Continuing professional development and learning (CPDL) Some evidence about practice on the ground

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The Evidence Base: characteristics of CPDL which has a positive impact on pupils

- The use of specialist external expertise

- Peer support for trust, enable risk taking/ownership

- Clarity re high aspirations for pupils

- Observation & debriefing from specialists

- Participants identifying CPDL starting points - AFL for staff including Learning to learn from looking

The Evidence Base: characteristics of CPDL which has a positive impact on pupils

- Processes to extend & structure professional dialogue *rooted in evidence from experiments*

- Effective use of time to embed practices

- Development of practice and theory together

Current distribution of practice

Reflection		Needs Analysis	
Transforming	5	Transforming	2
Embedding	23	Embedding	15
Influencing	46	Influencing	25
Informing	21	Informing	50
Not observed	5	Not observed	9
Collaborative and sustained CPD		Linking CPD with learner outcomes	
Transforming	3	Transforming	0
Embedding	17	Embedding	21
Influencing	44	Influencing	39
Informing	33	Informing	31
Not observed	3	Not observed	9

# Four key areas: overview of findings

In nearly all cases the 4 elements were present

- collaboration,
- reflection,
- needs analysis and
- improve outcomes for pupils

- But 91 % provision was *informing* or *influencing*

- We observed 'embedding' and 'transforming' for *Reflection* most frequently – still only 14%

- Embedding and transforming occurred – least frequently – 5%

Does a longer course = deeper engagement and higher impact?

- Usually there needed to be multiple days of provision for embedding or transforming to take place.
- **But**:
  - Longer isn't necessarily deeper – 33%+ programmes that were 8 days or more were only informing
  - Shorter can be deeper, half a day or less sessions – could be influencing or even embedding.
  - E.g. in relation to making links with pupil learning - 10% of half day sessions were embedding
 - Key difference was engagement with schools
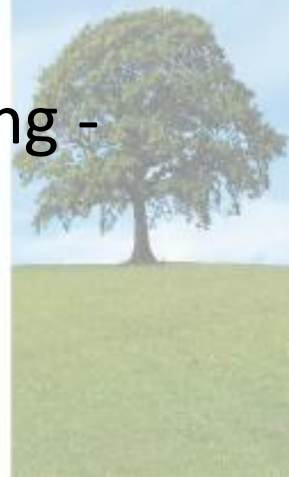
Schools and providers – shared responsibilities and reciprocal misunderstandings

- CPDL providers only part of picture – effectiveness resides in what happens in schools before and after events

- E.g. Needs analysis is the least developed area:
  - providers felt they could do little – the onus was on schools and participants to select provision according to needs
  - The best providers made links between staff development needs and the provision through, for example,
    - being more explicit re prior learning requirements,
    - using recruitment process to prepare colleagues to benefit,
    - using surveys to explore prior knowledge/ differentiate and,
    - using AfL more *during* events.

Sauce for the Goose

- Too much focus on *teaching* teachers instead of their learning?

- Learning for staff means reviewing, challenging and building on what people know and do

- It means teaching teachers "learning how to learn" skills e.g. how to use coaching sessions well
  http://www.curee.co.uk/products-we-offer/effective-mentoring-and-coaching-suite/samples/taking-hold

- And helping teachers wrap such skills around the day job via professional learning environment

•http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils
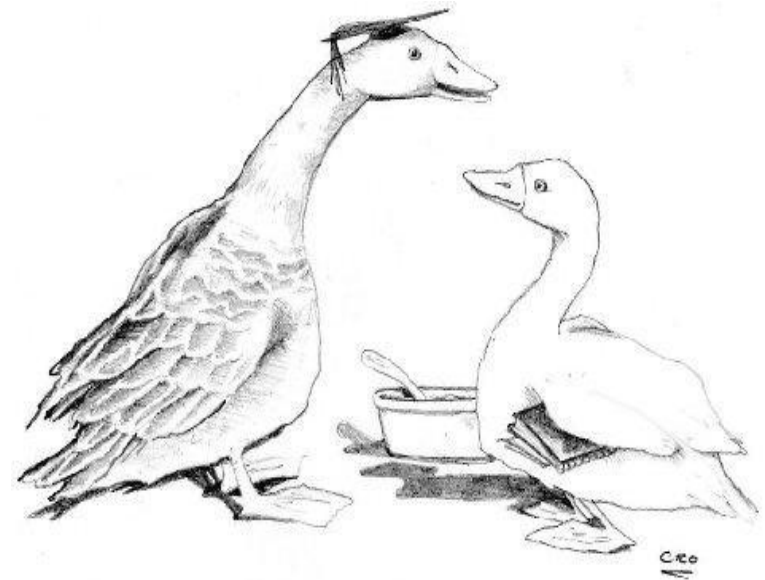
"I'll have what he's having!"

Why focus on effective learning environments?

- The quality of teaching is the key to change

- Teacher learning and support for it drives that

- Leadership of CPDL is *the* key contribution that leaders make - "tools" help systematise this

- Leadership + tools + pedagogy for CPDL = combine to create a learning community…

- Design and operation of the learning environment is what makes this happen… PLC is an outcome

How do we know this?

The international evidence base:

- The impact of CPD and the contribution of specialists - EPPI 4

- Practitioner use of research and evidence

- Best Evidence syntheses

    - Robinson – review of the impact of leadership

    - Timperley – re CPD

- A read across Leaders' and teachers' learning – Pearson

- Professional Learning Communities – Stoll

Links to the evidence base

- Sauce for the Goose - **http://tinyurl.com/bs24e83**

- EPPI 4 - **http://tinyurl.com/d98986w**

- Robinson - **http://tinyurl.com/bwamjrc**

- Timperley- **http://tinyurl.com/8vnhxhl**

- Pearson – **http://tinyurl.com/9ahw58k**

- PLC -**http://tinyurl.com/9upfk6c**

- AITSL - **http://tinyurl.com/8w6gvl3**

Evidence derived from

- Documentary analysis (including performance data), group and individual interviews, focus groups, observations and a survey leading to:
  - A diagnostic report using research based standards
  - Advice about key things to plan for
  - Access to resources and tools and SKEIN network
  - A follow up report tracking progress
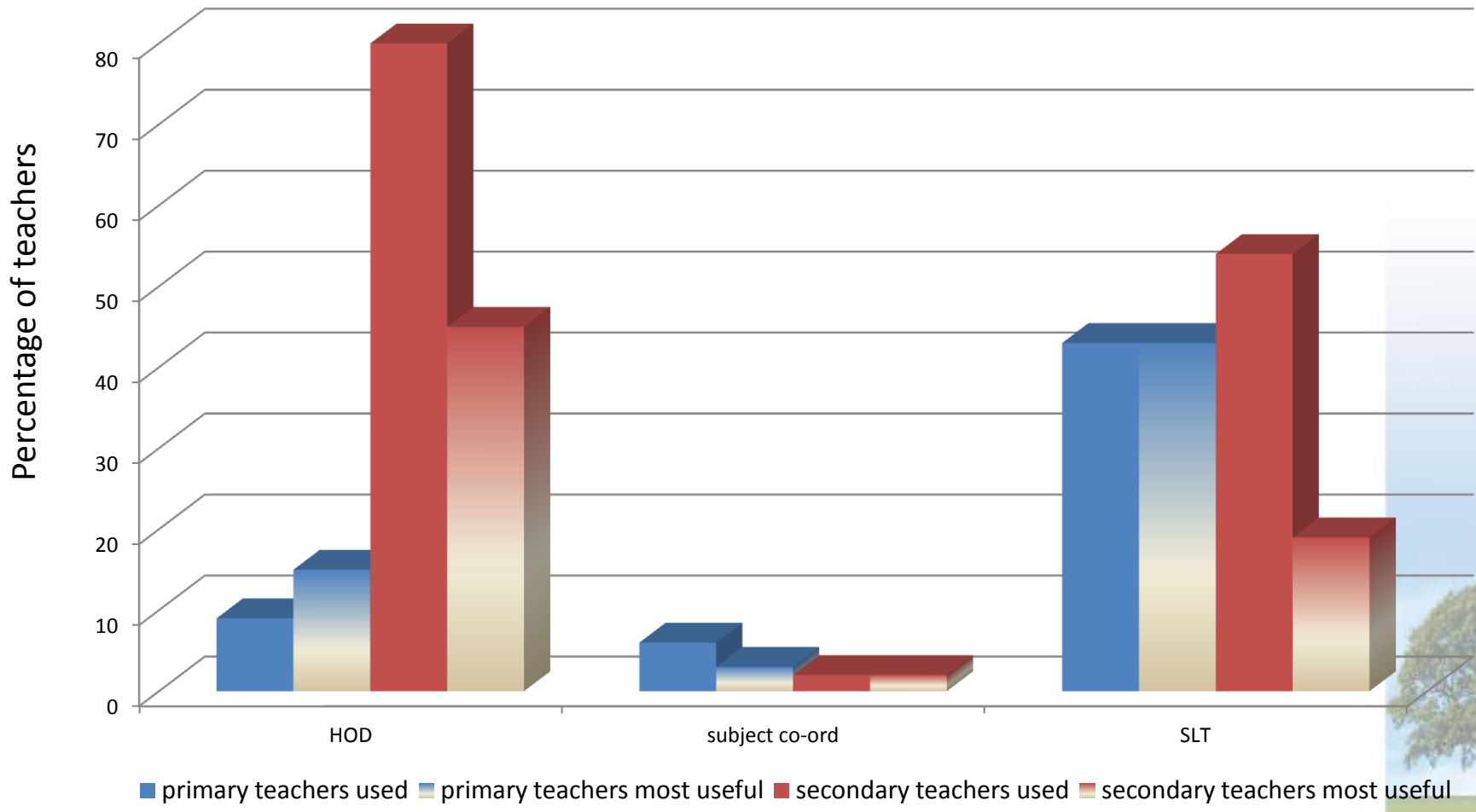- Resulting in rich data across the sample and sub groups

Specialist expertise

How schools value/prioritise, evaluate and deploy **specialist expertise** to

- raise expectations by illustrating possibilities,
- contextualise generic approaches in subject contexts in depth,
- challenge "group think"
- access high impact approaches - do few things well.

Via, NLEs, SLT, SLEs, subject coordinators, HoDs from own or other schools, LAs, HEIs, universities, other providers
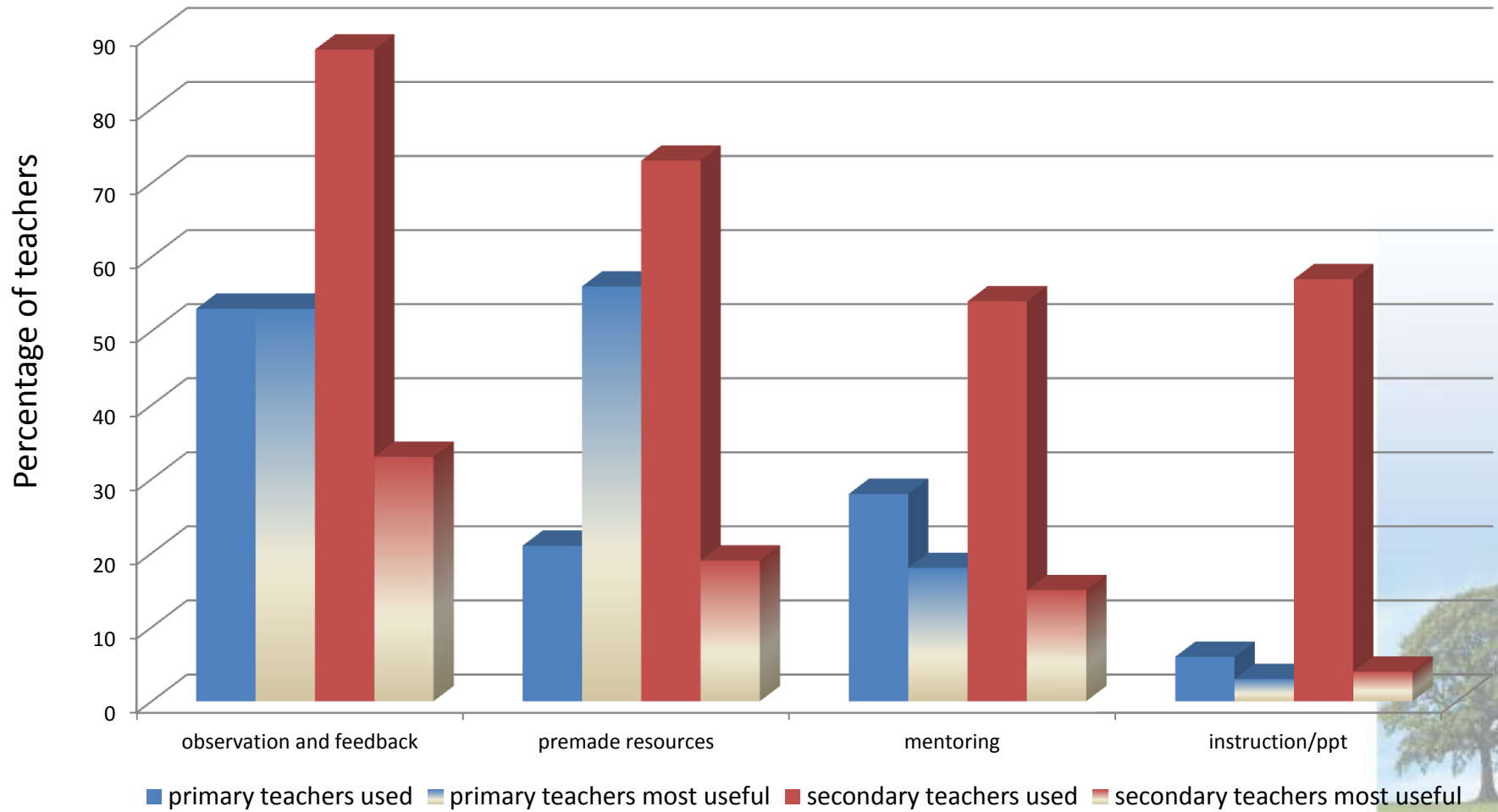
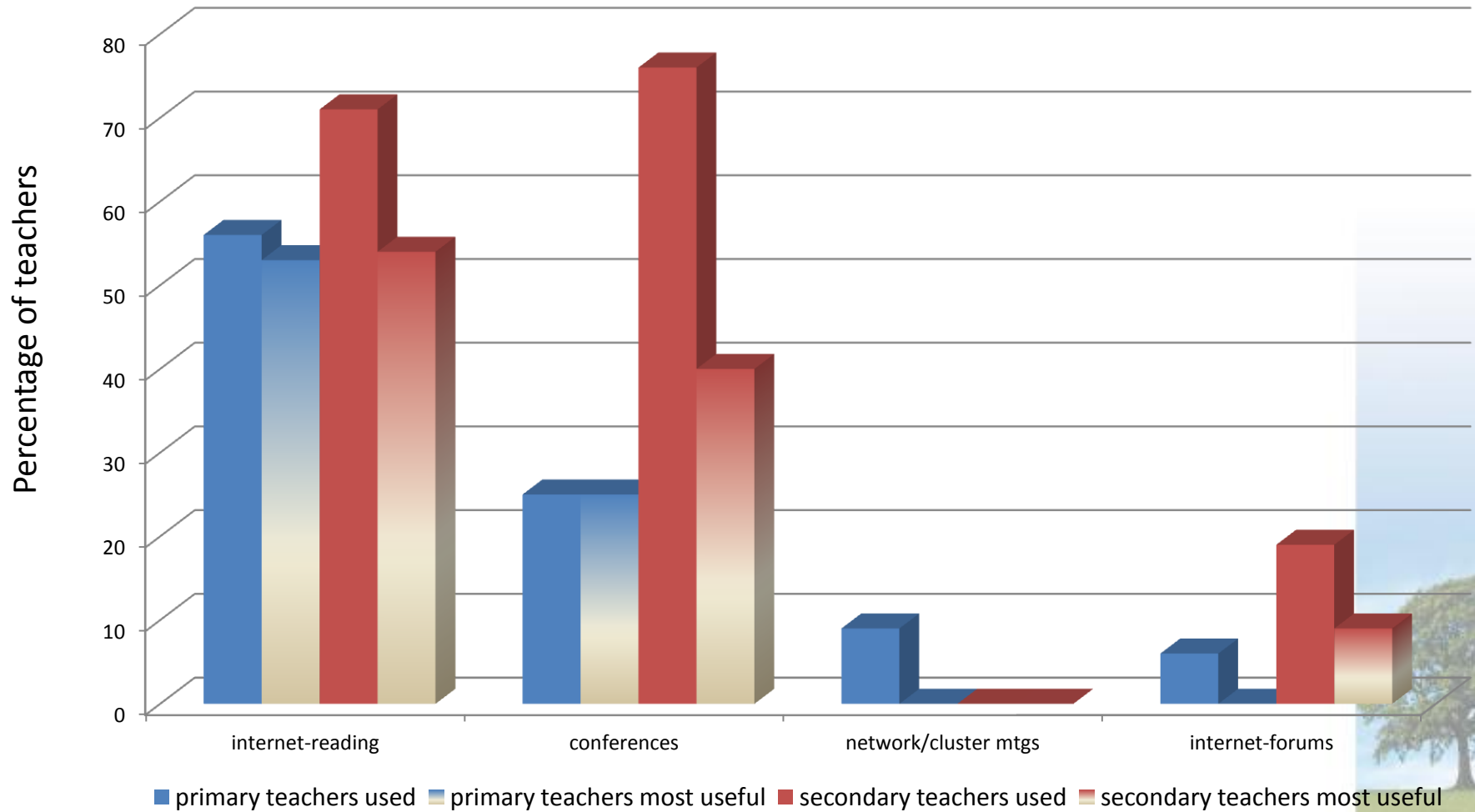# Types of people used by and most useful for primary and secondary teachers

Percentage of teachers

HOD   subject co-ord   SLT

■ primary teachers used ■ primary teachers most useful ■ secondary teachers used ■ secondary teachers most useful

Processes used by and most useful for primary and secondary teachers

Percentage of teachers

- observation and feedback
- premade resources
- mentoring
- instruction/ppt

■ primary teachers used   ■ primary teachers most useful   ■ secondary teachers used   ■ secondary teachers most useful

Places used by and most useful for primary and secondary teachers

Percentage of teachers

- internet-reading
- conferences
- network/cluster mtgs
- internet-forums

■ primary teachers used ■ primary teachers most useful ■ secondary teachers used ■ secondary teachers most useful

Collaboration

Strategic use of **Collaboration for professional learning** within CPD events, as part of full range of SDP activity to embed and secure ownership. Reciprocal vulnerability:

- Deepens ownership –teachers become committed to each other,
- Makes tacit explicit,
- Extends possibilities
- Embeds specialist contribution

E.g. Co-coaching, R&D teams, curriculum planning, peer planning/teaching, research lesson study, departmental or phase developments

Focus/content of department and team meetings*
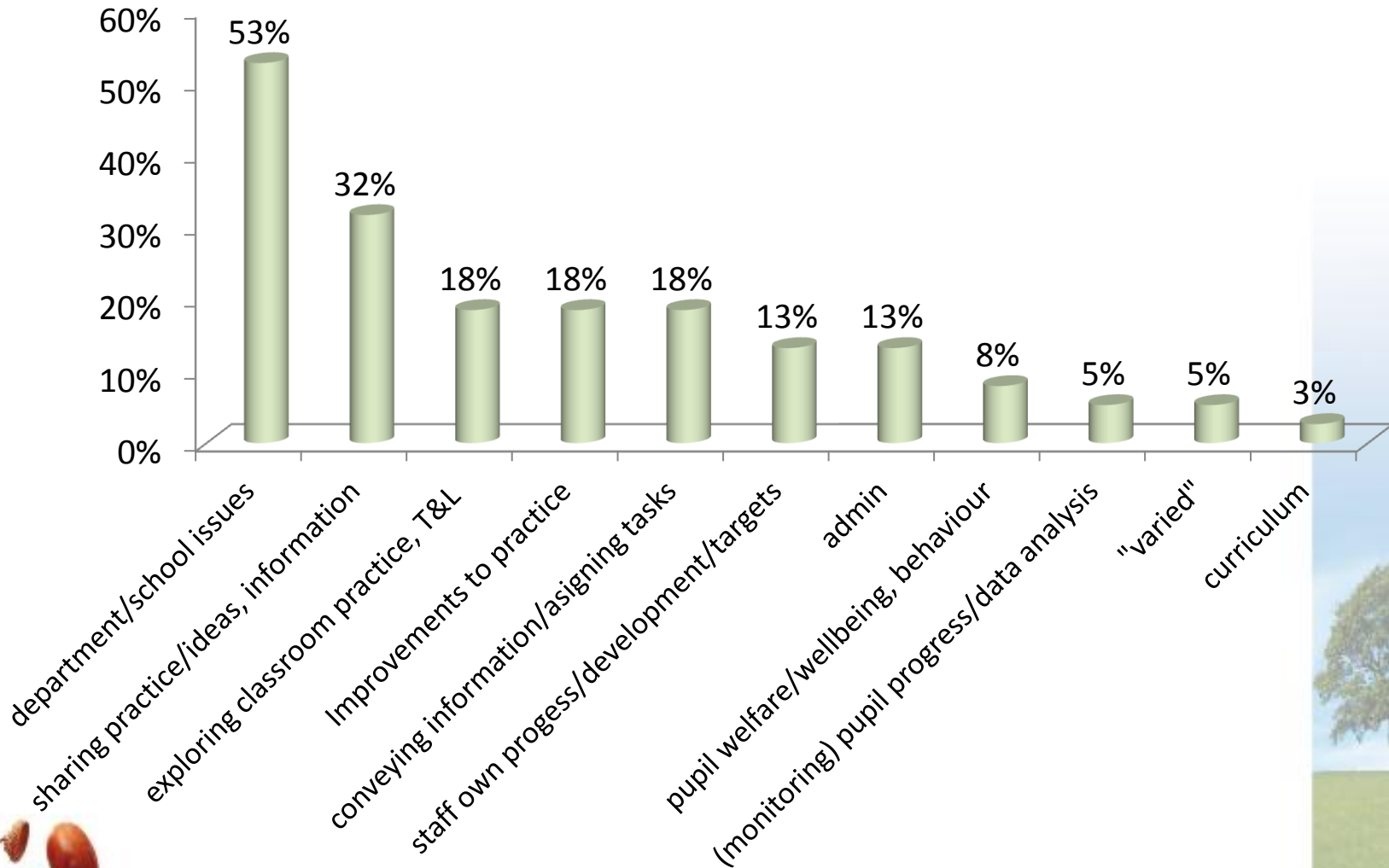
* Multiple answers possible

Department and team meetings

- Nearly 50% of practitioners who select departmental meetings as a key learning opportunity (n=38) say departmental/team meetings focus on:
  - 'whole school business'
  - admin
  - senior and middle leaders conveying information
  - versus *pupils, their learning or pedagogy or curriculum*
- Unsurprisingly, nearly half would like these meetings to :
  - Focus on T&L
  - Offer more opportunities to share and explore new practices
  - Provide opportunities for collaborative planning, resource development
  - Explore how to embed and evaluate learning and change

Departmental and team meetings: the issue of participation

- Circa 20% describe meetings as supportive/collaborative

- Circa 20% primary staff and twice as many (45%) sec staff highlight that all staff can and do contribute

- But a fifth of secondary practitioners say they are 'talked at' and lack opportunities to contribute to/ influence these meetings in a meaningful way.

- This was most frequently identified as an area needing change

- It is the opportunity to contribute and influence the agenda, etc that strongly come across as the thing that would enhance professional learning

Use of Evidence

Use of different kinds of evidence as part of support for CPD and for professional learning by individuals and at whole school level to secure depth E.g.:

- Exploration of pupil achievement data

- Micro enquiry tools to scaffold enquiry e.g. research tasters for co-coaching, research lesson study

- Evidence collected by R&D groups

- Videos

- Work scrutiny

- "Learning walks"

How was the evidence used: patterns in the evidence

Extensive use of evidence for **both** accountability and PL:

- Feedback from SLT
- Observation notes

Evidence used most frequently for accountability **only** - student data and evidence of their work (e.g. Workbooks):

Types of evidence practitioners reported using **mostly for their own learning** (NB: more secondary than primary):

- CPD evaluation forms
- Learning journals
- Videos of other's practice
- Skills assessment/diagnostic activities

Challenges and missed opportunities

- Complexity of using student learning process data in professional learning (need for tools and training);

- Insufficient use of self video and learning logs, especially in primary

- CPD evaluation forms – surprisingly frequently used by practitioners (especially secondary) to support their professional learning, yet often of poor quality with regards to:

  - securing depth of learning

  - making links with student learning and outcomes

  - planning for embedding learning into practice, and

  - evaluation of impact

Needs analysis - AfL for staff

In depth, systematic identification of *individual and collective professional learning needs* E.g.:

- Summative via Performance Management

- Formative approaches - embedded in CPDL processes, pre INSET questionnaires, self /peer evaluation in workshops

- Working in ways that link staff and pupil learning are made throughout

Leadership

Leadership - Modelling, prioritising, evaluating impact, tools

- Modelling – e.g. SLT join in Research and development and co-coaching, explicit about their own learning

- Prioritising CPD – e.g. using real jobs as CPDL drivers (curriculum development , planning SOW)

- Evaluation – e.g. meta analysis of PM targets, staff learning confidence or enquiry results

- Tools – e.g. protocols for learning walks and coaching, debriefing work scrutiny, departmental/phase meetings

Differentiation

- Whole school CPD is main way whole school priorities are met - 75% of SKEIN schools

- But nearly 20% of staff found whole school sessions largely irrelevant, another 50% could only sometimes link them to their practice.

- This was less true in primary school than secondary schools but even there personalised, differentiated learning was challenging in whole school contexts.

Key priorities/ next steps

- Evaluating the impact of CPD (22 schools)

- *Deepen* collaborative CPDL (21)

- Use tools to embed quality in collaboration and for analysing effectiveness of new approaches (12)

- Link staff/pupil learning processes more closely(12)

- Increase use of evidence re *processes* e.g. video/ *peer observation* (12)

- More explicit modelling of CPDL by leaders (10)

- Increase use of *specialist* expertise and contextualising generic approaches in subject contexts (8)

Some questions

- What percentage of the potential of CPDL are you or schools you support using as compared with the 2011 large scale evaluation?
- How can the patterns we are seeing in within-school CPDL environments be harnessed to increase the effectiveness of the design of beyond school support?
- What role might tools play in bridging the gap?
- http://www.curee.co.uk/cpd-providers

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