

# **CPD that works for pupils as well as teachers – using the research evidence to develop great teaching**

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# This session

- A bird's eye view and a metaphor
- Sharing some examples of more and less effective practices
- The findings form a systematic review



# Effective Continuing Professional Development and Learning (CPDL) A review of reviews

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# The context for putting evidence to use

- Before we look at headline findings about Continuing Professional development and learning that works to see how we might use them
- Let's pause to look at the day to day world they have to inhabit
- Over the session we will explore for your context:
  - Formal CPD activities
  - Informal activities
  - Accountability/ assessment activities with formative potential



# A metaphor

The new review highlights the importance of planning for Continuing Professional Development *and* Learning (CPDL)



# What really makes a meaningful whole out of different CPDL activities?

- This evidence suggests:
  - Focussing on CPDL not just CPD
  - Expecting and enabling teachers to create *personal* professional coherence; and
  - Leaders to create *collective Professional coherence*
  - via an effective professional learning environment..
- Via aligning and combining activities that promote depth...
- focussed on aspirations for pupils by...



# Effective CPDL involves:

- A sustained combination of evidence-rich activities; aligned with a focus on students' starting points
- Recognising/ building on colleagues' starting points
- Opportunities for sustained, structured peer support and developing a shared sense of purpose
- Exploring / reviewing/ challenging existing beliefs and practices *supportively* via:
  - Iterative cycles of trying new approaches: and
  - Collaborative reviewing of pupils' responses to refine practices



# Effective CPDL involves:

- Seeking understanding of why things do and don't work as well as what's involved – developing practice and theory side by side
- Working with specialists who provide expert support to secure depth via:
  - challenging orthodoxies
  - illustrating practices from other settings
  - evaluating and designing CPDL activities





# Cost effective?

- Generic pedagogic CPD is not – contextualisation for subjects and sub groups of pupils is crucial
- Telling teachers what to do or providing materials without chance to develop skills and explore impacts doesn't work
- Providing time and or frequent support *without structured opportunities* to engage with, understand and reflect on the implications of new approaches/practices doesn't work either



# Goals and conditions

- Setting out deliberately to develop teachers' meta-cognitive control
- Focussing on *aspirations* for what students' learning will look like if you are successful not just as needs
- School leaders must create the conditions for this - resources, modelling, challenge and systems
- No single element or process works – crucial to combine them, align them with goals – *effectively!*  
Banarama principle



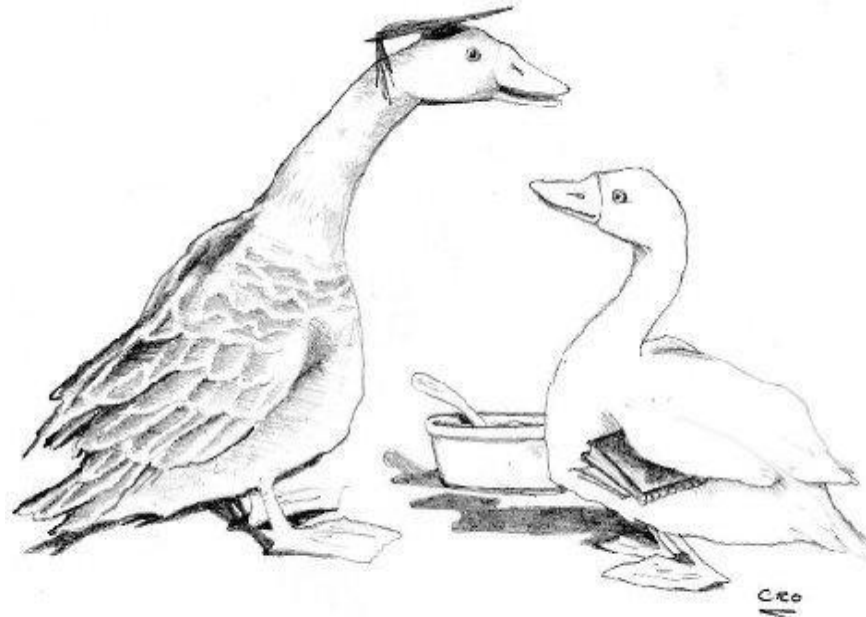
# AFL for teachers

- Formative assessment is key
- Effective CPDL facilitation means E.G:
  - Illustrating new approaches via AfL tools
  - Asking to see evidence about how pupils respond to new approaches *to refine your support for teachers*
  - Asking teachers to design AFL tools for subject contexts and sub-groups of pupils
  - So that AFL for CPDL is
    - an input - a form of instruction and a learning process
    - an output: and
    - A way of capturing and exploring outcomes
  - And teachers can help by asking for this!



# More than CPD- ongoing, less formal CPD activities

- The research suggests we have been focussing too much on teaching teachers and not enough on their learning



*"I'll have what he's having!"*

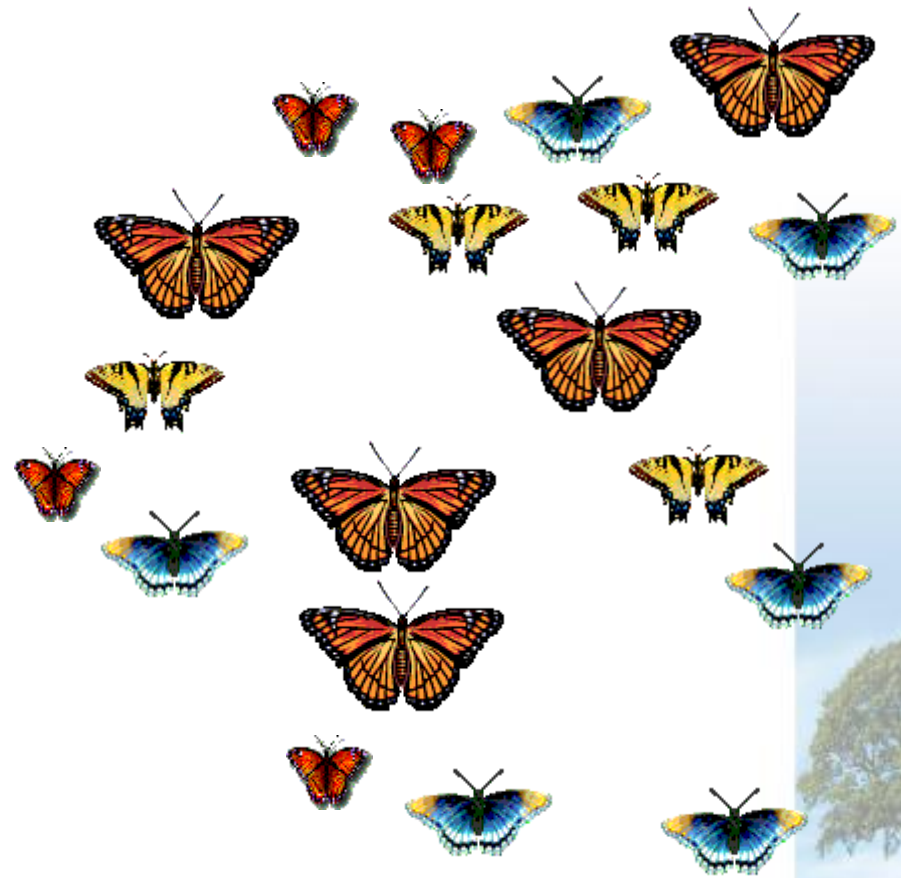
<http://www.curee.org.uk/content/sauce-geese-learning-entitlements-work-teachers-well-their-pupils>



# What doesn't work?

- Generic pedagogic CPD – contextualisation for subjects and sub groups of pupils is crucial
- Telling teachers what to do or providing materials without chance to develop skills and explore impacts
- Providing time and or frequent support without structured opportunities to engage with, understand and reflect on the implications of new approaches/practices





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