

# Continuing Professional Development (CPD) Providers' Self-Evaluation

## The Learning Agreement Tool

### 1. Introduction to the self-evaluation tools

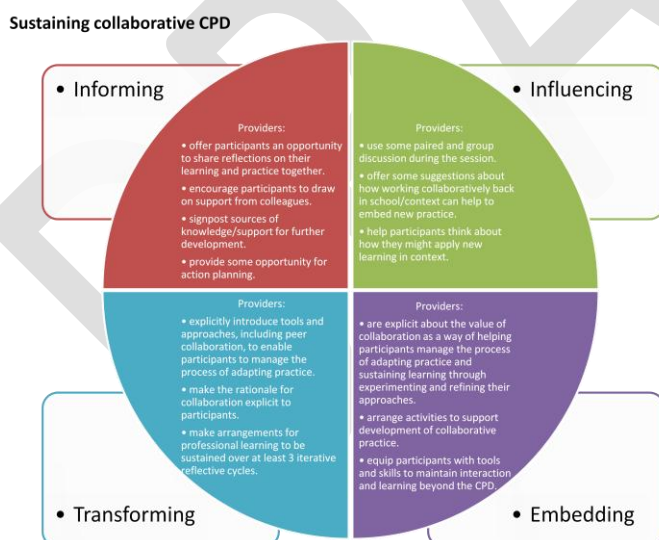
The self-evaluation tools (SET) have been developed by CUREE to help you and other CPD providers gather information that is useful to you in planning and facilitating CPD. They also offer you a basis for reflecting on that evidence to inform your current offer and ways of enhancing it.

The self-evaluation tools focus on four issues highlighted by the TDA Code of Practice<sup>1</sup>, Ofsted<sup>2</sup> and research<sup>3</sup> as being important to and frequently underdeveloped in CPD provision and/or in school use of CPD. The four issues are explored and brought to life through activities for generating evidence useful to practitioners and *providers*. Taken together, they create a four-way summary of effective practices for different aims and contexts which we have labelled an 'anatomy' for ease of reference.

The SET are designed to be engaging for the people you are supporting, and help you get into focus what your provision looks like from their perspective.

#### The evidence-based descriptors

The Code of Practice (CoP) suggests that high quality CPD takes 'account of evidence that CPD that is collaborative and sustained is likely to have more significant and lasting impact on practice'. The descriptors offer evidence-based illustrations of how this principle of the CoP can be realised in different types of CPD provision.



Please refer to Appendix 1 for an easy-to-read version of the diagram.

<sup>1</sup> TDA *Code of practice for providers of professional development*. Manchester: TDA [Online]. Available at: <https://cpdsearch.tda.gov.uk/KnowledgeBase/CodeOfPractice/Cop.aspx> (Accessed 29 June 2010)

<sup>2</sup> Ofsted (2010) *Good professional development in schools: How does leadership contribute?* Manchester: Ofsted (Ofsted 080254)

<sup>3</sup> EPPI Reviews on CPD, available at: [www.eppi.ioe.ac.uk/cms/Default.aspx?tabid=274](http://www.eppi.ioe.ac.uk/cms/Default.aspx?tabid=274)

Best Evidence Syntheses on CPD and Leadership, available at: [www.educationcounts.govt.nz/publications/series/2515](http://www.educationcounts.govt.nz/publications/series/2515)

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## 2. Guidance on using the self-evaluation tool

The self-evaluation tool provided to support collaboration amongst participants is a learning agreement framework. We have chosen this to help providers remind participants about all the potential opportunities for collaborative learning that exist both within and beyond a particular episode or intervention and support them in making use of these opportunities. A learning agreement is a tool designed to keep learning conversations on track. It helps participants to identify clear learning goals, establish boundaries, manage power differences, build trust and effectively manage the learning process. The process of completing learning agreements can provide evidence to providers about the different ways in which professional learners manage the process of adapting and sustaining changes to practice. This will help providers refine their planning and demonstrate the effectiveness of their offer at the same time as supporting participants in maximising the learning potential of their experience.

### Part One: Using the tool

This framework can be offered to participants (handout available as Appendix 2) to enable them to plan and structure opportunities to collaborate with colleagues. This may be integrated into the CPD programme or be offered for use by participants to sustain or embed learning in their day-to-day practice. Participants will need to identify a colleague either on the CPD programme or back in school who can offer them support in developing practice in their own context and making the most of the CPD opportunity. This could happen through coaching or other peer support mechanisms.

A completed learning agreement is provided as Appendix 3 for your reference.

<b>Participant:</b>	
<b>Colleague:</b> <i>(E.g. fellow participant on CPD programme, coach or colleague in school, specialist coach available through CPD programme)</i>	
<b>Learning agreement history:</b>	Version 1 reviewed: 1 <sup>st</sup> time 2 <sup>nd</sup> time 3 <sup>rd</sup> time
<b>Suggested review date:</b>	
<b>Participant's goals:</b> <i>(What do you hope to achieve as a result of the collaborative activity during/after the CPD event/programme?)</i> 1. 2. 3. <b>Colleague's goals:</b> <i>(What do you hope to achieve as a result of providing peer support during/after the CPD opportunity?)</i> 1. 2.	

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3.

**Participant's expectations:**

*(What do you expect your colleague to do to support you effectively?)*

- 
- 
- 

**Colleague's expectations:**

*(What do you expect of the participant to enable your support to be effective?)*

- 
- 
- 

**Meetings/communications schedule (preferred time, location and method):**

**Confidentiality contract:**

*(What do we keep confidential versus what can we share?)*

Signed	Participant	
	Colleague	
	Date	

## Continuing Professional Development (CPD) Providers' Self-Evaluation

### Part Two: Recording and reflecting on the evidence

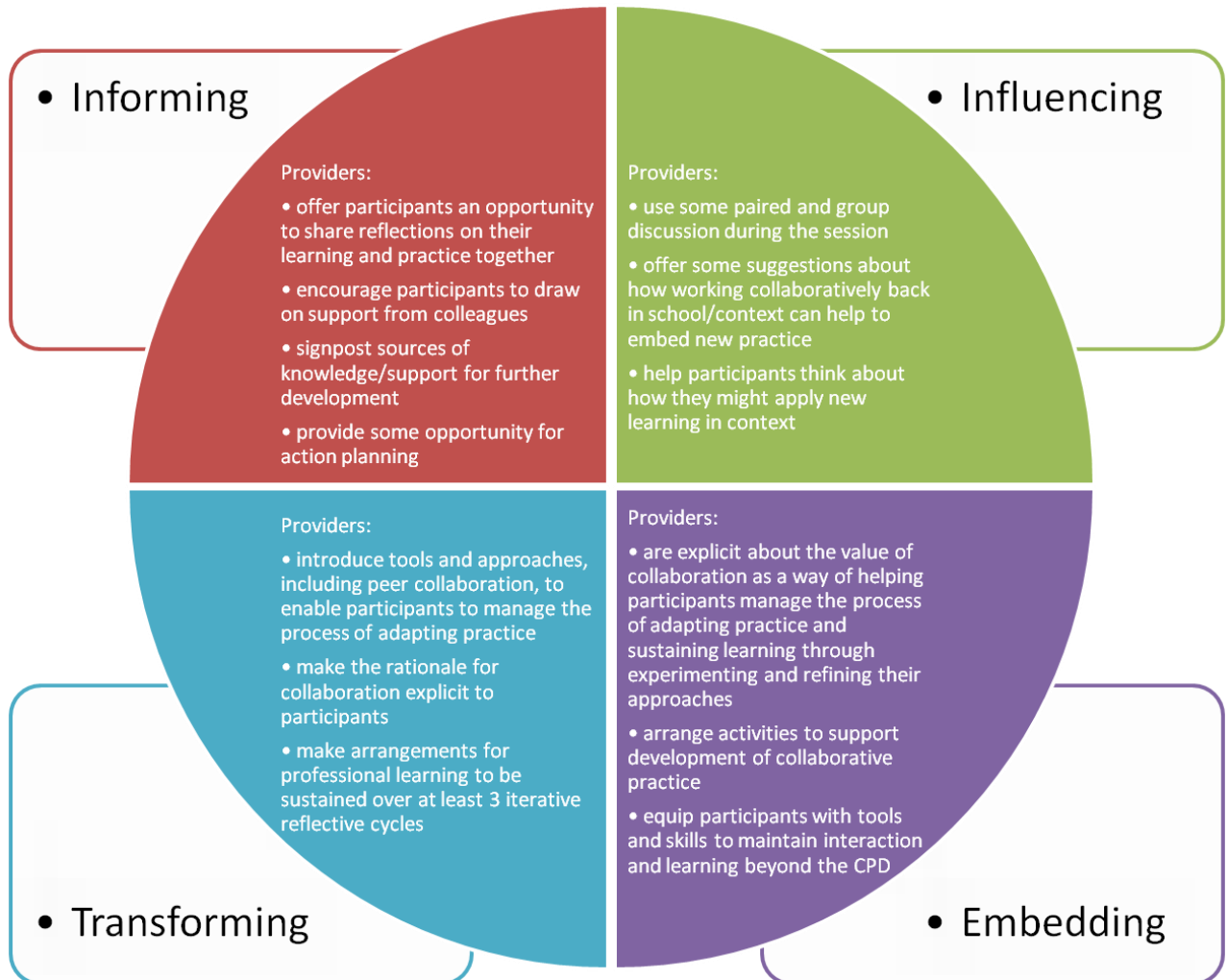
After reflecting on the responses of the participants or of a sample of them look at the descriptors (diagram on p.1 and in Appendix 1) and identify which most closely represents your provision and briefly describe the reasons for your decision.

Having completed the self-evaluation activity, please send us the recording sheet below with your reflections. Please include as your supporting evidence four learning agreements which represent participants' responses particularly well.

<b>Descriptor selected</b>	
<b>Reasons for selecting descriptor</b>	
<b>Reflection on further development or next steps</b> <ul style="list-style-type: none"><li>• <i>What have you learnt by considering the evidence?</i></li><li>• <i>Has anything surprised you?</i></li><li>• <i>Will you do anything differently as a result? If so, what?</i></li></ul>	

## Appendix 1

### Sustaining collaborative CPD



## Appendix 2

### Learning agreement: participant handout

<b>Participant:</b>		
<b>Colleague:</b> <i>(E.g. fellow participant on CPD programme, coach or colleague in school, specialist coach available through CPD programme)</i>		
<b>Learning agreement history:</b>		Version 1 reviewed: 1 <sup>st</sup> time 2 <sup>nd</sup> time 3 <sup>rd</sup> time
<b>Suggested review date:</b>		
<p><b>Participant's goals:</b> <i>(What do you hope to achieve as a result of the collaborative activity during/after the CPD event/programme?)</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p><b>Colleague's goals:</b> <i>(What do you hope to achieve as a result of providing peer support during/after the CPD opportunity?)</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p><b>Participant's expectations:</b> <i>(What do you expect your colleague to do to support you effectively?)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p><b>Colleague's expectations:</b> <i>(What do you expect of the participant to enable your support to be effective?)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p><b>Meetings/communications schedule (preferred time, location and method):</b></p> <p><b>Confidentiality contract:</b> <i>(What do we keep confidential versus what can we share?)</i></p>		
<b>Signed</b>	<b>Participant</b>	
	<b>Colleague</b>	
	<b>Date</b>	

## Appendix 3

### Example learning agreement

<b>Participant:</b>	Jane Matthews
<b>Colleague:</b> <i>(E.g. fellow participant on CPD programme, coach or colleague in school, specialist coach available through CPD programme)</i>	Simon James
<b>Learning agreement history:</b>	Version 1 reviewed: 1 <sup>st</sup> time 2 <sup>nd</sup> time 3 <sup>rd</sup> time:
<b>Suggested review date:</b>	
<p><b>Participant's goals:</b> <i>(What do you hope to achieve as a result of the collaborative activity during/after the CPD event/programme?)</i></p> <ol style="list-style-type: none"><li>1. To match learning activities better to pupil needs</li><li>2. To understand different approaches to AfL</li><li>3. To develop skills for observing and analysing pupil work</li></ol> <p><b>Colleague's goals:</b> <i>(What do you hope to achieve as a result of providing peer support during/after the CPD event/programme?)</i></p> <ol style="list-style-type: none"><li>1. To offer Jane practical support to help her to develop her ability to reflect on her current practice and the strategies she is using</li><li>2. To help Jane to continue to draw evidence and knowledge from consultants and other colleagues to support her practice</li><li>3. To encourage and support Jane in trying out the new strategies she has been introduced to in the classroom and to evaluate what does and doesn't work</li></ol> <p><b>Participant's expectations:</b> <i>(What do you expect your colleague to do to support you effectively?)</i></p> <p>I expect Simon to:</p> <ul style="list-style-type: none"><li>• Help me to identify when things are going well and when they're not going well</li><li>• Provide evidence form research and practice about what works</li><li>• Respect the difference between my needs and whole school priorities</li></ul>	

- Consider the needs of my pupils when suggesting new ideas/approaches

**Colleague's expectations:**

*(What do you expect of the participant to enable your support to be effective?)*

I expect Jane to:

- Try out new strategies and reflect honestly on how they are going
- Engage with knowledge and evidence from research and others' practice
- Actively contribute to identifying appropriate learning goals
- Respond positively to advice and support while developing her practice

**Meetings/communications schedule (preferred time, location and method)**

Observations – 2 during the half term and in Jane or Simon's classroom at agreed time

Pre- and post meetings – 1 each per observation in Simon's office

Informal discussions – by mutual agreement

**Confidentiality contract:**

*(What do we agree to keep confidential vs what can we share?)*

We will keep confidential the specific episodes or issues but we will share in a depersonalised way strategies and outcomes that are effective or those which cause significant difficulty on implementation in the classroom.

<b>Signed</b>	<b>Participant</b>
	<b>Colleague</b>
	<b>Date</b>