recruitment takes a number of forms, encompassing traditional methods such as leaflets, websites and contributions to events such as CPD conferences, but increasingly it involves the Partnership Manager going into the community and making contact with schools. It was felt that the PPD team's close collaboration with colleagues in ITE was itself a useful recruitment tool, with a large proportion of ITE staff also teaching on postgraduate courses. Partnership working was another recruitment tool, being able to sell programmes through disseminating impact stories and completion rates.

The emphasis on tailoring provision to meet school and teacher priorities means that all participants undertake a detailed needs analysis before they embark on PPD-related research. These become enquiry questions to be investigated during the programme. Recent teachers' enquiries have included, for example:

- Raising attainment in maths via music
- A study into the effectiveness of a tailored intervention for a child with an autistic spectrum disorder
- The Every Child Matters Agenda: Implications for Practice
- Teaching Grammar: A Text-based Approach
- An investigation into how personalised learning can enhance opportunities in the early years

The partnerships have found a number of barriers to teacher participation in the programme, including lack of time to engage with postgraduate study and the perceived inflexibility of provision in terms of location and timing, as well as common fears about PPD's theoretical distance from classroom practice. The emphasis on flexible provision is a response to these issues, with the university and its partners increasingly offering programmes in locations and at times that suits the needs of participants and their schools. They also feel that partnership working is beginning to break down some of the misconceptions about the theoretical bias of PPD among headteachers. For example, considerable emphasis has been placed on preparing

participants for academic writing by offering support and scaffolding through writing frames and research planning frameworks for each module.

### **Engagement in CPD processes**

Interviewees identified the partnerships' action learning and problem-solving approach to CPD. Participants are encouraged to base their research on critical reflection and build a portfolio of evidence to overcome initial fears of research. Participants are also encouraged to experiment, innovating and challenging assumptions made in school - an example given using the videoing of circle time in school as an evaluative pedagogy. Participants are expected to incorporate a range of documents in their evidence portfolio including a needs assessment; an action plan; and a reflective journal.

The fact that programmes are largely practitioner-led means that participants are involved in planning, implementing and researching interventions based on school priorities. As a result, participants have found that they are able to build, through a combination of research and development and scrutiny of best practice literature, a mixture of knowledge and skills which encompasses research, collaboration, reflection and leadership and is focused on improving their schools and their pupils' learning experiences. University staff work closely with schools and headteachers on scoping and delivering programmes, offering support when they are working in school and by phone or email between sessions. They do not currently work with or observe teachers in the classroom but are keen to move towards offering this kind of support.

### **Learning outcomes and impact**

Data is collected from a range of sources to assess the impact of provision. Feedback is gathered from partners and stakeholders in both formal and informal meetings. Participants are consulted through student panels and course evaluations and assignments are moderated to assess impact in schools. In some cases, interviews have been undertaken with pupils to assess impact. University processes and structures, such as external examining arrangements and validation procedures, are also used.

A range of impacts on teachers and classroom practice has been identified. Much of this relates to increased teacher confidence, manifested in an increased willingness to take on leadership responsibility in school or apply for promotion. The interviewee from Barnsley LA explicitly linked PPD to the authority's succession planning strategy, seeing it as a recruitment and retention tool to '*keep the brightest and the best*'. The headteacher at Ossett School regarded practitioner-based PPD as a means of developing innovative practice in school. Overall, PPD was seen as a professional space in which practitioners could learn from each other and discuss what they had learned. Examples in teachers' own words included the following:

*I think I have questioned people's response to items under discussion and been more confident in doing so. Also, I feel more confident about talking about issues now. I don't get embarrassed by giving my views or feelings on situations.*

*I know I wouldn't have had the confidence within myself to [apply for promotion] if I had not done the Masters. I've only been teaching for five years but feel I have pushed myself and probably done more than someone who*

*has been teaching longer because they will probably not have tried as hard or achieved what I have in three years.*

The programme was also found to have enhanced pupil achievement and engagement in learning. Examples include improved engagement and confidence among children through pupil voice activities; improved SATs results at Key Stage 3 following the introduction of formative assessment strategies to improve writing; and improvements in the educational experiences of children with special educational needs following interventions evaluated as part of the PPD programme.

In addition, the university has established quality assurance procedures, including the School Board, the Teaching Committee, the School Accreditation, Validation Panel and MA Course Committee, which oversee PPD programmes. Together with stakeholder evaluations and external examining arrangements, these are designed to maintain the standards and academic rigour of all provision.

### **Summary of messages to the TDA**

- There is a need in general for greater clarity about the relationship between TDA and the GTC/TLA (and others) and how HE fits in to this picture. It was felt that practitioners don't have this perspective
- TDA PPD team are very approachable and the meetings are useful
- TDA could do a better selling job re the benefits of Masters' study, especially to headteachers
- CPD should be valued as part of inspection
- TDA should focus on combating the enduring anti-intellectualism in schools

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton

- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Huddersfield's telephone interview responses**

Key motivating factors for participants on Huddersfield's courses have been: personal/professional development (9), improving subject/pedagogic/leadership knowledge (5), career development (2) and improving practice (5).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

## **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and “encouragement and interest.” In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Huddersfield’s telephone interview responses**

5 out of the 8 participants interviewed had received funding. 3 said fees were fully funded, 2 had some help with funding and 3 said they received no financial assistance.

5 participants said they received non-financial support from their schools by way of study leave (1), and practical support in classroom/from staff (2). 1 was unsure.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn’t enjoyed.

### **Huddersfield’s telephone interview responses**

All participants interviewed (4) said they had to overcome barriers to take part in PPD. The main barriers identified were: time to attend sessions and study (6), lack of funding (2), timing of meetings (1), finding cover in school (1) and the challenge of academic writing (3).

4 participants made suggestions for improving the accessibility of Huddersfield’s courses. Responses included: encouraging schools to support study leave (1), making sure the venue is accessible/safe (2) and using current students/ordinary people to promote the course (1). 3 thought the current approach was fine and 1 could not think of anything.

4 participants said there were parts of their course that they did not enjoy. 1 said writing dissertations and 1 said the dynamics of the group – they felt they couldn't ask questions (1). 3 participants said there was nothing they didn't enjoy and 1 couldn't think of anything.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Huddersfield's telephone interview responses**

The majority of participants said they had access to enough information about their course (6). Interviewees told us they had found out about their course informally via colleague in school or LA (1), choosing the programme from the website (1), already having links with the provider (3), responding to an advert (2) and by word of mouth (1).

The majority of interviewees suggested ways to improve the marketing of the courses (6). Responses included: through direct communications with schools and LAs (3), getting more information to teachers (2) and marketing the course earlier (1). 2 participants said they couldn't think of anything.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term,

though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Huddersfield's telephone interview responses**

All 8 participants said they were encouraged to work collaboratively with other teachers. 6 said their course includes coaching and 1 said they were unsure. 2 participants said tutors model new skills and practices in real classroom situations. All practitioners interviewed said their course built in opportunities to experiment with new practice in the classroom. 5 said they made use of observation and 6 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Huddersfield were varied and referred to: venue – school (2), venue – university (3), evening sessions (1), weekend meetings (5), use of specific hours/blocks over month/term (6), formal lectures (5), group work/discussion-based learning (3), tutorials/workshops/seminars (7) and listening to guest speakers (2). 4 participants said the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Huddersfield's telephone interview responses**

7 participants said they were tempted to/tryed to involve other colleagues and all 8 thought that taking part in the course had influenced their practice. All 8 interviewees said they had influenced colleagues' learning and 5 said they had noticed an impact on their pupils' learning. 6 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in PPD. These included: discussion/sharing learning/research with colleagues (7), making a difference to professional practice (8), improved learning (8), improved teaching practice (8) and major changes to teaching (6). 2 said they had not noticed any impact and 1 said it was too early to say.

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (5), writing/academic research (5) and reflecting on/improving pupils' learning (2).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very



varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult

to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Hull**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during November 2007, and interviews with: the Partnership Manager and a local authority (LA) partner. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The University of Hull Institute for Learning (IfL) is a major regional provider of in-service education programmes. The provision is given increased urgency by Hull local authority's low position in league tables and the fact that it is a disadvantaged area for schools, pupils and their families. The university has had partnerships with Hull (Kingston-upon-Hull), its principal local authority, for several years. The current partnership involves: three LAs - North Yorkshire, The East Riding and Kingston-upon-Hull; E M Direct – an education consultancy; Sure Start, Scarborough and Childhaven Nursery School, Scarborough.

The IfL, as the lead member of the partnership, consults widely in relation to the needs of schools, teachers and pupils. It gathers information from other regional Universities including: the University of York, Leeds University, Leeds Metropolitan University and the University of Huddersfield.

At the start of the 2006-7 academic year, a CPD and PPD Consortium for the Humber area was formed. Consortium members include representatives from the University of Hull, local schools (primary and secondary); sixth form colleges; Aimhigher Humber; the Yorkshire and Humber East Lifelong Learning Network (YHELLN) and colleagues with lead roles in CPD. It also included other colleagues with interests in schools-related workforce development and 14 - 19 Specialised Diplomas in the Hull, East Riding, North Lincolnshire and North East Lincolnshire LAs.

Members of the PPD Consortium meet at least once a term to exchange and share good practice, share and seek advice and identify and support joint working opportunities. Members discuss impact evaluation and research, too. The Consortium acts as an important 'advisory group' that will help shape future IfL PPD provision to meet emerging agendas, such as the staff development needs associated with the introduction of the 14 - 19 Specialised Diplomas.

The IfL has set up a CPD office to co-ordinate the activities of the university and its partners. The office consists of a Partnership Manager (Director), Partnership Co-ordinator, a CPD office manager, a partnership administrator and a quality administrator. Strategic decisions about PPD are taken at Programme Board meetings.

There are three TDA supported M.Ed programmes: Early Childhood Education, Inclusive Education and Taught Master of Education (MEd Education). The three

differ in structure with regards to amount of direct teaching input, which is greater for the Early Childhood course. Students who opt for these courses have some choice of modules to reflect their specific interests and needs. About half of the participating teachers proceed to complete dissertations and receive an M-level award.

Currently the partnership offers accreditation at certificate (60 credit points required) and full Masters level (180 credit points needed of which 60 must come from the dissertation). A Diploma is awarded upon gaining 120 credit points. Both courses are designed to follow and build on the PGCE course programme.

The year 2006-7 was disrupted due primarily to the serious illness of one of its leaders at the start of the academic year. Whilst this meant the other PPD staff had to re-organise to some extent and some data collection was delayed, the quality and momentum of the provision was maintained throughout the year.

LA partners support participants and contribute to team teaching on the programmes. During the Certificate stage of the Early Years programme teaching staff from Childhaven Nursery School (a Beacon School) and Sure Start, Scarborough assist in the delivery of taught sessions.

There is a close alignment of school and LA development planning with the professional learning needs of students. For example, in the generic MEd, there is a specific 'Research Methods' module. In the Inclusion MEd, teachers are required in the fourth module - 'Management for Inclusion' - to use action research to bring about some change which has as its purpose to enhance inclusion in their school. There is a specific 'research methods' module designed to increase teachers' knowledge and understanding of the research process (especially action research in the classroom). These skills are infused during other course modules too.

Stakeholders such as schools and LA advisory staff are consulted as part of the ongoing review and development of the programme. Their inputs to the planning discussions are made through formal and informal approaches. The Inclusion MEd programme was developed in formal partnership with the Hull LA (Learning and Culture), with the particular involvement of the Adviser for Special Educational Services and key staff in the Special Educational Needs Support Service (SENSS). Subsequent reviews of this provision always ask for feedback from LA SEN personnel.

Other sources of feedback include: past and current participants (students complete evaluation forms at the end of each module in, and at the end of, the Inclusion course), individual student interviews with the Programme Director and evaluation reports from tutors who taught the modules and external examiner reports. Wherever possible, students, school leaders, and LA advisors are invited to attend programme board or advisory panel meetings. The PPD staff use the information they collect to help them plan both the methods of delivery and the contents of course modules.

### **Recruitment and participation**

The partnership believes that effective marketing is key to tackling reticence about undertaking a course of study among potential participants. They try to make their modules as personal, practical and relevant as possible in order to be able to show teachers that the courses can meet their needs. The programmes' main aim is "to develop teachers' understanding of ways in which research findings and other data can inform and improve their professional practice." Provision will seek to assist teachers in identifying and applying appropriate research methods and skills.

They advertise through local newspapers, fliers and leaflets, use the SENCO network as a communications channel, and send briefing notes to schools. They also host 'Tea and conversation' events to showcase the programmes and to provide opportunities for current and potential students to meet and discuss the modules. Word-of-mouth is still regarded as key to successful recruitment: "The best ambassadors are people who'd done it." Several participants have gained promotion to SENCO positions or other positions of leadership, and this helps to attract new course members.

Hull LA targets SEN teachers (SENCOs) in schools. Other staff are encouraged by tutors to see PPD courses as a means of meeting their performance management objectives. There is a growth in the number of school groups engaging in collaborative professional learning supported and facilitated by university tutors; a development that helps to break down the barriers between school and university. Nine primary schools and two secondary schools have taken this route. The professional learning supports staff in their work through the stages of the GTC Teachers Learning Academy.

The partnership is keen to provide professional learning programmes that seek to meet teachers' aspirations for professional development at different stages and phases of their careers. It intends to construct modules relevant to teachers in the early part of their career up to and including those whose needs include professional development in leadership and management (such as SENCOs and school leaders).

The partnership has identified a number of barriers to participation, including anxiety about the academic demands of the courses and funding. Other barriers arise from concerns about the practical relevance of the provision, and the heavy work commitments they have, which turned out to be their main concern. Teachers are also anxious that they should be supported by senior management in their schools.

To try to overcome the barriers the partnership has timetabled module options to enable teachers to attend evening and, sometimes, weekend sessions. Students can attend part-time and interrupt their studies if changed professional and personal circumstances make it necessary to do so. If students leave the course they have up to five years to pick up their studies again. Accreditation of prior learning arrangements provides opportunities for teachers to receive M-level credits for their existing qualifications if these satisfy relevant conditions. The partnership regards it as important to develop and enhance links between M-level programmes and national programmes, such as those offered by the National College for School Leadership, in order to enable teachers to make the most of learning they are or already have undertaken. Hull LA is able to support some teachers with the costs of certificate modules of the programme, but cannot do so for the diploma modules.

Postgraduate certificate modules have been restructured so that the certificate qualification can be achieved in one year, so lessening the time period of study for some students. Up to two years are available for completing diplomas, and up to nine years for an M-level qualification.

Every participant in the first year of the Inclusive Education programme participated in an individual interview with the Programme Director towards the end of the first module, to ensure that the programme was meeting their needs.

## **Engagement in CPD processes**

The MEd courses use a range of modes for delivery including: tutor input on taught modules, personal and group sessions and online. Tutors try to be as interactive as possible with students and use a workshop approach to deliver the content. Some sessions are in school, others are on the campus. Most sessions are held weekly after school.

There is an emphasis on maintaining an academic focus within practical contexts. Tutors adopt an AFL approach to adult learning and also encourage peer support among participants. Students are offered pastoral and academic support by tutors, through a mix of phone, email and/or face to face meetings.

Enquiry learning and experimentation are key features that run through M-level provision. Students are expected to engage with and to analyse available sources such as academic research, inspection evidence, and national test examination data in the completion of small-scale research projects which form the assessment element of the programmes. Tutors model critical engagement with texts and other literature. Participants are supported in developing their own critical appraisal and writing skills.

With the growth of collaborative study the partnership is beginning to explore other forms of assessment in addition to traditional essays. However, this has yet to be worked through as there are significant challenges regarding grading.

For some modules, e.g. inclusion, teachers are asked to identify a mentor in their school to help them implement changes in practice that emerge from their enquiry.

## **Learning outcomes and impact**

Data related to impact on pupils, teachers and schools are collected from a number of sources which include students' completed feedback forms at the end of each module, evaluation questionnaires filled in by students at the end of the whole programme, and student assignments and dissertations.

Evidence is also collected through a number of formal processes including: regular MEd staff meetings reviewing the programme, a peer observation programme and monitoring and review meetings with LA partners. The programmes are also subject to the usual University of Hull quality assurance processes including external examination, and annual course review. External Examiners annually assess the quality of provision by marking and giving feedback on a sample of module assignments and dissertations. Head teachers and CPD co-ordinators of the schools in which students are based are asked to comment on the impact of the programme on pupils' performance.

Impact data suggest that teachers have benefited in terms of their knowledge and confidence. They feel more able, and have demonstrated a greater understanding of pupils' needs, and have been able to adapt their practice accordingly. Pupils have benefited from the greater range of learning experiences made available to them with consequent positive effects on their motivation and enjoyment of learning. Teachers' leadership skills and understanding and involvement in collaborative CPD have also been enhanced.

Finally, during the course of the programme, a number of the participants have been promoted to more senior positions, suggesting that their studies have benefited their own professional development.

### **Summary of messages to TDA**

The partnership used collaborative funding for two main activities:

- a) to support the ongoing partnership work between the University, programme directors and sponsors of the programme (e.g. Hull LA); and
- b) to initiate the development and launch of a new CPD consortium and PPD management committee.

Specifically the TDA funding enabled the partnership to:

- appoint, and fund the activities of, a PPD manager (based on one day per week over 36 weeks) and a Quality Administrator (based on 0.5 days per week over 36 weeks);
- make two part time appointments for one of the MEd modules;
- reimburse students for various transport costs (e.g. for students visiting schools and/or education offices);
- pay for publicity and marketing materials to raise awareness of the course (e.g. flyers for local schools ); and
- pay for room hire and catering for the annual presentation on 'Writing your Dissertation' held near Christmas each year.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Hull's telephone interview responses**

Key motivating factors for participants on Hull's courses have been: personal/professional development (6), improving subject/pedagogic/leadership knowledge (5) and improving practice (1).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons



early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and “encouragement and interest.” In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Hull’s telephone interview responses**

3 out of the 5 participants interviewed had received funding. 3 said fees were fully funded. 2 said they received no financial support.

4 participants interviewed said they received non-financial support from their schools by way of study leave (2), access to resources/supportive staff (1) and practical support by staff/governors (1). 1 said this did not apply to them.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn’t enjoyed.

### **Hull’s telephone interview responses**

The majority of participants said they had to overcome barriers to take part in PPD (5). The main barriers identified by interviewees were time to attend sessions and study (6), lack of funding (3) and travel (2).

3 participants made suggestions for improving the accessibility of Hull’s courses. Responses included: encouraging schools to support study leave (1) and providing online and distance learning opportunities/access to resources (1). 1 thought the current approach was fine.

5 participants said there were parts of their course that they did not enjoy. Responses given were writing dissertations (2) and technical parts/outside speakers/repetition (3). 1 participant said there was nothing they didn’t enjoy.

## **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Hull's telephone interview responses**

All participants interviewed said they had access to enough information about their course (5). Interviewees told us they had found out about their course informally via a colleague in school or LA or University (2), already having links with the provider (1) and through other media (TV, local press, professional publications, internet).

3 interviewees said that direct communications with schools and LAs would improve the marketing of Hull's courses and 1 said targeting a wider area would help. 1 said the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Hull's telephone interview responses**

4 participants said they were encouraged to work collaboratively with other teachers. 1 said their course includes coaching. 2 participants said tutors model new skills and practices in real classroom situations. All practitioners interviewed said their course built in opportunities to experiment with new practice in the classroom. 2 said they

made use of observation and 1 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Hull referred to: venue – university (3), venue – LA site (2), evening sessions (5), weekend meetings (5), use of specific hours/blocks over month/term (3), formal lectures (2), group work/discussion-based learning (1) and tutorials/workshops/seminars (3). 2 participants said the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Hull's telephone interview responses**

3 participants said they were tempted to/trying to involve other colleagues and all 5 thought that taking part in the course had influenced their practice. 2 interviewees said they had influenced colleagues' learning and 3 said they had noticed an impact on their pupils' learning. All 5 participants interviewed said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (3), making a difference to professional practice (4), improved leadership (1), improved teaching practice (6) and developing a wider perspective/sharing knowledge/understanding (4). 1 said it was too early to say.

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (4), writing/academic research (1) and the dissertation (1).

### **Review of student portfolios**

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The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

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Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Leeds**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: the partnership manager, partnership coordinator, three programme leaders, the resources manager and a local authority representative. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The University of Leeds is the lead organisation in a partnership which involves three local authorities (LAs) - Education Bradford (SEN Strategy Group), Education Leeds (School Support Teacher Unit), Wakefield (SEN Advisory group) - several associations for the deaf, including the British Deaf Association (BDA) and several schools for the deaf and mainstream pupils. Because participants on the MA Deaf Education are widespread geographically the University of Leeds has a system of regional tutors. Regional coverage extends from the Leeds area to other areas of North Yorkshire and Humberside. The overall partnership includes three very distinct programmes, each of which acts as a sort of mini-partnership for its own interests.

The three programmes comprise:

- the MA in Deaf Education, which is geographically widespread;
- the PGCert in Co-ordinating Inclusive Provision for Children with Learning Difficulties, which is based on a collaboration between UOL Wakefield being the main one with plans to involve other local authorities; and
- the MA in Teaching, where the PPD providers work with the university's initial teacher training department and the participants, who are teaching in Leeds schools, rather than with the schools directly.

The Deaf Education and Teaching MAs are both two-year courses with participants being allowed up to five and four years respectively to complete. The inclusion programme is a certificate course set up in collaboration with Wakefield local authority's SEN Advisory Group. This is a three-month course which students can complete in one year.

The MA in Teaching is designed for teachers who did their PGCE at the university and are at the beginning of their career. This is a major growth area. These students can use 30 credits they gained on the PGCE against the requirements of the MA for completion.

The various modules are each worth either 20 or 30 credits depending on the programme. All the modules include knowledge and research elements and require students to carry out classroom-based enquiry. All courses seek to achieve a balance of:

- collaborative and independent work;
- learning and opportunities for reflection; and
- direct input from tutors and supported student study.

The overall partnership is headed by a Partnership Coordinator who is responsible for liaison between partners, and co-ordinating monitoring, evaluating and developing of provision. The three programme coordinators share their reflections of the courses and their impact at regular intervals. Each programme has its own coordinating group based on its local partners and stakeholders, which includes school representatives. The inclusion certificate programme's coordinating group is inter-professional and contains, as members, psychologists and staff from various Children' Services, in order to ensure that it addresses the Every Child Matters agenda. The programme leader for the Deaf Education MA works closely with four other HEI providers in different parts of the country.

Teachers, schools and local and regional stakeholders are directly involved in identifying the needs of schools and teachers and in planning, reviewing and developing provision to meet those needs. This is illustrated by the following examples. Wakefield local authority identified the need to support Special Educational Needs (SEN) provision in Wakefield as a way to increase the authority's pool of trained SEN coordinators (SENCOs). The local authority worked with the university to develop its own SEN course materials further so bringing them up to the required standard for M level. Wakefield also recruits all the participants, provides a local venue for the course sessions and ensures their advisers are available for supporting students. In relation to the MA in Teaching for NQTs, the partnership liaises with the university's ITE department to identify participants, their schools and their needs. The needs of teachers of the deaf are presented by individual teachers of the deaf directly to the partnership and through the services of organisations for deaf education.

Other sources of information that can help match courses more closely to the needs of pupils, schools and teachers include students' assignments and action plans, and participant feedback through end-of-module surveys. Additionally there are follow up surveys of ex-students undertaken one year after completion. Anecdotal comments, and comments from school staff such as school leaders and CPD coordinators, are also collected and analysed. In addition, feedback is provided by university ITT tutors, meetings of various types and levels in the partnerships, and external assessors.

### **Recruitment and participation**

Recruitment for the MA in Deaf Education and the certificate course in Inclusive Education is targeted specifically at teachers of the deaf and teachers with any responsibility for or interest in SEN provision, respectively. The university has close links with the British Association for the Deaf, who advertise the course in flyers and leaflets and in national publications. There is a biannual conference for Heads of Schools and Services for Deaf Children, which provides another opportunity for teachers to learn about the course. The university does send out emails but it has found that emails to key people are more effective than sending them to every school. The BDA website also advertises the course.

Wakefield local authority does its own marketing of the course and recruiting of students. It uses mail shots that target CPD co-ordinators in schools as well as flyers, leaflets and adverts in the press to publicise the course. A research article relating to SENCO is sent to every partnership school and accompanied by details of the PGCert in Co-ordinating Inclusive Provision for Children with Learning Difficulties. Marketing of the early career MA in Teaching is directed at students on the PGCE course before they leave the university. Previous participants passing the message

to other potential participants is a very important method of marketing for all three programmes.

Teachers of the deaf have very clear priorities which surface during initial interview. Needs vary widely, as these teachers work in diverse, and often, unique settings. Applicants for the Wakefield inclusion programme state their needs on their applications and also have the opportunity to talk about them during a school-based visit which involves the student, their line manager and the tutors. This is the case, too, for students wishing to take the MA in Teaching course. Wakefield and other local authorities that enlist teachers for the inclusive education programme know the needs of local schools well, and they target aspiring SEN coordinators (SENCOs), particularly in schools where teachers haven't been on the course already. LA input gives a local perspective on national policy in several areas including behaviour, ICT and early year provision, which are helpful to course planners in giving a blend of local and national perspectives.

In common with their counterparts elsewhere, the students face a number of barriers to studying at M level. These include: travel, costs to themselves and to their schools, unfamiliarity with writing and research, and anxiety about whether they'll cope with balancing work, study and life in general. There are specific additional barriers for teachers of the deaf in that they are geographically spread and for teachers who are deaf themselves there are issues of accessibility to the course processes and content.

There are a number of types of course structure that are intended to help teachers and schools meet the problems of time and travel, such as using weekends, evening and summer holidays. Distance learning is a common feature of many of the modules so students can receive input in their own homes. The university helps students to access electronic versions of key readings by providing them with an Athens portal for online journals. There is also a university managed VLE.

The MA in Deaf Education uses a variety of assessment modes designed to lessen the burden on students. The programme uses, in addition to traditional assignments, case studies, reports from a teaching placement in another setting, assessment based on home visits and reports on pupils, and audiology records. These methods enable the students to link assessment more closely to their everyday working lives. The university provides other support in the form of note-takers and sign language communicators.

Wakefield local authority helps schools to reduce their costs by providing two or three days' worth of cover per teacher per year for participants on the inclusion course. The local authority has a library of books relevant to the course which is available for students to use. Prior to enrolment university personnel meet potential students' line manager and head teacher in order to "buy in" support from senior managers in the schools concerned. For the same reason the local authority writes to the schools to inform them of their commitments.

### **Engagement in CPD processes**

All the programmes have as their ethos the intention to provide "professional development in an academic context" aligned with the practical needs of schools, teachers and pupils. There are various modes of study depending on the programme. In all cases the university tries to be flexible. Enquiry approaches run through all modules. This is focused on particular children or on school policy and practice.



The MA in Teaching course uses a combination of distance learning and taught sessions. Altogether there are four six hour days of input on the Leeds campus on Saturdays for each of the three modules. The rest of the course is based on distance learning. The TDA's core standards and themes, which are important to the students and their schools, form the main part of the content. There is considerable flexibility and students choose their own projects for enquiry-based work in their schools, such as behaviour, SEN, assessment for learning, etc. Students are encouraged to include impact on pupils in their thinking and planning. Writing a dissertation is a required element of the course. The course starts in July as the students are completing their PGCE, then there is a break while students get settled into their schools and the course starts again in December. Expert speakers are brought in to run sessions. Tutors introduce school-based tasks at workshops and ensure students have the theoretical underpinnings required for their tasks. Tutors model observation as a means of helping teachers develop their own skills for observing each other and their pupils.

The MA in Deaf Education programme also employs a hybrid mix of distance learning in the students' own schools and a university-based taught element. There is regional tutoring in groups and there are also residential or short courses on campus.

Teaching on the Wakefield certificate course is divided roughly 3:2 between university and local authority tutors. The course begins with a two-day block at Leeds University then there is a session at Wakefield once every two weeks after school.

Students are supported in a number of ways. Wakefield local authority SEN specialists have extensive experience in SEN and provide a supportive and proactive service to students. Planning includes assigning two members of the local authority SEN support team to all course sessions. Students also visit other schools and students are encouraged to use email to support each other. Teachers of the deaf are coached by university tutors and by the regional tutors both of whom use observation and feedback. Planned groupwork or pair work is a core feature of university based parts of the deaf education course, where students undertake critical evaluation of each others' work. Peer support across all three programmes is also provided through tutorial groups, seminars, peer observation and online through the VLE.

### **Learning outcomes and impact**

The partnership monitors impact in a number of ways. Student assignments, enquiry project reports and end-of-module questionnaires provide helpful insight into the effects of the students' learning on themselves, their pupils and their schools. There is a lot of feedback from a range of people including specialists from the BDA, discussion and planning groups such as the programme leaders, student representatives and tutors. There are module evaluations by programme teams and feedback on modules from stakeholders, such as schools and local authority advisers.

Student feedback indicates improvements in pupil learning outcomes including: higher levels of involvement, improved behaviour and raised achievement. The following comments from teachers help to illustrate the benefits to pupils:

*Thinking about the teaching and task style has helped engage difficult pupils. These children now engage in lessons and this has improved pupil performance*

*...I do believe the pupils developed their skills in communication and group work which will be of value to them. The results of a KS3 group in which I worked on questioning showed an improvement. I have also found that most pupils are more engaged in lessons where there is greater dialogue.*

Feedback suggested that a major plus-factor for all students was in the area of teachers' research and problem-solving skills gained through the critical evaluation of evidence and research. Teachers believed they had benefited in several ways as a result of studying at M level. The most common impacts related to: improved communication, heightened confidence, gains in knowledge and understanding and improved practice and planning. Teachers of the deaf developed their networking skills. In the context of inclusion, teachers reported greater responsiveness to pupils' needs and a deeper understanding of inclusion. In terms of professional development processes teacher comments suggested they were much more reflective, were more ready to collaborate with colleagues and felt a greater willingness to lead other colleagues in professional learning. The following are representative comments from teachers:

*Increasing my ability to notice more of what happens in the classroom and also to evaluate my lessons more effectively.*

*My research study had an impact on my planning. I found which teaching and task style produced the best behaviour and learning – I have applied this knowledge to my lesson planning.*

*The module allowed me to develop questioning strategies in the classroom which enabled me to monitor the progress of my pupils more effectively.*

One other beneficiary of the PPD programmes was reported to be Wakefield local authority whose representative believed there had been significant positive gains in their wider offerings of CPD through their collaboration with a university tutor.

### **Summary of messages to TDA**

The university feels that partnership work has benefited them in a number of ways including being able to:

- share perspectives and gain new insights from partnership meetings;
- create new, practical approaches to professional development for teachers;
- maintain close links with local authorities and schools;
- provide a cost discount for NQTs; and
- respond effectively to the changing needs of schools, pupils and teachers.

TDA funding has enabled them to support staff with specific roles in the partnership in order to carry out the functions listed above. The university has a concern that different systems of professional learning, such as NCSL course and PPD provision, might create a dilemma for teachers who might be unsure about the best way to proceed.

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Leeds' telephone interview responses**

Key motivating factors for participants on Leeds' courses have been: personal/professional development (7), improving subject/pedagogic/leadership knowledge (4), career development (2), improving practice (7), the opportunity to network (1), the good reputation of tutor (1) and being approached to attend the course (1).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Leeds' telephone interview responses**

3 out of 7 participants had received funding. 3 said fees were fully funded. 3 had some help with funding and 1 said they received no financial support.

6 participants said they received non-financial support from their schools by way of study leave (2), observations/practical support (3) and support from individual colleagues (1). 1 participant interviewed said this did not apply to them as they were new to the school.

## **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Leeds' telephone interview responses**

The majority of participants said they had to overcome barriers to take part in PPD (6). The main barriers identified by interviewees were: time to attend sessions and study (3), personal commitments (1), lack of funding (2), timing of meetings (1), lack of school support (1) and the challenge of returning to study (1). 1 said they had no problems.

2 participants made suggestions for improving the accessibility of Leeds' courses. Responses included making sure that the venue is accessible (2) and providing online and distance learning opportunities (2). 1 said they thought the current approach was fine while 2 could not think of anything.

6 participants said there were parts of their course that they did not enjoy. Responses included writing dissertations (3), working independently (1) and meeting deadlines (2). 1 participant said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Leeds' telephone interview responses**

All 7 participants said they had access to enough information about their course. Interviewees told us they had found out about their course formally via school or LA (1) and already having links with the provider (6).

5 interviewees suggested ways to improve the marketing of the courses. Responses were: communicating directly with schools and LAs (2), using other media (TV, local press, professional publications, internet, flyers) (1), opening the course up to other universities (1) and asking students to offer feedback to potential participants (1). 1 participant said they couldn't think of anything and 1 said the current approach was fine.

## **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

## **Leeds' telephone interview responses**

All 7 participants said they were encouraged to work collaboratively with other teachers. 3 said their course includes coaching. 4 participants said tutors model new skills and practices in real classroom situations. All practitioners interviewed said their course built in opportunities to experiment with new practice in the classroom. 5 said they made use of observation and 4 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Leeds referred to: venue – university (4), venue – LA site (1), weekend meetings (1), whole day meetings (1), use of specific hours/blocks over month/term (3), group work/discussion-based learning (1), tutorials/workshops/seminars (4), relaxed style/practical nature of sessions (3), guest speakers (2), formal lectures (2) and taught and online modules (1). 2 participants said the teaching was helpful. 1 said lecturers were knowledgeable/experienced while 1 said the teaching standard varies.

## **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39%

were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Leeds' telephone interview responses**

6 participants said they were tempted to/tried to involve other colleagues and all 7 thought that taking part in the course had influenced their practice. All 7 interviewees said they had influenced colleagues' learning. 5 said they had noticed an impact on their pupils' learning; 1 found it difficult to say and 1 said this did not apply to them. All participants interviewed said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussions/sharing learning/research with colleagues (6), making a difference to professional practice (6), improved leadership (1), improved learning (3), improved teaching practice (6), major changes to teaching (2), and improved knowledge and understanding (5).

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (4), writing/academic research (2) and practical elements/school-based tasks (3).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils'



behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Reading**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with: partnership manager, director of teaching and learning, head of the institute of education at Reading, two tutors, a mentor, a local authority CPD adviser and a head teacher. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The University of Reading is the lead organisation in the Professional Development Partnership Group (PDPG) that has been in existence for five years. The partnership involves ten local authorities (LAs) – including Reading, Oxfordshire and Buckinghamshire, local FE colleges, a range of partnership schools and teachers' professional associations.

The provision is based on a modular structure and the modules can either be centre-based or school-based. Taught provision is organised around the *MA in Teaching and Learning* and is available for centre-based and school-based study. There is a large number of modules which are flexibly linked to provide routes to Postgraduate Certificate level (60 M credits), Diploma (120 M credits) and Master's level (180 M credits). Further study to EdD and MA (res) are available. There are also specific awards in *English and Language Education, ICT in Education, Inclusive Education, School Improvement and Music Education*. Teachers normally follow a taught programme for two to three years followed by a year on their Masters dissertation – usually a school or LA based research project. There are actually two routes to the MA which differ in the balance between taught and dissertation elements but all teachers must take at least one research intensive module before embarking on their dissertation. This provides opportunities for engaging with and interpreting research evidence, and learning to use research methods and tools.

The content of school-based programmes is negotiated with teachers and schools in order to align the PPD with school planning and aims. Any LA partner can devise a module and identify staff to deliver it, with support from the university. School members help to design modules.

All the modules have a direct focus on improving pupils' learning. Modules may be based on a subject area such as music or language or they may be centred more generally on pedagogy. The modules include knowledge and research elements and require students to carry out classroom-based enquiry. All courses seek to achieve a balance of:

- collaborative and independent work;
- research skills and pedagogic skills; and
- direct input from tutors and supported student study.

PDPG is headed by a Partnership Manager who is responsible for communications with and between partners, and co-ordinating monitoring, evaluating and developing of provision. The PDGP is the strategic leadership but much of the planning of delivery and content is done through the boards of study for each programme and course teams. New programmes are developed by working groups set up for the purpose. Strategy is discussed at partnership meetings involving the main stakeholders. To enable this group to plan overall provision it receives feedback from a number of sources including:

- ITT steering groups which all have CPD as part of their remit;
- partnership schools which are surveyed annually about their CPD needs – their representatives also attend at least one partnership meeting per term;
- teachers who have completed their Masters contribute directly to the planning and delivery of the programme as associate tutors or as invited speakers at specific sessions;
- teachers identifying their own/their schools' needs;
- students' evaluations which are collected during the course;
- students' summaries of impact;
- students' follow up evaluations carried out one year later to find out more about impact on their careers; and
- information from the boards of studies for each programme, which have representatives from current and former participants.

Teachers, schools and local and regional stakeholders help to identify the needs of schools and teachers and contribute to planning, reviewing and developing provision to meet those needs. All the programmes try to align provision with the practical needs of schools, teachers and pupils. Enquiry approaches run through all modules; this is focused on particular children or on school policy and practice. For example Reading and Hampshire LAs identified boys' underachievement as an issue, and this is now a focus of PPD in schools in those areas. Management and school improvement, NQTs and retention are all key themes of the provision. LA and school development plans are used to help inform planning and delivery. All teachers undergo an initial needs analysis at interview followed by termly review, and school CPD coordinators also make suggestions relating to needs assessment.

### **Recruitment and participation**

Recruitment is carried out through a combination of university/LA networks, school INSET, communication with headteachers and CPD co-ordinators in schools. Potential participants can also access information via the website. Increasingly, recruitment is focused on students in the final stages of their PGCE course before they leave the university in order to encourage them to follow up with the MA entitlement the university offers. For example, programme conference days are held regularly and offer opportunities for teachers to disseminate their findings and help others learn about research methods. By inviting 'fast track' trainees to attend the conferences also act to advertise the PPD. Previous participants passing the message to other potential participants, is a very important method of marketing; TLA work and short courses provide venues where interested teachers can meet previous students.

Students have commented on a number of barriers to studying at M level. These include: travel, costs to themselves and to their schools, unfamiliarity with extensive writing, a concern they haven't got sufficient research skills, and anxiety about whether they'll cope with balancing work, study and life in general.

There are a number of types of course structure that are intended to help teachers and schools meet the problems of time and travel, such as using weekends, evening and summer holidays. In general the partnership tries to avoid whole day sessions in term-time; where this is unavoidable the days are widely spread. Students are able to access the VLE.

Timescales for completion are planned to be helpful to students. Up to 4 years is allowed for students to complete Diploma level; up to 6 years is available for MA study. Students can miss a term or a year and rejoin later. It is a highly flexible programme. There are few compulsory core modules and students can choose modules from outside their chosen route. Modules can be taken in the order that suits the teacher based on a two-year cycle. Students can also take just one module. Increasing flexibility in content and provision is being added to by the school-based route.

There are also financial discounts available to teachers in the 50 secondary schools and 250 primary schools with which the partnership has links. The schools are offered up to 12 modules free to staff per year; GTP schools have a 3 module allowance per GTP trainee. Those who have completed NPQH courses can receive credits as APL. These students are required to write a bridging assignment because NPQH does not have M level criticality. Newly qualified teachers who trained at Reading University can carry 60 M credits into the Masters programme. If students are in a partnership school they can claim a further 3 modules from CPD entitlement thus enabling them to reach Diploma level without paying anything. All returners to teaching are offered one free module on a Masters course on successful completion.

### **Engagement in CPD processes**

Courses are delivered through taught sessions, though students can access the VLE and have email contact with the tutors. Students are encouraged to include impact on students in their thinking and planning. Writing a dissertation is a required element of the course for those wishing to continue to study to full Masters. Tutors introduce school-based tasks at workshops and ensure students have the theoretical underpinnings required for their tasks. Expert speakers are brought in to run sessions and highlight good practice. Tutors use observation as a means of helping teachers develop their new practice, in coaching and mentoring contexts on school-based courses.

Content of module assignments and dissertations are negotiated with individual teachers or groups of teachers to enable them to address their needs or those of their schools. In this way school clusters or groups of teachers study particular issues such as assessment for learning or behaviour management. The modules are delivered by university tutors and associate tutors (ATs - often senior school staff or staff with appropriate experience and qualifications such as ASTs). Students in the schools are supported by online distance learning.

The majority of modules carry 20 credits which is the equivalent of 30 hours' teaching. The majority are delivered over a period of 10 weeks with one 3 hour session each week. Some are delivered over a longer chronological time but with the same number of face-to-face teaching hours. The sessions are located in school, university, and sometimes other venues such as museums. Teacher presentations are part of all courses. Sessions are run in a seminar style – and the presentations must be research informed. Teachers are given training in dissertations and receive regular individual support from university tutors. Students have access to the university library with extensive e-resources available to them. Students are

encouraged to support each other by email and personal contact. Students share experiences and plan together. On school-based courses there is peer observation and joint working for which tutors provide students with support.

### **Learning outcomes and impact**

The partnership monitors impact in a number of ways. Students' assignments provide helpful insight into the effects of the students' learning on themselves, their pupils and their schools. LAs and headteachers provide feedback on module content and delivery. Other groups of people offer helpful comments, too, including discussion and planning groups - such as the programme leaders - student representatives and tutors. Programme teams carry out module evaluations.

Student feedback indicates improvements in practice:

*'It has made me much more reflective, and after almost every lesson I take time to evaluate what has happened and why'*

*'...learning about the history of English teaching was particularly enlightening as I can now see what is missing in the literacy strategy and primary framework and can now partially address this where I can.'*

A number of students reported that they felt the PPD had been instrumental in helping them change jobs or get promotion in their school. Feedback also referred to the intellectual enrichment and motivation they had experienced:

*'Completion of assignments brought me into contact with the literature I would not necessarily have read resulting in changed perceptions of teaching, learning, and management issues.'*

Whilst pupil impact was a focus of the studies the participants recognised the difficulty of gathering such evidence. However, feedback comments from students did suggest pupils had benefited in terms of their learning, behaviour and motivation:

*'...Literacy results have also improved, I believe through greater opportunities for creative writing.'*

*'...My pupils Media coursework for their GCSE English...improved dramatically through my action based research in student mark schemes.'*

*'The research...addressed the issue of motivating pupils at risk of failure. Through the intervention programme...I believe that particular children did benefit from my work...'*

Teachers believed they had benefited in several ways as a result of studying at M level. The most common impacts related to: improved confidence, gains in subject knowledge and understanding, use of reflection, improved practice – including the use of questioning - and experience of mentoring and coaching and other forms of collaboration. Students reported impacts on school planning and policies in terms of professional learning from the PPD filtering into school planning teams. They also valued the experience of research and problem-solving.

Formal internal mechanisms for QA include:

- review by the advanced taught programme board which has representatives from all programmes on it;

- evaluation of students' data after each module and at exit points;
- annual review by the institute of education;
- revalidation of courses; and
- a six-yearly periodic review carried out by the university.

Other valuable QA mechanisms include external examiners' reports and OFSTED inspection reports.

### **Summary of messages to TDA**

The university feels that partnership work has benefited them in a number of ways including being able to:

- create new, practical approaches to professional development for teachers;
- respond effectively to the changing needs of schools, pupils and teachers through close links with local authorities and schools; and
- provide a cost discount for PPD courses for a range of teachers.

This provider identified several key questions for the TDA:

- the partnership has been very successful at recruiting students and encouraging their sustained commitment, however many practitioners in the region are not accessing the courses that are on offer. How might the partnership make its marketing strategies more effective? Are there examples of how other institutions are developing their marketing and increasing participation?
- school based practitioners are keen to come into the university for teaching sessions which seems to be contrary to the evidence from research suggesting that teachers benefit from CPD taking place in students' own schools. What guidance does the TDA offer on where teaching sessions should be based?
- how do we ensure that we gather informed consent from schools for students to undertake classroom research?
- many CPD co-ordinators aren't clear about the entitlement to funded M-level modules. How can we develop their awareness and support them to encourage practitioners to take up this entitlement?

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University

- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Theirs simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Reading's telephone interview responses**

Key motivating factors for participants on Reading's courses have been: personal/professional development (9), improving subject/pedagogic/leadership knowledge (6), career development (4), improving practice (5), the offer of a free course (4) and having children in education/wanting to go through the education process with their children (1).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Reading's telephone interview responses**

7 out of 10 participants had received funding. 7 said fees were fully funded and 2 received supply cover. 1 said they received no financial support.

8 participants said they received non-financial support from their schools by way of study leave (3), practical support from colleagues (4), being allowed to leave early to attend lectures (1) and being freed from lessons (1). 2 said they received no support from their school.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.



### **Reading's telephone interview responses**

The majority of participants said they had to overcome barriers to take part in PPD (9). The main barriers identified by interviewees were: time to attend sessions and study (6), personal commitments (1), lack of funding (1), travel (1), timing of meetings (5), lack of quality library resources (1) and the need to hold a degree (1).

8 participants made suggestions for improving the accessibility of Reading's courses. Responses included: making sure the venue is accessible (3), ensuring library resources are accessible (3), ensuring all modules are available (1) and encouraging visits/presentations/correspondence from the university (2). 2 participants said the current approach was fine while 1 couldn't think of anything.

All 10 interviewees said there were parts of their course that they did not enjoy. Responses were varied and included writing dissertations (2), writing their first essay (1), formal lectures (2) and studying a module involving maths and statistics (3).

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Reading's telephone interview responses**

The majority of participants said they had access to enough information about their course (6). Interviewees told us they had found out about their course formally via school or LA (2), informally via colleague in school or LA (2), choosing the programme from the website (2), already having links with the provider (2) and responding to an advert (2).

The vast majority of interviewees suggested ways to improve the marketing of the courses (9). Responses included: through direct communications with schools and LAs (4), creating the opportunity to talk with tutors (1) and advertising earlier in the year (1). 1 participant said they couldn't think of anything.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Reading's telephone interview responses**

7 participants said they were encouraged to work collaboratively with other teachers. 4 said their course includes coaching while 2 said coaching is not yet included. 6 participants said tutors model new skills and practices in real classroom situations. 6 practitioners interviewed said their course built in opportunities to experiment with new practice in the classroom. 3 said they made use of observation. 3 said their course built in opportunities for planning and reviewing lessons while 1 interviewee said it was too early to say.

The participants' responses regarding the organisation of the courses and the teaching at Reading referred to: venue – university (3), evening sessions (6), use of specific hours/blocks over month/term (8), formal lectures (1), group work/discussion-based learning (3), tutorials/workshops/seminars (3) and informal teaching (1). 6 participants said the teaching was helpful and 4 said the lecturers were knowledgeable/experienced.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Reading's telephone interview responses**

The majority of participants said they were tempted to/trying to involve other colleagues (8) and 7 thought that taking part in the course had influenced their practice. 6 interviewees said they had influenced colleagues' learning. 4 said they had noticed an impact on their pupils' learning; 1 said they had not noticed a direct impact, while 2 said it was hard to say. 5 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (8), making a

difference to professional practice (10), improved leadership (4), improved learning (3), improved teaching practice (7) and changed role/promotion (1). 1 said they had not noticed any impact. 5 said it was too early/difficult to say.

We asked participants what parts of the course they enjoyed and their responses included: group discussions/tutorials/sharing ideas (1), writing/academic research (1), specific modules (3), learning with tutors well-known in relevant fields (2) and all of it (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD

(including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

### **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

### **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

### **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Southampton**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation. The report also draws on the information gathered by the researcher who visited the site during February 2008, and interviews with the Programme Manager, the head of the school of education, six tutors, a University Partner and one Local Authority partner. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The University of Southampton is a partner in the Southern Partnership for Professional Learning (SPPL). The partnership has been running for four years and consists of four Universities (Southampton, Portsmouth, Winchester and Chichester), four Local Authorities (Hampshire, Isle of Wight, Southampton and Portsmouth), the Science Learning Centre South-East and local networks of schools. Working in partnership with Local Authorities helps the Universities to identify gaps in the current CPD and PPD provision and recruit a diverse group of students. Universities have found that by working together and sharing their expertise they can offer a wider range of programmes targeted at students' particular needs. For example, while Winchester offers an individual module on their PGDip Advanced Educational Studies on Special Educational Needs (SEN) for classroom teachers, the University of Southampton offers a full MSc in Specific Learning Difficulties which also offers the opportunity of gaining accreditation (AST or AMDA) from the British Dyslexia Association for SEN Co-ordinators or classroom teachers with a particular need in this area.

The partnership develop the PPD programmes on offer by collecting feedback from previous students and holding discussions with head teachers, prospective students and individuals from the LAs and National Strategies about their respective needs.

The provision at the University of Southampton offers a variety of Masters degrees with possible pathways including through individual Postgraduate Certificates in Educational Studies (PCEs). An exit qualification of a Postgraduate Diploma is available. The five main areas of study are:

- management and leadership;
- learning difficulties;
- the use of ICT to support teaching and learning;
- curriculum learning and assessment; and
- improving professional practice and learning.

Normally, a postgraduate certificate is made up from three coherent/core units of study, a postgraduate diploma is made up from six units, and a Masters degree is made up of six core units and a dissertation. It is expected that students will complete their Masters qualification in approximately two years.

The University of Southampton has a 'Flex' Masters programme which is targeted at students that want to work independently towards their Masters qualification.

Students' work, with the support of a tutor, to produce three assignments and a dissertation focused around their chosen research topic.

### **Recruitment and participation**

Southampton identified an increase in the numbers of students recruited to the PPD programmes on offer, recruiting 129 students in 2006-7.

The most popular programmes were the unit in Mentoring and Staff Development and the MA in Institutional Management and Leadership. The higher take up of these Programmes reflects the needs identified through consultation with schools, teachers and stakeholders.

The provision is marketed through:

- word of mouth;
- existing networks between Universities and Local Authorities;
- existing networks between the Universities and schools, in particular schools involved in initial teacher education who are all offered the opportunity to take a module focusing on mentoring;
- events, conferences and exhibitions at which students are encouraged to share good practice;
- links to existing professional development programmes in schools; and
- the University of Southampton, School of Education website.

The University of Southampton staff ensure that they consider the needs of students who wish to enrol on PPD programmes carefully. Tutors pay particular attention to the skills and needs students identify in their applications and make themselves available to the student, as a source of advice and support, prior to the start of the programme. Programme tutors also engage in conversations with head teachers to ensure that programmes are meeting the needs identified by schools, and if necessary negotiate the content of any given programme so that it meets the needs of the individual and the organisation. The partnership wants to work more closely with the LAs in order to identify an increased number of opportunities for teaching to take place outside of the university and for observation of what is going on in schools to take place.

Teachers enrolling on the courses across the SPPL partnership expressed a number of concerns about studying at M-level including the nature, timing and location of the provision that is offered and the cost associated with study at this level. The SPPL tackles these concerns by:

- offering a wide mix of programmes with varying methods of delivery, timescale and workloads;
- ensuring that students are aware of the workload demands from the beginning;
- providing out of school hours teaching;
- providing out of school hours access to the university resources including libraries and computing and IT services;
- providing access to electronic journals and remote book reservation and renewal;
- providing access to libraries including access to electronic journals and resources;
- providing financial incentives to take up provision for teachers drawn from local/regional partnership schools; and

- having published mechanisms for teachers to suspend, defer or extend their period of study.

### **Engagement in CPD**

Southampton delivers programmes through weekly sessions lasting between two and four hours. Each programme lasts for a minimum of seven weeks and the majority of teaching sessions take place in the university and involve a mixture of lectures, workshops and personal tutorials. In addition to these teaching sessions at the University, teaching sessions and tutorials can be supported online through a variety of electronic means including a Portal (SUSSED), a Virtual Learning Environment (VLE) and dedicated programme specific websites. Sessions can also take place at the schools of the students enrolled.

Students have access to the evidence base through journal articles provided to them by tutors, access to the library and access to online journals and materials which include lecture notes made available via the VLE. They are supported to interrogate this evidence to develop their existing knowledge and skills and make links between the research and their current practice. Participants on some programmes are each encouraged to read different research articles and present a summary to the other students, thus increasing the amount of research they are engaging with.

Collaboration is an important part of the programmes at the University of Southampton, and workshop sessions make use of a variety of activities that encourage students to consider how to embed new practice in their classroom. These activities include:

- reviewing video clips of good practice together;
- using role-play to experiment with new ideas in a simulated environment;
- working with tutors to identify learning goals and research foci which link to real classroom issues;
- working with tutors to identify the ways in which they link their professional learning to school targets and national guidance;
- shared planning for in-class experimentation; and
- sharing practice by reviewing data collected from action research and enquiry.

Observation is recognised as a valuable component of postgraduate professional development by the tutors at the University of Southampton. However, in order to ensure schools are not over burdened, only students opting for the AST or AMDA programmes are observed by tutors from the partnership. Tutors incorporate additional observation across programmes by encouraging students to engage in peer observation with colleagues within their own schools or within neighbouring schools.

Assessment mainly involves students writing assignments and reporting on school based action research projects. This assessment is supplemented by collecting feedback from students about their learning through interviews and self-evaluations.

### **Learning outcomes and impact**

The University of Southampton is monitoring the impact of PPD programmes in a variety of ways. These include:

- evaluating whether the programme aims were met by collecting baseline data and comparing them to data collected at the end of the programme;



- reviewing students' written assignments and research projects;
- evaluations by programme participants and tutors;
- feedback from head teachers and local authorities;
- observations of teaching sessions at the University;
- monitoring attendance and completion rates;
- external examination arrangements; and
- internal university monitoring and evaluating procedures.

The University of Southampton recognises that it is difficult to assess the impact of an intervention over a short period of time and is working to identify strategies that could be implemented to evaluate impact over a longer period.

The partnership found evidence that the PPD programmes improved teachers': motivation, commitment and self confidence;

- subject knowledge and understanding of pedagogy;
- skills of reflection and collaboration;
- use of coaching and mentoring;
- classroom practice including teachers' use of assessment procedures; and
- use of ICT.

The evidence also showed that teachers became more responsive to pupils' needs and made improvements to their learning environments and the learning materials they used.

Tutors encouraged students to collect data about the impact of their learning on their pupils. This evidence highlighted improvements in pupils' use of dialogue and self assessment in the classroom.

### **Summary of messages to TDA**

The University of Southampton identified a number of key messages for the TDA:

- working in partnership with other universities and local authorities allows them to increase the different topics covered by M-level programmes available;
- the 'Flex' programme, which allows students or groups of students to study independently, is a useful model which focuses on evidenced based research of classroom practice;
- students valued the additional support offered to them online, for example by provision of the VLE; and
- although observation is a part of postgraduate professional development, it is important to consider the burdens already placed on schools before including it as part of M-level Programmes.

They also identified a key question for the TDA:

- As PGCE students are beginning to accrue masters level credits as part of the Programme, does this mean that they will not receive any TDA funding for enrolling on a PPD Programme?

### **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University

- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
- Liverpool John Moores University
- London Metropolitan University
- London South Bank University
- Newman University College
- Birmingham City University
- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Southampton's telephone interview responses**

Key motivating factors for participants on the University of Southampton's programmes have been: personal/professional development (1), improving subject/pedagogic/leadership knowledge (6), career development (1) and improving practice (3).

## **Support for Students**

### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **The University of Southampton's telephone interview responses**

4 out of 5 participants interviewed had received funding. 2 said fees were fully funded, 2 had some help with funding and 1 said they received no financial support.

All 5 participants said they received non-financial support from their schools by way of study leave (3) and interest/encouragement (2).

## **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they had not enjoyed.

### **The University of Southampton's telephone interview responses**

The majority of participants said they had to overcome barriers to take part in PPD (4). The main barriers identified by interviewees were: time to attend sessions and study (1), personal commitments (1), lack of funding (2), level of challenge offered by the programme (1) and travel (1). 1 said they had no problems.

3 participants made suggestions for improving the accessibility of Southampton's Programmes. Responses included: making sure the venue is accessible (1), providing online and distance learning opportunities/access to resources (3) and helping students meet the work/life balance (2). 1 said they thought the current approach was fine and 1 could not think of anything.

2 participants said there were parts of their programme that they did not enjoy. Their responses related to poor administration/session planning/delivery (2). 2 said there was nothing they didn't enjoy and 1 couldn't think of anything.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **The University of Southampton's telephone interview responses**

The majority of participants said they had access to enough information about their programme (4). Interviewees told us they had found out about their programme formally via school or LA (1), informally via a colleague in school or LA (1), choosing the programme from the website (1) and already having links with the provider (2).

3 interviewees suggested that direct communications with schools and LAs would improve the marketing of the programmes and 2 said the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of

teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **The University of Southampton's telephone interview responses**

All 5 participants said they were encouraged to work collaboratively with other teachers. 2 said their programme includes coaching. 2 participants said tutors model new skills and practices in real classroom situations. 3 practitioners interviewed said their programme built in opportunities to experiment with new practice in the classroom. 2 said they made use of observation and 1 said their programme built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the programmes and the teaching at Southampton referred to: venue – university (1), evening sessions (3), use of specific hours/blocks over month/term (3), formal lectures (2), group work/discussion-based learning (3) and tutorials/workshops/seminars (1). 2 participants said the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or "not yet." In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made "major" changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **The University of Southampton's telephone interview responses**

3 participants said they were tempted to/tried to involve other colleagues and all 5 thought that taking part in the programme had influenced their practice. All 5 interviewees said they had influenced colleagues' learning, noticed an impact on their pupils' learning and been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (5), making a

difference to professional practice (1), improved leadership (1), improved learning (4), improved teaching practice (3), major changes to teaching (1) and changed role/promotion (1).

We asked participants what parts of the programmes they enjoyed and their responses included group discussions/tutorials/sharing ideas (1), writing/academic research (2) and all of it (1).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

### **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19);
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

## **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

knowledge of school processes (26);  
professional learning skills (12); and  
leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

## **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);

- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.



## **TDA Postgraduate Professional Development Quality Assurance Strand**

### **Site Visit Report**

#### **University of Worcester**

The following report has been compiled from a combination of an interrogation of documentation supplied to the TDA including Submission Documents, Data Returns and Impact Evaluation along with any supplementary documentation provided by the site. The report also draws on the information gathered by the researcher who visited the site during January 2008, and interviews with: the partnership co-ordinator, the partnership manager, one local authority (LA) partner, five academic staff and one school senior manager. Further information has been gained from telephone interviews with students and reviews of student portfolios.

#### **Partnership**

The partnership has existed in its present form for two years and comprises a lead HEI (University of Worcester), three local authorities one of whom (Worcestershire) is a key partner, schools – including a special school – and a college of FE. It covers a large area of the Midlands south and west of Birmingham, with a focus on the counties of Herefordshire and Worcestershire.

Overall leadership of the partnership is in the hands of the partnership co-ordinator (full time), the partnership manager (0.4 senior lecturer equivalent) and a senior lecturer in CPD (0.4 senior lecturer equivalent), supported by administrative staff. Strategic leadership is provided by a steering group made up of the main partners, who constitute an advisory body, and the heads of five academic departments in the institute of education at the University of Worcester (UW). Operational planning is achieved by separate meetings of the partnership leaders, plus heads of the five departmental centres. Day to day partnership work is carried out and/or overseen by the partnership coordinator. This work includes information transfer, managing student impact data, maintaining external links, managing the office, producing and distributing promotional material and maintaining the website.

The partnership offers three levels of qualifications at M level: certificate, diploma and masters (all modules at certificate and diploma levels carry 20 points with three being required at each level). To be accredited with an MA students need to have passed a Research Methods module and to have completed a dissertation (worth four modules) plus one other module in addition to three module awards gained earlier. No EdD is offered although students can study for an M.Phil/PhD.

The main themes covered by the modules include: subject knowledge, supporting particular groups of pupils, teaching and learning, leadership skills, improving school management and inclusion. School-based programmes focused on school improvement are conducted primarily through negotiated modules at the behest of the local authorities. These modules include: Evaluation of Professional Learning, Professional Enquiry into an Educational Setting and School Improvement. Other examples of bespoke postgraduate certificate modules are NQT, Primary MFL, RE, CPD leadership, and Gifted and Talented Education. The PG certificate for MFL grew out of a successful CPD programme for primary MFL run for Worcestershire local authority by UW.

Wholly taught modules are thematic. For example, to gain a postgraduate certificate in Special and Inclusive Education students would follow two SEN modules plus one other. All modules involve a variety of reading and interpreting, research and enquiry, analysing and evaluating examples of practice.

The range of types of course extends from taught to school-based, with a number of hybrids. A particularly interesting model is that presented by a key partner high school. In 2004 the school began to run leadership development courses which grew into a fully-fledged postgraduate certificate course with modules accredited by UW. The content of the course became much wider than leadership and extended to many areas of school improvement including developing ICT in English teaching and learning and assessment for learning in RE. The school chose UW because of their existing links (through ITE) and UW's track record in providing good peer support and advice to students and school leaders. The school pays the fees of the 20 students currently enrolled on the course. Interestingly UW does not provide teaching per se but does provide tutorial support and quality assurance as well as offering students support with writing for example.

Needs are identified by the university through a wide range of mechanisms including:

- LA priorities;
- national strategy requirements;
- heads and school needs;
- pupil needs e.g. SEN;
- teacher needs e.g. helping them to meet performance targets;
- feedback from UW's own CPD co-ordinators and ITE mentors;
- those involved in other programmes; and
- external assessors' feedback.

The partnership leaders consult widely with current and past participants, national agencies e.g. GTC, NCSL, UCET, and disability organisations. Head of schools and participating teachers identify school goals so that school-based enquiry is aligned to classroom issues. Key players in identifying teachers' and schools' needs are University of Worcester staff, who are in the schools for other reasons such as ITE mentoring, leadership courses, etc. Their philosophy is very much that of "*Making the most of what teachers are doing already!*" These staff act as 'ambassadors' for the university, and as 'go-betweens' and help to match the schools' needs to what the university can provide.

Feedback and needs analysis is used to inform future provision in modifying modules, creating new bespoke modules, and to give an idea of impact. Teachers and other stakeholders co-develop modules, evaluate, monitor and review and contribute to course delivery. Course teams at Worcester believe this input helps them refresh their courses. For example, discussion with teachers led to the inclusion of creative management on the MA in Management and Leadership. The process of inward diffusion of new information is helped by the growing diversity of participants on some courses; police and health personnel are enrolled on the MSc in Management and Leadership.

Course teams achieve an appropriate mix of elements by creating appropriate balances between:

- direct input, student activity and tutor support;
- learning and reflection;
- research skills and pedagogic skills; and

- subject skills and management skills.

### **Recruitment and participation**

The university communicates with schools about the courses it offers in a number of ways. The partnership uses email contact with schools, flyers and newsletters, and has extensive contacts with head teachers. It works through networking with university mentors, through the local authority, dissemination by students of their work in schools, an annual conference with a partner LA and advertising on school INSET days. Some pre-course information is available in course booklets and UW and LA staff are available to answer questions.

The partnership co-ordinator does the recruiting in consultation with colleagues, using a demographic profile of the region that captures current rates of registration and completions and participant profiles. Numbers have increased over the past few years and there are now 500-600 students on certificate courses, 100 on diploma courses and 50 on the MA.

In common with their counterparts elsewhere potential students face the familiar barriers of travel, costs to themselves and to their schools, and anxiety at the thought of writing.

To help its students the partnership offers flexibility through twilight and weekend sessions, school and LA-based delivery to minimise the need to travel, and extensive individual face-to-face support, in addition to email and web-based support. Some courses are experimenting with alternative assessment. The postgraduate certificate in Leadership and Management consists of a taught module (three Saturdays) and school-based work for which students keep a log, a second module taught over three consecutive days (Friday – Sunday) assessed by a 3000 word assignment, and an action research module assessed by portfolio presentation. The first module on the certificate courses is provided free.

There are also some three day courses (Friday plus weekend) to minimise the need for supply cover. Flexible timing allows up to two years for certificate modules, and up to six years for the MA. Also UW provides an incentive for students to continue from diploma level to MA in that only 40 points (instead of 60) need to be achieved at diploma level if the student intends to go on to complete an Ma/MSc. In future UW aims to accredit ITT/ITE learning experiences by up to 60 credits i.e. one third of the way to a MA.

### **Engagement in CPD processes**

Courses are presented through a range of modes including: lectures on taught courses, personal sessions, group sessions (either at UW or in schools) and online. A common pattern which offers great flexibility is a mix of 30 hours taught sessions for the first module followed by in-school tutor-supported work for the second and third modules which are more bespoke and negotiated. For school-based modules tutors provide supported self-study. Negotiated modules for schools can normally be constructed by the next academic year for any given request, although modules can be adjusted by the course team actually during the course, if the modifications required are small. All courses contain an enquiry based module that requires students to use pupil data.

Coaching of students by their tutors is widely used. Interestingly, in the experience of UW, tutors have fewer contacts with students on the wholly-school-based courses

than they do on the centre-taught courses. A growing pattern on school-based courses is for appropriately academic, qualified, school-based mentors/tutors to provide the coaching.

Students' writing activities are supported by UW tutors or by school-based tutors with the skills to do so. Peer support takes place in a number of ways including collaborative efforts on school-based courses and peer interaction between teachers of different phases and between teachers and other professionals, from police and health for example.

### **Learning outcomes and impact**

The partnership monitors impact through student assignments, teacher enquiry projects and feedback from a range of people involved in the partnership, such as head teachers and local authority advisers.

UW has provided impact data suggesting the pupils have benefited in a number of ways, including improvements in achievement, motivation and behaviour, as these comments from teacher show:

*The children are showing increased enjoyment and are being given plenty of opportunity to read and speak French; as they progress through the programme, they will have more opportunities to write also.*

*[It] has enabled me to identify strategies to improve future construction and delivery of BTEC sport courses. Also helped achieve better results for that cohort. In the short term it enhanced our results. In the longer term it will help us to enhance the quality of our BTEC courses.*

Teachers reported improvements in their own learning including improved knowledge, increased confidence, more extensive collaboration with other teachers, greater understanding of pupils' needs, and better management, organisational and leadership skills. Being more reflective, and feeling more equipped to identify where their own and their schools' priorities meet, are common elements of teachers' professional learning. Teachers felt their research and problem-solving skills had developed through the critical evaluation of evidence and research involved in the courses. Some of these improvements are reflected in the following comments from teachers:

*... [I learnt to] reflect at a deeper level and hence am able to support others more effectively*

*... [the programme] changed my outlook on planning and assessing*

*I am much more confident in both my teaching approach and subject knowledge; I have a wider range of generic strategies to use in the classroom, along with access to resources (including online ones)*

UW monitors impact in a number of ways including: analysis of assignments, feedback from meetings and discussion groups, evaluations by tutors and mentors, feedback from the schools and participants' written evaluations.

## **Summary of messages to TDA**

UW feels that partnership work has benefited them in a number of ways including being able to:

- share perspectives and gain new insights from partnership meetings;
- network at TDA managers meetings;
- maintain close links with local authorities;
- respond rapidly to the changing needs of schools, pupils and teachers; and
- attract a more diverse range of practitioners.

TDA funding has enabled them to support staff with a dedicated role in the partnership which has made it possible for it to carry out the functions listed above. With the development of the Every Child Matters agenda, UW believes there will be a greater need for professionals from different backgrounds, such as education, health, social care etc, to share elements of professional development.

## **Practitioner perceptions of PPD**

During summer term 2008, CUREE researchers interviewed 137 practitioners registered on PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year. The partnerships were:

- Anglia Ruskin University
- Edge Hill University
- Kingston University
- Lancashire County Council Education Directorate (Lancashire Grid for Learning)
- Leeds Metropolitan University
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- University of Chester
- University of Chichester
- University of Cumbria
- University of Gloucestershire
- University of Huddersfield
- University of Hull
- University of Leeds
- University of Reading
- University of Southampton
- University of Worcester

The researchers asked questions under six umbrella headings:

- motivation to participate in PPD
- support for students
- barriers to participation and possible solutions
- the visibility and marketing of PPD programmes
- the impact of participation
- the CPD processes

This section of the report offers programme-level outcomes from all the interviews across twenty partnerships under these six headings. For each of these six headings we also report on the outcomes of the interviews from the students within your own partnership.

### **Motivation to participate in PPD**

The majority of the students we interviewed identified two principal motivators for engaging with the PPD programmes. 75% said that they wanted to undertake professional development and 74% said that they specifically wanted this in order to improve a particular area of subject knowledge, pedagogical knowledge or knowledge about leadership.

32% of teachers specifically wanted to enhance their career prospects and 50% of teachers felt they needed to improve their practice.

### **Other reasons for participation**

Of the 50% of teachers who identified specific issues, or targets for change, areas of interest varied widely, from parental involvement to research skills and ICT. Others simply said that they wanted a 'change' and a few were using the programmes to get back into teaching.

Others wanted to improve knowledge and understanding of new technology and a few were recommended to undertake further study by their heads or line managers. Four teachers said that they had been encouraged to participate because the course was free and several put their participation down to direct approaches from provider partnerships.

### **Worcester's telephone interview responses**

Key motivating factors for participants on Worcester's courses have been: personal/professional development (4), to improve subject/pedagogic/leadership knowledge (5), career development (1) and to improve practice (4).

### **Support for Students**

#### **1. Financial support**

The majority of students (77%) said that they had financial support for the course. 53% of students said their studies were fully funded, while 21% said they got some financial help. 4% of students said that their support extended to supply cover and 22% of students said that they had no financial support at all.

#### **2. School support**

65% of students said that they were well supported by their school and 27% were unable to specify the type and nature of school support. 9% said they had no support at all from their schools. 29% of teachers said that they were given study leave by their school while others mentioned flexible approaches such as leaving lessons early to get to classes. Several teachers mentioned very practical sorts of in-school support. This ranged from access to resources to observations and practical support, support from colleagues and "encouragement and interest." In a few cases teachers said they had had no support for implementing what they had learned and in one case a teacher in this position resigned.

### **Worcester's telephone interview responses**

5 out of the 7 participants interviewed had received funding. 3 said fees were fully funded, 2 said they were partially funded and 2 said they received no financial assistance.

2 participants said they received non-financial support from their schools. 2 said they received study leave. 5 said they received no support at all.

### **Barriers to participation and possible solutions**

We talked to practitioners about the problems that they had to overcome in order to participate in PPD. Once again, time was the biggest problem that most practitioners identified. 55% of teachers mentioned the challenges of finding time to attend sessions and to study in amongst work (46%) and personal (9%) commitments. 14% of students said that funding had been a real challenge for them. 15% of students found travel to be a challenge whilst 9% said that the timing of the meetings presented difficulties. In terms of accessibility issues around timing and location the students were split down the middle, with half recommending improvements and half satisfied with the accessibility of their course.

Recommendation for improving accessibility included:

- greater flexibility around timing (17%); and
- the provision of online and distance learning opportunities (16%).

33% of teachers said that they were quite satisfied with the current arrangements for course delivery.

Barriers and challenges around the nature and content of the course were also identified. 24% of students highlighted dissertation and research module writing as a significant challenge. Some mentioned unclear course structures and expectations and a few singled out poor administration as a problem. 29% of students said that there was nothing about the course that they hadn't enjoyed.

### **Worcester's telephone interview responses**

4 participants said they had to overcome barriers to study at M level. The main barriers identified by interviewees were: time to attend sessions and study (3), personal commitments (1), level of challenge offered by the course (1) and travel (1). 3 practitioners had no problems.

5 participants made suggestions for improving the accessibility of Worcestershire's courses. Responses included: encouraging schools to support study leave (2), making sure the venue is accessible (3), providing online and distance learning opportunities (1) and adding more books to the library (1). 2 could not think of anything.

4 participants said there were aspects of their course that they did not enjoy. Their responses were: writing dissertations (2), poor administration (1) and some content (2). 3 participants said there was nothing they didn't enjoy.

### **The visibility and marketing of PPD programmes**

34% of teachers said they had heard about their programme of study formally via their school or local authority. 16% had heard informally via colleagues in their school or LA. 14% had chosen their programme from a website as a result of their own research on the Internet and another 23% already had links with the provider – some

through ITT and others via other courses. 10% of teachers responded to advertisements.

Teachers felt there was room for improvement in the course marketing. 34% favoured direct communications with schools and local authorities. 16% wanted more media coverage and 17% were happy with the status quo.

### **Worcester's telephone interview responses**

All of the participants said they had access to enough information about their course. Interviewees told us they had found out about their course formally via school or LA (4), informally via colleague in school/university or LA (1), choosing the programme from the website (1) and already having links with the provider (1).

5 interviewees suggested ways to improve the marketing of the courses: through direct communications with schools and LAs (3), using other media (TV, local press, professional publications, internet, flyers) (1) and advertising earlier (1). 2 participants said the current approach was fine.

### **CPD processes**

Discussions of CPD processes were more detailed and explicit this year, following the very explicit briefing and debriefing on this that we were able to give in preparing sites for visits. In particular we found that many of the evidenced-based CPD strategies we had identified as important from the public knowledge base were used in the programme delivery. Nearly all the students (89%) said that their course structure had been designed to enable them to work collaboratively and 81% of teachers had been engaged in experimental activity. Coaching was an integral part of the learning experience for 54% of teachers and 53% had been involved in observation. Joint planning featured in 56% of student interviews.

In terms of the location and inputs from the HE providers, 52% of students said that they involved the use of modelling though only 27% said that they had made use of group work and discussion based learning while 21% said that they had attended formal lectures. The largest group (50%) described their course delivery as mainly through tutorials, workshops or seminars.

In terms of location, 17% of students had enjoyed in-school course delivery, just over a third had attended university-based sessions and 13% had attended their course at a site provided by the local authority. Because timing had been identified by so many students as problematic we noted that the largest group of students (45%) said that they attended evening sessions and 19% attended weekend meetings. The strongest pattern (42% of students) seemed to be for blocks of hours allocated over the term, though 10% reported having whole day sessions, 5% attended a summer school and 2% attended residential meetings.

### **Worcester's telephone interview responses**

All participants interviewed said they were encouraged to work collaboratively with other teachers. 4 said their course includes coaching. 3 participants said tutors model new skills and practices in real classroom situations. 6 practitioners said their course built in opportunities to experiment with new practice in the classroom. 2 said they made use of observation and 4 said their course built in opportunities for planning and reviewing lessons.

The participants' responses regarding the organisation of the courses and the teaching at Worcester were varied and referred to: venue – university (3), evening



sessions (6), weekend meetings (4), Summer school (1), formal lectures (2), group work/discussion-based learning (6) and tutorials/workshops/seminars (4). 4 participants said the teaching was helpful.

### **The impact of participation**

The overwhelming majority of teachers (96%) said that the course had made a difference to their practice and 81% said that they had also influenced the way in which their colleagues worked. 68% teachers found that their new approaches/new knowledge made a difference to their pupils although a substantial minority (24%) said that it had not. A handful said that it was hard to tell or “not yet.” In most cases (76%), teachers had been able to share their research with colleagues in a variety of ways from group discussions and tutorials to staff meetings and joint working. 27% of teachers said that they had made “major” changes to the way they taught and 39% were able to cite improvements in learning as a result. 15% of teachers said that their leadership skills had improved and 6% had gained promotion or new roles as a direct result of their studies.

### **Worcester’s telephone interview responses**

6 participants said they were tempted to/trying to involve other colleagues and all interviewees thought that taking part in the course had influenced their practice. 6 said they had influenced colleagues’ learning and 5 said they had noticed an impact on their pupils’ learning. 5 participants said they had been encouraged to share their research with others.

Participants attributed a variety of impacts to their involvement in M level study. These included: discussion/sharing learning/research with colleagues (6), making a difference to professional practice (5), improved leadership (1) and improved teaching practice (4).

We asked participants what parts of the course they enjoyed and their responses included group discussions/tutorials/sharing ideas (5) and writing/academic research (2).

### **Review of student portfolios**

CUREE researchers conducted a review of student assignments and projects as part of their work for the PPD programmes offered by the 20 partnerships involved in the Quality Assurance project this year.

The purpose of the portfolio analysis was to enable the researchers to view the evidence in relation to the data already collected from the documentary analyses, site visits and student interviews. The researchers analysed data in five broad fields:

- assignment title plus type of project;
- the focus of the activity;
- what the intended learning for students plus intended learning for pupils was;
- what sort of intervention processes the students undertook; and
- whether impact was evaluated, the tools/methods used for this and the nature of the evidence presented by the students.

We looked at samples of work from 100 student portfolios. A summary of the outcomes of the portfolio review for the sample as a whole is presented below under these five headings aggregated over the sites concerned. We have not used percentages as all numbers are out of a hundred.

## **Project/assignment type**

The students' portfolios contained professional learning activities at various stages of progression and credit level and so were not comparable. However they provided key evidence to illustrate and complement the data we had already collected.

This year we requested that all assignments should reflect student work and ruled out portfolios reporting, for example, on literature reviews.

Hence inquiry formed the basis of all the portfolio work with the largest number of projects being action research (50). Of the others, there were:

- 23 evaluations;
- 19 case studies;
- six 'portfolios of activity'; and
- two 'reflective studies'.

The choice of themes for inquiry represented a range of issues including:

- inclusion and SEN (19)
- AfL (8); and
- leadership and management (7).

Other issues explored by students comprised a varied and evenly populated list: team-building, pupil voice, gifted and talented pupils, parental involvement, CPD (including mentoring and coaching), management of learning, behaviour and motivation, and ICT.

## **Intended learning for students and pupils**

The intended learning outcomes for students were mainly focused on improved teaching skills (55) across a range of subjects including literacy (16), numeracy (7), science (6), ICT (6), music (3), history (2), Religious Studies (2), MFL (2) and PSHE (2), and art (1) and some which were cross-curricular. The remaining learning outcomes for students were divided between:

- knowledge of school processes (26);
- professional learning skills (12); and
- leadership and management skills (7).

School processes were those which involved whole-school, whole-phase or other initiatives targeting a group of pupils rather than single classes. They covered a very varied field, including strategies to: increase pupils' achievement, improve behaviour and motivation, promote role play, engage parents in pupils' learning, develop outdoor learning and enhance creativity. There were more studies in this category than there were in a similar sized sample of students' portfolio work last year.

Sixty-three studies referred to direct improvements in pupils' learning as an intended aim of their PPD work. A further fourteen students referred to identified improvements in behaviour, motivation and confidence among specific groups of students as intended outcomes of the PPD work. The impact on pupil learning was referred to in indirect terms in 25 studies and only 5 of the assignments did not make explicit reference to pupil learning outcomes.

## **Intervention processes**

Students on the programmes engaged in a wide range of activities and processes. These clearly reflected the stated aims of the majority of the programmes to align course activities with the teachers' or schools' own priorities and issues. Forty-three students sought to implement and evaluate a specific intervention. These were spread over a very large number of themes such as reading, writing, assessment for learning, numeracy, dialogue, learning difficulties, inquiry approaches to learning, thinking skills and ICT, across the range of subjects listed in the previous section.

Most of the interventions targeted specific groups of children and - in five cases involving children with special educational needs - individual pupils. There were many examples of teachers designing and implementing strategies aimed at: enhancing teaching and learning across a range of subjects, improving pupils' behaviour and/or motivation, promoting inclusion, and tackling pupils' learning difficulties. The interventions covered a wide range of professional learning activities and processes including: collaborative inquiry with colleagues, individual professional learning based on changing practice, coaching or mentoring colleagues, and presentations and seminars.

## **Impact evaluation**

The majority of projects in our sample included an element of evaluation (90) to assess the impact of the activities on the school, students or both. The majority of students engaged in inquiry-based methods for assessing impact including:

- observation (26) (in a small number of cases the use of video was mentioned);
- interviews (interviewees ranged from parents and teachers to pupils, depending on the focus of the project) (20);
- survey questionnaires (35);
- tests and assessments (19); and
- document analysis (6).

Thirteen of the assignments made use of various (and sometimes unspecified) forms of assessment, ranging from pre- and post-tests (very few), analyses of pupil work during the course of the intervention, to pupil self-assessment. Most of the students made use of more than one source of evidence. Two students used control or comparison groups.

In 76 reports there were examples of pupil impact data: these ranged from test results, survey responses and interview transcripts to observation records. Some projects explored organisational or whole-school processes which it would be difficult to link with short-term pupil impacts. Others were still incomplete and data had yet to be collected.

Thirty of the portfolios in the sample discussed the strengths and limitations of the data and/or the project design in relation to the perceived impacts. This represents nearly a third of the sample and points to a high level of engagement with inquiry methods.

### Appendix 3. Analytic Framework

Table name	Level	Data description	Values	Key	Type of data field	Field name
Organisation		Partnership provision ID (Provider ID)	Number	Foreign key	Integer(4)	ProgID
Organisation		Consortium partners	Free text		Memo	OrgName
Organisation		Number of consortium partners	Number		Integer(3)	NoMember
Programme		AutoNumber	AutoNumber	Primary key	AutoNumber	ProgID
Contact details	*	Provider ID	Number	Foreign key	Integer(4)	ProgID
Contact details	*	Lead organisation (Name)	Free text		Char(255)	Name
Contact details	*	Name (Forename/ Surname)	Free text		Char(30)	Forename/ Surname
Contact details	*	Address 1	Free text		Char(255)	Address 1
Contact details	*	Address 2	Free text		Char(255)	Address 2
Contact details	*	Address 3	Free text		Char(255)	Address 3
Contact details	*	Address 4 (Town/County/Postcode)	Free text		Char(50)	Town/ County/ Postcode
Contact details	*	Email	Free text		Char(255)	E-mail
Contact details	*	Telephone	Free text		Char(255)	Telephone
Programme		Partnership provision name	Free text		Char(50)	ProgName

2005-08 programmes		Course ID	Number	Foreign key		CourseID
2005-08 programmes		Region	Free text		Char(255)	Region
Region		Partnership provision ID	Number	Foreign key	Number(4)	ProgID
2005-08 programmes	*	Priority areas (Logical fields for each of 6 priorities)	(Any of: Subject knowledge/pedagogy SEN 1 <sup>st</sup> 5 yrs Mentoring Other national priorities Local priorities)		List	Priority
2005-08 programmes	*	Stages (6 logical fields)	Any of: Foundation KS1 KS2 KS3 KS4 Post 16		Logical	
Subjects		Course ID	Number	Foreign key	Integer	CourseID

## Appendix 4. Profile of Partnerships

Partnership Provider	Region	Lead Partner			Size of partnership				Constituency of partnership			Partnership manager title	Number of programmes of study				Total planned recruitment				Phase(s) targeted			
		HEI	LA	Other (specify)	1to5	6to10	11to15	16+	HEI/LA	HEI/LA/school(s)	Other (specify)		1to5	6to10	11to15	16+	1to50	51to100	101to200	201to1000	1000+	Primary	Secondary	Post 16
Anglia Ruskin University	EA	1	0	0	0	0	1	0	0	0	HEI/ LA/ Schools/ Colleges/ NLC	0	1	0	0	0	0	0	0	1	0	1	1	1
Barnsley Educational Psychology Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bath Spa University College	SW	1	0	0	0	0	0	1	0	0	HEI/ LA/ Schools/ research centres/ educational foundations/trusts	Head of CPD & Chair of the Professional Master's Programme	1	0	0	0	0	0	0	0	1	1	1	1
Bishop Grosseteste University College	EM	1	0	0	0	0	0	1	0	0	HEI/ Schools/ Diocese of Lincoln Board of Education	Educational Development Services Manager	1	0	0	0	1	0	0	0	0	1	1	1
Bradford College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bury LA	NW	0	1	0	1	0	0	0	1	0	HEI/ LAs/ schools/ NLC/ national agencies	Education Adviser	1	0	0	0	1	0	0	0	0	1	1	0
Canterbury Christchurch University College	SE	1	0	0	0	0	0	1	0	0	HEI/schools	0	0	0	1	0	0	0	1	0	1	1	1	
CIMT (Centre for Innovation in Mathematics Teaching)	SW	1	0	0	0	0	0	1	0	0	0	Director, Centre for Innovation on Mathematics Teaching	1	0	0	0	0	1	0	0	0	1	1	0
CLPE (Centre for Literacy in Primary Education)	LON	0	0	CLPE	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0
College of St. Mark and St. John (SWIFT (Marjon))	SW	1	0	0	0	0	1	0	1	0	0	Dean	1	0	0	0	0	0	0	0	1	1	1	1
DATA (Design and Technology Association)	WM	0	0	DATA	1	0	0	0	0	0	HEI/ DATA/ NAAIDT/ Ofsted	Chief Executive	1	0	0	0	0	0	0	1	0	1	1	0
De Montford University	EA	1	0	0	0	0	1	0	0	0	HEI/ LA/schools/ CPD provider/ SIP	Head of School of Education	1	0	0	0	1	0	0	0	0	1	1	1
Dyslexia Action	SE	0	0	Dyslexia	1	0	0	0	0	0	HEI/ Dyslexia Inst.	Head of training	1	0	0	0	0	0	0	1	0	1	1	1

Partnership Provider	Region	Lead Partner			Size of partnership				Constituency of partnership			Partnership manager title	Number of programmes of study				Total planned recruitment				Phase(s) targeted			
		HEI	LA	Other (specify)	1to5	6to10	11to15	16+	HEI/LA	HEI/LA/school(s)	Other (specify)		1to5	6to10	11to15	16+	1to50	51to100	101to200	201to1000	1000+	Primary	Secondary	Post 16
East Midlands Partnership	EM	0	0	Action SDSA	0	0	0	1	0	0	HEI/ LA/ SDSA /SEN partnership/ leadership centre/ schools	Chief Executive	0	0	0	0	0	0	0	1	1	1	1	
Edge Hill University	NW	1	0	0	0	0	1	0	0	1	0	Dean of Faculty of Education	0	0	1	0	0	0	0	1	1	1	1	
Institute of Education (1) - University of London	LON	1	0	0	0	0	1	0	1	0	0	Dr	1	0	0	0	0	1	0	0	0	1	1	0
Kingston University	LON	1	0	0	0	0	0	1	0	0	HEI/ LA/ schools/ Children's Services Development Agency/ Council for Education in World Citizenship/ Early Years and Childcare Service/ Education Business Partnership etc.	Head of INSET/ CPD	0	0	0	1	0	0	0	1	0	1	1	1
Lancashire County Council	NW	0	1	0	0	1	0	0	0	0	HEI/ LA/ Lancashire Professional Development Consultative Committee	Head of Service	1	0	0	0	0	0	0	1	0	1	1	1
Leeds Metropolitan University	YOR	1	0	0	0	1	0	0	0	0	HEI/ LA/ EAZ/ NLC	Principal Lecturer in Education	1	0	0	0	0	0	0	1	0	1	1	1
Liverpool Hope	NW	1	0	0	0	1	0	0	0	0	HEI/ LA/ NLC/ TLA	Prof	1	0	0	0	0	0	0	0	1	1	1	1
Liverpool John Moores	NW	1	0	0	0	1	0	0	0	0	HEI/ LA/ EAZ/ DfES Early Years Regional Leadership Centre/ Creative Partnerships	Head of Centre CPD	1	0	0	0	0	0	0	1	0	1	1	1
London Metropolitan University	LON	1	0	0	0	0	1	0	0	1	0	Academic Leader for CPD	0	1	0	0	0	0	0	1	0	1	1	1
London South Bank University	LON	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1

Partnership Provider	Region	Lead Partner			Size of partnership				Constituency of partnership			Partnership manager title	Number of programmes of study				Total planned recruitment				Phase(s) targeted			
		HEI	LA	Other (specify)	1to5	6to10	11to15	16+	HEI/LA	HEI/LA/school(s)	Other (specify)		1to5	6to10	11to15	16+	1to50	51to100	101to200	201to1000	1000+	Primary	Secondary	Post 16
Manchester Metropolitan University	NW	1	0	0	0	0	0	1	0	0	HEI/ LA/ schools/ NCSL/ GTC/ NAS/ NAGTY/ British Dyslexia Assoc.	Prof	0	0	0	1	0	0	0	1	0	1	1	1
Middlesex University (MIDWHEB)	LON	1	0	0	0	0	0	1	0	1	0	Pro Vice Chancellor/Dean	0	1	0	0	0	0	0	1	0	1	1	1
NASSEA	NW	0	0	NASSEA	1	0	0	0	0	0	HEI/ NASSEA	0	1	0	0	0	0	1	0	0	1	1	0	
NCETM		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Newman College	WM	1	0	0	0	1	0	0	0	1	0	Programme Leader for CPD	1	0	0	0	0	0	1	0	0	1	1	1
North East Consortium - Durham LEA	NE	0	1	0	0	0	0	1	1	0	0	Chief Inspector	0	0	1	0	0	0	1	0	1	1	1	
Open University	SE	1	0	0	0	0	1	0	0	0	HEI/ LA/ Schools/ British Dyslexia Assoc.	Dr	1	0	0	0	0	0	1	0	1	1	1	
Oxford Brookes	SE	1	0	0	0	1	0	0	0	1	0	Academic Director CPD & Postgrad programmes	1	0	0	0	0	0	0	1	1	1	1	1
Sheffield Hallam University	YOR	1	0	0	0	0	0	1	0	0	HEI/ LA/ Schools/ EAZ/ NCSL/ DfES/ CPD steering group/ Regional Science Learning Centre/ GTC/ NAS/ cCDU Ltd/ Benjamin Curtis Foundation	Head of CPD	1	0	0	0	0	0	0	0	0	1	1	1
Slough Partnership ITTP		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SSAT (Specialist Schools and Academies Trust)	LON	0	0	SSAT	0	1	0	0	0	0	SSAT/ HEIs/ IFST/ IEE/ CCFRA/ Sector Skills councils	Director - Specialism and Vocational Networks	1	0	0	0	0	0	1	0	0	0	1	1
St Mary's College (1)	LON	1	0	0	1	0	0	0	0	0	HEI/ Catholic Education Service/ Local dioceses/ C ATSC	Programme Director	1	0	0	0	0	1	0	0	0	1	1	1
School of Education (St Mary's College (2))	LON	1	0	0	0	0	0	1	0	0	HEI/ LA/ Schools/ NLC/ NCSL	Director	1	0	0	0	0	0	1	0	1	1	1	



Partnership Provider	Region	Lead Partner			Size of partnership				Constituency of partnership			Partnership manager title	Number of programmes of study				Total planned recruitment					Phase(s) targeted		
		HEI	LA	Other (specify)	1to5	6to10	11to15	16+	HEI/LA	HEI/LA/school(s)	Other (specify)		1to5	6to10	11to15	16+	1to50	51to100	101to200	201to1000	1000+	Primary	Secondary	Post 16
St. Martin's College	NW	1	0	0	0	0	1	0	0	0	HEI/ LA/ schools/ staff development officers/ Eic/ Centre for Educational Leadership	PGCDMA Programme Leader	1	0	0	0	0	0	0	1	0	1	1	0
Staffordshire University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Networked Learning Partnership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University College Chester	NW	1	0	0	1	0	0	0	0	0	HEI	Prof	1	0	0	0	0	0	0	1	0	1	1	1
University College Chichester	SE	1	0	0	0	0	0	1	0	1	0	Director of Teacher Education	1	0	0	0	0	0	1	0	1	1	1	1
University of Bath	SW	1	0	0	0	1	0	0	0	1	0	Director of Studies MA Programme	1	0	0	0	1	0	0	0	1	1	1	1
University of Birmingham	WM	1	0	0	0	0	1	0	0	1	0	Dr	0	0	0	1	0	0	0	1	0	1	1	1
University of Brighton	SE	1	0	0	1	0	0	0	1	0	0	Head of School	1	0	0	0	0	0	0	1	0	1	1	1
University of Bristol	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Cambridge	EA	1	0	0	0	0	1	0	0	1	0	PPD Co-ordinator	1	0	0	0	0	0	0	1	0	1	1	1
University of Central England	WM	1	0	0	1	0	0	0	0	0	HEI/ LA/ SIP/ Birmingham Advisory & Support Services/ EAZ	Dean	1	0	0	0	0	0	1	0	0	1	1	1
University of Derby	EM	1	0	0	0	1	0	0	0	1	0	Assistant Director, School of Education, Health and Sciences	0	0	0	1	0	0	0	1	0	1	1	1
University of East Anglia	EA	1	0	0	1	0	0	0	0	0	HEI/LA/East Anglian Partnership Group	0	1	0	0	0	0	1	0	0	0	1	1	1
University of East London	LON	1	0	0	0	1	0	0	0	0	HEI/LA/Schools/CLPE	0	1	0	0	0	1	0	0	0	0	1	1	0
University of Exeter	SW	1	0	0	0	0	0	1	0	1	0	Programme Director	0	0	0	1	0	0	0	1	0	1	1	0
University of Gloucestershire	SW	1	0	0	1	0	0	0	0	0	HEI/LA/Gloucestershire Association of Primary Headteachers/ Secondary Head Teachers/Special School Headteachers	Head of Continuing Professional Development	0	1	0	0	0	0	0	1	0	1	1	1

Partnership Provider	Region	Lead Partner			Size of partnership				Constituency of partnership			Partnership manager title	Number of programmes of study				Total planned recruitment					Phase(s) targeted		
		HEI	LA	Other (specify)	1to5	6to10	11to15	16+	HEI/LA	HEI/LA/school(s)	Other (specify)		1to5	6to10	11to15	16+	1to50	51to100	101to200	201to1000	1000+	Primary	Secondary	Post 16
University of Greenwich	LON	1	0	0	0	1	0	0	0	1	0	MA/MSc Programme Leader	1	0	0	0	1	0	1	0	0	1	1	1
University of Hertfordshire	EA	1	0	0	0	1	0	0	0	0	HEI/LA/Hertfordshire Children, Schools and Families	Head of School of Education	1	0	0	0	0	0	1	0	1	1	1	
University of Huddersfield	YOR	1	0	0	1	0	0	0	0	1	0	Dean of the School of Education and Professional Development	1	0	0	0	0	1	0	0	0	1	1	1
University of Hull	YOR	1	0	0	0	1	0	0	1	0	0	Professor	1	0	0	0	0	1	0	0	0	1	1	1
University of Leeds	YOR	1	0	0	0	0	1	0	0	0	HEI/LA/schools/SEN Strategy Group/School Support Teacher Unit/SEN Advisory Group/ITT Partnership Management Group/Deaf Children Steering Group/Sing Bilingual Consortium/National Deaf Children's Society/Royal National Institute for the Deaf	CPD Coordinator	1	0	0	0	0	0	1	0	0	1	1	1
University of Portsmouth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Reading	SE	1	0	0	0	0	1	0	0	0	HEI/LA/schools/teachers unions	0	0	1	0	0	0	0	1	0	1	1	1	
University of Southampton	SE	1	0	0	0	0	0	0	0	0	HEI/LA/ContinuYou/local Diocesan/NCSL/schools		1	0	0	0	0	1	0	0	1	1	1	
University of Sussex	SE	1	0	0	1	0	0	0	0	0	HEI/LA/SSAT	Head of Department, School of Education	1	0	0	0	1	0	0	0	0	1	1	1

Partnership Provider	Region	Lead Partner			Size of partnership				Constituency of partnership			Partnership manager title	Number of programmes of study				Total planned recruitment				Phase(s) targeted			
		HEI	LA	Other (specify)	1to5	6to10	11to15	16+	HEI/LA	HEI/LA/school(s)	Other (specify)		1to5	6to10	11to15	16+	1to50	51to100	101to200	201to1000	1000+	Primary	Secondary	Post 16
University of the West of England	SW	1	0	0	0	1	0	0	0	0	HEI/LA/School/ Weston Education Partnership	Dean, Faculty of Education	1	0	0	0	0	0	1	0	0	1	1	1
University of Warwick	WM	1	0	0	0	1	0	0	0	0	HEI/SSAT/CP/Inclusion Network/LA/NAGTY/ Council for Religious Education	Professor	1	0	0	0	0	0	1	0	1	1	1	
University of Winchester	SE	1	0	0	0	0	1	0	0	0	HEI/LA/Early Years Childcare Unit	Professor	1	0	0	0	0	0	1	0	1	1	0	
University of Worcester	WM	1	0	0	0	0	1	0	0	1	0	Head of Institute of Education	1	0	0	0	0	0	1	0	1	1	1	
York St. John University	YOR	1	0	0	0	1	0	0	0	0	HEI/LA/CPD Forum/NCSL/Tony Leach Associates	Head of CPD	1	0	0	0	0	1	0	0	0	1	1	1



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