

A Short Guide to Developing Effective CPD in Schools

The Research:

Title: School Leadership and Student Outcomes: Identifying What Works and Why.

Authors: Viviane Robinson, Margie Hohepa and Claire Lloyd, at the University of Auckland, 2009

Key points:

Promoting and participating in teacher learning and development was the most powerful factor in raising pupil/student outcomes.

Follow this link to read more:

<http://www.curee.co.uk/files/publication/1260453707/Robinson%20Summary%20Extended%20Version.pdf>

Title: Piloting a CPD Quality Assurance System

The Chartered College of Teaching, along with Sheffield Hallam University and the Teacher Development Trust.

Authors: Katy Chedzey, Emily Perry and Maria Cunningham (September 2021)

Key points:

Professional development is about making deep, sustainable change to teachers' beliefs, knowledge, understanding and practice over a sustained planned programme of development and support.

Follow this link to read more: <https://impact.chartered.college/article/piloting-a-cpd-quality-assurance-system/>

Title: Effective Professional Development (Guidance Report)

Education Endowment Foundation

The EEF have produced a guidance report on Effective Professional Development (2021.) in which they set out three recommendations for effective professional development.

Key points:

The EEF talk about the ‘golden thread’ of new reforms, the Early Career Framework and New NPQs, that set out standardised programmes of CPD to raise the quality of teaching. PD should be well-designed, selected and implemented so that the investment is justified.

Recommendation 1- When designing and selecting PD, focus on the mechanisms.

Recommendation 2- Ensure that PD effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.

Recommendation 3- Implement PD programmes with care, taking into consideration the context and needs of the school.

Follow this link to read more: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

The DfE Standards:

Back in July 2016, the DfE developed a set of Standards for Teachers’ Professional Development, which still apply today.

It is a set of Guidance and Standards for Teachers’ Professional development that should be used by everyone working in, and with, schools to raise expectations for professional development, to focus on achieving the greatest progress in pupil outcomes.

In the document, **Teachers** refers to all teachers, and other staff who work to support both academic and wider educational outcomes.

There are five parts to the Standard:

Professional development:

1. Should have a clear focus on improving and evaluating pupil outcomes
2. Should be underpinned by robust evidence and expertise
3. Should include collaboration and expert challenge
4. Programmes should be sustained over time
5. Must be prioritised by school leadership

Making good choices for Quality CPD Provision:

All schools want to increase the capacity of their staff and by tailoring the CPD provided they will build the confidence of staff in delivering the identified needs of the schools in order to raise pupil outcomes. We need to exercise our professional judgement in determining which CPD is most appropriate and likely to achieve the desired impacts (Chartered College of Teaching 2021). We should consider:

Research base:

In the past, schools have bought into schemes that have no reliable evidence/research base, hopefully, this is no longer the case.

"I think there is a huge prize waiting to be claimed by teachers. By collecting better evidence about what works best and establishing a culture where this evidence is used as a matter of routine, we can improve outcomes for children, and increase professional independence." Goldacre, 2013, p.7.

Sustained and over time:

Evidence suggests that the most effective CPD enables teachers to build their knowledge and expertise over time. When engaging in 'one-off' CPD, it's worth considering how this might fit within a more sustained programme of activities, particularly if we want it to lead to long-term changes to practice. (Chartered College of Teaching 2021).

Opportunities for collaboration:

By providing time for teachers to collaborate and share practice

Schools with higher levels of teacher collaboration are associated with stronger student performance." Goddard, Y., Goddard, R., & Tschannen-Moran, M. (2007)

Working in collaboration and partnership with other schools can improve the efficiency of provision and to use finances more effectively

Types of CPD activity:

All schools want to increase the capacity of their staff and by tailoring the CPD provided they will build the confidence of staff in delivering the identified needs of the schools in order to raise pupil outcomes. This may be through:

- joint training
- coaching
- bespoke support for individuals/small groups tapping into the talent and expertise within each school
- Virtual and Hybrid CPD can reduce travel time, expand networks across a wider region, provide a safe environment during times, such as, the pandemic.

A Framework for considerations when planning CPD:

The Chartered College of Teaching, with Sheffield Hallam University and the Teacher Development Trust study was undertaken to support schools in choosing quality CPD provision. (See Appendix 1)

The report identifies questions that should be considered when planning CPD:

Intent:

Are the aims really clear, and above all, aligned to the school's needs e.g., does the CPD link to the school's development plan, or identified individual needs?

What support is there to ensure it has classroom impact?

Who, on my staff, will benefit most from this CPD?

Design:

Is the content supported by evidence and sound research?

Does it come from a reliable source?

Is it designed to make sustainable change?

Who takes responsibility for coordinating CPD and assessing its impact?

Delivery:

Are those delivering the training competent/credible experts?

What is in place to ensure it is delivered to a high standard?

Is it good value for money?

In reality, schools are busy places, under pressure, so to what extent is technology used to aid impact evaluation e.g., google forms?

Appendix 1:

FIGURE 1:
CPD QUALITY ASSURANCE CRITERIA FOR CYCLE TWO



Section 1: Intent	Section 2: Design	Section 3: Delivery
<p>1.1 The intended impact of the [training/CPD/CPD programme] is clear</p> <hr/> <p>1.2 The [training/CPD/CPD programme] aims to develop participants' beliefs, knowledge, understanding and/or teaching practice</p> <hr/> <p>1.3 Support is given to participants and/or their schools to identify CPD requirements, support implementation and monitor and evaluate the impact of CPD in their own contexts</p>	<p>2.1 The [CPD/training/programme] design and content is underpinned by robust evidence and expertise</p> <hr/> <p>2.2 [Training/CPD/Programme] design takes into account the prior knowledge, experiences and needs of participants and/or their school contexts</p> <hr/> <p>2.3 CPD activities are deliberately designed to facilitate sustained changes to practice – activities may include opportunities for application, practice, reflection, collaboration and expert challenge</p>	<p>3.1 Effective processes are in place to ensure that the [CPD/training/CPD programme] is delivered to a high standard</p> <hr/> <p>3.2 Internal and external evaluation processes are used to review impact and inform ongoing improvements to the [CPD/training/programme]</p> <hr/> <p>3.3 Consideration is given to addressing broader factors that may impede the effectiveness of the [CPD/training/CPD programme] – participant experience; value for money; staff time</p>