Association for Partnership in Teacher Education Conference

Teacher Development through Partnership

10 July 2014

Strategies for Improving Teacher CPD

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What people are saying about CPD 1

An autonomous school system can only be as good as its professional workforce. The government is committed to helping schools and teachers take more responsibility for their professional development.

David Laws MP, Minister of State for Schools

There are currently vast differences in the quality of teaching. It is essential in a self improving school system that we also have a self improving teaching profession.

Graham Stuart MP, Chairman
Education Select Committee

The quality of an education system cannot exceed the quality of its teachers and their work.

Andreas Schleicher, OECD

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What people are saying about CPD 2

Teachers have not failed, but the demands of change require a concerted, long term programme to build a constantly improving profession.

Chris Husbands, Director of the Institute of Education

High quality professional development has a reach and scale beyond many of the currently favoured initiatives on recruitment and performance management. Teachers should take ownership of their development. It should be done by, not done to, the profession.

Russell Hobby, General Secretary NAHT

To succeed as a nation, we need to get a world-class teacher in every classroom. No education system can exceed the quality of the teaching that goes on in the classroom.

Tristram Hunt Shadow Education Secretary

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What people are saying about CPD 3

The great school systems of the world appoint the best graduates in society to teach, and then invest significantly in their training and development. This investment is not only in initial training but throughout a teacher's career.

Roy Blatchford, Director of the National Education Trust

As we approach the General Election we stand at something of a crossroads. The momentum that the TDT and so many others have built up in arguing for a renewed focus on teacher development could easily be lost unless the right policies are put I place to sustain it.

Mark McCourt Founding Chair, Teacher Development Trust

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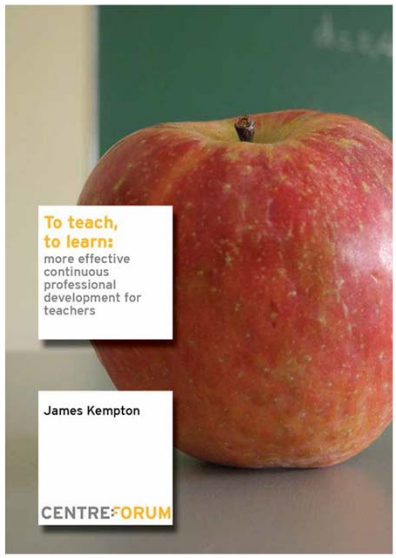
More Effective Teacher CPD



- The best way to raise pupil outcomes….
- is to improve the quality of teaching….
- through teachers in enhancing and keeping up to date their pedagogical skills, their understanding of learning and child development and their subject knowledge….
- by giving teachers more responsibility for their CPD

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Definition

"CPD is what teachers do to keep their professional practice fresh, up-to-date and stimulating. We believe that by undertaking a wide range of CPD experiences, teachers are more likely to inspire pupils and teach more effectively, enabling pupils to achieve their best."

General Teaching Council for Scotland

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CPD challenges 1

- Teachers are lifelong learners
- Much CPD is poor quality: concern about what the best looks like and how to source it.
- Focus on skills development over impact on pupil progress
- Under-prioritises teachers needs compared to system reform and school accountability, too "one size fits all"
- Other professions: GMC revalidation, lawyers certified CPD regime

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CPD challenges 2

- Financial pressures reducing spending by schools
- Little formal regulation eg in Teaching Standards, Ofsted inspection framework
- Government reforming everything in education except CPD
- Workforce reform focuses on ITE and bottom 10%

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Current CPD Arrangements: Organisation

- 5 days' INSET
  - 100 hours (Singapore), 104 hours (Sweden), 240 hours (Shanghai)
- Courses
- NCTL
- Teaching Schools

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Current CPD Arrangements: Budget

CPD Spending (including supply cover)

- 0.25 – 15% (evidence to HoC Children Schools and Families Committee, 2010)
- DCSF evidence £180m (0-5% of schools' budgets)
- 2-3% or £600m-900m on 400,000 experienced teachers

ITE Spending

- £500m on 40,000 new teachers (£12,500 per teacher)

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Current CPD Arrangements: Quality

- CPD primarily delivered through lectures, presentations and discussion: courses, consultants, written materials
- Little active learning
- Hard to compare quality
- Over-reliance on personal recommendation
- Only 50% of school leaders allow teachers to choose the external organisation or resource used

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Four types of CPD

	No pre-existing skill/knowledge, no preconceptions	Pre-existing skill knowledge, attitudes. Possible misconceptions
Surface-level learning, change in awareness	**Informing**: e.g. seminars, courses, printed material, social media	**Influencing**: e.g. discussion/debate, 'emotional' seminars, inspirational talks
Deep learning, change in practice & attitudes	**Embedding**: e.g. modelling, spaced learning, role-play, repeated practice	**Transforming**: e.g. coaching, micro-enquiry, research, Lesson Study

Source: Teacher Development Trust/TDA

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Teacher Development Trust Survey

- 67.4% of school leaders chose CPD providers used previously by their own school or by colleagues
- "Word of mouth" and flyers and brochures sent directly to schools influence the majority of decisions around external CPD
- 1 in 5 school leaders use a local authority database to find CPD opportunities

Source: Teacher Development Trust (2014)

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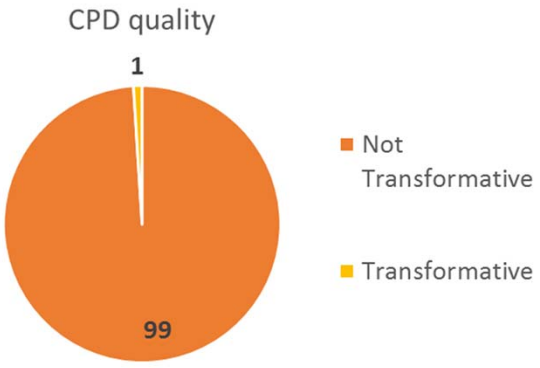
Courses aren't improving practice



Source: TDA (2010-11)

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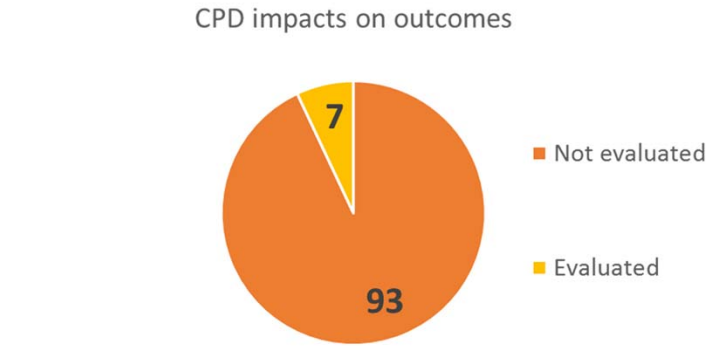
We're not evaluating impact



Source: NFER (2009)

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EEF: research use in schools

- Projects starting September 2014.
- Challenges for research-informed schools eg shortage of time, information overload, the applicability of research.
- communicating research eg newsletters/digests, conferences/seminars, online training, academic journals
- Intermediaries, brokers and networks eg professional networks, university/school collaboration, research-based school improvement models

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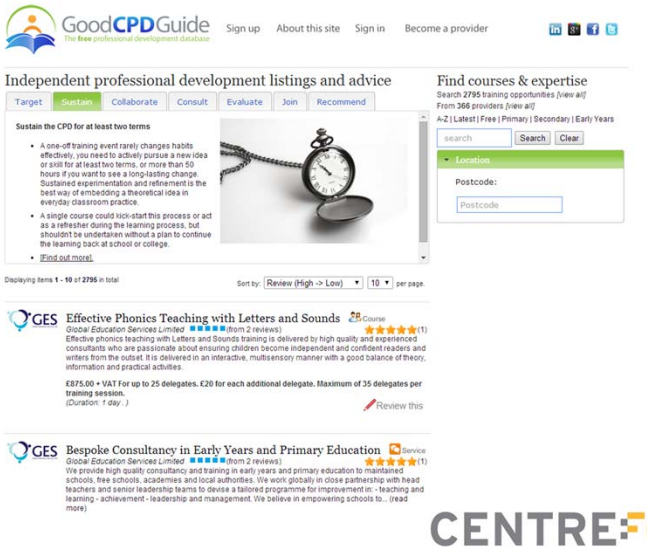
http://goodcpdguide.com



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CPD in exceptional schools

- Extensive formal coaching and mentoring
- Clearer, consistent, evidence-based & cross-curricular pedagogical strategies
- Collaborative professional learning
- Higher buy-in, higher financial investment
- More use of internal expertise and ASTs
- Subject knowledge a higher priority
- Two pronged: whole-school sustained foci & personal student-focused
- Clearly evaluated

Source: Teacher Development Trust

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Transformative CPD is

- Aspirational, focused on valued learning outcomes
- Collaborative
- Grounded in proven principles of great pedagogy
- Relevant, differentiated, just-in-time, practical
- Sustained for 30-50 hours at least, over two terms
- Evaluated: summatively *and* formatively
- Challenging as well as informative
- Lead by leaders who model great learning and demonstrate trust and distributed leadership

Source: Teacher Development Trust

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CPD: Chartered Institute of Personnel and Development

- be continuous - professionals should always be looking for ways to improve performance
- be the responsibility of the individual learner to own and manage
- be driven by the learning needs and development of the individual
- be evaluative rather than descriptive of what has taken place
- be an essential component of professional and personal life, never an optional extra.

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Strategies for Improving Teacher CPD 1

- Increase access to CPD
  - teaching profession to set CPD obligations and revalidation or recertification processes (through teaching standards/RCOT)
  - more funding, ring-fenced in school budgets
  - publish CPD plans (as pupil premium)
  - balance teacher-led and school-led CPD priorities
  - give teachers a CPD entitlement (and budget?)
  - individual teacher CPD plans
  - rethink INSET days
  - teacher sabbaticals

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Strategies for Improving Teacher CPD 2

- Improve CPD infrastructure for identifying and sharing CPD best practice
  - establish a Royal College of Teaching
  - extend remit of the Education Endowment Fund beyond tackling disadvantage
  - Teachers trained to apply research findings/ more school-based research
  - a qualification for CDP coordinators
  - regulated CPD market/"tripadvisor"
  - every school within a national network of professional learning
  - an annual CPD survey

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Questions

- Who are the key stakeholders:
  - government; NCTL; teaching school alliances and other partnerships; LLEs; Teaching/Future Leaders: commercial sector; HEIs; Ofsted; local authorities; academy chains; RCOT; EEF; and others?
- What is the role of partnerships in
  - sharing best practice around a self-improving/autonomous school system – provider/facilitator?
  - assessing teachers'/schools' CPD needs
  - identifying quality CPD activities/programmes
  - helping schools match needs to provision and be more discerning purchasers

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