

Supporting the leadership of continuing professional development in schools

An analysis and evaluation of how local authorities support and develop the leadership of continuing professional development (CPD) in schools; and recommendations on how the Training and Development Agency (TDA) might develop its strategy to support the leadership of CPD in schools in the future, nationally and through local authorities (LAs).

June 2007

Supporting the leadership of continuing professional development in schools

Contents

Executive summary	3
Introduction	7
CPD leadership	10
Current support for CPD leaders	18
Analysis of TDA-funded pilot projects	30
Determining the next steps	37
Annexes	
1. Summary of regional investigations into CPD leadership	43
2. The role, responsibilities and significance of CPD leaders	45
3. Examples of the components of CPD toolkits	49
4. Examples of recent support materials	52
5. Summaries of each of the projects in phase one	61
6. Methodology used in producing this report	69
7. Resources consulted in developing the report	70
8. Template for the end of project reports from each LA/region	72

Executive summary

The profile of continuing professional development (CPD) for all staff in schools has been significantly raised by a range of developments, including the Every Child Matters agenda, an increased emphasis on personalised learning and self-evaluation in schools, new teacher professionalism, the revised performance management arrangements, the introduction of new professional standards for teachers and workforce remodelling. There is a growing consensus that CPD has a key role to play in continuing school improvement, and that effective CPD leadership in schools is crucial. It is also clear that the introduction of the revised performance management arrangements and new professional standards for teachers in the autumn of 2007 make support for CPD leadership timely and appropriate.

Pilot project

With this in mind, TDA devised a pilot project to build an evidence base of the ways local authorities (LAs), TDA and others currently support and develop CPD leadership in schools and to consider the potential for them to develop effective support further in the future. The pilot project was launched at a conference with LA advisers and TDA regional advisers (RAs) in January 2007 and ran to June 2007. This report, based on an analysis of the pilot project and the range of current support, provides recommendations to inform the development of TDA's policy on CPD leadership.

As a result of the pilot project, there is now a much firmer evidence base on CPD leadership in schools. It is clear that the majority of CPD leaders are now members of senior leadership teams and that, while some schools still have a narrow perception of CPD, an increasing number have extended it to the whole school workforce and are increasingly looking to exploit its potential within the school rather than rely solely on external courses.

Barriers and challenges

Even so, CPD leaders face a number of barriers and challenges. These can be categorised as:

- **cultural:** changing staff perceptions of the value and nature of CPD
- **capacity:** finding the time and money and securing the authority to carry out the role effectively
- **operational:** identifying needs, developing CPD opportunities, and evaluating impact, and
- **specific:** addressing current initiatives such as performance management, new professional standards and extending CPD to the wider workforce.

Understanding these challenges is essential to shaping the range and nature of support to develop effective CPD leadership.

Support for CPD leaders

Analysis of the support currently available to CPD leaders indicates that much has already been produced to address the cultural and operational challenges. There is some support nationally and a large amount locally, although the level of local support varies considerably across LAs. In a few, support is restricted to details of the courses offered by the LA to develop subject expertise, promote initiatives and develop particular groups of staff. Although it is helpful to CPD leaders, this does not directly support them in becoming more effective in the way that the direct support offered by other LAs does. This direct support includes:

- training programmes
- networks
- websites and online forums
- various types of supporting documentation
- conferences
- newsletters
- individual and peer support

The variety of documentation includes:

- sample policies and entitlement statements for schools
- sample job descriptions outlining the requirements and responsibilities of CPD leaders
- guides for governors and parents
- outlines of the range of CPD opportunities available, and progression or learning frameworks
- standards for CPD and CPD leadership to help with self-evaluation
- materials to facilitate planning, needs analysis and impact evaluation
- checklists to facilitate self-review of CPD leadership, and
- case studies of effective practice.

In a number of regions this documentation has been brought together as a toolkit.

Some LAs have produced a CPD strategy for the LA setting out the importance of CPD as an entitlement for all staff and linking CPD into performance management and professional standards. Such strategies, along with some of the more recent documentation, have begun to address the specific challenges to CPD leaders by taking into account the changing context created by the range of current initiatives.

Outcomes

The TDA pilot provided an opportunity for LAs to develop existing or new support for CPD leaders targeted on current needs and challenges. The 12 projects across the nine government regions involved over 100 LAs directly or indirectly, as well as a number of higher education institutions (HEIs) and other organisations. Although there were concerns about the short time scale across all the regions, the pilot managed to achieve a considerable amount, much of which is transferable regionally and nationally. It has:

- reinvigorated work on CPD leadership in the LAs and the schools involved
- produced research evidence on CPD leadership in schools
- created or further developed an impressive list of products, including:

- induction packs
- a quality mark system
- DVDs of effective practice
- revised learning frameworks
- CPD toolkits focused on performance management
- revised and updated guidance for CPD leaders
- revised LA strategy statements
- learning and training programmes
- an integrated website and e-platforms
- initiated a dissemination strategy in some regions
- supported the values of networking and working collaboratively, and
- improved and strengthened the relationship between TDA and LAs.

Recommendations

It is recommended that the TDA consider a three-part strategy to support CPD leadership in the future, building on the understanding of CPD leaders' needs, the analysis of support already available and the outcomes of the pilot project.

Immediate action: follow up to phase one of the pilot

TDA should make the outcomes of the pilot projects more widely available by:

- using tdaNews, and linking to details of the conference and the presentations on its website
- generating media coverage of the outcomes of the projects
- organising national or cross-regional conferences for LAs on CPD leadership
- organising cross-regional events for CPD leaders, and
- encouraging LAs to disseminate the outcomes locally and regionally.

Developing support for CPD leadership regionally and locally

In phase two of the project, it is recommended that the TDA should:

- develop and issue clear criteria for phase two as soon as possible
- disseminate phase two details to all LAs as soon as possible
- clarify and strengthen the role of RAs in the projects
- promote the formation of effective regional CPD forums in those regions where the existing structures are not as active or well developed as others
- enable continuity with current projects, while at the same time involving a wider range of LAs, and
- share copies of the approved proposals with the LAs involved and facilitate cross-regional groups where the focus is similar.

In addition to phase two, TDA might consider taking steps through its field force to encourage action across all LAs to address the disparities that currently exist in terms of the level of support offered to CPD leadership in individual LAs.

Promoting and developing support for CPD leadership nationally

TDA is well placed to be the national champion for CPD and CPD leadership. To fulfil this role effectively, TDA could:

- promote the significant role that CPD leadership plays in school improvement and workforce development through a sustained media strategy, including recognition and celebration of successful CPD leadership
- provide a stronger national direction to the training of CPD leaders through:
 - the development of training materials
 - a differentiated training programme for schools
 - a leadership programme for CPD leaders, with recognised accreditation routes
- outline the knowledge, skills and understanding required for CPD leadership to provide an essential reference point for local and national efforts to develop support and accreditation and to raise the profile of CPD leaders
- create a single point of access on the TDA website for schools, CPD leaders, LAs and other organisations to all sources of advice, support and direction on CPD and CPD leadership
- commission a national analysis of CPD leadership to build on the investigations already carried out
- develop a national strategy to promote and disseminate the support for CPD leadership as an aspect of the new teacher professionalism initiative
- continue active engagement with national partners on CPD and CPD leadership, and in particular liaise with Ofsted on the inspection framework and the GTC on developing the Connect network, and
- coordinate the range of developments already in train on CPD to ensure coherence and provide wider support to schools and LAs.

Introduction

There is increasing recognition that the key to continuing school improvement is the continuing professional development (CPD) of the whole school workforce, and that CPD leadership in schools is fundamental to this. With this in mind, TDA devised a pilot project on support for CPD leadership. Its primary aim was to build an evidence base of the ways LAs, TDA and others currently support and develop CPD leadership in schools and to consider the potential for them to develop effective support further in the future. The pilot was launched at a conference with LA advisers and RAs in January 2007. Working through RAs, TDA provided funding to each region to develop or enhance LA support for CPD leadership. Through their end of project reports to TDA and their presentations at a conference on 15 June 2007, the LAs provided information and views on:

- CPD leadership in their region
- existing support
- the outcomes of their work, and
- their future plans and aspirations for supporting CPD leadership locally, regionally and nationally.

Based on an analysis of existing support, the pilot projects, and the end of project reports and presentations to TDA, this report:

- sets these developments within the current policy context and the increasing importance of effective CPD leadership in school improvement
- considers the challenges facing CPD leaders and barriers facing those who want to provide support
- reviews the ways LAs, TDA and others currently support and develop CPD leadership in schools
- analyses the pilot projects and the support they produced, and
- outlines possible ways TDA, with others, might support and develop effective CPD leadership in the future.

The changing context and TDA's objectives

Much of the support currently available originates from valuable work developed between LAs, the Department for Education and Skills (DfES) (now the Department for Children, Schools and Families) and the General Teaching Council in England (GTC) between 2002 and 2005. Significant changes since 2005 make it appropriate now to review the role of CPD leaders in schools and the support provided for CPD leadership. In the letter to LAs launching the project, Liz Francis, Director of the Teachers Directorate at TDA, stated:

“Recent developments including workforce remodelling, revised performance management arrangements and an increased emphasis on evaluating the impact of CPD provide the context for this project. They have made the role of CPD leader in schools a more challenging and critical one and consequently, TDA wishes to develop its strategy to support CPD leaders nationally. An essential starting point is to establish what kinds of support already exist within

local authorities and what additional kinds of support might be desirable and effective.”

Key policy developments that have created the new context, in which CPD leadership is of increasing significance, include:

- **new teacher professionalism**, which:
 - recognises and supports teachers as professionals committed to their own professional development and the development of others
 - promotes a culture where all teachers are engaged in effective professional development that enhances pupil attainment and teachers’ job satisfaction
 - supports school improvement and teachers’ career progression
- support for new teacher professionalism through **revised performance management arrangements** for teachers due to be introduced in autumn 2007, revised professional standards for teachers and greater CPD opportunities
- a greater emphasis on **school self-evaluation**, which includes evaluating the impact of CPD, an area that many schools find difficult and need support with
- **workforce remodelling**, with its focus on the whole school workforce and the increase in support staff numbers from 136,500 FTE in 1997 to 305,500 FTE in 2007, and
- the **Every Child Matters** initiative, with the bringing together of children’s services in LAs and a greater emphasis on personalised learning in schools.

The 2020 Review Group considered these developments and, in its report ‘2020 Vision’, emphasised the significance of professional development in schools for all staff as a key factor in improving pupil achievement and supporting the successful implementation of the current initiatives.

Within this new context, TDA identified ‘supporting the development of the whole school workforce’ as one of its three strategic aims. Initiatives to achieve this strategic aim include:

- stimulating demand for CPD and ensuring that supply meets demand
- promoting and supporting new teacher professionalism, and
- supporting workforce modernisation and development.

Devolved funding to schools means that they have considerable freedom to organise their approach to CPD. It is important to ensure that:

- CPD leaders in schools are fully equipped to carry out their role effectively
- LAs are able to meet their needs, and
- TDA is supportive to schools and LAs.

It is also essential to workforce development that CPD leaders understand their broader role and are able to develop effective strategies and policies for professional development across the whole school workforce.

Writing in 2006, Peter Earley and Sara Bubb summed up the situation:

“With the increase in mentoring and coaching, devolved funding to schools and professional standards that recognise the contribution of teachers to the learning of their colleagues, the school’s role in leading and supporting staff learning is more crucial than ever before, with remodelling as a vital tool to help schools adopt creative, innovative solutions to enhance their capacity to develop as learning communities.”

(‘Taking responsibility for teachers’ professional learning: the school’s role’, Paper presented at the London Institute of Education, May 2006)

Therefore, TDA’s aim is to develop a strategy for supporting CPD leadership that will:

- increase knowledge and expertise among CPD leaders in schools to enable them to address the challenges they face and provide effective leadership in CPD
- create greater coherence between inter-related objectives relating to performance management, CPD and the professional standards for teachers
- continue to build an evidence base of ways that LAs, TDA and others can support and develop CPD leadership in schools, and
- provide national leadership in conjunction with key partners, build on effective practice and avoid the risk of duplication and lack of coherence nationally.

The introduction of revised performance management arrangements for teachers in September 2007 has provided a particular driver and opportunity to promote this area of work. The national training provided by TDA and LAs on the new performance management arrangements has raised awareness of the relationship between performance management, professional standards and school improvement and has put the spotlight on effective CPD leadership.

CPD leadership

National, regional and local expectations

Local authorities agree that the leadership of CPD in schools is of increasing significance in the current climate. Key features of this agreement are that:

- the role is a strategic one, and is more about leadership and management than coordination
- the post holder should be part of the senior leadership team in a school
- the leadership of CPD relates directly to school improvement, performance management and workforce remodelling
- the focus must move to the whole school workforce, ie. support staff as well as teachers
- CPD leadership operates at a number of levels across a school and middle managers must recognise their role in leading CPD
- there should be a stronger focus on developing opportunities for CPD by using the resources inside the school rather than relying solely on external providers and courses
- the core purpose is to improve outcomes for children and young people, and
- the introduction of revised performance management arrangements and new professional standards for teachers in autumn 2007 will provide vehicles for developing more effective CPD in schools.

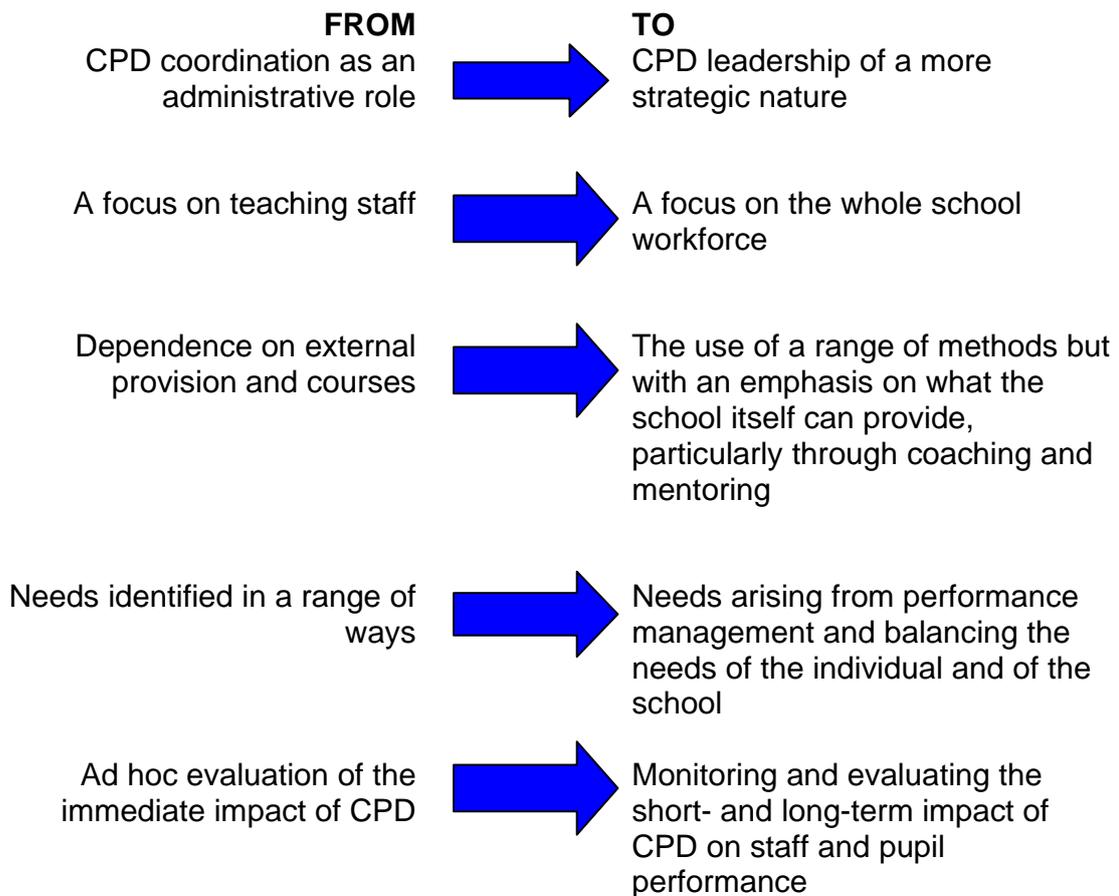
The features above can also be found in support and guidance from national bodies, such as the DCSF (formerly DfES), TDA and the GTC; in Ofsted's report, 'The Logical Chain: CPD in effective schools', 2006; and in a range of support material produced by LAs. All recognise that many schools need to undergo a significant cultural change in the provision and leadership of CPD. This section analyses how far this is happening and considers the key challenges and barriers facing CPD leadership in schools.

The current state of play

Prior to this pilot, there had been only limited studies of CPD leadership in schools. In May 2006, for example, Peter Earley and Sara Bubb reported their findings from an analysis of nine schools. It is now possible to provide a much fuller picture. Eight of the TDA pilot projects based their development work on an investigation and analysis of CPD leadership in schools. They gathered information through a combination of questionnaires to all schools in the LA/region and workshops and seminars with CPD leaders. Four of the projects (in London, the West Midlands, the East Midlands and the Tees Valley in the North East), produced reports outlining findings in their area. In total, information was gathered from over 800 CPD leaders in schools. Annex 1 contains a summary of these investigations.

In broad terms, the surveys show that whether primary, secondary or special schools, the key issues are similar and that all schools are in the process of moving along a continuum.

Supporting the leadership of CPD in schools



Where a school is along the continuum in these five areas determines the needs of that school in moving towards current expectations about CPD and CPD leadership.

Who provides the leadership?

Those responsible for CPD leadership in schools operate under a plethora of titles. 'Inset coordinator' persists in a few London schools, while 'CPD coordinator' is the preferred title among CPD leaders in most schools in London and the Tees Valley. 'CPD leader' is gradually replacing the more common term 'CPD coordinator' in other areas, but other titles, such as 'staff development coordinator', are also popular. In different parts of the country other titles, such as 'leaders for professional learning' in Doncaster, 'workforce learning leaders' in Barnsley, 'school development leaders' in Derby City, and 'workforce development leaders' in Lincolnshire, result from attempts to reflect the changing context. This also led Sara Bubb and Peter Earley to suggest a new title of STADCos (Staff training, appraisal and development coordinators), using staff rather than professional to emphasise the whole workforce. They were also keen to give the role a clear status and recognition by paralleling the SENCo development. They point out, as do many of the surveys carried out as part of the pilot that, in reality, the role of CPD leader is often subsumed by other duties, eg. headteacher (often the case in primary schools) or deputy/assistant headteacher in secondary schools.

In the vast majority of schools, people with responsibility for CPD leadership are part of the school leadership team. All four surveys carried out by LAs/regions as part of their pilot project (see annex 1) indicate that this is now the case. In the Tees Valley all respondents were senior leaders, and in London this proportion was 98 per cent. In the East Midlands it was 100 per cent of the secondary and special schools surveyed, but 80 per cent in the primary schools surveyed. CPD leaders in the Tees Valley were very clear about the significance of being part of senior leadership, so that they had the 'big picture', as London CPD leaders put it. One CPD leader in a special school in the East Midlands succinctly set out the current situation:

"The role of CPD leader has changed over the last few years with the need for the role to be undertaken by a senior member of the school team who has the necessary leadership skills. There is an increased need to have an overview of the individual needs and the link to the school improvement priorities of the school. The CPD leader needs to have extensive knowledge of the potential career pathways, qualifications, training opportunities for a wide range of staff with an increasingly diverse variety of roles and responsibilities."

In primary schools the role of CPD leader was traditionally held by the headteacher. This situation is gradually changing. In the Tees Valley it is currently the case in 50 per cent of the primary schools surveyed, whereas in the East Midlands the figure is 40 per cent. Across all the London schools surveyed 25 per cent of CPD leaders are headteachers, 50 per cent are deputy headteachers and 12 per cent are assistant headteachers. In secondary schools, the role is rarely held by the headteacher; it is more often held by a deputy or assistant headteacher. This begs the question of whether inclusion in the senior leadership team results from the CPD role or the broader role. The important factor, however, is that, for whatever reason, most of those leading CPD "are now involved at a senior level and can influence the part CPD can take in achieving high standards for children and young people." (East Midlands report)

The tendency for CPD leaders to be members of senior leadership teams also begs the question of whether CPD leadership is the principal focus of the post holder's responsibilities, or whether it is just one of many responsibilities. There is little evidence from across the reports on this issue. The reports indicate that in a number of schools, particularly secondary schools, CPD leadership responsibilities for planning, administering, monitoring and evaluating CPD are sometimes shared across a range of staff. In the East Midlands survey, this is the case in 19 per cent of the primary schools, 40 per cent of secondary schools and 50 per cent of special schools. In the West Midlands survey, a higher proportion of primary schools had someone with sole responsibility for CPD, but in secondary and special schools the proportions show that there were more schools with shared responsibility for CPD than schools with sole responsibility for CPD. As well as headteachers, deputy and assistant headteachers, those involved include senior administrators, higher level teaching assistants (HLTAs), bursars and business managers. This suggests that, as the nature of the job develops, the responsibilities for planning, administering, monitoring and evaluating are more than one person can manage effectively alone. It also emphasises that many staff in a school have a responsibility to lead CPD,

whether in their department or team, and that there is value in considering and developing models of distributed leadership.

The role of CPD leadership

Nevertheless, it remains the case that someone must have a strategic overview and overall responsibility for CPD, and that this may need to be a senior member of staff. This is recognised in many of the statements relating to the role of the CPD leader. The exact nature and expectations of the role are defined differently across the country. Annex 2 includes a range of different statements outlining the role and responsibilities of CPD leaders and recognising their significance. One example of these is on the London's Learning website:

“A school has a good basis to be a professional learning community when the CPD leader:

- is a member of the school's leadership team
- empowers individual staff to be responsible for their own professional development
- empowers team leaders to be responsible for their team's learning programmes
- has an overview of the learning of all staff in the school and its impact on standards and school improvement
- ensures that CPD and performance management are integral to the improvement cycle of the school
- ensures the characteristics of high quality professional learning are applied to development opportunities available to all staff
- promotes the link between effective professional learning and the standards of teaching and learning
- integrates local, regional and national opportunities into staff learning plans and relates these to school priorities
- uses CPD resources strategically to bring about school improvement
- ensures all staff contribute to effective school evaluation and improvement processes.”

Practice in schools varies considerably from these expectations, both in London and across the country. In the Tees Valley survey, 60 per cent of CPD leaders now see themselves as responsible for the whole school workforce, whereas 40 per cent see their focus more narrowly on those directly involved in teaching and learning. In the East Midlands survey, all secondary and special schools and 80 per cent of the primary schools surveyed saw themselves as meeting the needs of the whole school workforce. In the London questionnaire survey across 22 LAs, however, recognising the CPD needs of teachers was ranked as the most significant aspect of the role, whereas identifying the needs of support staff was identified as significant by far fewer schools. Interestingly, the seminars held with 23 CPD leaders in London showed that most of them saw the role as relating to the whole school workforce.

There was a similar discrepancy relating to the nature of CPD provision between the questionnaire survey of London schools and the seminars with CPD leaders.

The survey indicates that most aspects of CPD provision related to a traditional model of CPD, with an emphasis on external provision, and that key policy initiatives were seen as less significant. CPD leaders involved in the seminars, on the other hand, were more likely to see their role as relating to school improvement and performance management, developing coaching and mentoring, building capacity and evaluating impact on teaching and learning. In the Tees Valley survey, coaching and mentoring were increasingly popular but LA courses and training figured highly in the range of provision used. CPD leaders in 81 per cent of the secondary schools and 71 per cent of the primary schools involved in the Tees Valley survey were clear about the importance of performance management and its links to school and departmental improvement planning processes as a significant aspect of identifying whole school and individual needs.

The research findings from the four survey reports provide a significant new resource and establish a baseline for future development and evaluation of CPD leadership in schools in those areas. It has to be recognised, however, that the findings are drawn from different data sets and the focus of each of the studies differed. There are a number of areas where further analysis, as part of a national survey, would be helpful in establishing a fuller picture of CPD leadership across the country.

Challenges and barriers faced by CPD leaders

In their final reports, all nine regions commented on the barriers and challenges facing CPD leaders in schools. An analysis of the reports, based on evidence collected largely at LA level, suggests that these can usefully be divided into four categories:

- cultural
- capacity
- operational
- specific

Cultural

A challenge faced by most CPD leaders is the entrenched traditional culture relating to CPD within many schools. At the heart of this are the perceptions and attitudes of staff and the need to change their views of CPD. Some, possibly many, staff still equate CPD with external courses, which they perceive as being of little value. They are fairly negative about, and reluctant to get involved in, their own professional development or to develop a professional portfolio. They have little understanding of the training opportunities provided by the school or of the skills and knowledge bank already in existence across staff. Against such a background, CPD leaders find that promoting and stimulating CPD and the development of a professional learning community within the school are significant challenges.

There can also be a lack of involvement of middle managers in supporting, leading or facilitating CPD for their subject area, or the people they line manage. This often leads to an ad hoc approach in the organisation and development of training at

individual, department and whole school level. Encouraging people to take responsibility for their own CPD or for the people who work to them and broadening the range of approaches to CPD in schools are major challenges for CPD leaders. Linked to this is often the need to address the lack of a vision for CPD so that it becomes embedded in the daily life of the school. There may also be a need to raise the status and understanding of CPD with headteachers, governors and parents.

Capacity

Across the country, there are concerns that CPD leaders do not have adequate capacity to do the job effectively. One region raises the question of whether CPD leaders are adequately empowered by having the time, responsibility and authority to carry out the role. Many regions felt that there was a need to provide greater clarity about the significance and role of CPD leaders and the nature of CPD leadership in the current context. As the role expands, more staff will have a CPD leadership role and more schools are moving to a distributed leadership model. In this case, the term 'CPD leadership team' may be most appropriate.

Currently, the role is often subsumed under the title headteacher, deputy or assistant headteacher. CPD leadership can often be just one of a number of responsibilities held by headteachers or deputy headteachers and is sometimes described by them as "a small part of the day job". One of the key concerns about headteachers exercising this role is that CPD can easily give way to more pressing priorities. The growing significance of the CPD leadership role requires that it is a significant part of the CPD leader's responsibilities. The introduction of revised performance management arrangements has highlighted the need for CPD leaders to have dedicated time for the role.

The DfES guidance on CPD leadership in secondary schools ('Leading and coordinating CPD in secondary schools', 2005) identified creating time for CPD, time for themselves and time to meet other staff as a major challenge for CPD leaders. There is an awareness that greater use of the school as a resource for CPD is likely to increase the need to make better use of the time available.

It is currently difficult to get a clear picture of how much time schools spend on CPD, not least because of the differences in how CPD is defined. There is, however, clear variation across schools. The evidence gathered for this project suggests that most CPD leaders have the authority to make decisions relating to the role, and that effective use of financial resources is an important aspect of the CPD leadership role. In some regions, there are concerns that the costs of CPD are increasing and that some schools will be unable to meet the costs. There are perceptions in some areas that the extension of CPD to the wider workforce will increase this problem. There are also worries in a few regions that the revised performance management arrangements are likely to increase demand for CPD without bringing a commensurate increase in the resources, both time and money, to meet the demand. This serves to highlight the need, in some schools, for greater clarity about the way they allocate resources to CPD.

Operational

Some of the main operational challenges for CPD leaders include:

- identifying individual and school needs and ensuring CPD meets and balances the needs of the individual, the team and the school to maximise its impact on school improvement
- being aware of the range of CPD opportunities available, within the school and externally, their pros and cons and their appropriateness to the needs of individuals and the school, and
- ensuring effective impact evaluation, in particular on staff development and student improvement, establishing value for money and quality assuring external providers.

Evidence from the projects suggests that further opportunities for CPD leaders to engage in specific training - for example, in coaching and mentoring, needs analysis and impact evaluation – would be helpful. CPD leaders in the Tees Valley survey, for example, had not received any training for the role and they believed that training and some form of recognition would enhance their role and increase their effectiveness. Many special schools in the Tees Valley and London surveys considered that there is a lack of training and support appropriate to their needs.

Specific issues

Particular challenges linked to current developments and of increasing concern to CPD leaders are:

- introducing and managing revised performance management arrangements and understanding its implications for CPD and school improvement
- increasing knowledge and awareness across staff of the new professional standards for teachers
- extending CPD across the whole school workforce. In the East Midlands this was rated as the most pressing concern. A range of issues are involved, including:
 - lack of knowledge and understanding of needs and possible provision for support staff
 - the difficulty of promoting standards for support staff
 - the difficulty of promoting leadership across support staff
 - the difficulty of measuring impact

There is also the need to raise awareness of the role of the wider workforce and its development in school improvement. For many established CPD leaders, most of whom are teachers, this is a new area where they are acutely aware of their limitations, and

- coping with the range of initiatives – performance management, new teacher professionalism, workforce reform, and Every Child Matters. In some areas the situation is described as ‘too much too quickly’.

Identifying the barriers and challenges facing CPD leadership is fundamental to developing future policy. This was recognised by the eight pilot projects that dedicated time and effort to identifying needs and the way they were changing. The key consideration in developing support for CPD leadership locally and nationally

Supporting the leadership of CPD in schools

and evaluating its success is its effectiveness in addressing and overcoming these barriers and challenges.

Current support for CPD leaders

This section considers the ways CPD leaders are currently supported. The focus is on support explicitly for them; much that is cited as support for CPD leaders is, in fact, support for CPD more generally. For the purposes of this report, such support has been regarded as implicit in that it clearly helps CPD leaders carry out their responsibilities, but it is not directly targeted at improving their effectiveness.

The main focus of this analysis is on the support provided by local authorities. However, this needs to be seen in the context of the range of other support available to CPD leaders in schools.

Support at a national level

At a national level, support explicitly for CPD leaders is limited. The following summary provides an indication of the range of support available.

The Training and Development Agency for schools

Since 2005, the TDA's remit has included specific responsibilities with regard to CPD.

Current priorities are:

- to continue to stimulate demand for high quality CPD through the professional standards for teachers in the context of revised performance management arrangements
- to ensure that the supply of CPD meets demand through, for example, the national priorities for CPD
- to develop and support CPD leadership in schools (it has already made a commitment to take the project described in this report into a further phase), and
- to explore ways to quality assure CPD.

At the time of writing, the TDA is developing guidance on effective CPD, evaluating the impact of CPD and school-level CPD self-evaluation. This guidance will be made available online from summer 2007 and will be directed specifically towards CPD leaders amongst others.

This report will also contribute to the next phase of the TDA's strategy to support and develop CPD leadership in schools which will begin in autumn 2007.

The Department for Children, Schools and Families (DCSF), formerly the DfES

Between 2001 and 2005, the DfES CPD strategy underpinned much of the current support for CPD leaders. Since the TDA took up its CPD remit, the Department's engagement has been more limited. The DCSF's main engagement is through the National Strategies.

- As part of the work of the National Strategies, the DfES published 'Leading and Supporting CPD in Secondary Schools' in 2005, which made an explicit link between effective CPD and school improvement, pupil improvement and developing a professional learning community. The National Strategies has rolled out the resource to local authorities for use with schools.

The Department also hosts Teachernet, which remains a general resource for all teachers, including CPD leaders. The CPD specific material on Teachernet is currently under review, given the intention that the TDA website should be the key source of information about CPD.

The General Teaching Council for England (GTC)

The GTC supports CPD leaders in a variety of ways.

- The GTC/LA CPD partnership projects support aspects of CPD. The current partnership project focuses on personalising CPD and support to CPD leaders.
- The GTC publications to support CPD leaders include:
 - 'The Teachers' Professional Learning Framework', 2004: sets out a statement on teachers' entitlement to CPD and identifies professional development opportunities, indicating a range of ways needs can be met. This complements current developments on performance management and seeks to shift perceptions of what constitutes CPD in schools.
 - 'Learning together: leading professional development', April 2005: a guide specifically for CPD leaders.
- The GTC's Connect network explicitly for CPD leaders has around 6000 members from across the country. GTC has details on 2539 of these. Most are CPD leaders, on average about 300-400 in each region. Approximately 1900 are from primary schools and settings, and about 1000 are from secondary schools. There are a few members from HEI and commercial organisations. The network is not restricted to GTC members, and there is open access to materials on the web. The Connect network provides:
 - an electronic newsletter each term
 - CPD ideas that work
 - project groups for small schools and special settings, and
 - a series of events.

As a means of communicating directly with CPD leaders in schools, the Connect network has great potential if its benefits can be extended to a greater number of CPD leaders.

The National College for School Leadership (NCSL)

Much of the NCSL's support is for leadership, both middle and senior leadership, but not specifically for CPD leaders, although there are examples of where CPD leadership has been examined and supported.

Teachers' TV

Teachers' TV provides, with the London Centre for Leadership in Learning, support for CPD advisers and coordinators. This involves members of its support team visiting schools to advise on how best to use Teachers' TV in CPD programmes. As a means of supporting CPD and CPD leadership, Teachers' TV has much potential that the TDA and others need to exploit.

Unions, teacher and professional associations

A number of teacher associations provide support for CPD opportunities. The National Association of Professional Teaching Assistants (NAPTA) has a section on its website on workforce remodelling, which includes a page on CPD leader training and effective principles for surveys and reviews. Similarly, UNISON, on its website Skills4schools for teaching assistants, catering staff, school secretaries and caretakers, has a section for CPD leaders.

Commercial

A range of publishers support CPD leaders explicitly, for example:

- Pearson produce 'CPD Portfolio Builder: a resource for CPD leaders'.
- Electric Word plc provides web-based training and a newsletter through its subsidiaries Teaching Expertise and Optimus Publishing. Teaching Expertise has a web page with resources for CPD coordinators and publishes, with Optimus publishing, 'CPD Update, a newsletter for CPD coordinators'.
- Optimus Professional Learning also provides online courses such as, 'An introduction to coordinating CPD'.
- Paul Chapman Publishing has recently published 'The CPD Coordinators Toolkit', 2007. This resource, produced by Sue Kelly, a school CPD coordinator, provides an insight into the cultural and practical challenges and how one CPD coordinator overcame them.
- Webbased provides access to online courses in the South West and modules for CPD on performance review, a personal development record, tracking tools, and needs analysis. It is currently working closely with the South West LA CPD advisers' forum.

Support provided by local authorities

"Local authorities can help make CPD more effective at school level and so aid school improvement. But there is a great variation across the country in how well CPD is conceived and coordinated."

'Making CPD Better. Bringing together research about CPD', GTC/ATL, Jan 2007

Information submitted by the LAs involved in the pilot, visits to a number of LAs and trawls of LA websites confirm the ATL/GTC research that the range and nature of support varies considerably from one LA to another and from one region to another.

For ease of analysis of the wide range of support offered by LAs, it can be categorised into three levels.

Level 1	Provision of CPD opportunities	At the most common and basic stage, the LA provides implicit support for CPD leaders through its online database of CPD provision.
Level 2	Support for CPD leaders	The LA provides a range of direct support designed to enhance the effectiveness of CPD leaders.
Level 3	Direction: providing a CPD policy framework	The LA has established a policy framework/strategy for CPD across the school workforce. Within this policy context there is a variety of ways CPD leaders are supported directly and indirectly, although it is not always the case that this support includes the two preceding types.

These are not hard and fast categories. Few LAs fit neatly into one level. Some provide all three levels, while most provide a combination of the first two.

1 Provision of CPD opportunities

Many LAs provide details of CPD opportunities. These are an integral element of support for CPD but provide implicit support for CPD leaders, as a resource that they can use to help meet and identify needs. In a few cases this is the only support provided by the LA, but this is increasingly not the case and the identification of CPD opportunities is more often just one aspect of support.

In many cases the details of CPD opportunities provided are the courses developed and offered by the LA itself, but in some cases, as in Redcar and Cleveland, the information includes regional and national opportunities. This is often an online service, as in Sandwell, Medway, Stockton, Hartlepool, Redcar, Middlesbrough, Warrington, Doncaster, Barnsley, Northamptonshire, Cornwall, and North Somerset. It is sometimes backed up by a poster and a booklet, as in Stockton. Some LAs, for example, Middlesbrough, Stockton, and Lincolnshire, also provide a brokerage service, which provides schools with venues, CPD events and deliverers. In a few regions, such as the South West and East Midlands, there is a unified offer across the region.

Other forms of implicit support include a range of LA activities to support CPD, such as:

- induction programmes for newly qualified teachers, teaching assistants and others
- leadership programmes for headteachers, deputies and middle leaders
- focus groups to develop resources
- workforce development activities
- funding to schools, and

- CPD/professional development websites/web pages. In some cases, these contain specific sections for CPD leaders.

2 Support for CPD leaders

There are a few LAs where there is no explicit support for CPD leaders, but in many others there is a significant amount. This direct support takes a number of forms:

- training programmes
- conferences
- networks
- newsletters
- websites and online discussion forums
- individual and peer support
- supporting documentation, often packaged as CPD toolkits, and
- case studies of effective practice.

Training programmes

A few LAs run training programmes for CPD leaders. For example:

- In the South West there is an induction programme for all CPD leaders.
- In the West Midlands there is generic training for CPD leaders.
- Rotherham provides 'An introduction to CPD leadership'.
- In Cambridgeshire there is an induction course for new CPD leaders

Conferences

Various LAs bring CPD leaders together for an annual conference, for example in Lincolnshire, Nottinghamshire, and Harrow. Where the LAs have formed into regional consortia, these conferences also take place on a regional basis, as in the South West and East Midlands. For many CPD leaders these occasions provide a valuable opportunity to meet colleagues.

Networks

Many LAs facilitate networks for CPD leaders, for example, Surrey, Warrington, Doncaster, Derby City, Hartlepool, Kirklees, Rotherham, and Redcar. In two of the surveys carried out as part of the pilot, CPD leaders identified networking as the most effective and appreciated form of support. In the East Midlands survey more opportunity for networking, seminars and conferences were cited as the type of support most needed in the future.

The network groups sometimes have a role in supporting and developing CPD policy across the LA, as in Luton, Hertfordshire, Doncaster (The School Workforce Development Group and the Professional Learning Research Group). In Hertfordshire, for example:

"The CPD Leaders' Reference Group consists of CPD leaders from across the county. They represent schools from all phases and meet each half term. The group's remit is to help inform, advise and guide our CPD provision to you and to encourage and support regional networking."

The nature of the network often depends on the size of the LA. For example, in Hertfordshire there is a CPD Leaders Reference Group and then networks of local schools, and in Bedfordshire there are seven local learning communities, each with a CPD network. In some cases networks include primary and secondary CPD leaders, as in, for example, Doncaster's Leaders for Professional Learning Forum; but some LAs operate separate primary and secondary networks. Cambridgeshire, for instance, has two primary networks and one secondary network. In other cases the networks are for secondary CPD leaders only, as in Hartlepool, Redcar, and Luton.

In most cases the networks meet termly; occasionally it is half-termly, as in Hertfordshire, but in a few cases it is annually, as in Middlesbrough. In many cases the networks are free, but in some cases, as in Cambridgeshire and Northampton, there is a charge.

Newsletters

A CPD newsletter, often targeted at the CPD leader, is produced by a large number of LAs, for example, Hertfordshire, Cambridgeshire, Suffolk, Kirklees, Derby City, and Rotherham. In a few cases it is produced regionally. The South West, for instance, produces Career and Professional Development News. The contents of the newsletters often include latest developments, research or publications, case studies, notices of network meetings, courses on offer and links to useful websites.

Web pages and online discussion forums

There are web pages specifically for CPD leaders in a few LAs, such as Staffordshire, Warwickshire, Cornwall, and Swindon. London's Learning is a website specifically for CPD leaders in the London region. In many cases these provide links to newsletters, resources and provision. A few of the websites, as in London's Learning, also include an online discussion forum. In April 2007, for example, the issue under discussion on London's Learning was 'What is the key issue affecting CPD leaders?'

The development of web pages and e-platforms is generally seen as a means of making resources easily accessible, revisable and adaptable. The pilot projects have reinforced this view. However, the survey of London CPD leaders, including the seminars with the innovative CPD leaders, showed that some were unaware of the resources available electronically and that others rarely used London's Learning. This raises issues about the schools involved and how they access the internet. It also raises issues about the way websites are constructed, developed and, most importantly, promoted.

Individual and peer support

A number of LAs provide one-to-one support for CPD leaders. In some of the South West LAs there is individual support for CPD coordinators from LA advisers. In the West Midlands this is from the school improvement partners (SIPs). Similarly, in Luton, the SIP supports primary headteachers, and this is the reason there is no primary network. In Doncaster, the school workforce development

consultant provides the leader for professional learning with close support in the time proportion of 2/3 support staff to 1/3 teaching staff.

One of the key roles of conferences and the networks is to provide opportunities for peer support. In a few areas, however, peer support is provided explicitly, for example in the South West via consultants and advanced skills teachers.

Supporting documentation and CPD toolkits

There is a wide range of documentation designed to help CPD leaders carry out their role effectively. Much of this material is packaged into CPD toolkits. There are a number of CPD toolkits designed to support CPD leaders. In some cases, they were produced as a CD-Rom and a ring binder, although they are now often presented as an online resource, containing a significant number of components, sometimes in a format that can be easily customised by the school. Most were developed around 2005 with DfES funding. They include:

- 'Everybody's Learning' – cited on Teachernet, and developed in the East Midlands. This was sent to all 2200 schools there and to a number of schools in the South West
- 'CPD Leadership Guidance', produced by the West Midlands as a ring binder and sent to all 2709 schools in the West Midlands
- London's Learning, an extensive website specifically designed for CPD leaders
- 'The North West regional collaboration: CPD materials for school leaders'
- 'The South Yorkshire LEAs toolkit to support the leadership and management of CPD', produced as a CD-Rom and ring binder
- the online Isle of Wight self-evaluation CPD toolkit
- the Kirklees CPD toolkit, and
- the Suffolk CPD leader's handbook.

Annex 3 has details of the components of three of these toolkits.

Each of these toolkits has its own particular features, but they have a number of common components. Many of these, which also appear as stand-alone items on a number of LA websites, are listed below.

- **Supporting documentation**

A range of key documents that appear in toolkits and on websites are:

- a school CPD policy that can be customised. This usually takes the form of a template with an example. These are now being produced as 'A school workforce development policy'
- a CPD leader job description outlining responsibilities and indicating the knowledge and skills required. These are now being developed as job descriptions for 'Workforce Development Leaders' (see annex 4 for an example)
- a CPD entitlement statement for a school
- guides for governors and parents about the importance of CPD for the school, and
- lists of resources and links to CPD websites.

- **Progression or learning frameworks**

These are frameworks setting out progression for different groups of staff – teachers, teaching assistants, HLTAs and support staff. They often indicate the opportunities for professional development available in the school, locally, regionally and nationally for each group. Examples include: Warrington's 'CPD Opportunities Framework'; Stockton's 'Progression Frameworks'; North Lincolnshire's 'Career Frameworks'; East Sussex's 'CPD Pathway'; Islington's 'CPD Opportunities Framework'; and Doncaster's 'Professional Learning Opportunities Framework'.

- **Standards for CPD provision and leadership**

A few resources provide standards for CPD provision and leadership to enable schools to carry out self-evaluation of their progress and their needs. London's Learning sets out a three-stage framework: emerging, developing, establishing; whereas the North West toolkit sets out a four-stage framework for CPD provision based on Ofsted's ratings of inadequate, satisfactory, good, and outstanding.

- **Planning for CPD**

Several toolkits and websites include materials to support planning, such as: key planning questions; audit systems for current provision; and training needs analysis/ needs identification materials. One of the most recent of these is 'The Workforce Development Needs Analysis Pack', produced by the Lincolnshire School Improvement Service in February 2007. This is both a stand-alone booklet and a CD-Rom.

- **CPD Processes**

Such materials include:

- lists of types of CPD opportunities. These show the range of CPD opportunities available and, in so doing, emphasise that CPD is not just about going on courses
- details on CPD activities, such as coaching and mentoring, peer observation, CPD and action research, and professional development programmes, and
- materials to support building portfolios, such as Doncaster's 'Building a Professional Learning Portfolio', and Stockton on Tees' 'Professional Development Record'.

- **Evaluating CPD**

Ofsted identified evaluating the impact of CPD and particularly the issue of whether it was value for money as the key area of difficulty for schools. A number of LAs have subsequently provided resources to help schools in this area, such as 'How do we know it's worth it? Evaluating the impact of CPD', issued in 2006 to all schools in the East Midlands as a CD-Rom and booklet as a supplement to Everybody's Learning. This looks at techniques and materials that schools can use to measure the impact of CPD.

- **Self-review checklists for CPD leaders and CPD leadership**

Less common are items that enable CPD leaders to evaluate their own effectiveness. The Isle of Wight's 'CPD leader self review checklist' is one example, but the most extensive is 'A framework to aid assessment of the effectiveness of CPD leadership in schools'. Produced by the CPD advisers' forum of the South West Region LEAs using DfES funding in 2005, this framework was sent to all schools in the South West. It contains a detailed breakdown of the qualities needed for effective CPD leadership and a five-gear self-evaluation tool. It was,

“designed to enable schools to:

- confirm the distributed nature of effective CPD across the school
- identify the cultural characteristics and professional qualities that most directly influence the success of CPD leadership in schools
- engage in focused self-evaluation relating to CPD leadership in schools
- formulate an action plan for school CPD leadership based on identified needs of development
- create job descriptions and person specifications to aid the recruitment, retention and performance management of effective school CPD leaders
- identify, celebrate and share good practice in relation to CPD leadership in schools, use the findings and evidence to support aspects of the Ofsted self evaluation form (SEF).”

It was also designed to help organisations outside the school develop accredited programmes for CPD leaders, design bespoke responses to support the improvement of CPD leadership in schools and validate and promote good practice in relation to CPD leadership in schools. There are now plans to update and promote it alongside other new resources for CPD leaders.

- **Case studies of effective CPD in a variety of settings**

Finally, many websites, toolkits and newsletters contain case studies designed to reflect and promote effective practice and to disseminate key developments and messages, such as the trend to greater in house provision; CPD and the wider workforce; CPD and workforce remodelling; and CPD and performance management.

Many of these materials are specifically designed to overcome the barriers and challenges identified by CPD leaders, especially those of a cultural and operational nature. Recently, the focus has been on the more specific issues, such as the wider workforce and performance management; issues that are often not given sufficient prominence in the materials developed in 2005.

There is little evidence of systematic evaluation of the use made of these materials in schools or of their impact on improving the effectiveness of CPD leadership in schools. In some LAs, toolkits are regarded as of little value as they often remain on the shelf as, at best, a reference work. In other regions, however, where the toolkits have been actively promoted, they are seen as a significant resource in the development of CPD leadership. Clearly, where there has been investment in the production of these resources, there is an obligation on the part of LAs to ensure their continued use and effectiveness. If the TDA project extends into a further

phase, it would be helpful to highlight the importance of evaluating the impact of resources and strategies more systematically and to explore in more depth why some toolkits are more highly regarded than others.

3. Direction: providing a CPD policy framework

A number of LAs have produced LA CPD strategy documents to:

- establish the importance of CPD in school improvement, workforce development and managing sustained and significant change
- establish CPD as an entitlement for all those working in schools/education
- establish the links to performance management and professional standards, and
- set out frameworks for professional development and expectations for members of the school workforce.

The documents often follow a standard format, with sections on values and principles, what the LA will do, what the individual needs to do, and what a school needs to do. This usually contains a reference to establishing a CPD leader and developing a school policy for CPD. Examples of such strategies can be found in the following LAs: Stockton on Tees; the Isle of Wight; Warrington; Doncaster; Hertfordshire; Cambridgeshire; West Berkshire (the West Berkshire Agreement); Islington; and Sheffield (the Sheffield Guarantee). The following extract from the Isle of Wight website indicates how this move to a broad policy approach across an LA is designed to support CPD leaders in schools. It is reproduced in full to show how such a policy can be used to underpin many of the supporting documents that are available to schools.

“The continuing professional development (CPD) of the whole school workforce has moved centre stage and has never been more important. It lies at the heart of nearly all new national policies and initiatives. When well targeted, CPD can raise standards, improve performance and increase job satisfaction. It can make a significant contribution to the recruitment of staff and, particularly, their retention.

Building the school’s capacity for effective professional development is a key element in the work of those with a leadership role in CPD. As a local authority we are committed to support you in the building of this CPD capacity through four central strands identified by the DfES:

- More closely integrating self-evaluation, CPD, performance management and school improvement as key components of effective whole school policies on teaching and learning, reflecting the importance of personalised learning
- Building stronger CPD structures in schools
- Increasing schools’ awareness and use of CPD activities that lead to significant and sustained changes in practice
- Developing clearer expectations of skills, knowledge and understanding members of staff should develop their careers

As a contribution to this work we have produced the following:

- An Isle of Wight Continuing Professional Development Strategy for the Schools Workforce which contains policy statements and supporting materials
- A Self-Evaluation Toolkit to support continuing improvement in schools' CPD provision
- Appendix 1 – Key Section on CPD from DfES Year 5 Strategy Document
- Appendix 2 – What Research and Practice tells us about Effective CPD?
- Appendix 3 – What Research and Practice tells us about Peer Coaching?
- Appendix 4 – An Example of a CPD Policy for a School
- Appendix 5 – Sample Model for Professional Development
- Appendix 6 – The Role of the School CPD Leader
- Appendix 7 – CPD Leaders Self-Review Checklist

The Strategy and Toolkit should be considered as part of a whole with the other key documents with regard to school CPD already provided: The Isle of Wight Framework for Professional Development (2003, revised 2006) and The Isle of Wight Framework for Professional Development of Support Staff (January 2006 – red folder distributed to all schools).”

A further example of a strategy document focusing on workforce development is included in annex 4.

Challenges and barriers facing LAs when developing support for CPD leadership

Very few LAs fit neatly into the three levels of support. As the Isle of Wight document indicates, many straddle one or two of the stages and some provide all three levels of support.

The varying size and nature of LAs clearly has an influence on this. Even so, a number of LAs, from small unitary authorities to large shire counties, identify that one of the barriers to providing support is their capacity to respond to CPD leaders' needs. In some cases this is an issue of staffing, in others it is one of time, and in many it relates to funding. Competing priorities within the LA are also cited. This can be a particular issue across regions like London, where the aim is for LAs to work together to support CPD leadership.

The lack of joined-up thinking and action across central agencies is also cited as a further barrier to providing support locally. The number and frequency of central initiatives is seen as inhibiting the development of coherent strategies of support within the LA and within schools.

On a more practical note, LAs also cite as barriers:

- the difficulty of getting schools to appreciate the cultural shift needed in their views on the nature of CPD and who it is for. Many LAs hope that the introduction of revised performance management arrangements will provide the

necessary lever to change perceptions of headteachers and other senior leaders in schools

- the problems that arise when schools choose not to opt into LA services for a variety of reasons
- the difficulty of maintaining networks
- the issue of identifying the right person to engage with in a school
- problems of developing accreditation with local HEIs, and
- their lack of awareness of what is available locally, regionally and nationally, and the difficulty of providing an element of quality assurance to schools.

These barriers operate to a greater or lesser extent across the regions. Some of the action taken by LAs is designed not only to address the barriers facing the CPD leader, but also the barriers facing the LA. One particularly valuable approach is working collaboratively with other organisations and other LAs. Very few LAs work in isolation. Some work with neighbouring LAs or LAs that are statistical neighbours, such as Warrington, Bury and Stockport, and may form local consortia, such as the Tees Valley consortium. Some of this contact with other LAs comes about through regional events and conferences. A number of LAs work with local HEIs and, increasingly, with the local Workforce Agreement Monitoring Group. In several regions, there are strong links with national bodies such as NCSL, GTC, the Learning and Skills Council (LSC) and the Specialist Schools and Academies Trust (SSAT). In a few, there are also links with unions, publishers and subject associations.

In three regions, the South West, the East Midlands, and the West Midlands, the level of collaboration takes a more formal form through the activities of an active CPD forum or partnership. In the South West this involves all 15 LAs in the region and its meetings are attended by some HEIs. In the West Midlands, all 14 LAs have been working together collaboratively for a significant amount of time. GTC, ATL and HEIs are partner organisations. In the East Midlands the partnership has operated for over five years. It includes all nine LAs, whose funding sustains the organisation, the region's HEIs, and other partners such as the School Development Support Agency (SDSA), the East Midlands Leadership Centre (EMLC), the GTC, SSAT and the Children's Workforce Development Council (CWDC). In these consortia there are opportunities to pool resources, produce materials collaboratively, and share inputs. This enables the participating LAs to overcome some of the barriers that may well prove overwhelming to individual LAs. The East Midlands statement that the partnership has, "added significant value to work within the region by working together," is reflected in the range and quality of the materials produced. It is a view that would be echoed by the other consortia. It is significant that one outcome of the phase one pilot has been to encourage stronger regional collaboration in other regions.

Analysis of TDA-funded pilot projects

Working through regional advisers, the TDA provided £50,000 to each region to develop or enhance LA support for CPD leadership. The LAs involved were required to focus the pilot work on support that:

- promoted existing effective or innovative practice in developing CPD leadership
- clearly linked support for CPD leadership to the revised performance management arrangements and the framework for professional standards
- had the potential for transferability, and
- recognised the importance of self-evaluation and effective measures of impact evaluation.

The pilot project was launched at a conference with LA advisers and RAs in January 2007. Bids were received in February and then analysed and approved by the TDA. By April, work on the pilot projects had begun in most regions.

Across the nine regions there were 12 projects. In most cases there was one in each region, but in the East of England there were separate projects in Cambridgeshire, Hertfordshire and Luton, and in Yorkshire and the Humber there were separate projects in Barnsley and Doncaster. In other regions, although separate LAs took the lead on particular aspects, the work was seen as being part of a single project.

The involvement of LAs in these projects varied.

- Six of the projects involved a single LA (Warrington, Cambridgeshire, Hertfordshire, Luton, Barnsley and Doncaster).
- One project involved four LAs (the Tees Valley consortium in the North East).
- Five projects involved all the LAs in each region (19 in the South East, 15 in the South West, 14 in the West Midlands, nine in the East Midlands, and 33 in London), although this was done in different ways and with greater or lesser involvement depending on the level of collaboration.

In all around 100 LAs were involved in this initiative. A range of HEIs and other organisations were also involved in some LAs and where there are active consortia.

The bids submitted to the TDA have been analysed to identify the methodology employed and the broad areas of focus. Summaries of each of the bids are included in annex 5.

Analysis of methodology

Without exception the LAs involved found the timescales and deadlines challenging and all consider that the current status is work in progress. The TDA

envisaged individual LAs as the key driving force in managing and steering the work, but the nature of LA involvement varied.

- In three regions existing consortia of LAs, HEIs and others managed the work (West Midlands, East Midlands, and the South West).
- In two regions a sub-group of LAs took the lead role where all LAs wanted to be involved (London, and the South East).
- In three regions, individual LAs carried out projects focused on their own needs (North West, Yorkshire and the Humber and East of England).
- In one region a local consortium of LAs led the work (North East; Tees Valley).

The most common model for carrying out the work was LA advisers, or an existing forum of LAs, taking specific responsibility for aspects of the project, as in the West Midlands, East Midlands, South West, and South East. In four projects, consultants and HEI staff coordinated and carried out aspects of the work, and in three projects sub-groups of CPD leaders played a significant role.

While RAs played a significant part in helping to identify and facilitate LA involvement, their role during the pilot was one of monitoring rather than active management. It is anticipated, however, that RAs will play a significant part in facilitating the wider dissemination of the outcomes of this pilot.

Focus areas of the pilot projects

Given that each of the projects was conceived in isolation, it is remarkable that there was little direct duplication. In part this resulted because the work began from different starting points across the projects. In some LAs there was a very low baseline of support, whereas in others there were very well developed support mechanisms. It is also the case that where there were overlaps, the work served to complement, rather than duplicate, what was done elsewhere.

Investigating the changing role of the CPD leader

In eight of the projects it was decided that there was a need to determine the state of play regarding CPD leaders in the region before training or resources could be developed. As Warrington put it, there was a need to deconstruct the old role of coordinator before it was possible to reconstruct the role of leader. And as the West Midlands recognised, once the role had been redefined, there would be a need to determine what is needed to support it. Information was gathered to identify needs of CPD leaders using a range of methodologies including:

- questionnaires to CPD leaders in schools
- visits to training and test bed schools, and
- focus groups of CPD leaders.

There are further details in annex 1.

This evidence base constitutes a significant body of research into CPD leadership. It would be useful to consolidate the evidence to underpin future development work and to act as a baseline for evaluating the impact of the current TDA initiative.

The development of resources

All but one of the projects identified the development of support materials and resources as an outcome of the work.

The objective was often to address gaps or emerging areas, such as the production of needs analysis materials for support staff, impact evaluation materials, and materials to help CPD leaders make the link between CPD and new performance management arrangements. Much of this was based on work already in progress before the pilot funding. It rarely took into account similar materials produced recently in other areas, simply because there are few mechanisms for making the outcomes of development work generally available across LAs, let alone across regions or nationally.

In some cases the objective was to review and improve the use of existing resources. The West Midlands, for example, were keen to update their toolkit to ensure it responded to the changing context. The East Midlands also saw an opportunity to develop the 'Everybody's Learning' toolkit and subsequent resources into a more flexible, easily revisable form and to incorporate updated material, such as the job description for workforce development leaders. Similarly, Doncaster used the opportunity to update and revise its 'Professional Opportunities Framework' and its policy documents.

In other cases the aim was to develop material for training purposes (Barnsley, the Tees Valley, the South East and East Midlands). Surprisingly, in only a few cases was the aim to disseminate examples of good practice and processes. The DVD produced by Hertfordshire looks at roles, policies, evaluating impact and producing CPD portfolios. In two projects the focus was on the criteria for what constitutes effective practice, and this led to the development of a quality mark framework for CPD leadership in the South East.

Again, there was little duplication. Although four of the projects developed toolkits (or dressing up boxes as they are called in the South West) the materials contained in each were quite different. Equally, the learning frameworks produced by Doncaster and the South West, while having some similarities, also have unique characteristics. They are designed to be used in different ways and both relate to opportunities local to that LA/region.

Web sites and e-platforms

In six of the projects the intention was to develop, revise or extend web pages as a common point of reference for guidance, support materials and provision for CPD leaders. Despite the evidence from some quarters that websites are not used effectively, there is a strong belief that the web provides the most accessible medium for a range of materials. For example, the South West CPD leaders toolkit is designed to be entirely web based and it is envisaged that this will encourage the pick and mix approach that underpins the development of the materials. In

Barnsley, the aim is to make materials available online to support the learning programme, and in Cambridgeshire, Luton, the West Midlands, Warrington and the South East the aim is to disseminate materials in a form that can be easily accessed, revised and adapted.

The website developed by the East Midlands is an example of a well developed, sophisticated approach. It went live in June as www.cpdleader.com This site brings together a number of elements of support for CPD leaders. It identifies six key areas relating to CPD provision in schools:

- Creating the climate
- Leadership
- Systems and processes
- Identifying needs
- Approaches and methods
- Evaluating impact

For each it provides overarching principles, self-evaluation support materials, questions for CPD leaders to consider, key activities that CPD leaders can use, and resources, tools and training materials. All schools and LAs in the East Midlands will have access to it.

Learning and training

Eight projects identified learning or training programmes for CPD leaders as an outcome of the pilot. These ranged from an induction programme for new CPD leaders in Cambridgeshire and Doncaster's day workshop for their leaders of professional learning, to Barnsley's blended learning CPD leadership programme spread over 14 months and designed to cover all CPD leaders over a three year period. It uses face-to-face sessions, online resources and practical activities in between sessions, as well as networking to develop effective CPD leaders who understand adult learning needs. In the East Midlands, development of the toolkit took the form of a website containing training and development materials. The aim was to develop materials that could be used differentially to support twilight sessions or credit-worthy long courses, and to support schools from the early stages of development to those seeking to redefine existing practice. In the South East a toolkit development turned into an induction pack for CPD leaders. Taken together, these provide a range of differing approaches in an area where there is currently a limited amount of resource and a high level of need.

Accreditation

Linked to the learning and training projects, three projects are explicitly pursuing the use of accreditation to provide CPD leaders with recognition. This is an area where practice seems to vary across the country. In a number of LAs/regions there are very productive relationships with local HEIs, the GTC and other bodies. In some LAs, however, developing accreditation with HEIs and other bodies is seen as difficult and a barrier to support. To help these LAs, there may be a case for some form of national support for accrediting learning in CPD leadership.

Networks

Six of the projects focused on the development and promotion of networks at local, regional, national and international level. Depending on what exists already, the aim was to develop, extend or support networks. Significantly, in the South East, the focus became one of establishing the kind of CPD forum that exists in other regions to ensure a more collaborative approach in the future.

LA policy

Given the earlier analysis of the three levels of support, it is interesting that four of the projects aimed to develop and implement (Tees Valley and Barnsley) or review and update (Warrington and Doncaster) the LA policy/strategy for CPD. In fact, as the work in Warrington suggests, the development of a workforce strategy and action plan could result in all LAs having a strategic framework for CPD as an integral part of such a strategy.

Transferability

Across all the projects there is a shared belief that the outcomes of the projects are transferable regionally and nationally. At the conference held on 15 June to celebrate and share the project outcomes, there was a great willingness to share materials. This was tempered by the appreciation in some LAs/regions that some of the partner LAs relied on income generation and therefore might be reluctant to make materials freely available. Nevertheless, there were calls for the TDA to develop mechanisms by which materials could be shared and LAs could be more aware of what was already available and what was being developed.

It is also clear that the conference provided a significant learning opportunity that will enhance future development work. There are a few opportunities in phase two for some cross-regional development work. For example, in the South West and in London there are projects focusing on the needs of support staff where collaboration might be possible. It would also be possible to bring together cross-regional working groups to develop exemplar national materials, such as items on roles and responsibilities of CPD leaders.

Impact of the projects

It is clearly too early to evaluate the impact of the projects on CPD leaders and CPD leadership. Much of the work is still being finalised and in some cases, such as London and the Tees Valley, the development work growing out of the survey of CPD leaders is in its early stages. However, all of the projects have high expectations that the work they have done or are doing will:

- raise the status, knowledge, skills and understanding of CPD leaders, and
- address a number of the barriers and challenges identified earlier in this report, particularly those relating to the links between performance management, CPD and school improvement.

There are a number of tangible benefits that are already discernable from the pilot projects.

Supporting the leadership of CPD in schools

- The pilot has reinvigorated work on CPD across the regions, with LAs reporting that LA staff and CPD leaders have benefited from their involvement in the pilot. The relationship between schools and the LA has been enhanced in some areas. In a few cases, it has already raised the status and self-esteem of CPD leaders. In Doncaster, for example, the one-day event with high profile speakers has increased their self-confidence and made them feel that they are better supported.
- The pilot has produced significant hard research evidence on CPD leaders in schools, their needs and the support that they appreciate. This evidence means that future development work can be much better informed.
- The pilot has also resulted in the development of a number of products. These include:
 - the induction pack and quality mark in the South East
 - the DVD in Hertfordshire
 - the toolkit and learning framework in the South West
 - a revised 'CPD Leader's guidance' in the West Midlands
 - the East Midland's website
 - Doncaster's revised policy, 'Opportunities Framework' and 'CPD Leader's Handbook'
 - Barnsley's learning programme, and
 - Warrington's revised 'Workforce development strategy' and the DVD 'Moving on with Performance Management'.

This is an impressive list of outcomes from such a modest investment and such a short development timescale. There is little doubt that, across most of the projects, the TDA has had value for money. The challenge now is to ensure that the work is completed and effectively disseminated so that it has the desired effects.

- In some cases that challenge is being addressed. Across a number of the regions there are plans to hold events to share the outcomes of the project. Such events have already been held in the South East and in London. Others are planned in the South West, the West Midlands, the East Midlands and the East of England region. A number of these events would have happened anyway as part of support for CPD leaders, but the developments and outcomes from the projects and the prospect of further development work will give them a particular relevance and significance.
- A further outcome of the pilot has been the increased recognition of the significance of networking and the value of collaboration. If the pilot, and the work in phase two, can serve to reinvigorate the regional CPD networks in every region, it is likely that all LAs will benefit. The LAs have also valued the opportunities presented by this pilot to meet together, discuss their work and contribute to policy formulation. Phase two should aim to see more LAs engaged in this way.

- Finally, the impact of this project on the relationship between the TDA and the LAs should not be underestimated. The involvement of RAs and the TDA's willingness to support innovative developments and involve LAs in shaping future policy on CPD leadership has had a significant impact on LAs' willingness to regard the TDA as a listening organisation, willing to work collaboratively with partners to improve CPD leadership in schools. How the TDA manages the transition to phase two will be crucial in retaining the goodwill that has been generated by this project.

Determining the next steps

Considerations

The following recommendations take into account and build on the key considerations arising from this report.

- Across all the regions there is a recognition that it is timely and appropriate to focus on CPD leadership because of the introduction of revised performance management arrangements and of new professional standards for teachers, as well as the broader context of workforce remodelling.
- The research generated through the pilot provides a clear identification of the barriers and challenges facing CPD leaders and what is needed to address them.
- Across the LAs the current range of support to address these needs varies considerably, ranging from excellent to limited. In the past there has been much reinvention of the wheel, with little awareness of what is already available or is being developed elsewhere.
- However, across the pilot projects there is a common focus on the role of the CPD leader and their needs in the current context, and initial steps have been taken to revise existing materials or generate new materials to meet their requirements. Much of this material complements rather than duplicates, and in most cases it is transferable. There are also initiatives to develop e-platforms or websites to make materials accessible in a readily revisable form.
- The extensive local activity needs to be set against current national initiatives to support CPD leadership. What LAs and schools need is a strong national advocate for CPD leadership that will take steps to promote and enhance the its status, and develop the infrastructure to support LAs and CPD leaders in schools.

Recommendations

In considering the TDA's future strategy to support CPD leadership, it is helpful to determine:

- what needs to be done immediately to follow up on phase one of the pilot
- what should be done in the longer term regionally to strengthen LAs support for CPD leadership, and
- what should be done nationally to promote and develop effective CPD leadership.

Follow up to phase one

The TDA has already announced that phase one of this project will be followed by a second phase. This will have gone a long way to:

- consolidate the goodwill that this pilot project has generated among LAs and RAs, and
- ensure that current work in progress is finalised and disseminated within LAs/regions.

At the conference on 15 June, where LAs shared the outcomes of phase one of the pilot and discussed the next steps, it was suggested that the TDA should make the outcomes of the pilot more widely available and so enable other LAs and schools to benefit from the work that has taken place. The TDA could achieve this in a number of different ways:

- Include a section on CPD leadership, the pilot and the conference in the next edition of tdaNews, with links to details of the conference and the presentations, which could be placed on the TDA website.
- Generate media coverage of the outcomes of the pilot projects and the conference. The TES might be approached to run a special feature in September, containing extracts from this report and panels on the various projects. Additionally Teachers' TV might be interested in some of the pilot projects. Coverage by press or TV would help disseminate the findings and increase the self-esteem of the CPD leaders and the LAs involved.
- Organise a national CPD conference for LAs in the autumn along the lines of the one held earlier this year in March; organise a series of cross-regional events for LAs or ensure that the next round of TDA/LA CPD conferences includes a key agenda item on CPD leadership.
- Organise cross-regional events for CPD leaders and LAs in the autumn.
- Ensure that dissemination locally and regionally is built into phase two, if it is not already planned or taking place. A number of regions have planned dissemination conferences in June or July; others are looking to September.

Developing support for CPD leadership regionally and locally

The decision to fund a second round of development is a significant commitment by the TDA to supporting CPD leadership through the regions and LAs. In developing and implementing phase two of the pilot, it will be important to learn from the lessons of phase one and build on the many helpful suggestions provided by the LAs at the 15 June conference.

- Details of phase two need to be sent out to RAs, and through them to all LAs as soon as possible in order to build on the current momentum. There should be no delays in the commitment to provide the funding, particularly where there are regional initiatives and clear phase two plans.
- The system of using the RA as the coordinator worked well, although the level of involvement of the RA varied depending on the existing situation in the region. The TDA may want to discuss with RAs their role in phase two,

particularly in terms of ensuring that any local developments are shared regionally.

- One aspect of phase two should be to promote the formation of effective regional CPD forums in those regions where the existing structures are not as active or well developed. In three regions, the East Midlands, the West Midlands, and the South West, there are already long-standing and very effective CPD forums that bring together LAs, HEIs and other organisations, including in some cases the regional centres. The South East has, as a result of phase one, moved towards creating a regional forum. Developing regional CPD forums would involve considering how best to incorporate regional centres, HEIs and other organisations as well as LAs. It might, for example, involve using some of the grant allocated to a region to fund a facilitator or coordinator. Alternatively, it might build on existing groupings, for example of school workforce advisers.
- Some of the current projects have plans for phase two. It will be important to enable continuity while ensuring that a wider range of LAs are involved in some regions. This may well grow out of the proposed forums and the identification of opportunities for collaborative work in this report (see below).
- Criteria should be developed for shaping the work in phase two. The criteria should include that any proposals:
 - build on the developments in phase one
 - deliver value for money
 - benefit all the LAs in the region through active involvement or dissemination
 - help to address the barriers and challenges facing CPD leaders as identified in this report, and in particular help schools to extend CPD across the whole school workforce (both classroom and non-classroom based staff)
 - help to embed effective CPD and its leadership as a central component of workforce development and school improvement
 - enable CPD leaders to support and promote the principle of training, induction and professional development being a continuous process
 - enable CPD leaders to ensure the development of links between performance management/appraisal, professional and occupational standards and targeted CPD
 - be of direct benefit to schools in 2007-08 and beyond, and
 - consider how the impact of phases one and two on CPD leadership in schools will be evaluated during and beyond the lifetime of phase two, including through the collection of school-level information.
- Once all the proposals have been approved, a summary of them should be shared with all the participants, along with contact details to facilitate opportunities for cross-region or cross-project collaboration. The TDA should facilitate the formation of cross-regional groups to take forward work where there is a shared focus.

In the longer term, the TDA might consider taking steps through its field force to encourage action across all LAs to address the disparities that currently exist in the level of support offered to CPD leaders. In discussions at the June 07 conference, LAs identified a number of things that they themselves could do in this area.

Promoting and developing support for CPD leadership nationally

The key requirement is that the TDA become the national champion of CPD and CPD leadership in schools as the key means of raising standards and pupil achievement. It can do this in a variety of ways.

- Promoting and recognising the significant role that CPD leaders play in school improvement and workforce development needs to become a strand of the TDA's media strategy. Reference has already been made to promoting CPD and CPD leadership through tdaNews, the media and Teachers' TV. Another possibility would be to provide an award for effective CPD leadership. This could become an additional category in the National Teacher Awards or could be a stand-alone award. The process of identifying the winners (there could be categories for primary, secondary and special) would generate a number of examples of effective practice and the case studies would contribute to examples of the range of practice on the TDA website. The award itself would be a significant part of the media strategy and would serve to give high profile recognition to CPD leaders in schools and to the TDA's championing of CPD.
- Training of CPD leaders needs to be given stronger national direction. This could take a variety of forms. A starting point might be to create a group, including individuals involved in phase one, to steer the development of training materials and a training programme. This work would build on the materials produced as part of phase one of the pilot project and could include:
 - a national set of training materials to support CPD leaders and develop CPD leadership in schools. This should focus on all schools and replace and update the DfES secondary CPD leader materials. In particular, it should clarify the nature of distributed CPD leadership and the role of the CPD leader in a school. It could also bring together materials to support needs analysis, impact evaluation and guides on determining value for money. There is already much work taking place in these areas in LAs, as well as development work for the TDA
 - an outline for a differentiated training programme that could be adjusted to meet the needs of schools at different stages of development and provide a range of models of training, from twilight sessions to extended courses
 - a focused leadership course modelled on the NCSL middle leadership programme, using a blended learning approach of face-to-face sessions, online resources and practical school-based activities. Barnsley has designed such a course as part of phase one, and
 - access to accreditation for a CPD leadership programme, by linking this into the Postgraduate Professional Development programme and by working with HEIs, the GTC and other bodies to devise accreditation routes.

Supporting the leadership of CPD in schools

- The TDA could outline the knowledge, skills and understanding required for CPD leadership to help in the development of national training materials and training programmes, and to support locally devised training programmes. Again, the process might involve bringing together a development group, including those involved in phase one, to build on the standards set out in London's Learning, the North West toolkit and those developed by the East Midlands and South East as part of this project. These need not be statutory; rather they would provide an essential point of reference for local and national efforts to develop support and accreditation. They would also serve to provide recognition at a national level for CPD leadership and CPD leaders.
- There should be a single point of access – available online - for schools, CPD leaders, LAs and other organisations to all sources of advice, support and direction on CPD and CPD leadership.
- There is a need to develop a fuller picture of CPD leadership across the country. The research findings from the pilot provide a significant resource, and an attempt has been made in this report to draw the findings together to offer an analysis of the nature and needs of CPD leaders. While this provides a baseline for future development and evaluation, it has to be recognised that the findings are drawn from different data sets and the focus of each of the studies differed. This report has also indicated a number of key questions where further information would inform future development. There is a case for the TDA to commission a national analysis that would build on the work in phase one.
- The TDA could develop its strategy to support the embedding of new teacher professionalism in schools to include the promotion and dissemination of support for CPD leadership that will be developed through phases one and two. This could involve regional conferences that capitalise on the work done in these projects and that supplement local initiatives to promote CPD leadership (many of which are already planned).
- As part of its leadership role in CPD, the TDA should continue to engage with national partners, such as the DCSF, Ofsted, the GTC, NCSL, SSAT, CWDC, QCA and school improvement partners, to:
 - encourage them to recognise the significance of CPD and CPD leadership
 - promote coherence across organisations on CPD issues
 - make use of existing networks run by other organisations, such as NCSL and GTC, and
 - avoid duplication.
- In particular, the TDA could liaise with Ofsted to explore ways in which:
 - inspection teams might be encouraged to give due priority to professional development and CPD leadership under the current arrangements, and
 - in the longer term, the Ofsted inspection framework could be amended to give due prominence to the role of professional development, its leadership and its importance in school improvement.

Supporting the leadership of CPD in schools

There is also a case for considering the possibility of a focused inspection into the implementation of new performance management arrangements and how far this has been linked to school improvement and CPD in schools.

- The TDA could also explore the possibility of working more closely with the GTC on CPD leadership. Currently the GTC has the only putative national network of CPD leaders. Further collaboration could serve to strengthen the network and link it with the developments emerging out of phases 1 and 2.
- Finally, the TDA needs to coordinate the range of developments already in train to support CPD in schools. A number of LAs are very conscious of the difficulties they have of understanding, or being aware of, the range of support and courses available to schools. There is also a growing recognition of the need for some element of quality assurance, both nationally and locally, on external provision. The proposed CPD database could address both of these concerns as well as providing a valuable resource to schools in general and CPD leaders in particular.

Annex 1 Summary of regional investigations into CPD leadership

Eight pilot projects carried out an investigation into the state of CPD leadership in schools. This was done in a variety of ways, such as:

- sending questionnaires to CPD leaders (West Midlands, London, and the Tees Valley)
- bringing CPD leaders together (Tees Valley, Warrington, Cambridgeshire, Hertfordshire, Luton, East Midlands, London, the South West, Doncaster), and
- involving test bed and training schools (East Midlands, South East).

Four of these projects produced summary reports of their findings:

Tees Valley

- Prepared by Tom Wright, consultant to the Tees Valley group.
- Based on focus group meetings with CPD leaders across four LAs (Hartlepool, Redcar and Cleveland, Middlesbrough and Stockton on Tees) in the Tees Valley area. CPD leaders completed a questionnaire and contributed to discussion.
- The groups were phase specific, with cross-phase special schools joining the group they considered most appropriate.
- The survey considered current practice and issues and future needs.
- The report does not identify the number of CPD leaders involved.

East Midlands

- Prepared by Jane Thomas, Director of EMLC for the East Midlands partnership.
- Based on information collected through questionnaires, interviews and case studies across the East Midlands LAs with CPD leaders.
- The survey focused on the changing role of CPD leaders, the challenges and barriers facing them, the range of support they used and their current and future needs.
- In total, over 100 CPD leaders from primary, secondary and special schools were involved. There was a particular focus on training schools.
- The report includes case studies of effective practice.

London

- Prepared by Vivienne Porritt for the London LAs.
- Based on information gathered from a questionnaire sent to schools across the 33 LAs in the London region and seminars with innovative CPD leaders identified by the LAs.
- The survey focused on the person fulfilling the role of CPD leader, the significance they attached to particular features of the role and their awareness and use of current resources.
- Questionnaire responses were received from 371 schools, 295 primary, 57 secondary and 13 special from 22 of the 33 LAs. The seminars involved 23 CPD leaders from 13 LAs.

Supporting the leadership of CPD in schools

- The report enables comparison of the questionnaire responses and seminar responses.

West Midlands

- Interim report prepared by the University of Wolverhampton for the West Midlands LA CPD consortium, final report due in July.
- Based on information gathered through a pilot questionnaire to all 266 Worcestershire schools in 2006 and a questionnaire survey of all West Midland schools in spring 2007.
- The surveys focused on the leadership and management of CPD in primary, secondary and special schools.
- Questionnaire responses to the pilot survey were 266. Responses to the spring survey were 330 at the time of the interim report, but it is anticipated that there will be 200 more responses. The interim report is based on 596 responses.
- The interim report includes case studies.

Annex 2 The role, responsibilities and significance of CPD leaders

This annex brings together a number of statements relating to the role, responsibilities and significance of CPD leaders.

1. Responsibilities of CPD leaders

(Adapted from Leading and Coordinating CPD in Secondary Schools, DfES, 2005 and other materials)

Planning

- Identifying needs of school and staff
- Balancing priorities – national/school/individual
- Allocating resources
- Identifying clear outcomes/success criteria

Provision

- Tailoring provision to needs by using a wide range of activities
- Providing coaches and mentors
- Arranging effective staff development days
- Exploiting links with external partners
- Recognising the need for relevant subject training
- Deploying, training and developing support staff
- Using workforce reforms and PPA to maximise time for CPD

Evaluation

- Having clearly pre-defined outcomes
- Having a range of methods for collecting evidence of impact objectively, including involving external resources
- Assessing cost effectiveness

2. CPD leader's role

(Staffordshire Learning Net: CPD Leaders)

"The CPD leader's role is to recognise, guide and advise school staff about the CPD opportunities which are most appropriate to individual, team and school needs. It isn't just about going on courses! The CPD leader is a key link between people and teams both inside and outside the school. To successfully fulfil this role requires skills in a number of key areas."

3. Core purpose of CPD leadership

(‘A Framework to aid assessment of the effectiveness of CPD leadership in schools’, SW Region paraphrasing the East Midlands toolkit, 2005)

"The core purpose of schools CPD leadership is to provide a clear steer concerning all aspects of career and professional development for all members of the whole school workforce."

The leadership will have strategic oversight of all school processes associated with career and professional development ensuring clear unification between policies, plans and procedures including school improvement and performance management .

CPD leadership will support colleagues in developing their own practice and this in turn will enrich the quality of the educational provision within the entire educational community.

CPD leadership will, through modelling best practice, cultivate an ethos of lifelong learning and, by diverse means, create a culture where professional development is valued by individuals and teams who consequently feel motivated to engage in a wide range of learning activities throughout their career.”

4. CPD leader’s responsibilities (‘CPD Leadership Guidance’, West Midlands, 2005)

Core purposes

1. To oversee and manage the school’s CPD processes in accordance with the staff development and performance management policies.
2. To ensure the CPD process assists colleagues in developing their practices and enriches the quality of the educational provision of the whole school community.
3. To sustain motivation and continuous learning amongst the whole school community encouraging an ethos of lifelong learning.

Responsibilities

1. Manage a CPD strategy that ensures all involved in the school community have equality of access to high-quality induction and continuing support and development.
2. Organise and carry out an effective auditing and identification of the school’s CPD needs and those of the whole school community.
3. Advise colleagues on the effective identification of their own needs ensuring that they have opportunities to clarify their training and development needs, through performance management and appraisal.
4. Produce a staff training plan to submit to the headteacher and governing body including advice on budgetary implications.
5. Organise a range of types of provision which:
 - is based on best value principles
 - conforms to the DfES Code of Practice
 - is personalised to the needs of the individual
 - allows the school community to develop skills and competences progressively especially those identified in the appropriate Standards Framework
6. Communicate and update opportunities to appropriate colleagues.
7. Provide opportunities for CPD:

- within the school, including supporting and advising others in their CPD roles and through organising whole-school training
 - in collaboratives and partnerships
 - through external provision
8. Maintain effective links with key providers, agencies and organisations such as ...
 9. Produce appropriate monitoring records about individual and whole school CPD uptake and resource expenditure.
 10. Receive feedback from participants and liaise with providers about relevant follow-up.
 11. Organise and administer a reliable and explicit evaluation of the quality and impact of CPD provision.
 12. Organise and effectively disseminate good and successful practice to ensure that such practice is embedded and reinforced.
 13. Facilitate the accreditation of CPD undertaken by individuals.
 14. Advise and contribute to obtaining appropriate quality standards in organisations that support effective CPD
 15. Report as necessary to the leadership team and governing body, including advising on the benefits of participation in relevant initiatives and projects.
 16. Receive training and support as appropriate in order to fulfil its role effectively and attend useful providers sessions.”

5. Significance of the CPD leader

GTC, ‘Being a CPD Leader’

“The CPD leader is a key link between people and teams both within and outside the school.

When you lead or coordinate continuing professional development, you play a critical role in helping all staff contribute to the achievement of school priorities. You support an improvement in both the quality of teaching and pupil outcomes.

You also make performance management, and teaching and learning review processes, work for both staff and the school through ongoing learning, and professional and career development.

You work with individuals and teams within and outside the school. You achieve coherent, transparent and equitable access to, and opportunities for, teachers to engage with CPD.”

Sue Kelly, CPD Coordinator, ‘The CPD Coordinator’s Handbook’, 2007

“So – you are a CPD coordinator. Great! Welcome to what is perhaps the most exciting, if a little daunting, role in any school. Speaking from one coordinator to another, it is through our work and our vision of what constitutes creative and dynamic CPD practices that we can transform the learning culture in our schools. We can help to engage students more effectively so that they make even better progress in our classrooms and, at the same time, support staff to model lifelong

Supporting the leadership of CPD in schools

learning practices for pupils which will equip them with the skills and knowledge they need to lead happy, successful and fulfilled lives. What a privilege!”

Annex 3 Examples of the components of CPD toolkits

The following examples provide an indication of the materials in three of the most widely used toolkits.

'CPD Leadership Guidance', West Midlands

Produced by the West Midlands CPD partnership in 2005 specifically for CPD leaders

It includes sections on:

- **What is CPD?**
- **Who is CPD for?** – meeting the needs of the whole school community
- **Why is CPD important to our school?** – the centrality of CPD to school improvement, keys to successful CPD and some pitfalls
- **What types of CPD opportunities are there?** - categorises the range into individual, pairs, groups/networks, school, LEA, regional, national
- **What does a policy for CPD look like?** – sample policy covering principles, values and entitlement, identifying CPD needs, CPD provision, evaluating impact
- **What is the role of the CPD leader?** – core purpose, responsibilities and skills, a calendar of CPD events and details on developing portfolios
- **How do we evaluate the impact of CPD?** – questions to ask
- **How is funding for CPD accessed?**
- **Handouts on CPD for parents and governors**

London's Learning: Developing the leadership of CPD in London's schools

This website, updated February 2007, was developed with DfES funding in 2005.

It has four sections:

Section 1 Background and context

"This resource is not intended to be a manual or a guide to the best or right way to support the professional development of staff. It is a snapshot of how over 60 CPD leaders are finding ways to support CPD and connects these examples with other key resources to build a more coherent picture of the support available to develop the leadership of CPD in London."

Section 2 Vision and culture

This sets out the purposes, seven principles and a development framework - emerging, developing, establishing (EDE).

Section 3 Practice and processes

This section explores the seven principles:

- leadership of CPD
- CPD for all staff

- CPD, school improvement and performance management
- high-quality opportunities for CPD
- partnership
- resources
- evaluation of impact

Section 4 Support materials and resources

This contains examples of CPD policies, the role of the CPD leader, case studies, etc.

‘Everybody’s Learning’, produced by the East Midlands CPD partnership

INTRODUCTION TO CPD AND THIS TOOLKIT

About this toolkit – LEA views of CPD – DfES definition and typology

CPD AND SCHOOL IMPROVEMENT

Importance of school – Centrality of CPD – Inclusive CPD – CPD and remodelling – Building school capacity for CPD

SUPPORTING DOCUMENTS

CPD policy – CPD policy (Word version) – Co-ordinator Role – Co-ordinator Role (Word version) – CPD leadership skills – Governors’ guide – Parents guide – CPD entitlement – CPD entitlement (Word version) – CPD acronyms – CPD websites

SETTING A STANDARD WITH CPD

CPD and Investors in People (IIP) – CPD and Ofsted – CPD and Ofsted Self Evaluation Form (SEF) – High CPD standards

CAREER PROGRESSION FOR ALL STAFF

Teachers’ Framework and CPD – Using the Teacher’s Standards Framework (TSF) – Teaching Assistant frameworks and CPD – HLTA Standards – Support staff progression – Professional recognition matrix

PLANNING FOR CPD

Key CPD planning questions – Audit of CPD activity – Audit of CPD activity (Word version) – Audit tool – Audit tool (Word version) – CPD calendar – Needs identification exercises

CPD METHODS

CPD Portfolio – Action research and CPD – Coaching and mentoring – Developing professional learning communities – The Learning Walk – The Learning Walk (Word version)

EFFECTIVE CPD

Research on effective CPD – Collaborative CPD – DfES research findings – Other research findings – Self directed learning

EVALUATING CPD

Measuring CPD impact – Monitoring and evaluation checklist – Costs of CPD – Monitoring CPD impact – Monitoring the impact (Word version) – Cost benefit analysis – Cost effectiveness formula

CASE STUDIES

Case studies from a range of schools across the East Midlands – Action Research 1 – Action Research 2 – Coaching and CPD – IIP and CPD – Investing in support staff 1 – Investing in support staff 2 – Performance management and CPD – Work with governors

Annex 4 Examples of recent support materials

1. The role of the school workforce development (CPD) leader

From Lincolnshire School Improvement Service (subsequently adapted and incorporated into the materials produced by the West Midlands and the East Midlands as a part of the project).

The key task

The key task of the school's workforce development leader is to manage and lead the induction and development of the whole school community. Fulfilling a central role in creating a climate of continual and effective learning across the whole school community, the position is a key role in the school requiring a range of appropriate skills and responsibilities.

Main responsibilities: General

1. Working with other colleagues to help create a climate of learning within the whole school workforce.
2. Devising processes and systems to enable the climate of learning to occur.
3. Advising on the balancing of national, school and personal needs and aspirations.
4. Encouraging individuals and teams to take ownership of their training and development.
5. Encouraging and acting as an advocate and role model for workforce development.
6. Providing guidance and leadership on the changing school climate particularly with regard to the wider children's agenda.
7. Helping influence the strategic direction of the school.
8. Ensuring that resources are effectively deployed to the achievement of a well-motivated and well-informed workforce.
9. Ensuring that resources are deployed effectively towards school improvement.
10. Leading on the evaluation of the effectiveness of the school's achievement of an effective learning community.

Main Responsibilities: Specific

Climate:

1. Ensuring that all members of the school community have an equality of access to the range of induction and continuing professional development and learning opportunities.
2. Maintaining regular and constructive dialogue with all sections of the school community, including children, with regard to their development as learners.
3. Advising on the links between national and occupational standards and effective workforce development.

Leadership

1. Advising the headteacher and governing body on the benefits of participation in relevant initiatives and projects.
2. Advising the workforce on career and improvement pathways.

Systems and processes

1. Ensuring that the school understands workforce development structures and systems.
2. Maintaining effective links with the key providers, agencies and organisations such as the LAs, DfES, NCSL, GTC, the TDA, subject associations, LSC, dioceses and commercial organisations and to facilitating links between members of the school community and the providers/provision.
3. Ensuring that all members of the school community have an opportunity through mechanisms such as performance management and skills audits to discuss their development needs and aspirations as well as the most effective forms of delivery.
4. Providing induction and training for the workforce in effective professional development.
5. Advising on and administering the purchase and use of appropriate provision including booking, ensuring replacement cover and the dissemination of materials.
6. Providing appropriate records at individual and whole school level and evaluate the take up and effect of the provision.
7. Ensuring that evidence is fed into future training and development planning.
8. Reporting to the headteacher and governing body on all aspects of provision including an annual report on its provision and impact.
9. Organising and collating the dissemination of good and successful practice in ways that effectively lead to improvements in practice.

Needs identification

1. Assisting in the co-ordination of the audit of school strengths and weaknesses collating the range of evidence, formal and informal including the SEF, and identifying the priority needs through the production of a staff training plan.
2. Liaising with and advising the headteacher and governing body on the needs and appropriate ways to access the provision.

Approaches

1. Auditing current in-school strengths and skills and organise their effective deployment.
2. Communicating to all members of the school community the range of opportunities particular with regard to the effectiveness of methods to suit individual adult learning needs.
3. Advising on the appropriateness and benefits of particular types and methods of provision.
4. Advising on and liaising with those accrediting workforce development undertaken by members of the school community and monitor the progress of individuals in achieving appropriate qualifications.
5. Planning and manage the effective use of school closure and training events.

Measuring the difference

1. Ensuring that the provision is varied, is fit for purpose and conforms to best value principles.
2. Ensuring that all provision is of a consistently high-quality particularly through the use of accredited providers.
3. Receiving feedback from participants and liaise with providers about relevant follow up.
4. Devising criteria and systems for measuring the impact of training and development both in the shorter and longer term.

Key competencies, values and attitudes required

1. Ability to see the bigger picture and understand whole school and national needs and priorities.
2. Able to digest and make sense of a wide range of disparate evidence.
3. Leadership and management skills – to help lead a “learning community” and contribute to the strategic direction of the school, to match appropriate provision to the relevant personnel.
4. Advocacy skills – to motivate and encourage.
5. People skills – to understand needs and aspirations and respond to them, to avoid conflicts, to understand personal preferences and concerns.
6. Ability to select and prioritise – from a wide range of offerings, methods – skills of discrimination.
7. Financial skills – making the most of the resources available.
8. Communication skills – to inform orally and in writing.
9. Monitoring and Evaluative skills to measure impact.
10. Efficiency – administratively and organising ability.
11. ICT skills – website information.
12. Passion – for this lifelong learning process.

Key learning requirements to support the role effectively

1. Receiving appropriate induction for the role.
2. Regular performance management.
3. Ensuring regular updating on new initiatives and developments affecting the professional development of the school community.
4. Gaining understanding of the latest research findings.
5. Attending appropriate conferences and training on workforce development.
6. Subscribing or having access to relevant journals and associations such as Professional Development Today, CPD Update and GTC's, NCSLs and local authority publications.

2. An LA workforce development strategy

Produced by Doncaster MBC and updated as part of the pilot.

Workforce development strategy and policy for schools

Contents

- 1) Purpose and Key Objectives**
 - a) Introduction
 - b) Role of the Local Authority
 - c) Key Objectives

- 2) LA Strategic Role and Responsibilities**

(Appendix 1 – Workforce Development Team)

- 3) Professional Learning/Development Strategy**

(Appendix 2 – TDA Deliverables/ LA Response)

- 4) Performance Management Arrangements**

- 5) Terms and Conditions**

- 6) Recommended School Strategy and Policy Document**

(Appendix 3)

Agreed Spring 2007

1 Purpose and Key Objectives

a) Introduction

Education has been a main government priority for approximately the last ten years and has been a source of major investment in order to raise pupil achievement and improve life chances for future generations. Major initiatives have included National Strategies for the delivery of the curriculum for particular phases, Personalised Learning and the Every Child Matters agenda. Recently the Remodelling of the School Workforce along with extended services provision has been at the heart of this drive and investment. Fundamental to these reforms has been tackling the workload of teachers, enabling them to concentrate more effectively on the learning process through shedding administrative tasks and enhancing the roles of support staff.

The 'New Teacher Professionalism' agenda - as set out by the Rewards and Incentives Group (RIG) – will build on and embed these achievements to deliver further improvements in teaching and learning and in teachers' motivation and morale. RIG has agreed that career progression and financial rewards should go to those who are making:

- the biggest contribution to improving pupil attainment,
- those who are continually developing their own expertise,
- those who are helping to develop expertise in others.

Underlying the new teacher professionalism is the aim that professional learning and development is perceived as an on-going part of the everyday activities of a teacher. It espouses a culture where all teachers and support staff are engaged in effective professional learning recognising the needs of the school and the needs of the individual equally.

In order to meet the challenging targets set by central government, it is recognised that there is a need for a whole school approach that integrates professional learning and personal development along with performance management of all staff into long term strategic planning and builds on the contribution and aspirations of all people who work in schools.

b) The Role of the Local Authority

The government sets all local authorities pupil attainment targets and the LA itself has a Transformational Goal for achieving world class skills and aims for the borough's public examination results to be at least in line with the national average. Therefore the LA has a major role to play in determining and supporting a vision for schools that focuses on the achievement of national, local and school priorities and objectives. The effectiveness of schools in ensuring that its young people consistently reach the highest possible standards is most significantly affected by the *whole staff's skills, knowledge and commitment to continuing professional learning*.

Therefore, the LA provides a framework for the motivation and development of all school staff in order to maximise their potential. This includes the responsibility for

securing and/or administering funding provided by central government grants as part of national and specific regional/local initiatives to meet the needs of the school workforce. The School Improvement Service is responsible for ensuring that monitoring and challenge exists to secure a correlation between the investment in professional learning/personal development and school performance.

Whilst the majority of education provision within the Council is undertaken in schools; all relevant provision will apply to the local authority's Pupil Referral Units and any other centrally managed support services where applicable.

c) Key Objectives

- i) To promote and support a coherent and strategic approach across the LA to the reform, modernisation and development of the whole school workforce
- ii) To create a lifelong professional learning and development culture in all schools
- iii) To provide a framework for all staff to be aware of their entitlement to professional learning opportunities and the range of opportunities available
- iv) To empower staff to take an active commitment in their own continuing development
- v) To equip all employees with the skills, knowledge, competence and confidence to deal with a rapidly changing world, particularly in the workplace, in order to ensure there is the capability and capacity to manage the change
- vi) To initiate, facilitate and procure training and development opportunities
- vii) To monitor, evaluate and challenge the effectiveness of the learning/development resources in order to ensure equality of opportunity
- viii) To encourage and support schools to develop career structures creating opportunities to maximise the potential of the whole school workforce
- ix) To contribute to the local authority's Children and Young People's Plan
- x) To support and contribute to strategic developments nationally and regionally for the benefit of the wider school workforce

2) Local Authority Strategic Role and Responsibilities

The Local Authority, through its Workforce Development Strategy, will maintain a coherent Professional Learning and development system for schools that is sustainable and that accurately reflects school needs and priorities. Working in partnership with the Training and Development Agency (TDA) and in conjunction with the School Workforce Development Board (SWDB) and the Children's Workforce Development Council (CWDC), it aims to improve the relevance and coherence of roles, qualifications and professional learning/development, providing clear information about career pathways within the school and the wider children's workforce. This is to support schools in order to meet the expected standards set by the Secretary of State for Education and Skills in assessing how well individual

schools are identifying the needs of the workforce and are able to demonstrate this as part of school self-evaluation processes.

The LA will seek to ensure that there is a constant supply of motivated, high quality:

- Newly qualified teachers
- Experienced teachers with an appropriate role and level of responsibility in a clear school structure
- Leadership staff that are well prepared and trained for the challenges of this role
- Business and Administration Managers with designated specialist professional qualifications that support and enhance school leadership teams
- Administrative and clerical staff with the necessary skills, sometimes obtained through access to recognised qualifications and to development opportunities to ensure that teachers have high quality support in order to focus on teaching and learning
- Classroom Support staff with an extended range of skills and career opportunities to provide high level support directly to teachers to enrich the curriculum and provide learning continuity within a flexible learning environment
- Pastoral support to enable the work of classroom teachers and other professionals to ensure the engagement of young people at all phases of their education equipping them with the confidence to maximize learning opportunities
- Technical staff with specialised skills that are continually developed to ensure that young people and school staff are confident with innovation and are provided with facilities that meet today's requirements
- Specialist professionals with specific areas of expertise, for example School Librarians

A **Workforce Development Team** (see Appendix 1) meets regularly, comprising the School Workforce Development designated advisers and senior advisers, Human Resources Officer(s), [including specific responsibility for recruitment strategy], representatives from other Council departments. The Workforce Development team is responsible for the development, implementation, monitoring and evaluation of the agreed strategy and ensuring it meets the needs of both national (TDA Deliverables) and local priorities and also addresses Doncaster's Values Statement. It will also provide model policies and procedures to support schools in developing a coherent and consistent approach to meeting entitlement to professional development.

The work of the LA also involves the collection and analysis of qualitative and quantitative data in order to inform local, regional and national developments and the implementation of specific programmes. TDA requires that LAs provide them with regular, accurate data and development details relating to all aspects of workforce development.

3) Professional Learning and Development Strategy

Professional Learning is crucial in developing school effectiveness and plays an integral part in contributing to the school SEF and School Improvement Plans.

The LA publishes a framework (*Doncaster Professional Learning Opportunities Framework*) to support all schools in developing high quality and effective approaches to the performance development of their workforce. It provides access to a clear, structured framework for the personal development of staff within their current role, and also to equip them for career progression in order to maximize their contribution to the life of the school. The LA intends that each school will see itself as a *developing learning community* that empowers all staff to take an active commitment in their own continuing professional learning.

Schools are supported directly through the established network of the **Leaders for Professional Learning Forum (LfPL)**, in conjunction with the **Research and Development Group (R&D)**, to ensure that developments are clearly matched to schools' needs and are appropriately prioritised. In addition, specific groups are and will be established, in order to support the professional needs of those employees to share experiences and disseminate good practice throughout the Borough.

The Training and Development Agency (TDA) has published a set of 'deliverables' – a series of expectations and strategies - that the government expects all schools, with the support of their LA Schools Workforce Adviser and local team, to put in place within a reasonable timescale, (see Appendix 2). In order to give schools that support, the local authority's strategy also includes the following:

- Publication of an annual Professional Learning Programme for all school staff
- Providing all Leaders for Professional Learning with guidance publications such as the 'South Yorkshire CPD Leaders' Handbook' and the 'Professional Learning Portfolio'
- Leadership Development Programmes, including 'Tomorrow's Leaders' - whereby schools identify those teachers with potential leadership skills and aspirations who are then supported by the LA and provided with opportunities to develop their skills across a broad range of activity
- Supported programmes of initial teacher training e.g. Graduate/Registered Teacher Programme and induction programmes for all newly appointed staff
- Access to opportunities for classroom support staff with extended roles and responsibilities to acquire the necessary qualifications to progress to a career in teaching, e.g. via Foundation Degree courses
- Embedding the professional standards for teaching staff as the baseline for thorough Performance Management procedures
- Developing National Occupational Standards for support staff
- Promoting coaching and mentoring as part of personal and professional development
- Provision of model policies and procedures
- Promoting access to 'Basic Skills' Level 1 and Level 2 qualifications for all staff as a basis for supporting continuing professional learning and development

- Establishing network groups to broaden and extend the profile of professional learning and development opportunities
- Promoting the benefits of acquiring professional, nationally recognised, qualifications and training
- Administering grant funding to support/kick start new initiatives
- Seeking alternative sources of funding to support individual school training budgets e.g. from the Learning and Skills Council

The LA also takes the view that Teachers' and Support Staffs' personal professional learning and development should form a crucial part of performance management policy and process in schools (see 4 below). Ensuring that all staff have access to a broad and relevant range of professional learning opportunities is fundamental to school development and an entitlement of the workforce.

Professional Learning should not be restricted to attendance on one or two training courses, but be conceived as an integral part of school activity and development and encompass such activities as classroom based research, mentoring and coaching, joint projects with colleagues in other schools or joining a network as well as more direct training where appropriate.

4) The arrangements for Performance Management

The LA strongly supports a positive and rigorous approach to managing the performance of all employees and provides an agreed framework for schools in order to support them in meeting their statutory responsibilities for teaching staff and an entitlement for support staff to reach their full potential.

Model policies are provided in line with government guidance. These incorporate LA recommendations and they will be updated to support schools to ensure that legal requirements are met and that recommended codes of practice and general best practice are adopted by schools. In addition all schools should have agreed policies and procedures for managing the capability of staff should this fall below the required standard.

To ensure the development of a consistent and coherent performance management framework, an ongoing programme of training and development will be provided for all school staff and school governors by the local authority Schools Workforce Development Team. This seeks to embed best practice in schools and ensure that all staffs feel confident in engaging in the school's performance management arrangements.

5) Terms and Conditions

Schools are recommended to adopt the Council's policy and procedure with regard to conditions for undertaking professional learning and development opportunities.

Where financial assistance is provided through the LA (whether from specific grant or revenue resources) the arrangements will be in accordance with the Council's agreed policy.

Annex 5 Summaries of each of the projects in phase one

The following summaries use the focus areas identified in the report to categorise the plans of each project. As far as possible, the summary has used the wording and order from the original bids.

North East (Tees Valley)	
The changing role of CPD leaders	To re-launch and promote the role/remit of the CPD coordinator
LA policy	The Tees Valley LAs will promote, support and monitor the use of: professional and occupational standards; revised PM arrangements for teachers and headteachers; and appraisal and staff development to enable ongoing long-term career development across the whole school workforce and to support school improvement.
Networks	Creating and developing self-perpetuating networks of CPD leaders
Learning and training	To design a training programme for CPD leaders including: <ul style="list-style-type: none"> • workforce re-organisation and modernisation • new performance management Regulations and Guidance • new professionalism • cost of CPD/budgeting • impact of assessment of CPD/value for money • revising school's CPD policy • to ensure the links between CPD and PM are explicit
The development of resources	Every school in the Tees Valley will have a resource pack to help raise attainment and enable them to lead and manage effective CPD for the whole school workforce.

North West (Warrington)	
The changing role of CPD leaders	To work with experienced school leaders to deconstruct the role of the CPD coordinator and reconstruct it as a key leadership role supporting deep learning at all levels within the organisation
LA policy	<ul style="list-style-type: none"> • To provide a coherent strategy for personalised learning through professional development linked to the revised National Professional Standards for Teachers and Headteachers, revised Performance Management

Supporting the leadership of CPD in schools

	<p>regulations and School Improvement Planning.</p> <ul style="list-style-type: none"> • To develop an integrated workforce strategy in partnership with the LA Children’s Workforce Strategic team to ensure schools are at the heart of integrated services delivery and can access multi-agency training as appropriate needs for teachers and school support staff.
Networks	<ul style="list-style-type: none"> • To develop CPD leaders’ networks and partnerships working with clusters or groups of schools locally, regionally, nationally and internationally to research, share and disseminate best practice in support of training and development for the whole school workforce. • To provide opportunities for the school workforce to learn from and with others in the same school and other schools.
Learning and training	To build capacity for sustainability of existing and emerging leaders by providing training and support in organisational leadership and management of CPD.
The development of resources	<ul style="list-style-type: none"> • To evaluate the effectiveness for CPD leaders of a training needs analysis in identifying professional development. • To work with an existing network of school CPD coordinators and leaders to focus on impact evaluation of professional development.
Websites and e-platforms	To develop a website of CPD activity for the whole school workforce.
Accreditation	To explore professional leadership development, recognition and accreditation opportunities for CPD leaders as change agents and leaders of learning within their organisation.
Provision	To map current training provision for the whole school workforce to support CPD leaders.

Yorkshire and the Humber (Barnsley)	
LA policy	Developing and agreeing a schools workforce development strategy which baselines the context, offers proposals and plans for action.
Learning and training	We aim to design and offer a professional development programme for workforce development leaders (CPD

	<p>coordinators) in schools. This will run over a 14 month period and offer a range of face-to-face sessions, networked activities and inter-session tasks. A carefully designed local authority programme for workforce learning leaders in each school to include:</p> <ul style="list-style-type: none"> • updates on workforce reform and performance management • coaching and training for the role of coordinating CPD within a performance management context • forging links with Teacher Learning Academy and Huddersfield University • insight into adult learning theory • insight into learning processes and protocols to support adult learning • insight into blended learning • insight into grants and organisations that support workforce learning eg. British Council • support for building professional development portfolios across the schools workforce • raising awareness of the professional learning available for each stage of all careers within the schools workforce • overseeing quality assurance and high standards for all CPD opportunities in school • seeking opportunities for alignment of the workforce and broader professional development opportunities
<p>Websites and e-platforms</p>	<p>The development of e-learning platform with access by all schools staff</p>

<p>Yorkshire and the Humber (Doncaster)</p>	
<p>The changing role of CPD leaders</p>	<p>Focus on extended role brought about through PM revised regulations and essentially having a clear approach in schools so that school leaders for professional learning (LfPLs) can work in consultation with PM reviewers to guide, support and sustain professional learning programmes for individuals in line with school priorities and policy. To include:</p> <ul style="list-style-type: none"> • defining scope of current role • essential aspects to be included arising from new profile in PM • establishing an effective school policy for professional learning – accessible, on-going and used document (we have a draft one already) • working with the LA Professional Learning Opportunities Framework

Supporting the leadership of CPD in schools

	<ul style="list-style-type: none"> exploring working patterns between LfPLs and new schools workforce development consultant (SWDC)
Learning and training	Leading Professional Development in Schools - this would be a day workshop type event led by the LA team with the involvement of regional LA colleagues. Potentially 125+ schools, so possibly two alternative dates to ensure numbers are manageable
The development of resources	The Role of School Leader for Professional Learning Policy document that builds on existing policy statement developed by the LA Professional Learning R&D group, but now more closely linked with PM and appropriate to ALL staff. Using the 'contact' for support staff; using the LA SWDC; pursuing different kinds of PL in its broader sense

East of England (Cambridgeshire)

Networks	Offer network meetings in the spring and summer terms at no charge to schools, to encourage attendance, focused on the impact of CPD (spring) and the CPD leader's role in supporting implementation performance management and the framework of professional standards (summer)
Learning and training	Run an induction course for new CPD leaders in the summer term at no charge to participants
The development of resources	Set up a working party of CPD leaders to research, develop and pilot materials to evaluate impact of CPD, with the results being disseminated via the website and the network meetings
Websites and e-platforms	Develop and launch a CPD leaders' website for CPD leaders on the schools' portal

East of England (Hertfordshire)

The development of resources	<ul style="list-style-type: none"> Devising a programme (which will consist of the package mentioned below) which provides opportunities to raise the profile of performance management and the revised professional standards in relation to CPD. Developing a 'package' to guide and support CPD leaders which will be distributed via CD/DVD The CD/DVD will incorporate information and guidance on their roles, model policies, procedures, methods of evaluating and assessing impact, CPD portfolios, developing support staff etc.
-------------------------------------	---

Supporting the leadership of CPD in schools

	<ul style="list-style-type: none"> • The CD/DVD will offer CPD leaders the opportunity to promote the use of professional and occupational standards in their schools.
--	---

East of England (Luton)	
Networks	Coordinate annual partnership plans to support cluster and area based CPD to enable common themes to be explored and good practice shared
Learning and training	<ul style="list-style-type: none"> • Work with CPD leaders to develop their understanding of the new professional standards in relation to performance through cluster/area based training and support groups • Work with CPF leaders to develop their understanding and strategies for ensuring effective CPD as identified through performance management and school self-evaluation through cluster/area based training and the sharing of good practice • Develop understanding of career pathways and ways to develop the wider workforce within schools
The development of resources	Develop monitoring and tracking systems in schools which demonstrate the impact of CPD upon school improvement and pupil progress
Websites and e-platforms	Share the good practice that evolves on the Luton Learning Grid – Learning Schools@Luton, an online tool for sharing effective practice

East Midlands	
The changing role of CPD leaders	Research into the needs of CPD leaders, taking account of contexts, to identify needs and skills within a variety of contexts such as clusters/networks, small rural, urban, etc with cross-phase representation from a geographical diagonal sample/slice, with a view to training materials for CPD leaders around their developing role
Learning and training	Investigate the most effective use of toolkit resources and build up training materials around these
The development of resources	Undertake research and development activity with schools leading to new guidance about effective CPD leadership through a series of (sub-regional) investigations that lead to outcomes for all schools. Initial suggestions for these raised at the partnership meeting include: <ul style="list-style-type: none"> • Provide support of CPD leadership for the wider workforce, including use of the integrated qualifications framework

Supporting the leadership of CPD in schools

	<ul style="list-style-type: none"> • Training materials for CPD leaders around their developing role • Effective use of CPD toolkit resources in schools • CPD leaders' work with performance management, PPA, SEF and SIP processes • CPD leaders' use of new Teacher Standards Framework • Needs analysis tools and guidance for CPD leaders • CPD leader as commissioner, exploring the DfES 9-stage process • Innovative forms of CPD leadership in schools and clusters, especially the identification of emerging 'grass roots' practice • CPD leadership competencies • Latest research/report guidance for CPD leaders • Links with the National Strategies CPD materials
Websites and e-platforms	<p>Create a sustainable infrastructure to support the region's school CPD leaders. Place all current resources for CPD leaders onto a new website to be developed at www.cpdtoolkit.co.uk to improve accessibility and more manageable evaluation of existing materials, plus the introduction of new tools and guidance for schools. All outcomes from the funded investigations below should also be shared through this site.</p>

London	
The changing role of CPD leaders	Intelligence on style and strategic role around leadership of CPD to give us a broad picture of the state of play across London in terms of basic information about the style and strategic role around the leadership of CPD and to identify needs
The development of resources	To provide models of CPD leadership that ensures that the development of all staff serving the school community has a greater impact on pupil learning and supports the ECM and related agendas.

South East	
The changing role of CPD leaders	Establish in each LA, or further develop, collaborative models of school-based CPD leadership. Prioritise the role of CPD leadership as that of change agent for the development of the whole school workforce – especially in the context of performance management and school improvement.
Networks	Regional network for CPD in LAs – to include Training Schools (where feasible), supported by the Regional Training Centre to ensure sustainability

Supporting the leadership of CPD in schools

The development of resources	<ul style="list-style-type: none"> • Create, promote and consolidate resources to support the development of CPD leaders in schools – such as toolkits, web-based resources and portfolios • Promote and sustain effective CPD practice through the development of agreed criteria
Websites and e-platforms	Create, promote and consolidate resources to support the development of CPD leaders in schools – such as toolkits, web-based resources and portfolios
Accreditation	Establish regional recognition of effective CPD in schools by providing a vehicle for individual accreditation

South West

The changing role of CPD leaders	<p>To further develop clarification of the role and function of CPD leaders and coordinators.</p> <ul style="list-style-type: none"> • Framework of role functions and job descriptions • Model for LA engagement with CPD leaders of schools of different sizes • Development of training and support for CPD leaders and coordinators through networks and electronic means
The development of resources	<ul style="list-style-type: none"> • To design a simple crib sheet tool that would help to enable development targets and CPD opportunities to be welded in a way that supports teachers at different stages of development and with different needs and aspirations. • To continue to develop a Learning Framework for TAs and teachers at all stages of their careers • To increase the number of the professional and occupational standards/statements to be uploaded to the 'Regional needs analysis online tool'

West Midlands

The changing role of CPD leaders	<p>To identify the changing role of the CPD leader in school. Workforce remodelling, new professionalism, the children's agenda and the widening workforce have changed the context within which CPD/workforce development is led. The single CPD coordinator role has changed and become a leadership role and, significantly, it is possible that a number of staff in school will have responsibilities for workforce development (this is one of the emerging issues from the test bed schools).</p>
---	--

Supporting the leadership of CPD in schools

The development of resources	<p>Review and develop guidance material to strengthen support in two national priority areas:</p> <ul style="list-style-type: none"> a. CPD leadership for team leaders as part of performance management for the whole workforce (including relevant standards) b. measuring impact of CPD on knowledge, skills and behaviours and consequent impact on pupils learning and progress <p>Phase 2</p> <p>At the end of phase 1 we will be in a position to identify who is involved in CPD/workforce leadership and therefore to design relevant support for different groups ...eg. possible updating/enhancement of existing guidance.</p>
Networks/Training	<p>Training/networking for the whole range of identified people who have workforce leadership responsibilities (capacity building – possibly using the guidance materials and online support)</p>
Websites and e-platforms	<p>Website development</p>
Accreditation	<p>Exploring accreditation/recognition</p>

Annex 6 Methodology used in producing the report

This annex summarises the methodology used to develop this report.

Timeline

- Initial meeting with RAs and LAs to outline the nature and scope of the project and invite bids (30 Jan 2007)
- LAs submit bids for approval and funding by the TDA. The TDA analyses, clarifies and approves the projects (Feb – Apr 2007)
- Desk research on CPD leadership: evaluation of research summaries and investigation of support nationally and locally (March onwards)
- Analysis of submitted bids in terms of methodology and broad areas (May 2007)
- Visits to each region to discuss progress and gather information on context and support (March – June 2007)
- Reports submitted by each project and analysed (by 15 June)
- Conference (15 June) for LAs to share outcomes of projects and discuss next steps
- Final report to the TDA (end of June)

Nature of the visits

A total of 11 visits were made (one to each region except Yorkshire and the Humber and the South East, where two visits were made) between 16 March and 7 June as follows:

- 16 March Luton – Luton, Cambridgeshire and Hertfordshire LAs
- 30 April Warrington LA
- 1 May Coventry West Midlands forum
- 3 May London – seminar with CPD leaders
- 4 May Doncaster
- 8 May Kegworth – East Midlands forum
- 11 May Barnsley LA
- 17 May Darlington, meeting with Tees Valley consortium
- 18 May Strood – Medway LA
- 21 May London – South East Conference
- 7 June Taunton – South West consortium meeting

The nature of the visits varied considerably. They included:

- a forum meeting with the project as an item on the agenda (East Midlands)
- two forum meetings about the project (West Midlands and the South West)
- two regular RA meetings with the LA team, with the project as an item on the agenda (Warrington, Doncaster)
- an RA meeting with LAs about the project (East of England)
- three meetings with the LAs involved about the project (Barnsley, North East, South East)
- a seminar for CPD leaders as part of the project (London)
- a conference for LAs on CPD leadership and the progress of the project (South East)

Reports on each of the visits were submitted to the TDA.

Annex 7 Resources consulted in developing the report

Unpublished material

- The initial and final bids from each of the projects
- The final report from each of the projects: the template for the report is included as annex 8
- The presentations from each of the projects and notes generated at the conference
- Supplementary reports submitted at the end of the project detailing the findings from the analysis of CPD leaders in London, the West Midlands, the East Midlands and the Tees Valley
- Project specifications and related policy documents on new professionalism and workforce development developed by the TDA
- A large number of websites (detailed in the e-directory) and materials produced to support CPD leaders

Published material

DfES

'Good value CPD', DfES, 2001

'Leading and supporting CPD in secondary schools', DfES, 2005

'2020 Vision: Report of the Teaching and Learning in 2020 Review Group', DfES, 2006

GTC

'Learning together: Being a CPD leader', GTC, 2005

'Making CPD better. Bringing together research about CPD', GTC/ATL, 2007

Bolam, R and Weindling, D, 2006, 'Synthesis of research and evaluation projects concerned with capacity building through teachers' professional development', GTC

Teachers' Professional Learning Framework, GTC

Teachers' TV

Teachers' TV: Support for CPD advisers and coordinators

TDA

'Mentoring and coaching CPD capacity building project. A national framework for mentoring and coaching', TDA, 2006

Ofsted

'The Logical Chain: continuing professional development in effective schools', Ofsted, 2006

NCSL

'Leading continuing professional development in school networks: adding value, securing impact', NCSL, 2004

'School leadership development in LEAs. A good practice guide', NCSL, 2002

'Leading coaching in schools', NCSL, 2005

'Distributed leadership', NCSL, 2003

Others

Kelly, S, 2007, 'The CPD Coordinators toolkit', Paul Chapman Publishing

Bubb, S and Earley, P, 2006, 'Taking responsibility for teachers' professional learning: the school's role', Paper presented to a conference at the London Institute of Education

Printed LA material

'Everybody's Learning CPD Toolkit', East Midlands Partnership, 2005

'How do we know it's worth it? Evaluating the impact of CPD', Lincolnshire School Improvement Service, 2006

'Workforce development Needs Analysis Pack', Lincolnshire School Improvement Service, 2007

'CPD leadership guidance', West Midlands LAs, 2005

'A framework to aid the assessment of the effectiveness of CPD leadership in schools', CPD advisers' forum of the South West region, 2005

South Yorkshire LEAs, 'CPD Toolkit to support the leadership and management of CPD', CD-Rom, 2005

'Doncaster Professional Learning Framework', Doncaster MBC, 2006

'School Workforce Development Plans, 2005-8', Warrington BC

LA websites

Much of the information on support for CPD leadership was gathered by visiting the websites produced by LAs. In some cases these were open and I was able to access all the material. In a few cases they are password protected and available only to staff and schools in the LA.

A list of the websites consulted has been collated in the e-directory distributed at the conference on 15 June. Work is in progress to develop this e-directory to provide a more comprehensive analysis of LA websites.

Other websites

As well as the websites of national organisations, reference was also made to the following:

- Electric Word plus, which, through its subsidiaries Teaching Expertise and Optimus publishing, produces a website for CPD leaders, a newsletter and online training.
- Webbased, which is working with LAs in the South West to provide online materials and training modules.

Annex 8 Template for the end of project reports from each LA/region

CPD leaders pilot project: Report to the TDA

Introduction

As part of its developing strategy for supporting CPD leadership, the TDA is funding a number of local authorities (LAs)/regions to pilot enhanced support to CPD leaders. Through this initiative the TDA aims to:

- ◆ find out what a range of LAs already do to support CPD leaders
- ◆ increase understanding of effective approaches
- ◆ analyse resources and support currently available
- ◆ gain further insights into the needs of CPD leaders and how the TDA can support them
- ◆ analyse training and development needs for the role
- ◆ build an evidence base of the ways LAs, the TDA and others can support and develop the role of CPD leaders in schools, and
- ◆ build up an e-library of resources for CPD leadership.

The TDA will gather information and materials from the LAs/regions involved through:

- ◆ a showcase conference on **15 June 2007** at which each LA/region will have an opportunity to outline the ways in which they support CPD leaders
- ◆ visits by a TDA consultant to discuss the issues outlined below, and
- ◆ reports from each of the LAs/regions on the existing, current and newly funded initiatives to support CPD leaders.

Producing the LA/regional report

The regional adviser, in consultation with the local authorities involved, should determine whether there is a single report from the region, and/or one from each of the participating local authorities.

The report should be brief and concise, and address each of the areas outlined below. The TDA consultant will explore these issues when visiting the LA/region in the spring.

To promote consistency and to reduce the burden on LAs, we have prepared an electronic template to enable you to submit text on each of these areas into the free text areas.

The completed report should be sent to the TDA by 8 June 2007.

Contextual

Perceptions of CPD leadership, its nature, scope and focus and the barriers and challenges that need to be addressed in developing their role.

- ◆ What are the perceptions/expectations of the role of CPD leaders:
 - by the local authority/region?

 - by schools?

- ◆ What, if any, changes are happening to the nature of the role and the types of people carrying out the role?

- ◆ What are the perceived challenges and barriers:
 - facing CPD leaders locally?

 - facing CPD leaders as a result of recent developments and policies nationally?

 - facing the LA/regional support to CPD leaders?

Specific types of support offered to CPD leaders

What the LA/region is doing to support CPD leaders in schools.

This covers **existing support** currently available and the **additional support** being funded by the TDA.

- ◆ **Existing support.** What different types of support are currently offered by the LA/region? (Please list and identify the particular focus, nature and scope of each type of support. This can be developed from the outline submitted as part of the original bid.)

- ◆ **Additional support.** How is TDA funding being used to extend or enhance the support to CPD leaders? (Please list and identify the particular focus, nature and scope of each type of support. This can be developed from the original bid.)

- ◆ What is the resource commitment for the LA in terms of, for example, people/time/costs/use of ICT, etc.?

- ◆ What are the expected outcomes from the current and additional support offered to CPD leaders? (Please make reference to the particular enhancement provided through additional TDA funded activities.)

- ◆ What is the nature and degree of collaboration with other LAs and/or other institutions and/or organisations?

- ◆ How do the various types of support promote the use of professional standards and the development of effective performance management policies or how do they have potential to do so?

Evaluation of impact

- ◆ What monitoring and evaluation methodology is being employed to evaluate the impact of existing support and the additionally funded support?
- ◆ What has been the impact and value added of the additionally funded types of support in the short term?
- ◆ What do you expect the impact to be of the additionally funded types of support in the long term?

Next steps

- ◆ How do you plan to take forward support for CPD leaders in the LA/region?
- ◆ What is the transferability of the various types of support you have developed:
 - to other LAs?
 - nationally?
- ◆ How best could the TDA support/guide action by LAs/regions in the future?

Appendices

- ◆ Please provide examples of effective practice – eg. model policies; web development/links; toolkits; training materials; training courses.
- ◆
- ◆ Please provide a link to the materials if they exist electronically on a website or provide hard copies to the TDA consultant when visiting.

Please add any commentary on the materials here.