Effective, pupil focussed, professional learning in schools: evidence led contributions from teachers and leaders.

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This session

- Nature of the evidence base
- A real world, practical example
- What the evidence tells us
- The professional learning environment what is it and why focus on it?
- Key components
- Some thoughts about accountability and CPDL
- An analogy if time..
- Slides on www.curee.co.uk

The evidence base – reviews about

- Developing Great teaching – a review of reviews 2015

- Effective teacher engagement in and with research (Bell et al, 2010)

- A comparison of practices in Strong and Exceptional Schools serving vulnerable communities (Bell and Cordingley) 2013

- New Zealand Best Evidence Syntheses (BES):

  - effective CPD (Timperley et al, 2007)

  - effective leadership (Robinson et al, 2009)

- Work based professional learning (Buckler et al 2009)

- Professional Learning Communities (Stoll et al 2006, Vescio et al 2007)

What do we know about Effective Continuing Professional Development and Learning (CPDL)
A review of reviews

http://www.curee.co.uk/files/shared/DGT%20Full%20report.pdf

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Bart Crisp, Deanna Coles Jordan Rob Coe and Lesley Saunders

TEACHER
DEVELOPMENT
TRUST

Characteristics of effective CPDL - Time

- Substantive development has to be sustained over time - 2 terms unless very narrow and specific - *first question is how big is the journey*?

- A sustained *rhythm* of regular bite sized episodes following initial introduction rather than intense "hits"

- Time for multiple, iterative activities and opportunities to refine/adapt practice in multiple contexts in light of responses of pupils or colleagues

- Time alone isn't enough

Participants need:

- Recognition for and extending individual starting points
- Developing a collective sense of purpose
- A focus on aspirations for pupils and the school and how students respond to our learning
- To explore and challenge/ refine existing assumptions, theories, and beliefs *side by side with practice*
- Relevance matters – but neither that nor volunteering matter as much as environment / time /peer learning/ pupil focus

Support for CPDL

- Need for external input to:
  - Challenge orthodoxies *supportively*
  - Expand possibilities
  - Extend internal capacity.
- Facilitators need expertise in subject/content, evaluation *and* CPDL processes
- *Peer support* - learning and exploring evidence about changes with peers
  - reciprocal vulnerability speeds up risk taking

Formative evaluation for adults

- New approaches, need:
  - illustrating with AFL strategies - comments only marking and developing success criteria together work for us too!
- Facilitators need that evidence to fine tune support
- Designing early indicators for evaluating the impact of CPDL on participants' pupils, and using results to fine tune support to participants
- Formative evidence for CPDL always key- *can you think of an example of when formative evidence has really helped you?*

What doesn't work?

- Generic pedagogic CPD – Professional learning needs to be contextualised for subjects and for groups of students

- Providing resources or models without time to experiment with them

- Quick fixes- except for very narrow and specific approaches

A quick Buzz

- Think of an effective professional learning experience when you have , or helped others take a big step forwards

- What helped you recognise and build on your own or others' starting points?

- What kind of support did you have? Did it include a concrete vision of success for intended beneficiaries?

- What from this evidence might have made the experience even richer?

Illustration 2 Exceptional schools compared with strong schools serving vulnerable communities

- *Exceptional schools* invested very systematically in professional learning (PL)- *In strong schools PL* was centrally led and teachers' responsibility for Professional Learning was very patchy

- *Exceptional schools* invested systematically in training for mentors and coaches across the school - *Strong schools* focused less on structuring coaching and mentoring and on training for it

- *Exceptional schools* had a clear focus on developing and maintaining a cross-school, explicit model of pedagogy as part of CPDL - In *strong schools* some teachers developed their own

http://www.curee.co.uk/publication/characteristics-high-performing-schools-teach-first-research-report

PDL Leadership in strong and exceptional schools

- Subject knowledge was a high CPDL priority within *exceptional schools* - Strong schools felt pedagogic expertise was *more* important

- Performance management, used rigorously and systematically, shapes CPD and CPDL in Exceptional Schools - In Strong Schools use of PM in general and to shape CPDL was much patchier

- In *exceptional schools* underperforming teachers left quite quickly if intense efforts to support them didn't show promise – in **strong schools** both support and pressure were slower and weaker

CPDL Leadership in strong and exceptional schools

- In *exceptional schools* leaders more aware of the importance of **modellin**g learning – in **strong schools** leaders more focused on policies

- In *Exceptional Schools* all new recruits are expected explicitly to own the school's values and pedagogical priorities - Policies for supporting new teachers were less clear in **strong schools**

- Most Exceptional Schools were involved in initial teacher education – most **strong school**s were only marginally involved

A CPDL case study - Kenton school

- Deputy head and CPDL leader designs and leads a Professional Learning Programme (PLP) for all Staff
- Multiple enquiry/R&D groups and degree and extensive M level study- spread over
- PLP sessions each Wednesday,
- 3, whole day sessions,

Kenton School

- PLP provides a mix of CPDL approaches e.g.
  - Open space, interactive whole school sessions focussed on specific groups of students
  - departmental development sessions
  - and special interest research and development groups

Kenton school

- PLP underpinned by co-coaching trios for *all* staff - partners work across departments and role supported by
  - trained co-coaching champions
  - practical tools and resources to secure quality - now including banks of video cameras
  - [Research route maps](#) to underpin co-coaching through research summaries and micro enquiry tools
- Staff choose support/ activities, from a varied programme, in context of their goals/targets
- Extensive staff consultation re PLP- eg surveys, focus groups, follow up enquiries
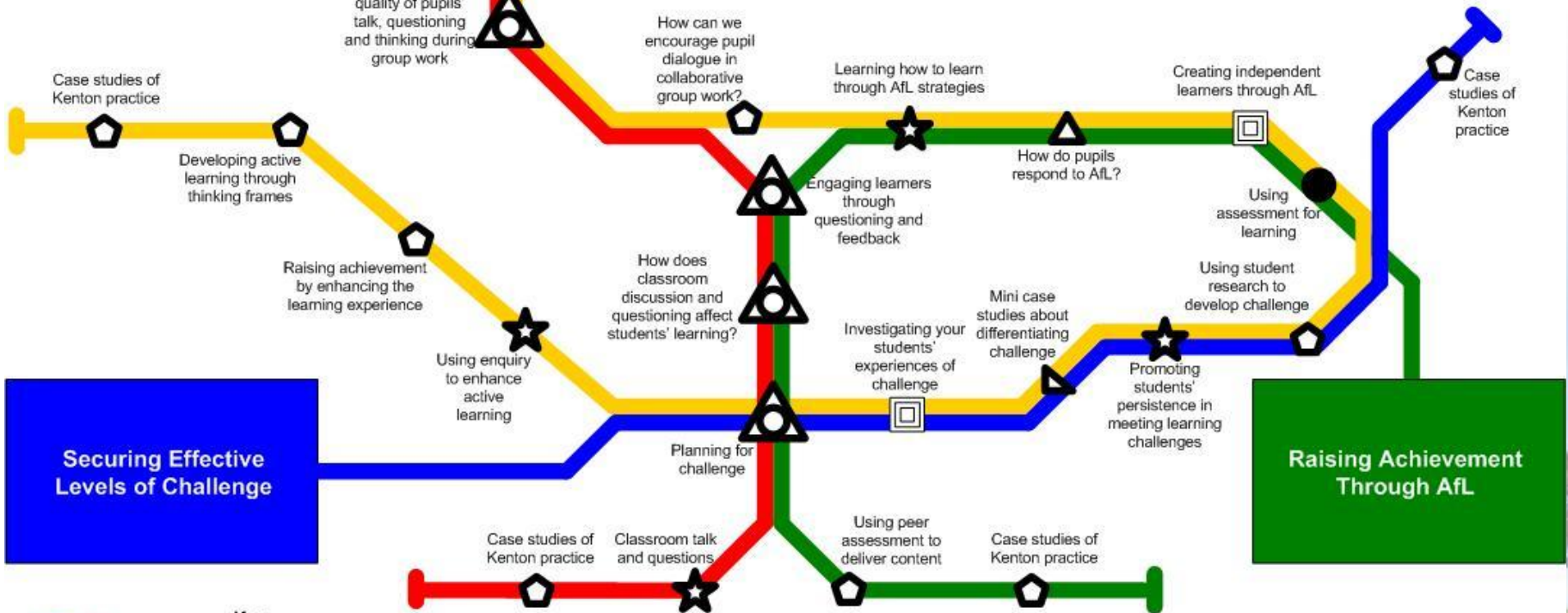
Some questions

- Which things are *you* involved in that would benefit Kenton?

- Which things that happen in Kenton might be beneficial in your context?

- Are there ideas here you might like to explore further?

Sauce for the Goose

- Too much focus on CPD done to teachers, not enough on their learning about their pupils' learning
- CPD*L* for leaders, staff and pupils also means
  - recognising and building on what people understand, know and do
  - Developing understanding about why as well as what
- It means
  - "learning how to learn" skills for ALL learners
  - integrating the process effectively and efficiently into the day job

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

http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils
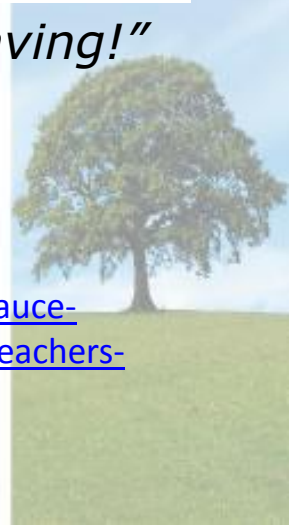
Raising the floor *and* the ceiling

- Need for measurement in Performance Management to secure consistency ties it to raising the floor

- Raising the ceiling means also grappling with unseen, open ended factors eg depth of PL and collaboration, developing theory, growing self direction and self questioning/ awareness

Effective learning environments v Professional Learning Communities?

- The quality of teaching is the key to change
- Teacher learning and support for it drives that
- Leadership of CPDL is key contribution that leaders make - "tools" help systematise this (Robinson)
- Leadership + tools + pedagogy for CPDL – combine to create a learning community…
- Design and operation of the learning environment is what makes this happen…
- "Culture" and "Community" are outcomes more than inputs – environment is also easier to evidence

# Translating the evidence into a research tool for calibrating PL environments that:

- Focuses on what makes a difference for staff *and* pupils

- Evidences effectiveness and efficiency in 5 key areas:

  - **collaboration** as a professional learning strategy

  - **use of expertise** to ensure depth and accuracy/ challenge orthodoxies

  - **use of evidence within the PL process** to link staff and pupil learning

  - Formative and summative **needs analysis to** personalise learning

  - **leadership** of professional learning via

    - Modelling effective professional learning
    - Strategic prioritisation of CPDL
    - Effective evaluation
    - Securing coherence via tools and monitoring progress
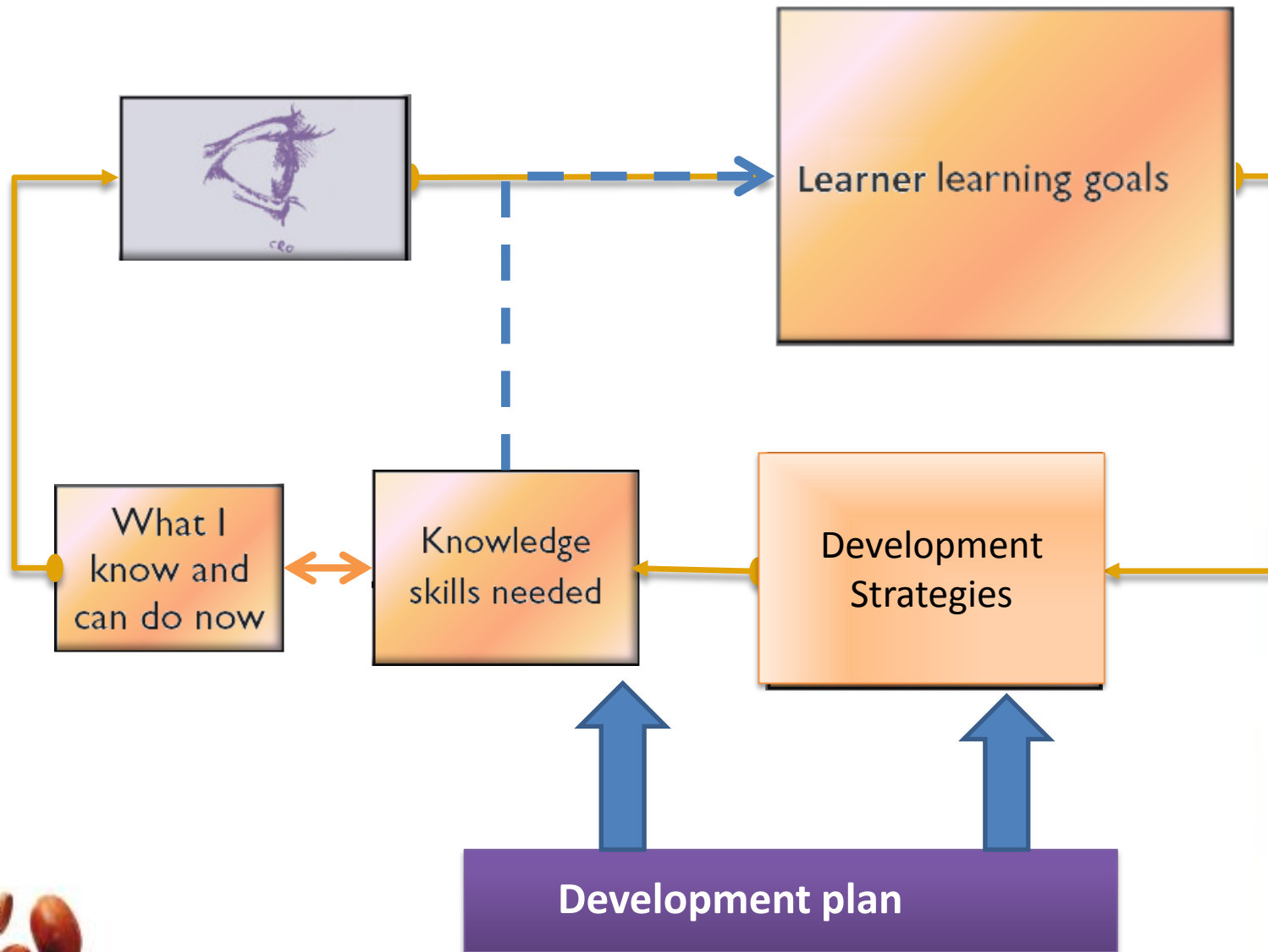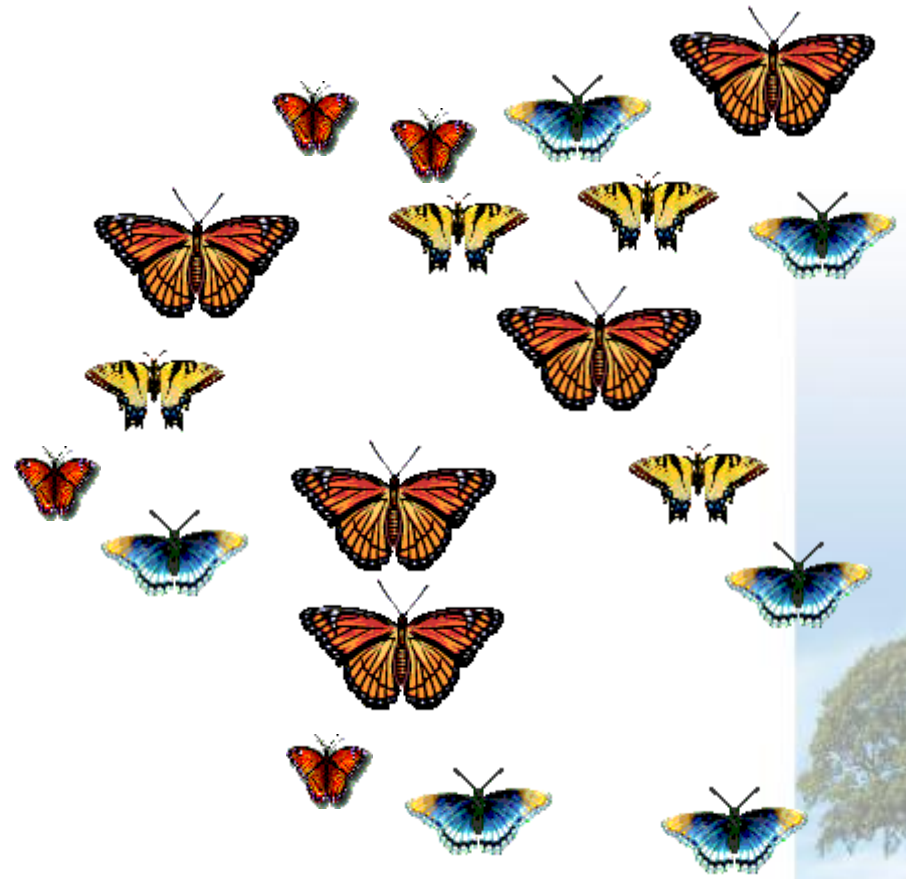
Non student based PLC evidence	Professional learning communities with student evidence	Professional learning environment components
Collaboration	Collaboration	Collaboration
Shared norms and values	Culture	Leadership and modelling of professional learning and tools to systematise
A collective focus on student learning	Focus on student learning	Focus on connecting PL and student learning outcomes *and* processes
De-privatisation of practice	Teacher authority/ ability to make decisions	Use of a wide of a wide range of evidence
Reflective dialogue	Continuing teacher learning	Formative needs analysis – AFL for staff
		Recognition/ use of specialist expertise

A common approach to evidence, Performance Review
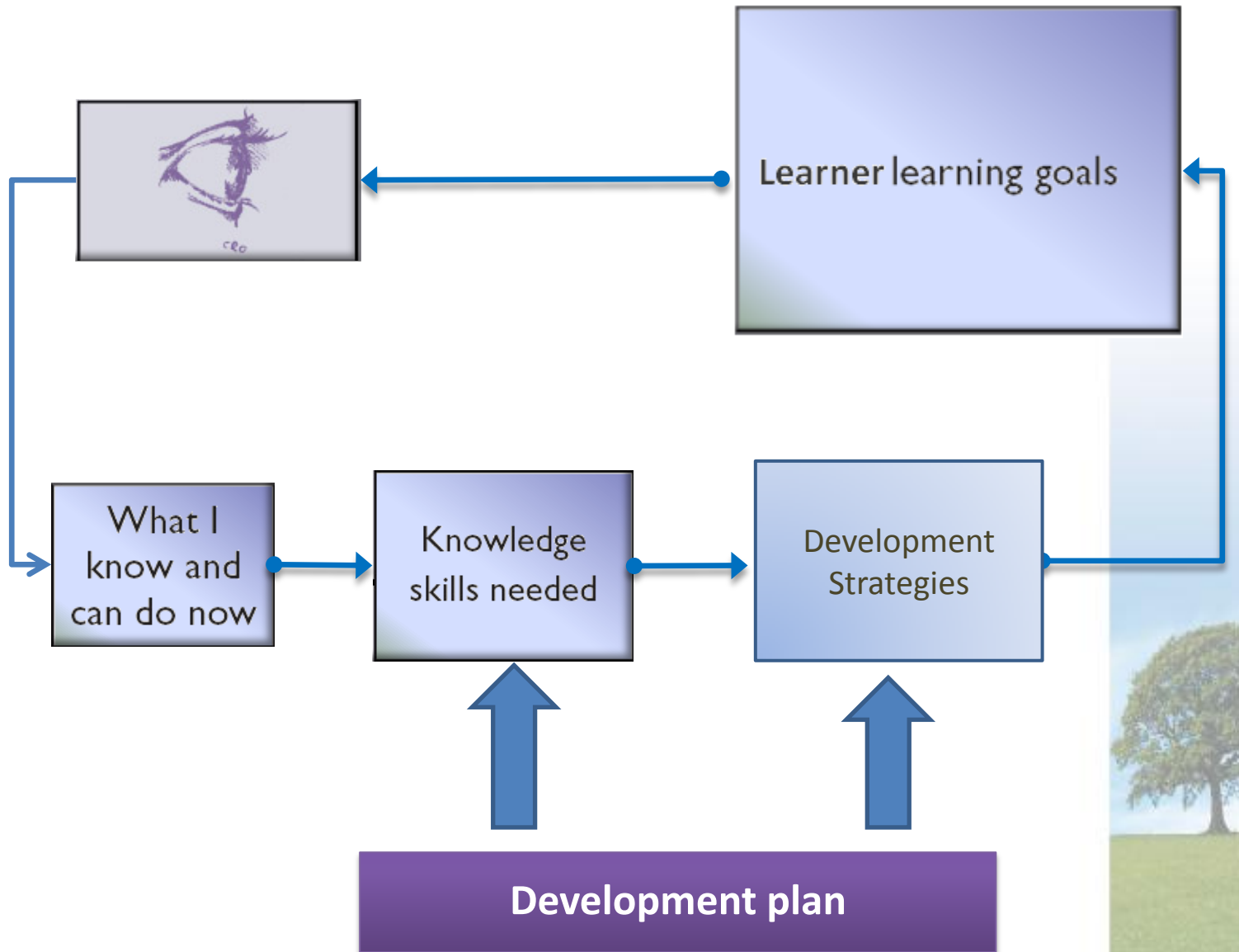
An effective approach to evidence and *CPDL*

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**
- CUREE- **http://tinyurl.com/ow2dru9**

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