Pathways

A Guide to Effective CPD

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About the author

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Peter is Director of Education in Camden, responsible for Raising Achievement and Aspiration. He is also President of the World Association of Lesson Studies and Honorary Visiting Professor of Education at the University of Leicester.

Who is this guide for?

This guide is for Senior Leadership Teams (SLTs), including headteachers, and for middle leaders with responsibility for the quality of teaching and learning. Class teachers and other practitioners may also find it useful.

Introduction

Why is CPD vital?

Research shows that children who struggle in school at first, but who are taught well year on year, end their school lives in the highest attaining groups.[1] Children who begin as high-flyers, but who receive a 'mixed bag' of teaching at school, too often end up in the lowest attaining groups. Sutton Trust's *Improving the impact of teachers on pupil achievement in the UK – interim findings* (2011)[2] shows that high-quality teaching has an especially high impact on disadvantaged pupils. Barber et al stated in the McKinsey report (2010)[3] that "The quality of a school system cannot exceed the quality of its teachers." And, if the system and its schools are to improve, these should focus on helping their teachers to become the best.

It is therefore vital for schools and for individual teachers to make sure they gain the very best from *CPD and learning. Additionally, this has to be learning that has an impact on the way they practise in the classroom in terms of a higher quality of teaching and improved progress, achievement, standards and overall quality of educational experience for pupils.

Why should we review our approach?

Research (see Further reading on), shows that effective – that is research-informed CPD and support – makes the greatest, most sustainable difference to:

- ➡ Pupils' attainment and engagement.
- ➡ Teachers' effective practice.
- ➡ SLTs and governors facilitation of access to CPD and ability to record and report the CPD programme and its associated outcomes as part of the inspection process.

The Contribution of Research to Teachers' Professional Learning and Development [4] presents the features of effective research-informed CPD and support as specialist expertise, enquiry-oriented learning, use of tools, using aspirations for specific pupils, focusing on why things do and don't work in different contexts, and seeking out leadership, specialist and peer support within day-to-day school life. Ofsted inspects and reports on two key areas that concern professional development:

- ➡ The quality of leadership in the school.
- ➡ The degree to which schools monitor and evaluate their performance and take actions to self-improve.

Paragraph 41 of the Ofsted Framework (August 2016) states:

> ❝ *Inspectors will consider the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school.* ❞ [5]

This will include impact of staff development activity on teaching, progress and leadership. It will also include impact of the school's evaluation of staff development on improvement strategy.

Governors also need to know how effective their school's CPD is. The questions governors should ask are not the same as teachers' questions: "How can we improve our teaching of X?" should be rephrased as "How can we know the extent to which the CPD, designed to improve the teaching of X in the school improvement plan, has been successful?". They should access evaluation reports and confirm the findings by carrying out their own enquiry. This may involve interviewing staff and students and examining data sets to which they have legitimate access.

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Part 1: Effective CPD: What the research shows

This table lists characteristics of CPD that have been shown by research to deliver effective CPD. It states the sources and indicates some of the issues and implications for practitioners.

Effective CPD	Source(s)	Issues	Implications
Should not be a 'one-off' event. One-off training events make little difference to long-term classroom practice, even if they are high quality.	Cordingley et al (2015)[6] Ofsted (2002)	One-off training courses are popular, easily managed and still often the 'default' mode for CPD staff developers.	Can be useful for discrete processes, such as health and safety and analysing data. They are not effective (on their own) for pedagogy or leadership issues.
Should take half a term and be located significantly in actual classrooms with colleagues.	Cordingley et al (2004) Walter and Briggs CPD review (2012)	Requires advanced planning and real sign-up from staff, especially to enable collaborative or joint work in the same classroom.	Must be purposeful and address a clear identified need: school, group or individual.
Should involve teachers solving classroom problems together, by refining and reviewing.	Pedder (2006) Opfer and Pedder (2010) Walter and Briggs CPD review (2012)	Leaders and teachers acknowledge the value of this, but only 2% of teachers regularly experience it.	Reorganise the CPD programme, timetable and other seemingly 'fixed' entities to create these opportunities for staff.
Should involve collaborative *'learning communities' of practitioners, learning from and with each other.	Cordingley et al (2015)[7] Wenger (1998) William (2007)	The challenge is finding time for *enquiry groups to meet in classrooms. It demands commitment and a careful choice of group membership.	Design the learning community membership to fit identified learning priorities of the organisation and pupils. Focus on skills of practitioners rather than on personalities.
Should involve teachers systematically making their practice 'visible' and public.	Hiebert and Stigler (1999) Hattie (2009) Mourshed et al (2010) Walter and Briggs CPD review (2012)	We have a tradition of 'lone practice' in the UK and we need to find ways to work more supportively with our colleagues.	'Safe spaces' for such collaboration can be created where teachers feel safe to reveal their vulnerabilities to coaches or peers. Group protocols are critically important for governing respect, feedback and equality as learners.
Should involve the full community of practitioners in evolving new pedagogical, curricular and leadership processes that take professional knowledge forward for the school or organisation.	Fullan (2004) Kazemi et al (2008) Kuno (2013) Robinson et al (2009)	This can only happen when a whole school or group of schools adopt this approach and work together to create this systemic learning from reflection and systematic enquiry into pupil learning and outcomes.	The result of this approach will be a self-improving school, but the difficulty will be in making changes to the way that schools, and the systems within which they operate, organise themselves around this learning.

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Implications for whole-school improvement

➔ SLT full support is needed in order to provide the belief in the importance of CPD and in order to facilitate and make it all happen.

> ❝The single action that a school leader can take that has the greatest impact on outcomes for pupils is personally to become actively involved in enquiry driven professional learning in school. ❞[8]   (Robinson et al 2009)

➔ Kraft and Papay[9] found that where low levels of support, development and trust were reported, teachers improved over the first few years, but then plateaued. However, where higher levels of support were reported, teachers improved faster and kept improving year-after-year.

➔ CPD must be viewed from a whole-school perspective. Success lies in analysing proposed school and staff development to achieve three sequenced processes:

> ***Alignment > *Orchestration > *Capacity Creation**

➔ Using this CPD process for the whole school must be balanced against the needs of individuals at different career points. The *whole-school professional learning and development framework on page 6, sets out how successful leaders create sustained improvement using alignment, orchestration and capacity creation.

Implications for individual professional development

Individual teachers wanting to continue to develop and learn will also want to plan for effective CPD.

This case study shows the importance of support for CPD and how organisation structures can facilitate its effectiveness for whole-school developments as well as for individuals. See **Tool 3** which shows how Oldway Primary School organises each teacher's training plan and links this to lesson observations.

Case Study

Oldway Primary School*

Inspection reports on Oldway Primary School show professional development linked to lesson observation in action work very well.
In 2009, Ofsted's inspectors wrote:

> ❝One reason for the continuing high quality of teaching has been the school's unremitting focus on the professional development of all staff. They regularly undertake high levels of research and engage in professional discourse. The school's classroom organisation further encourages staff to plan and assess as a team and to share their expertise both within the school and with other schools. ❞[10]

* now Oldway Academy

TOP TIPS ⌄

Outlining a clear career plan will help to identify valuable opportunities for learning and career progression when they arise.

Collaboration with colleagues in school and working with communities of enquiry are more effective for all stakeholders than one-off training events or 'lone practice'.

*Coaching and *mentoring can be valuable and supportive strategies for development.

Implications for effective CPD design

This chart outlines the key principles for effective CPD design arising from research, its implications and who it is most relevant for in the school community.

Principles for effective CPD	Implications	Most relevant for
Off-site CPD is well-evidenced, up-to-date, uses a balance of appropriate adult learning techniques and provides opportunities for follow up, trial and implementation, reflection and evaluation of impact.	Off-site CPD needs to be well researched so you know it will support your particular school needs. Send a team of two teachers to the chosen CPD to make sure the links to own context are well made and the collaborative principle is established.	SLTs
CPD takes place over time to improve learning and teaching (at least half a term) with high-quality, well-evidenced input. At least 50% of the learning happens through classroom-based enquiry carried out with at least one colleague and focuses on solving teaching/learning issues. This includes a mix of specialist and peer coaching or *Lesson Study (LS).	Consider a holistic CPD offer; make sure that your design does what this principle states.	SLTs, departmental heads and practitioners
'Learning communities' or 'enquiry groups' carry out systematic classroom enquiries evolving new practice-knowledge which is shared with others through activities such as school-led enquiry-based CPD sharing sessions, the creation of tools and artefacts for others to use, or where Lesson Study is used, through 'open house' lessons.	Plan in opportunities for sharing and learning from what colleagues have learned.	SLTs, departmental heads and practitioners
Pupils are involved in classroom enquiry, giving views on techniques and processes being developed and where possible critiquing or even co-designing them.	Actively plan for student voice and participation in the enquiry process.	Practitioners, but underpinned by whole-school buy-in
Collaborative classroom enquiries link to wider evaluations into, for example, how well the curriculum works; how well the school ensures the right outcomes for different groups of learners (e.g. no gaps between pupils from disadvantaged backgrounds and other groups of pupils); and how well its professionals develop in their career plans.	Interpret enquiries in order to see whether there are messages about how to improve the organisation of the curriculum, resources, the timetable, pedagogy or groupings in order to improve the way pupils learn.	SLTs and department heads
CPD processes are linked to wider school priorities determined by performance information and the achievements of pupils.	The school's development and pupil performance priorities need to be served by this CPD and will need to evaluate how well the CPD is achieving this. The Evaluation Tool (**Tool 5**) , will help you do this.	SLTs, governors
CPD processes reflect and are reflected in the school's staff, leadership and governor development plans.	The school team works collaboratively across stakeholders.	SLTs, practitioners and governors
CPD processes contribute to academic or professional accredited qualifications for teachers where possible. This will also create links to external partners such as local schools, universities, employment and professional learning providers.	The school liaises with external communities and within an enquiry community. It may be helpful to appoint a champion to drive this.	SLTs, practitioners and governors

These principles have led one influential educationist to rename CPD as *JPD* – Joint Professional Development (Hargreaves, 2012)[11] because of the emphasis on learning together.

This case study shows how one school has adopted effective CPD design principles to create learning communities. It specifically adopts a Lesson Study approach; find out more **here**.

Case Study

Caddington Village School

Caddington Village School has developed teacher-learning communities within the school. The school's purpose is to improve the priority aspects of their children's learning through systematic enquiries, carried out by teachers and shared with colleagues across the school. Governors also take a strong interest in this work. The headteacher is an active participant too. The school has chosen to base its professional learning on a Lesson Study model following involvement in a research project at Exeter University.

Caddington emerged from a failing school that was given a fresh start a few years ago. Pupils now make good progress and attain well. The school's classroom enquiries have gone beyond the school gates. Caddington now coordinates involvement of Central Bedfordshire schools in a Lesson Study programme and has achieved global recognition for a mobile phone application it developed to help teachers better diagnose children's weaknesses in the four mathematics operations.

Part 2: Six CPD frameworks

What constitutes a CPD framework? What are the benefits of each type and for whom?

Here are six CPD frameworks that can work well together in the process of aligning, orchestrating and capacity creation of professional learning plans.

They address classroom teachers, Middle Management Teams (MMTs) and Senior Leadership Teams (SLTs) and are presented in order of organisational scale, starting within the classroom and working up to *cross-school partnerships.

1. *Classroom action enquiry
2. Coaching
3. Learning communities
4. Lesson Study
5. Whole-school professional learning and development
6. *School-to-school learning and *wider school community learning and development

1. Classroom action enquiry

Use to investigate themes or specific targeted questions. These 'rules' can be applied in other situations where you are trying to improve your practice in order to improve pupils' learning. They will help you form robust and disciplined coaching objectives, for example. See the next section.

Components:

(a) Clear, focused enquiry questions

Discover answers to questions such as: "How well are we meeting the needs of pupils who trigger Pupil Premium so they make good or better progress and do not fall behind?" or "How can we learn about how our Year 6 children best learn algebra so that we can develop learner-centred schemes of work?". This focus will enable you to improve a specific aspect of school/ classroom experience and consequent pupil outcomes.

(b) Collection of relevant data

Preferably use primary data from samples of children's books, classroom observations or from *learning walks

(purposeful tours of classrooms by small teams in which data on themes such as 'independent learning' or 'behaviour for learning' are swiftly gathered and processed), plus some secondary data (from specific questionnaires or interviews you carry out). You can also use techniques such as concept mapping, climate mapping and 'hot spotting'.

(c) Systematic and objective analysis of the data

This is also reflective data, and can be tested by matching the findings with other data sets and considering different interpretations.

(d) Validity checking

Do others interpret the data in the way you have? When you break the data into countable chunks do the values tally with the conclusions you reached from your softer analysis of qualitative issues (e.g. pupil learning, quality of teaching)?

(e) Replication of findings

Have you raised a sufficiently strong hypothesis to warrant a second replicate enquiry where you see whether the same conclusions are reached, which helps strengthen your hypothesis into a theory you can apply in future?

(f) Reporting and dissemination

Can you report the enquiry and findings in a lively, accurate way to relevant colleagues and pupils in a way that will change practices and be accessible beyond your school?

How to frame clear, focused classroom enquiry questions:

1 Your question should address the prime motivation for your enquiry. Are you trying to explore or discover something ultimately in order to improve pupils' learning or progress? If so, make sure part of your question spells that out, e.g. "How can we improve pupils' progress in … ?" or "Can we use paired discussion in order to improve pupils' use of mental calculation using multiples of x?".

2 Be as specific as you can. Which pupils? All of them or specific groups or specific pupils with certain characteristics or needs? What aspects of mathematics? E.g. "How can we improve the progress of Year 7 pupils who persist in making errors using place value in basic operations despite a catch-up intervention in the autumn term?".

3 Leave out information that is not going to help you answer your question, e.g. "In order to address priority 3 of our school improvement plan … ".

4 Avoid questions that would require a complex experiment – or that you will not really be able to answer because the question is too big for your context, e.g. "Does using paired discussion activities improve pupils' mental calculation?". This would require a large experiment with control groups and statistically valid and reliable samples, analysis and methods. And what you are really interested in is *how* you can improve the learning and progress of specific pupils enough – not "Can it be done?".

5 Imagine that you are drafting your answer to the question after the enquiry. Will what you are planning to do in your enquiry enable you to answer each aspect of the enquiry question with precision for somebody in a similar context to replicate it?

2. Coaching

This method of CPD can be used to help develop aspects of practice knowledge, e.g. classroom management, subject knowledge, leadership strategies and tactics.

Coaching can be expert-led or more open 'peer coaching' (in which case blend the components below with those for action enquiry).

Coaching improves the professional knowledge and skills of the coach as well as those of the person being coached, so both participants benefit and the exercise builds capacity for the school or department.

Components:

(a) Clear learning outcomes for the trainee negotiated by and with the coach/mentor through reflection on practice performance and analysis of pupil learning and teaching (or of staff or school performance if leadership coaching).

(b) Opportunities for reflective dialogue, joint classroom work, joint review of classroom evidence and pupil outcomes in pinpointing the focus and intended learning outcomes.

(c) Mix of:

1. Classroom-based learning where coach will demonstrate, model, and partnership teach with 'coachee' who gradually takes more share of the work and finally leads.

2. Reflective, joint analysis of video evidence, pupil perceptions, behaviours or work to pinpoint learning points and areas for next focus.

(d) Supervision notes/learning log agreed by coach/mentor and coach which document agreed progress, next steps, the learning pathway (readings, resources, classes to visit) before the next coaching session and impact of coaching sessions on overall teaching standard in the area of focus.

3. Learning communities

We learn by participating in communities with others involved in the same work as ourselves. This is fundamental to how humans have developed the capacity to learn.

As a result of this knowledge, organisations often now create mini learning communities in order to improve upon, or innovate and share, new knowledge, skills and expertise. Often called 'professional learning communities' (PLCs) in schools or 'triads' of teachers and learning support staff, these groups co-operate in carrying out repeated cycles of action enquiry, peer coaching and even action research to improve learning, teaching or leadership. They can be from one year group or department or from diverse areas of the school and may appoint a coordinator or leader. They usually work together for a fixed period, of half a term to a year. They share their 'work in progress' with colleagues (even pupils). School leaders may deliberately 'mix and match' PLC members in order to cross-fertilise ideas and ensure ongoing challenge of thought.

> " *... an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches that will enhance all pupils' learning.* " [12]
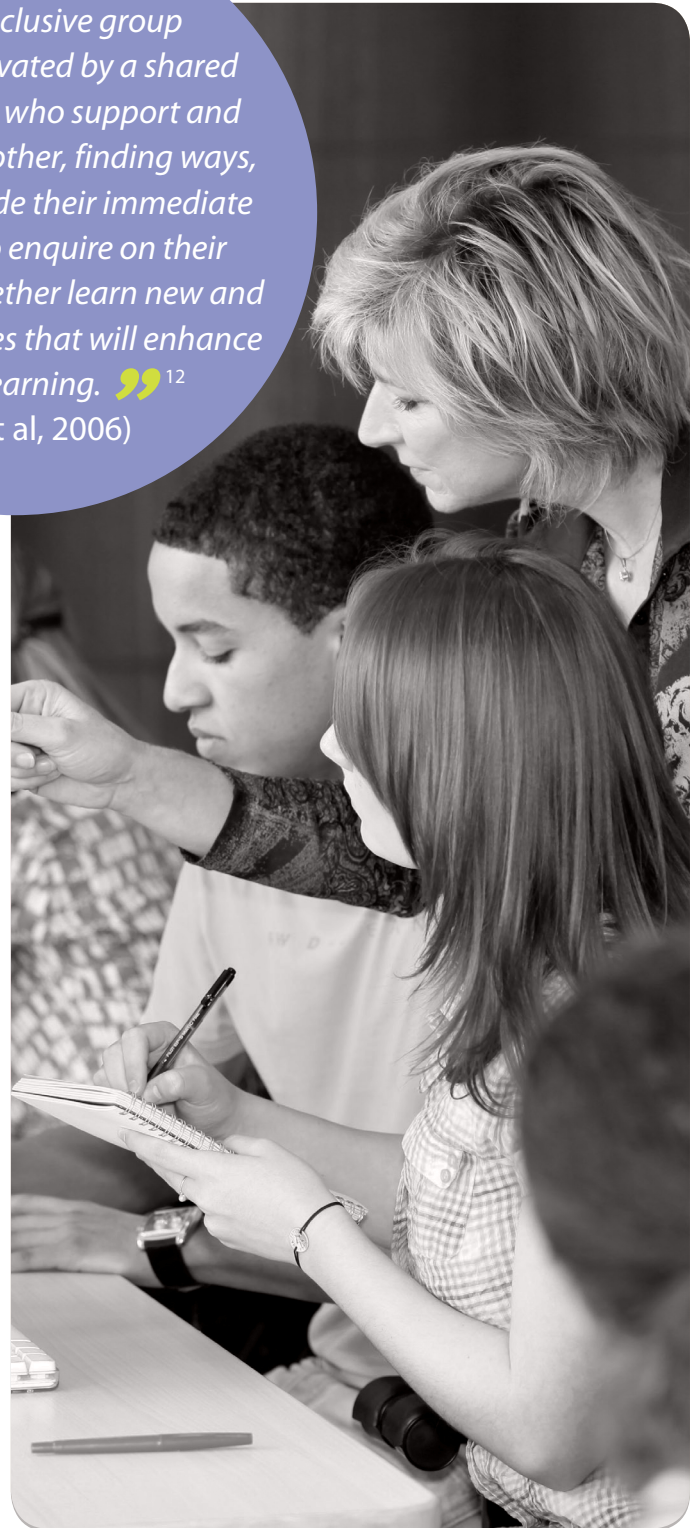>
> (Stoll et al, 2006)

4. Lesson Study

Lesson Study is a group of teachers focused on a classroom issue they wish to improve. For example, it could be helping to engage a group of boys more in writing or introducing a mathematics concept more effectively.

The group researches approaches that might work and then plans a 'research lesson' together to try out the new approach. While they plan, they keep in mind how they ideally want three 'case pupils' to respond throughout the lessons. One person teaches the lesson and others observe. They will annotate the research lesson plan and note particularly the learning of the case pupils who become the focus of the 'post lesson discussion'. This discussion is held after interviewing a handful of pupils to seek their views on the research lesson. They realise how they can tweak their next research lesson to address what they have discovered about their pupils' learning.

After around three research lessons (see Figure 1 on) they have usually discovered practices, which affect their subsequent teaching. They cement these and share them by inviting colleagues to participate in an open house research lesson where they watch the new approach and then discuss it with the Lesson Study group and the pupils. They also capture their work in a presentation, report or poster.

This is the model most widely practised in England.

Figure 1   The three cycles of Lesson Study
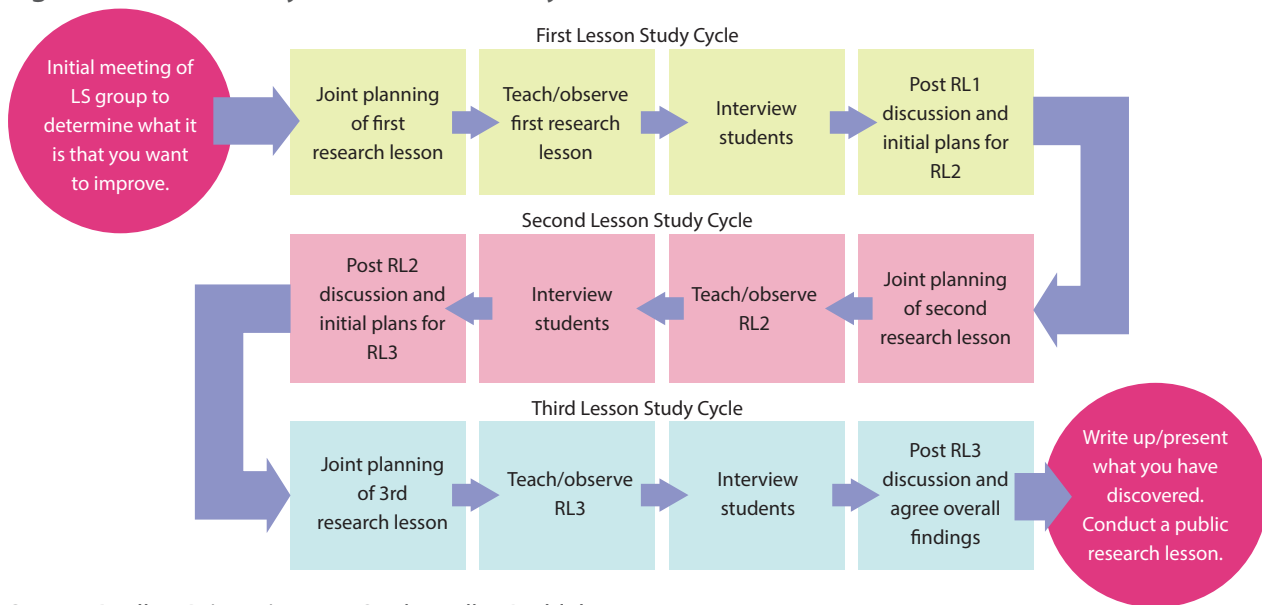
Source: Dudley, P. (2011) *Lesson Study Toolkit*. Bethlehem University.

Teachers report that they take more risks and learn more in lesson studies because they feel safe to take risks due to the focus being on improving their children's learning (of something they would have been teaching them anyway) rather than it being about someone making judgements about their teaching.[13]

5. Whole-school professional learning and development

Leaders who model and participate in JPD themselves, are doing what we now know will have the biggest impact on pupil learning and achievement than anything else they do as a leader. This is because they gain a perspective that helps them to see and understand the challenges and solutions from the same perspectives as their teachers and pupils. These perspectives help them to choose the most appropriate teacher development activities and to align, orchestrate and embed them with greatest success for the school.

The model below draws upon a number of studies of how leaders have worked in schools that were struggling. A common pattern in such success stories reveals three phases of school improvement that each require a different approach to teacher learning and development – CPD. It is not a blueprint to be transposed wholesale, but it is useful to look at the three phases and think about your own school or department and decide whereabouts in the phases you are. Failure to plan for the next phase of development can mean an organisation gets stuck in a rut and real improvement is elusive as a result.

Aligning school improvement demands and professional learning needs

Most leaders succeed in linking the professional learning of staff with the improvement priorities of the school; the most successful take a long-term view. The process has three phases:

Phase one: involves aligning the professional development of individuals as closely as possible with what they will need to deliver to secure the improvement priorities of the school as a whole. This closely links performance management and professional development. All powerful professional development may include some external support and challenge.

Tool 2 can be used as a framework to help you and colleagues think about and create a three-year view to help you to align improvement priorities, demands and professional learning needs in your own school.

Orchestrating school and staff development

Phase two: establishes the conditions for self-improvement. Those who have been coached and mentored by external experts become internal coaches. They increase capacity and create a strong model of reciprocal support and learning. They use more sophisticated and responsive data than assessment results alone to identify organisational needs: parental, staff and student perceptions; critical path analyses; climate mapping.

They 'talent manage', spotting those capable of outstanding practice and leadership and steering them forward into these roles – creating opportunities for key staff at different career stages to engage in 'deep' learning – perhaps accredited or award-bearing. This can also be a great way of retaining talented and ambitious staff who may otherwise seek promotion and leave.

Phase three: sees the new 'leaders of learning' lead action enquiries, coaching or Lesson Study programmes through which the development needs of the school are anticipated and met and the career pathways of staff are supported, e.g. from trainee teacher to expert, from junior manager to senior leadership. By this third phase, the school is assessing its needs and planning and enacting its development – it is a learning organisation.[14]

6. School-to-school learning and wider school community learning and development

The two things to think about here are:

1. Could we improve the impact of our CPD if we explained our CPD or provided related learning for parents, governors or pupils? ('Parents' is used as shorthand to cover all those who look after children as their primary carer: e.g. foster carers, grandparents or other close relatives).

2. Could we learn more by learning with and from other schools?

Involving parents and community

In the world's best examples of effective CPD, parents understand that teachers are continually involved in a professional learning process that sometimes takes them away from the classroom, but that ultimately this benefits children's learning. Sharing information about teachers' professional enquiries, lesson studies and learning as well as citing the improvements that have resulted can be hugely beneficial for good relations. While many schools in the UK hold taster classes for parents in order to explain and demonstrate changes in the curriculum or teaching and to provide ways for parents to support their children's learning, it is less common to share teacher learning and its impact on pupil learning.

Networking with other schools or organisations and school-to-school support

In 2011 the DfE created 'teaching schools' which are responsible for leading professional development and initial teacher training across schools. Similarly, growing numbers of Multi Academy Trusts mean that we are seeing increasing school-to-school support.

School-to-school support works well where the best expert practitioners and coaches are known across the local area and are available to provide support and challenge. Some attain external recognition as National or Local Leaders in Education or as Specialist Leaders in Education. As well as leadership and specialist coaching, the Networked Learning Communities programmes show that valuable cross-school improvements can result when cross-school activities have a *learning design and purpose (Dudley, 2005).[15] The models that worked well strongly reflect the principles above. They include: *leadership audits, learning walks, *Networked Lesson Studies, *cross-school themes, action enquiries and whole school-to-school coaching. But beware; when there was no learning design, little if any professional learning took place. A learning design can be developed from the answers to the following questions.

Planning an organisational learning design for improved learning

What aspects of pupils' learning and behaviours are we trying to improve?

What will teachers and/or leaders need to learn to do more effectively in order to bring about these changes in pupils' learning?

What learning processes, enquiries and experiences will we need to design for our teachers in order to bring about this teacher learning in ways that will influence their practice?

Part 3: Tools for effective CPD

Tool 1: Audit Tool
(for SLTs)

This tool is to establish the position of CPD principles in your school. Below is a questionnaire that can be used inclusively by staff. It can help school leaders establish the degree to which staff believe that the principles of effective CPD set below are in harmony with the school's aims and values. If people feel that one of the principles is out of line with the aims and values of the school, this could present a barrier to implementing it. This is important to think about when planning CPD. The survey also helps you get a collective view on how much your staff perceive that the CPD they experience is in line with each principle. Again, a 'gap' analysis will help you to prioritise and plan your approach as a school.

Finally, the scoring system (and the suggested analysis below) takes you one important step further. It also helps you identify any gaps or close fits between what people feel the school stands for in relation to CPD (the aims and values, scores given by staff in relation to each principle) and the actual CPD that they experience. In a way, this can be viewed as a rhetoric and reality test: the 'rhetoric' is represented by the school's espoused

beliefs and values and the 'reality' is represented by the actual experience of staff.

Simple surveys like this can provide all members of staff with powerful feedback on how they collectively view issues such as CPD in school. They can also be used in the midst of implementing change: when people have forgotten what the warrant for the change actually was, you can revisit the survey, which showed the points where there were gaps or low scores that indicated an issue needed addressing. The best practice occurs when leaders do not 'pre-cook' the results with their own interpretations, but instead involve staff in an open discussion of the possible interpretations of the survey results and what should be done as a result.

If you are working alone it is also useful to use this survey in order to evaluate your own context and experiences in relation to the principles and to plan your classroom enquiries in the knowledge of where the principles have been least experienced by you.

This is in line with our school's aims and values. 1 – Not at all 5 – Totally	Principles for effective CPD *Read the evidence-based principles for effective CPD below and score each, firstly for the degree to which it fits your school's aims and values, and then for the extent to which it is evident in current CPD practice at your school. Then use the analysis table to calculate your values/practice gaps as a school.*	This is what actually happens here. 1 – Not at all 5 – Totally
5, 4, 3, 2, 1	**1.** Off-site/non-contact CPD is well evidenced, up-to-date and uses a balance of appropriate adult learning techniques and provides opportunities for follow up, trial and implementation, plus reflection and evaluation of impact. It is not used for learning about classroom-based issues.	1, 2, 3, 4, 5
5, 4, 3, 2, 1	**2.** CPD takes place over time to improve learning and teaching (at least half a term) with high-quality, well-evidenced input. At least 50% of the learning happens through classroom-based enquiry carried out with at least one colleague and focuses on solving teaching/learning issues. This includes a mix of specialist and peer coaching or Lesson Study.	1, 2, 3, 4, 5
5, 4, 3, 2, 1	**3.** Learning communities or enquiry groups carry out systematic classroom enquiries evolving new practice knowledge which is shared with others through school-led, enquiry-based CPD sharing sessions, the creation of tools and artefacts for others to use.	1, 2, 3, 4, 5

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| This is in line with our school's aims and values. 1 – Not at all 5 – Totally	Principles for effective CPD *Read the evidence-based principles for effective CPD below and score each, firstly for the degree to which it fits your school's aims and values, and then for the extent to which it is evident in current CPD practice at your school. Then use the analysis table to calculate your values/practice gaps as a school.*	This is what actually happens here. 1 – Not at all 5 – Totally
5, 4, 3, 2, 1	4. Pupils are involved in classroom enquiry processes, giving views on techniques and processes being developed and where possible critiquing or even co-designing them.	1, 2, 3, 4, 5
5, 4, 3, 2, 1	5. CPD processes are linked to wider evaluations into how well the curriculum works, how well the school ensures the right outcomes for different groups of learners (e.g. no gaps between pupils from disadvantaged backgrounds and other groups of pupils), and how well its professionals develop and go on to achieve greater success.	1, 2, 3, 4, 5
5, 4, 3, 2, 1	6. CPD processes are linked to wider school priorities determined by performance information and the achievements of pupils more widely.	1, 2, 3, 4, 5
5, 4, 3, 2, 1	7. CPD processes reflect the school's staff, leadership and governor development plans.	1, 2, 3, 4, 5
5, 4, 3, 2, 1	8. There are opportunities for the CPD processes to contribute to academic or professional accredited qualifications for teachers, where possible. This will also create links to external partners such as local schools, universities, employment and professional learning providers.	1, 2, 3, 4, 5

You can create an interesting initial discussion amongst staff by asking them to compare scores and explain their reasons for the values given.

How to analyse, present and interpret your questionnaire results

1. Divide the total scores for the values by the total number of people completing the questionnaire. This will create an average 'values' score for each principle.

2. Do the same for the 'actuals'.

3. Create a Rhetoric v Perceived Reality chart, such as the one below.

4. High scores on the 'Values' line will tell you how strongly staff feel that your school values and aims support the principles of CPD. This school perhaps needs to think about its stated aims and values related to the voice and agency of pupils.

5. High scores on the 'Actuals' line show how strongly staff feel that your school adheres to these principles in practice. Leaders in this school should at least feel reassured as regards principles 1 and 5 but perhaps further investigate 2, 4 and 9.

6. The gap between the two shows how far people feel practice is removed from or in line with espoused values.

If you enter the data onto a spreadsheet or database, it is easy to analyse the perceptions of different staff groups, e.g. members of different departments. This can yield more finely grained information. Do remember that these are just perceptions given on the day. They do, however, provide a guide for further inquiry. The questionnaire can be used again later, to see whether perceptions have shifted as a result of actions taken.

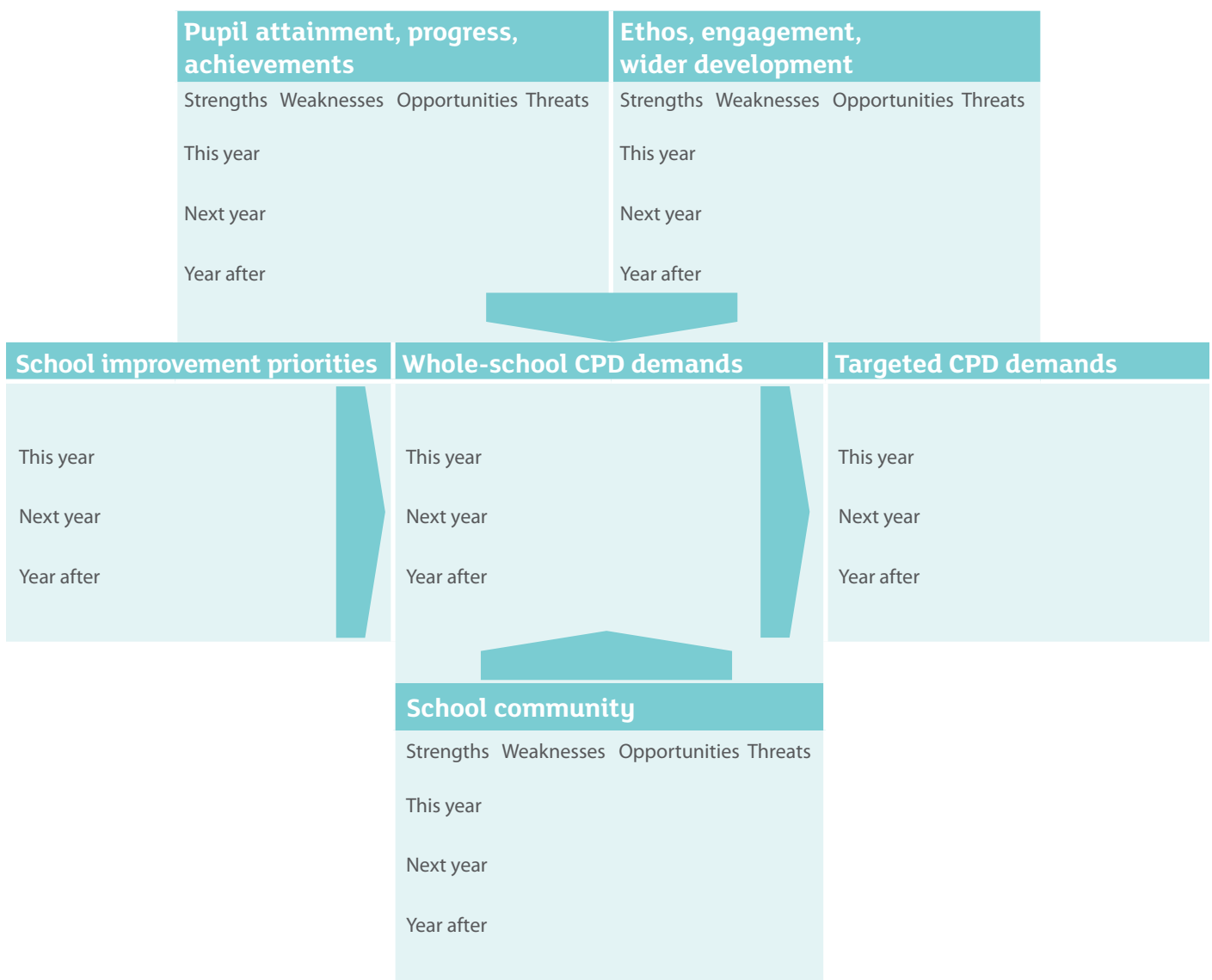**Figure 2   Example CPD 'Rhetoric v Reality' Chart**
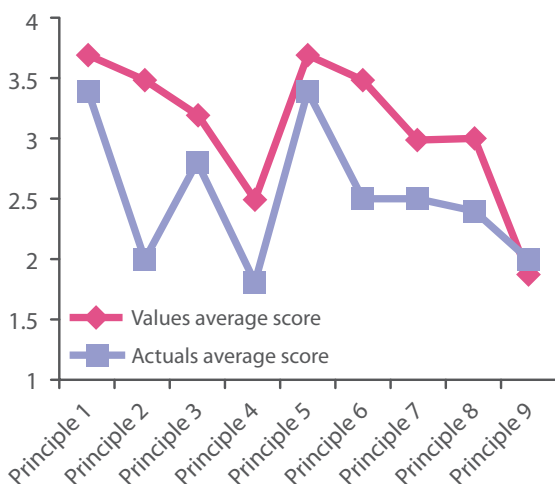
Tool 2: School Professional Learning and Development Alignment Framework

(for SLTs, MMTs and practitioners)

This framework is used to organise thoughts with colleagues about alignment and orchestration of professional development with demands created by school improvement.

The matrix can be used as a prompt and as a recording device to steer a group discussion between managers or members of staff. The aim is to consider the issues in both the self-evaluation of your career and the school's three-year plan together. This is in order to develop a three-year overview of what needs to be improved and what professional learning needs to take place overall. The specific, high-intensity learning needs can begin to take place in order to improve target areas of underperformance. This is a reconfiguration of the stages in the organisational learning design set out above.

The design can also include the analysis of the learning needs of the school's community.

Pupil attainment, progress, achievements				Ethos, engagement, wider development			
Strengths	Weaknesses	Opportunities	Threats	Strengths	Weaknesses	Opportunities	Threats
This year				This year			
Next year				Next year			
Year after				Year after			

School improvement priorities	Whole-school CPD demands	Targeted CPD demands
This year	This year	This year
Next year	Next year	Next year
Year after	Year after	Year after

School community			
Strengths	Weaknesses	Opportunities	Threats
This year			
Next year			
Year after			

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Tool 3: Individual Career Plan and Reflective Journal

(for headteachers, deputy headteachers and all other teachers)

This tool draws on a 'reflective journal' approach to systematically using reflection to evaluate the learning that the user, an individual professional learner (teacher, headteacher), has experienced and gained. It is also to plan the next phases of learning that the learner seeks over the medium and long term in his or her career.

|	My notes	Discussions with my mentor	My personal reflections
Where I have come from in my career so far.			
Where I am now.			
What I would like to be doing in 3 years.		Professional study or qualifications required/desired. Experience I will need to gain. Qualities and skills I will need to develop. Opportunities for such developments.	
What I would like to be doing in 5 years.		Professional study or qualifications required/desired. Experience I will need to gain. Qualities and skills I will need to develop. Opportunities for such developments.	
Action plans			

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Tool 4: Mentor/Coach Tool

(for headteachers, deputy headteachers and all other teachers)

Use the table below to help you decide if it is a mentor or coach that you need. It sets out the differences between mentoring, specialist coaching and peer coaching to help you decide which (if either) is appropriate for any of your current professional learning needs.

Mentoring	Specialist coaching	Peer coaching
Used to support you at points of career change: new role, new school, or both.	Used to develop specific classroom or leadership skills and to develop a collaborative ethos of mutual support that values and recognises expertise.	Sometimes called *professional partnering. Used by pairs to solve problems or improve aspects of mutual interest by taking turns as coach and trainee. This is a specialised form of reflective, action enquiry.
Involves: ✕ Identifying goals, progress pathways and milestones. ✕ Active listening. ✕ Demonstrating, modelling, jointly reviewing and modifying practice. ✕ Constructive feedback and joint action planning. ✕ Suggesting additional specific support. ✕ Supporting trainee through relevant accreditation routes.	Involves: ✕ Performance assessment and identifying development area. ✕ Specification of high precision objectives and professional knowledge. ✕ Active listening and reflective questioning. ✕ Demonstrating, modelling, jointly observing (live/video), analysing and honing practice. ✕ Joint planning and review to develop learner's self-assessment and independent self-improvement.	Involves: ✕ Joint identification of professional learning need. ✕ Negotiation of shared goals, pathways and outcomes. ✕ Reciprocal learning: joint planning, taking turns to explore and trial new practice. ✕ Active listening, observing and data gathering. ✕ Joint analysis, structured reflection (learning logs, prompted reflections) and next steps planning. ✕ Joint reporting and sharing outcomes with colleagues.

Adapted from: Curee and DfES (2005)
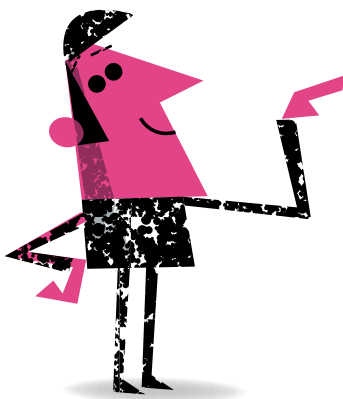
Tool 5: Evaluation Tool

(for SLTs and/or practitioners)

It is vital as leaders, managers or as an individual professional learner, to know how effective your internal CPD has been. The checklist below provides some useful evaluative prompts to help you judge the validity of your CPD, as well as its impact and effectiveness. It addresses both qualitative and quantitative elements.

Remember that the smaller the sample, the less valid the *effect size.

Prompt	Yes/no	Notes
1. Is your CPD construct valid? ✕ Will it examine the points you wanted to make a difference to, through the CPD? ✕ Will it look at all stages from the point of professional learning through to the impact on outcomes? (E.g. specialist coaching on questioning skills, teaching plans to incorporate better questioning, improved pupil lesson progress, improved pupil progress measured across terms.)		
2. Will the outcomes of your CPD be valid? ✕ Will your CPD improve things for children and teachers (by helping to isolate what led to success for others to use) and not hinder them (for instance by applying too many additional tests or questionnaires)?		
3. What baseline data do you have that relates to your chosen area of CPD? For example: ✕ Test results. ✕ Teachers' assessment of progress. ✕ Staff and pupil observations (see CPD Audit Tool). ✕ Judgements of teaching quality. ✕ Pupils' progress in lessons. ✕ Samples of pupils' work.		
4. What short-term outcome (by the end of the CPD) would represent success in relation to your chosen area of CPD?		
5. What data will you gather at this point? (It should mirror the baseline data and be a blend of qualitative and quantitative.)		
6. What medium-term outcome (by a couple of terms after the CPD or the end of the academic year) would represent success in relation to your chosen area of CPD?		
7. What data will you gather at this point? (It should mirror the baseline data and be a blend of qualitative and quantitative.)		
8. How will you analyse each set of data?		
9. How will you report the data (e.g. a report, a workshop) and to whom, in order to illicit a response?		
10. How will you ensure that your findings result in action for you and others in your school or organisation?		

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*Glossary

Alignment: matching the professional learning with the development needs of groups of staff, departments and the demands created by underperforming areas and groups of pupils, all of which combine to create priorities for the whole school.

Capacity creation: when **alignment** and **orchestration** are working well, people do not have to repeat actions and learning each time they address a new area of learning. For example, if everyone is familiar with the methods that their school, or group of schools, uses (for classroom enquiry or for transferring practice from classroom to classroom), then they will not need to learn these methods every time they want to engage in a new enquiry or learn from different people's practices. The time and effort this allows for, to engage in deeper professional learning, which in itself improves performance, is what is meant by capacity creation.

Classroom action enquiry: a CPD framework to investigate themes or specific targeted questions. Requires collection of data, data analysis, validity checking, replication of findings, reporting and dissemination.

Coaching: a CPD approach that helps to develop aspects of practice via a peer or an expert. It requires agreed learning outcomes, opportunities for reflective dialogue, joint classroom work, joint review of classroom evidence and pupil outcomes, a mix of classroom-based learning and reflective joint analysis of evidence, and often a learning log.

CPD: continuing professional development.

Cross-school partnership: when schools within a partnership or alliance work together on a common challenge.

Effect size: degrees of statistical significance used in research such as clinical trials. Much emphasis is currently given to 'effect size' in measuring the impact of interventions on pupil learning. An increasing number of commercial CPD schemes invite users to calculate effect sizes for small enquiries into classroom practice involving only a small number of children.

Joint Professional Development (JPD): a peer-to-peer approach to CPD (a term coined by David Hargreaves)[16].

Leadership audits: when school leaders systematically investigate and monitor aspects of how parts of the school work.

Learning communities or **enquiry groups:** a CPD framework in which groups of teachers, who carry out systematic classroom enquiries, evolve new practice-knowledge. This is shared with others through activities such as school-led, enquiry-based CPD sharing sessions and the creation of tools and artefacts for others to use. Groups are often referred to as Professional Learning Communities or Teacher Learning Communities (PLCs or TLCs).

Learning design: the design of a set of activities and processes that will bring about teacher learning or pupil learning.

Learning walks: when a group of teachers conducts a swift action enquiry by carrying out a deep dive audit. This involves walking through a department or the whole school whilst gathering and analysing information from classrooms, books, corridors, displays, pupils, resources and other learning paraphernalia. This creates a picture of how learning is working, for whom, and what its strengths and weaknesses are.

Lesson Study (LS): a joint professional development approach in which teachers jointly identify a need for improvement in pupil learning and then conduct a series of 'research lessons'. Teachers plan together, aiming to address the need through some evidence-informed approach. Each research lesson is taught by one of the group and observed by the others. The focus is on how the pupils learn rather than how the teacher teaches. Post-lesson discussion about this learning helps to refine the approach in subsequent research lessons. It leads to changes in practice which are shared with colleagues within and beyond school.

Mentoring: focused support at points of career change or development.

Networked Lesson Studies: when teachers from different schools carry out a **Lesson Study** (see above) in one school.

Orchestration: the means by which you can time and sequence professional learning activities so that they are 'in step' at different levels (teachers, middle leaders and senior leadership) in the organisation. All levels can focus on similar development and professional learning needs and use enquiry approaches that, while separate, might also inform other levels. The overall effect will create coherent, organised, orchestrated learning where the individual activities work together and create a bigger picture to learn from.

Professional partnering: pairs solve problems or improve aspects of mutual interest by taking turns as 'coach/coachee'.

School-to-school learning: CPD based upon teachers and leaders working with and supporting other schools.

Whole-school professional learning and development: a CPD approach designed to improve a whole school's quality and outcomes. Typically it will require a leader who models and participates in joint professional development. It involves aligning school improvement demands and professional learning needs. It also entails orchestrating school and staff development and becoming a learning organisation that assesses its needs and planning.

Wider school community learning and development: a CPD that asks whether the impact of CPD can be enhanced if it involves parents, governors and pupils.

Further reading

Developing Great Teaching conference

Dudley, P. (2013) *Lesson Study: a handbook* (4th edition) which can be downloaded free from: www.lessonstudy.co.uk

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