

**The role of professional development in
redefining the place of primary teachers**

**18th September 2009
NaPTEC conference
St Hugh's College, Oxford**

**Liz Francis
Director
Workforce Strategy
TDA**

The Context

- “The professionalism of the school workforce is the key to what happens within schools..... a CPD approach.. increasingly delivered through groups of schools working collaboratively.. a greater role for training schools...”

New opportunities white paper - January 2009

- increasing recognition that our attitudes and values....are important determinants of behaviour....’
- Ensuring that the rationale for a programme and desired outcomes are fully communicated to staff and that they are fully engaged in the process’

Achieving cultural change - Cabinet office, January 2008

- ‘new opportunities for professionals to take control of the process of change – with less top-down control and a greater say for front-line staff...public service professionals are best placed to innovate from a platform of consistent quality..’
- ‘New professionalism means raising skills and increasing consistency in the quality of practice’

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- ‘collaboration will become central to the organisation of the school system.....TDA and NCSL to....develop a comprehensive and sustainable network of quality-assured cluster based professional development provision.....’

Your child, your schools, our future: building a 21st century schools system, June 2009

Underpinning principles for CPD

- Use evidence-based approaches
- Organisational and individual development must go hand in hand
- Consider the team around the child
- Balance between work-based learning and use of external expertise
- Professional Development is a right and a responsibility
- Identify impact measures at the outset
- Engage children and young people with priorities
- Address cultural and practical issues - time is the most significant barrier
- Working in partnership
- Schools working together

Workforce modernisation

- The schools which had understood the principles underlying workforce reform had planned a coherent strategy and managed the changes well
- This enabled them to plan for and implement other national initiatives more successfully

- The substantial expansion of the wider workforce and the increasing breadth and diversity of roles were leading to changes in working practices at all levels
- These changes were most effective when good practice was identified, shared and used to agree the most effective ways of deploying the wider workforce

The reforms have resulted in a revolutionary shift in workforce culture, with clear benefits for many schools

Ofsted, Reforming and developing the school workforce, October 2007

TDA's CPD strategy



Vision

A learning culture across all schools that maximises the potential of the workforce thus enabling children and young people to realise their full potential

Priorities

- **Establish a learning culture in schools.**

Support leaders of professional development at all levels to actively promote a learning culture in which all members of the workforce are entitled to sustained and effective professional development that encourages them to be reflective practitioners whose individual practice has a positive impact on children and young people. Support schools in making a clear link between individual and team professional development and school improvement and to use performance review processes to plan for professional development which has maximum impact on individual practice and outcomes for children and young people.

- **Improve quality and capacity.**

Support schools to lead and sustain their own improvement, to fulfil the potential of individuals working in schools and to use research and best practice to inform their professional development decisions. Ensure high quality external provision complements professional development delivered by the school and that relevant qualifications meet the needs of the workforce and support career progression.

- **Increase coherence and collaboration.**

Increase opportunities for collaboration at local, regional and national levels, reduce duplication and bring greater coherence to professional development practice. Increase opportunities for schools to share what works well and to work together to develop solutions to professional development needs which will improve outcomes for children and young people.

Personal professional development

- C7: Evaluate their performance and be committed to improving their practice through appropriate professional development
- C8: Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified
- C9: Act upon advice and feedback and be open to coaching and mentoring

Definition of CPD

collaborative

CPD consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.

sustained

reflective

What makes effective CPD?

- planned, personalised, sustained, collaborative, evaluated
- models effective learning and teaching strategies
- supported by coaching and mentoring
- individual involved in needs identification
- uses specialist input
- uses lesson observation
- ethos – staff take responsibility for CPD
- clearly defined role of CPD leader
- integrated with school development

Impact Evaluation

- Establish learning objectives and outcomes at the planning stage
- **“Good evaluation does not need to be complex; what is necessary is good planning and paying attention to evaluation at the outset of the professional development program, not at the end”**

Guskey, 2002



Impact evaluation: pupil voice

- CPD should lead to better outcomes for pupils
- can be informal (teacher asking pupils for their views) or formal (deliberate periodic reviews perhaps using questionnaires)
- pupils may need advice on how to evaluate constructively
- pupil voice needs to be recorded in some way (e.g. survey report) if it is to contribute to formal impact evaluation
- groups of trained pupils can observe lessons, provide evaluative comments and contribute to CPD events
- pupil voice also valuable for identifying CPD needs

Cluster-based professional development

‘....work with NCSL and TDA to develop a CPD approach; this will increasingly be delivered through groups of schools working collaboratively, and consider a greater role for training schools.’

- New Opportunities White Paper (January 2009).
- Recognition of the benefits achieved through collaborative professional development – many schools and other children’s services already working in clusters
- 2009/10 TDA pilot of cluster-based professional development with approximately 20 existing clusters
- Pilot will provide evidence of the benefits achieved from managing CPD at cluster-level - better planning, better provision, more efficient use of resources
- Use pilot evidence to develop a quality framework to support leadership and management of cluster-based CPD



Twelve outstanding secondary schools, Ofsted 2009

- *“all the schools placed a very strong emphasis on the school as a workplace. Its business is learning and everyone is there to learn and help others to learn”*
- *“time is ring-fenced for staff to work in teams: engaging in productive discussion about pedagogy, planning lessons and being reflective rather than dealing with administration.... they undertake peer observations across departments so that good practice is widely shared and inter-disciplinary collaboration fostered....”*
- schools operate with a very high degree of internal consistency
- monitoring of lessons is extensive and rigorous
- several schools describe their CPD as a continuum with no gaps
- range of strategies to provide students with the skills they need to talk about their own learning

Effective CPD

Organisational and individual
development must go hand in hand

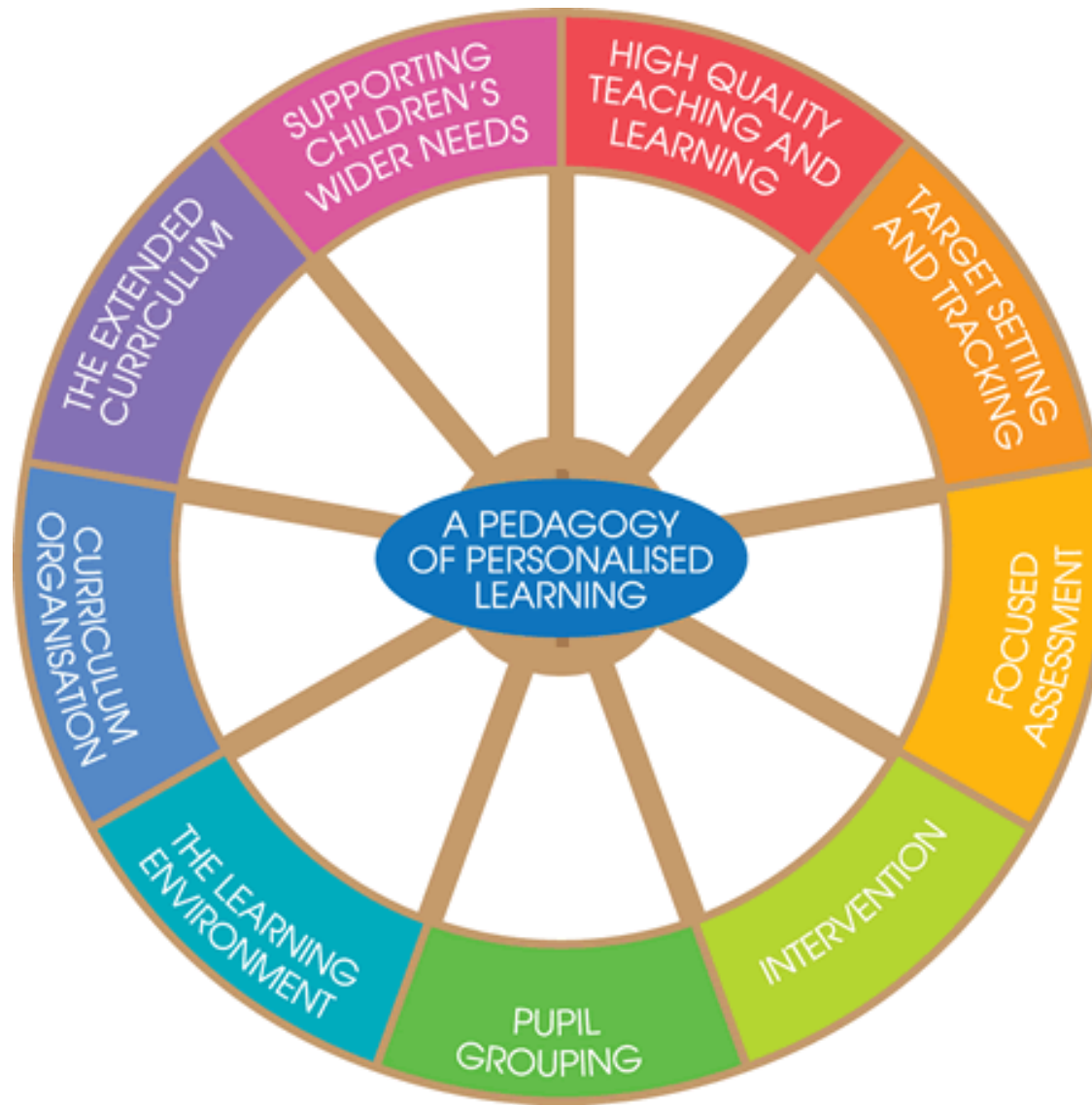
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- Children's Plan: sets out this ambition – late 2007
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www.tda.gov.uk/mtl



Personalised learning



National Strategies, primary

21st century schools White Paper, a debate on pedagogy

- ‘the quality of teaching and learning and ensuring every lesson is a good lesson is critical. To support this we will lead a debate on world-class pedagogy.....asking TDA to enhance the evidence/research base’
- Pedagogy – art, science or craft?
- The act of teaching and its attendant discourse, the importance of culture
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- A licence to teach, valid for 5 years, validation dependent on demonstration of up to date skills and effectiveness
- NQTs and returners from September 2010



For more information:

Visit www.tda.gov.uk/cpd
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Staff development outcomes research

- The case study schools, both high performing and less high performing, were strongest in generating a positive ethos and identifying staff training and development needs, and weakest in the areas of monitoring, impact and dissemination
- Time was the greatest barrier to staff development and yet 16 of the 35 schools were not using all their allocated closure days
- School ethos was fundamental to staff development. Where it was strong, leaders fostered, and all staff felt, a sense of both entitlement to and responsibility for their own development and learning closely linked to benefits for the pupils

Staff development outcomes

Identifying and meeting needs

- Procedures such as PM for identifying individual and team needs were well established
- Where staff development was strongest, needs were met in the most effective way chosen from a wide menu of opportunities, many of which were school-based
- Projects and courses spanning a term or more, with activities to trial or research and involving purposeful collaboration, made most impact overall on school improvement
- Senior staff at many of the schools recognised their measurement of the impact of staff development as a weakness, and welcomed advice on effective systems

Staff development outcomes

Dissemination

- Dissemination was a weak link, to varying extents, at many of the schools and staff at different levels identified this as something that could and should be improved
- Sustaining development was comparatively easy for the high performing schools because staff turnover was low and communication and relations were strong

CPD – leadership research

- CPD leaders typically:
 - deputy heads or heads
 - women (69%)
 - senior (43% aged 45 – 54, 26% 55 plus)
 - highly experienced (60% have 21 years plus experience)
 - share their responsibilities
 - are members of SLT
 - spend between 5-10% of their time on CPD leadership

CPD leadership research

- CPD leaders kept up-to-date on current developments far more for teachers than for support staff.
- Currently, most useful support: conferences/workshops, information on the provision of training and development, formal guidance related to professional and occupational standards, and accredited training.
- Ideally, most useful support: toolkits, induction packs, research on effective practice, information on training and development and qualifications.
- Final decisions on CPD made by the head (primary and special schools) and by CPD leader (secondary schools).



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Ofsted published their third report on workforce modernisation entitled Reforming and developing the school workforce in Oct 07



Notes TDA's CPD strategy for teachers has four strands:

1. The professional standards set out for the 1st time a coherent and progressive framework showing the knowledge, skills and understanding at different career stages. The standards require teachers to engage in CPD, CPD is a right and a responsibility. Standards should be used for self evaluation to identify strengths and areas for development, line managers will either endorse or challenge but the outcome should be CPD.

1. Clearly there is a need to produce guidance for schools. This guidance is not dreamed up by those of us working out of an office in Buckingham Palace Road in London, but is the result of work developed with schools and local authorities. An example would be the School Improvement Planning Framework, designed with the help of 150 schools and now being used to help schools integrate the ECM and extended schools agendas into their improvement planning.

1. We recognise that there is a need for CPD leadership at both the school and local authority levels. Without that leadership CPD can easily be placed on a back-burner and little progress be made as a result. We have allocated each government office funding to further develop their work relating to CPD leadership in schools.

1. And, finally, there is Quality Assurance. This is a key part of the TDA's role. We work with other national bodies to produce national CPD priorities, we have developed quality indicators through a code of practice and we are about to launch a CPD database, giving schools and teachers much more information about what external provision is available, and giving them the means to offer peer review.

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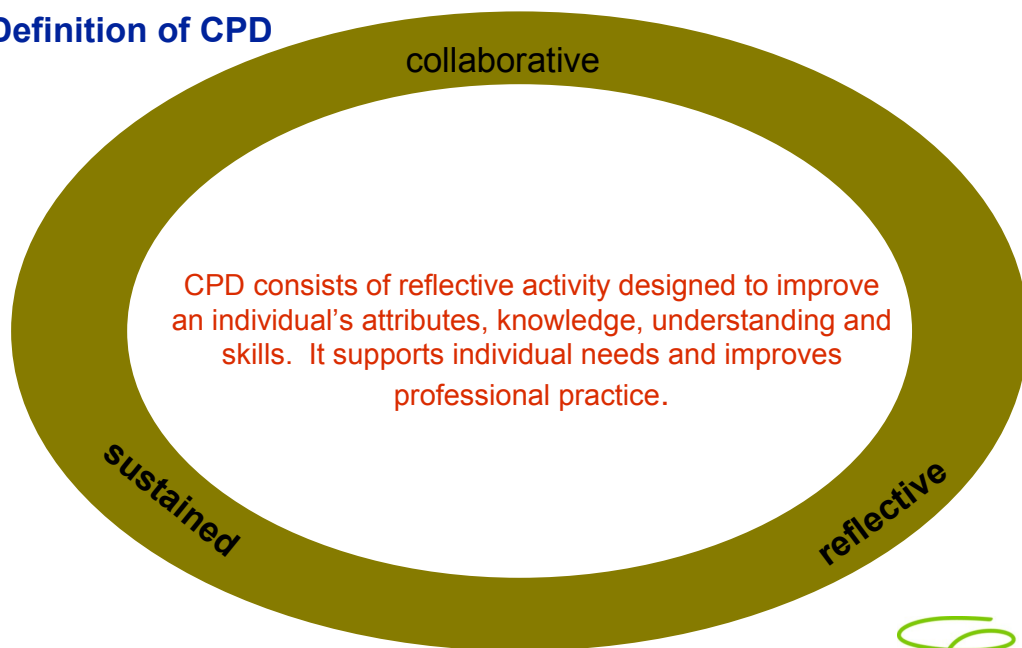
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Effective CPD isn't just about external training course

Uses lesson observation; Uses specialist input: Support through coaching and mentoring: Provides opportunities for practice, research and reflection

Examples of CPD activities could include:

professional development meetings and professional development items in staff and team meetings

attending external conferences and courses

attending internal conferences, courses and professional development events

coaching and mentoring, shadowing and peer support

participating in networks or projects providing opportunities for professional development

lesson observations

discussions with colleagues or pupils to reflect on working practices, and

research and investigation. **(Yet our State of the Nation research shows that most teachers approaches to CPD tend not to be collaborative or informed by research. It also tells us that CPD tends to be passive and not sustained or embedded.)**

Please refer to the fact that this is to be covered later in the day

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For an example of a school where pupils observe lessons and contribute to CPD events see the George Mitchell School case study in the CPD In Practice section of the TDA website
(http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/cpd_in_practice/cpd/george_mitchell.aspx)

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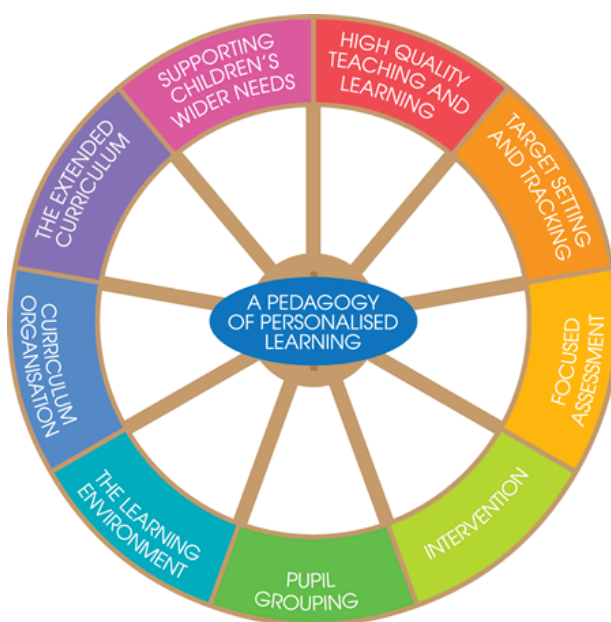


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Notes

With regard to primary schools in 2009/10 this opportunity is only available to NQTs in the NW.

Personalised learning



National Strategies, primary

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Notes

High quality teaching and learning - The day-to-day interactions between teacher and pupil in the classroom provide the bedrock for the effective development of personalised learning

Target setting and tracking - A clear knowledge of the attainment of each pupil and the progress they are making acts as a spur to the development of personalised learning

Focused assessment - Secure knowledge of each pupil's current progress is a core element of personalised learning. Only with this security can targets and support be accurately tailored to individual needs

Intervention - The great majority of pupils can succeed through quality first, class-based, teaching (Wave 1). ... Additional, time-limited, small group intervention support programmes (Wave 2) are in common usage in schools and are designed to target pupils according to need, accelerate their rates of progress and secure their learning

The learning environment - Where the learning environment is well organised and used flexibly to support a range of different interactive teaching and learning approaches, personalised learning can be considerably enhanced

Curriculum organisation - The National Curriculum safeguards every child's entitlement to a number of areas of learning. However, whilst there is a core of prescribed knowledge, skills and understanding, organised by subject, it is not a 'one size fits all' model and schools have freedom to personalise the curriculum which they offer

The extended curriculum - Helping children and young people to discover or develop new interests and talents is an important aspect of personalised learning. Extended schools can do this, and much more, by offering a range of cultural and social opportunities and are a key way of delivering the Every Child Matters (ECM) agenda

Supporting children's wider needs - Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for each individual pupil

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Notes

In secondary 81%, in special 65% are deputies

In primary 67% are heads

Don't always provide cpd for support staff

Heads spent 63% of their CPD leadership time (8%) on strategic issues, deputies spent 43% (of 10%)

CPD leadership research

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- CPD leaders who were not headteachers or deputies reported making less frequent use of a range of different methods of support for keeping up-to-date with developments in CPD compared to those CPD leaders who were headteachers or deputies.
- Overall, CPD leaders kept up-to-date on current developments for support staff far less frequently than they kept up-to-date for teachers. (For example, the frequency with which CPD leaders reported 'never' attending conferences on developments relevant to CPD for support staff, and 'never' attending training, is far higher than the equivalent proportions for teaching staff.)
- The currently most useful forms of support for CPD leaders were said to be conferences/workshops, information on the provision of training and development, formal guidance related to professional and occupational standards, and accredited training.
- The forms of support which CPD leaders said would be most useful are toolkits for training and development, CPD leadership induction packs, research evidence of effective practice, information on the provision of training and development, and information on the range of qualifications available.
- In primary and special schools, the headteacher was the individual most likely to make the final decision regarding CPD opportunities for teachers and support staff. In secondary schools, this decision was more likely to be made by the CPD leader for teachers and either the CPD leader or line manager for support staff.