The CPD standards

A view from the Expert Group

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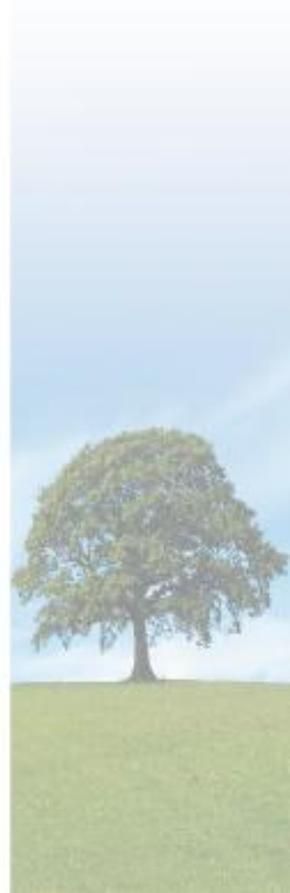
The process

- Call for evidence & analysis
- Evidence briefings from DfE and group members
- Agreeing the evidence base we would work on
- Iterative waves of agreeing and testing different approaches
- Extensive consultation meetings with key groups and focus groups
- Extensive redrafting and iterative refining
- Extensive negotiation re length, presentation etc
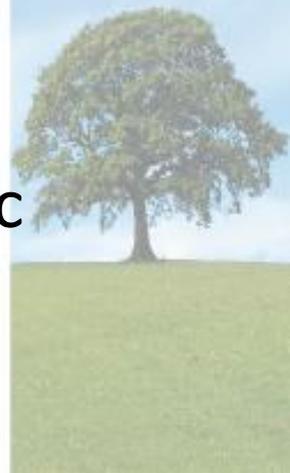
Four key CPDL characteristics

Systematic reviews http://bit.ly/1J1y18X show effective CPDL involves sustained, iterative, aligned combinations of:

- access to specialist expertise *coupled with* **peer supported, evidence rich** dialogue re learner responses to changes

- exploration of **disruptions, assumptions & beliefs** to support development of **practice and theory** side by side

- activities focused on **aspirations for learners**/students; - ie **AFL for teachers**;

- support via tools and protocols that help **contextualise content for subjects and sub groups of learners**

The Standards

1. Professional development should have a focus on improving and evaluating pupil outcomes
2. Professional development should be underpinned by robust evidence and expertise
3. Professional development should include collaboration and expert challenge
4. Professional development programmes should be sustained over time… and all this is underpinned by, and requires that;
5. Professional development must be prioritised by school leadership

The underpinning logic

- We wanted to raise expectations and break through the "**Mexican stand off**" between teachers, school leaders and CPD providers/ facilitators

- We

  - identified big building blocks

  - worked out their reciprocal contributions and how they are similar and distinctive

  - set them out side by side and highlighted the core concept
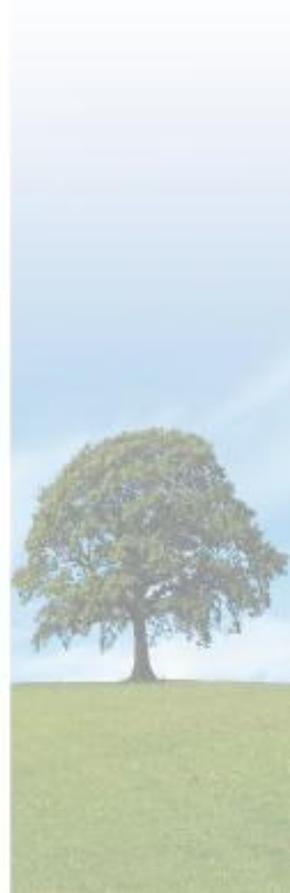
A Mexican standoff

A confrontation between two or more parties in which no participant can proceed or retreat without being exposed to danger.

So all participants need to maintain the strategic tension, which remains unresolved until some outside event makes it possible to resolve it.

Some examples

Clarity of purpose

School leaders:	Teachers:	Providers of professional development:
1. Make the **objectives** clear and show the links between activities and the intended outcomes.	1. Make sure they are clear about the intended **outcomes** of activities.	1. Are clear about the **expected impact** of their offer on teachers and pupils.

Theory and practice

School leaders:	Teachers:	Providers of professional development:
1. Design programmes with a regular **rhythm** of opportunities, to form a coherent **programme**	1. Seek programmes that typically last at least two terms and which provide a **sustained rhythm** of ongoing support.	1. Are explicit about the **commitment** required by teachers and school leaders to make sustained changes in practice.

Mixed peer and expert support

School leaders:	Teachers:	Providers of professional development:
1. **Structure sustained** collaboration to enable participants to draw on evidence and expertise and to **refine and adapt practice**.	1. Seek expert support and **challenge.**	1. Work with the school so that there are **multiple** opportunities for teachers to practise.
2. Ensure that professional development activities include **external challenge** to thinking.	2. Seek activities that allow **adaptation** of approaches for the classroom through practice.	2. Support **structured** collaboration and discussion about the impact on pupils.

Prioritisation by school leaders

School leaders:	Teachers:	Providers of professional development:
1. Make evidence-informed development a major **leadership** priority.	1. **Take responsibility** for their own professional development.	1. Help schools and participants to develop effective **school leadership** systems and processes.
2. Build a culture of **trust** professional engagement and challenge with evidence and knowledge.	2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of **trust**, respect and scholarship.	2. **Challenge** school leaders and participants to be clear about their requirements, and offer tools and resources to support this.

Professional development is most effective when:

Theory and practice

School leaders:	Teachers:	Providers of professional development:
1. Draw on expert input to ensure that activities are clear about **how and why** practices work in different contexts.	1. Seek to understand **how and why** practices work <u>and</u> how to implement them successfully in different contexts.	1. Are explicit about the evidence underpinning practices and **how and why** practices are intended to work.
2. Provide opportunities for **participant feedback**, linking teacher practice to pupil experiences and outcomes.	2. Actively seek **formative feedback** on practice and support the evaluation of impact on their practice, pupil outcomes and wider school improvement.	2. Provide opportunities to draw out and **constructively challenge participants' existing beliefs**.

Questions – all things to all men?

- They have been met with great enthusiasm
- But also with colleagues saying they already do this
- Though our evidence suggests such practice is not common. E.g. the three contributions are rarely effectively aligned – according to teacher surveys (e.g. from SKEIN) and evidence to the Expert Group
- **Does setting different contributors' reciprocal contributions side by side help – What do we need to do to avoid a "horoscope" reaction?**

A case study CPD in a strong school

- All CPD is focussed on enhancing teaching and learning
- In some phase/departmental meetings most conversation focuses on sub groups of pupils or experiments with refining approaches to teaching; others are business based
- Monthly CPD twilight sessions involve a mix of presentations/workshops led by senior and middle leaders
- New teachers and teachers whose pupils aren't making sufficient progress access mentors and coaches; 1-2 teachers are experimenting with co-coaching
- The school is involved in a couple of large, externally supported projects – one with other local schools and one with an NCTEM maths hub

A Tool - the performance review cycle

A CPDL Tool – for aligning CPDL with aspirations for pupils
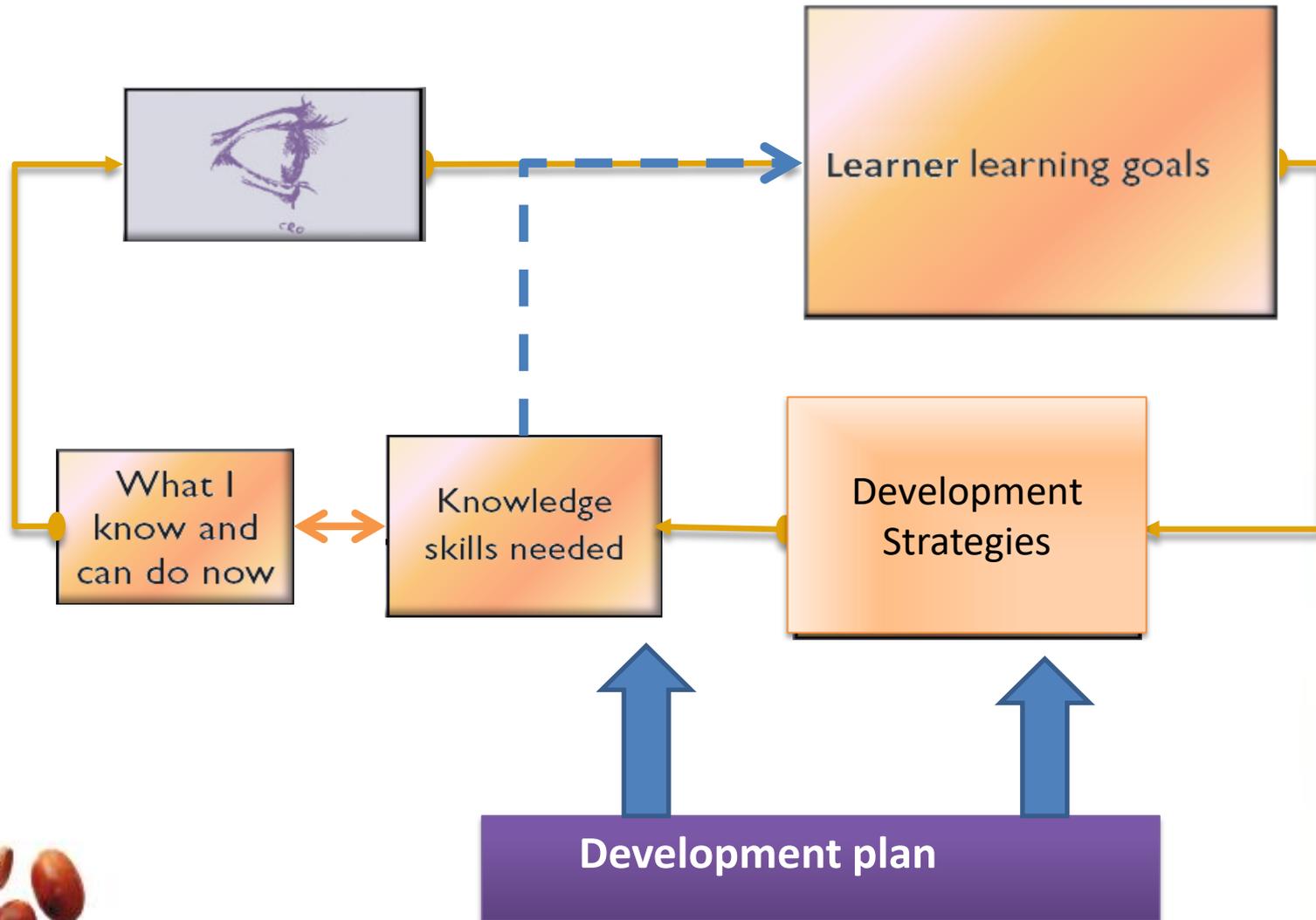
Questions – evidence and quality?

- CPDL isn't an intervention but an embedded teaching and learning process dependent on partnerships between teachers, facilitators and school leaders

- **So at what level is "evaluating the impact of CPD" a meaningful concept? For whose benefit do we do it?**

- Professional learning conversations only work when they focus on pupils' responses to our own learning

- **Can the evidence teachers need to focus and structure their professional learning help us evaluate the contributions of facilitators and school leaders too?**

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