



# Chair's Introduction and Welcome

**Philippa Cordingley**

**CUREE**

**Centre for the Use of Research  
and Evidence in Education**



# System change for CPD

- Tectonic plates are moving
- Our systematic reviews and large scale survey of provision tells us what we should be aiming at and how provision measures up
- Teaching Schools are growing and so is their footprint
  - some are moving from worrying about or selecting between the Big Six to
  - moulding them to their own vision.
  - Most are increasing their focus on CPD: and starting to focus on R&D not least via CTG T&L



# Evidence about CPDL

- Harder to come by because of fragmentation and reductions in e.g. like PPD subsidies, Science and MFL centres, NCTEM Regional support etc
- CUREE's in depth SKEIN evaluations of the ways schools are connecting staff and pupil learning through efficient and effective Professional learning environments is helping to fill this gap
- 21 schools and around 700 members of staff have been involved in SKEIN so far



# Key Challenges – Whole School CPD

- Growth in one size fits no-one whole school CPD
- Only a third of school practitioners reported that they find whole school CPD activities useful.
- The majority highlighted their lack of relevance.
- Around half the practitioners involved acknowledged occasional usefulness.
- Nearly a fifth of practitioners describing them as a complete ‘waste of time’ altogether.

(Cordingley, 2013)



# Key Challenges – External CPD

- Of approx 700 primary & secondary practitioners -more than half of them *never* attend external CPD programmes, courses and events
- A further third do once a year
- About a fifth have more frequent access to external specialist expertise
- More than half of the colleagues who *do not* attend any external CPD events and programmes are teachers
- And a fifth of them are colleagues responsible for others' development within their schools, i.e. senior and middle leaders, ASTs, facilitators of in-school teaching and learning groups, etc.



# Some surprises?

- Only 7% of teachers identify subject co-ordinators as contributing to their CPDL and only 4% say they find them useful
- There is rich evidence embedded in-school monitoring that could be translated into evidence for learning ( re CPD update article on our web site) if CPD processes wrapped around it e.g. book scrutiny
- As yet too little thought about VFM – lots of low cost poor value investment and some high cost ok activity. CPD evaluation needs to identify this as well as impact

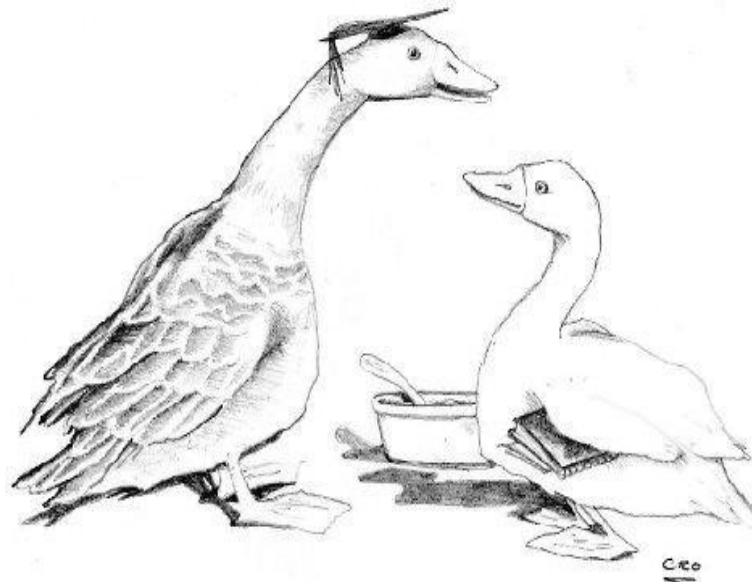


# On the horizon

- The development and implementation of the National and school curriculum represent a huge opportunity and challenge <http://tinyurl.com/onk7329>
- Expectations of UPS 3 re coaching and increasing evidence re the poor quality of coaching e.g. skein says most of it in so called coaching cultures is actually just how PR is organised
- Recent study comparing exceptional schools with outstanding schools highlights the importance of training for / excellence of practice amongst those who support teachers on their journey to excellence



# Sauce for the Goose



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







## Contact Details

[philippa.cordingley@curee.co.uk](mailto:philippa.cordingley@curee.co.uk)

@PhilippaCcuree

[www.curee.co.uk](http://www.curee.co.uk)

**Centre for the Use of Research and Evidence in Education**

4 Copthall House

Station Square

Coventry CV1 2FL

England

024 7652 4036

