

Teacher CPD delivered by employers.

What works?



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- Class of Your Own Ltd
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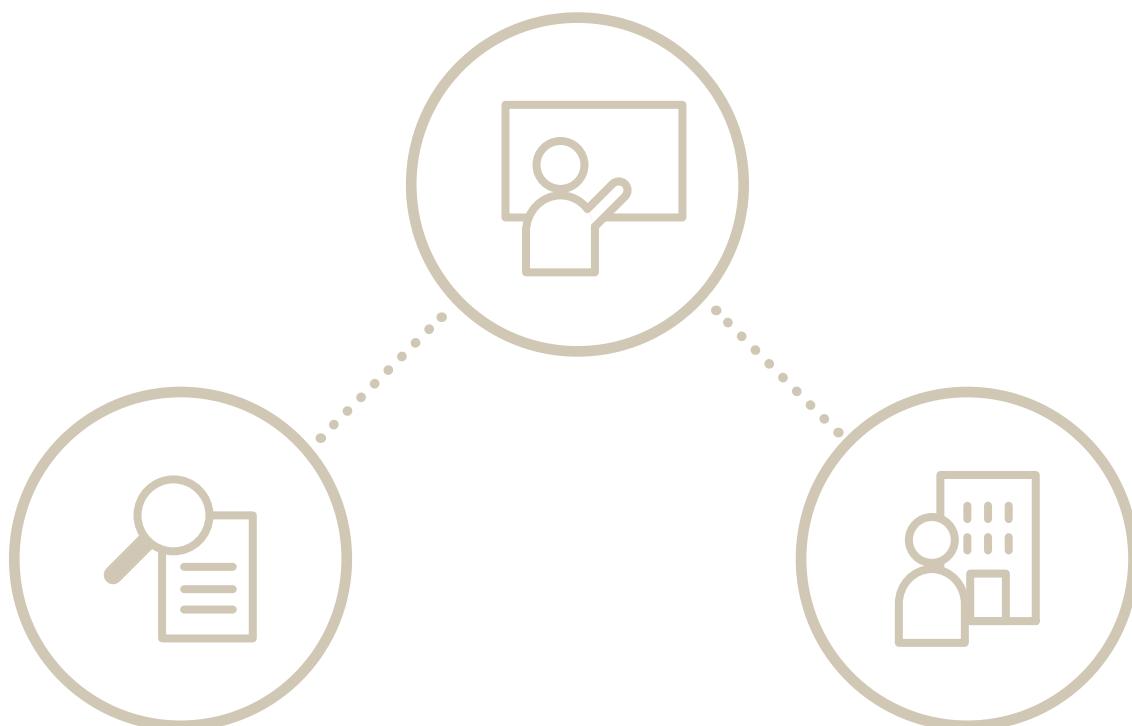
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About this paper

This paper provides an overview of the evidence for teacher continuing professional development (CPD) provided by employers. Schools, colleges, employers and other providers of careers and enterprise programmes may use this evidence to inform the programmes that they are running and developing.

This paper synthesises both academic and 'grey' literature (such as policy papers, speeches and programme evaluation reports). The aim of, firstly, clarifying possible impacts from teacher CPD delivered by employers and, secondly, identifying effective practice.



In brief



There is some evidence which provides insights into teacher CPD delivered by employers. Most of this evidence addresses teacher placements, a type of CPD where teachers are placed in business or industry environments to learn more about that business or industry.

The evidence suggests that teacher placements are 'potentially effective' (a rating of 2 on the Early Intervention Foundation evidence scale) as research suggests that they lead to positive outcomes for teachers.

The evidence suggests that teacher placements can improve teachers' knowledge and awareness, enhance their capacity to deliver learning and improve their practice.

The evidence points to several lessons for practice. Research suggests that high quality teacher placements should: apply broad principles of effective CPD; establish whether the placement is an effective environment for learning; have clearly established roles for teachers; encourage a clear and shared purpose among stakeholders; ensure effective support and communication routes; and have buy-in at the senior leadership level.

The review acknowledges the lack of literature surrounding other types of employer-supported teacher CPD. It recommends increasing the awareness of and evidence for other types of collaboration between teachers and employers.

Executive summary

Teacher continuing professional development (CPD) delivered by employers can refer to a variety of professional development activities where an employer is the primary facilitator of training.

This can involve a range of CPD types including:

- Teacher placements in industry;
- Teacher-employer mentoring; and
- Employer contributions to an overall programme of teacher CPD (such as the delivery of lectures and modules).

The extent of employer engagement in teacher CPD is variable and can range from an employer acting as the primary facilitator of the CPD (e.g. in teacher placements) to activities where employers contribute a small component to an overall CPD programme (e.g. one employer-delivered module within a course).

Teacher CPD delivered by employers and specifically teacher placement CPD activity is a 'potentially effective' intervention with a rating of 2 on the Early Intervention Foundation (EIF) scale. The evidence to date relies on a variety of small scale formative evaluations which suggest positive outcomes for teacher participants.



The literature suggests that Teacher CPD delivered by employers and specifically teacher placements is most effective when the following conditions are in place:

1. Broad principles of effective CPD are applied

While there is limited evidence on teacher CPD with employers there are established principles around effective teacher CPD more generally. These should be followed and include ensuring that CPD: is the right length (usually two terms), includes follow-up after initial delivery which supports and reinforces of key messages; is designed to meet participant and student needs; creates a positive learning environment; and has a good programme theory to guide the implementation.

2. The placement is an appropriate environment for learning

Placements must be suitable for teachers to achieve the learning outcomes associated with the placement. This includes an evaluation of the appropriateness of the employers' environment and whether this environment can allow teachers' to encounter creativity and innovation.

3. Teachers' roles and responsibilities are clearly defined

It is important that the teacher's role is valued and respected on the placement. Long term placements are most effective when teachers see themselves as, and are treated as, 'employees.' For short term placements, normally two weeks or less, the arrangement should be treated as a high status 'teacher placement' rather than as a variation on student work experience. When teachers are accorded a higher status by the employer they are more likely to be comfortable in the environment, ask questions and get more out of the CPD.

4. Clear and shared purpose

The purpose of the CPD activity needs to be understood by both teachers, employers and any third party facilitators or brokers. Teachers must be briefed on the purpose of the CPD from the outset. In some cases contracts have helped to support this understanding among involved parties.

5. Support and communication

Teachers must be supported throughout the duration of the placement. Communication can help to mitigate any issues that may arise as a result of taking teachers out of their normal working environment.

6. Buy-in from school senior leadership

Teachers must be supported to think creatively by their management to ensure that knowledge and experience obtained from the CPD is put into practice.

1. Introduction

Young people face a world of increasing complexity and uncertainty. The recent rise in the education participation age, the broad scope of educational choices and high levels of youth unemployment are key shifts that affect young people's decision making about their future.

Making a choice about whether to transition from school to further or higher education or into the world of work is daunting. As a result it is crucial that young people have access to high quality careers and enterprise programmes.¹

The change in the responsibility for careers from local authorities to schools has had an impact on the delivery of careers and enterprise provision.^{2 3 4} Much research and discussion has debated how this responsibility can best be managed by schools.^{5 6}

Research on 'what works' in career and enterprise education repeatedly stresses the importance of education-employer links.

Since September 2012 the role of teachers has become more central in supporting career education. Research by Hooley, Watts and Andrews discussed possible ways in which teachers can engage in career education with young people.⁷ The typology included the provision of: informal careers information, pastoral support, careers education within their

subject, careers education as a subject area as well as providing leadership support for careers. However, such research also recognised the limits of teacher expertise in delivering careers and enterprise programmes.

One way to ensure that teachers understand the requirements of the world of work and are able to provide career support to young people is through the provision of specific teacher CPD on careers and enterprise.

Research on 'what works' in career and enterprise education repeatedly stresses the importance of education-employer links.⁸ In most of these strategies employers directly engage with students in activities such as employer mentoring, work experience and careers talks held in school or college. However, there are a range of other ways in which businesses can engage with schools. One way is for employers to provide CPD to teachers.

1. Behavioural Insights Team. (2016). *Moments of Choice*. London: Behavioural Insights Team.
2. Education Select Committee. (2013). *Seventh Report – Careers Guidance for Young People: The Impact of the New Duty on Schools*. London: The House of Commons.
3. Ofsted. (2013). *Going in the Right Direction? Careers Guidance in Schools from September 2012*. London: Ofsted.
4. Moote, J. and Archer, L. (2017). Failing to deliver? Exploring the current status of career education provision in England. *Research Papers in Education*, online first.
5. Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation.
6. Andrews, D., and Hooley, T. (2017). '... and now it's over to you': recognising and supporting the role of careers leaders in schools in England. *British Journal of Guidance & Counselling*, 45(2), 153–164.
7. Hooley, T., Watts, A.G. and Andrews, D. (2015). *Teachers and Careers: The Role of School Teachers in Delivering Career and Employability Learning*. Derby: International Centre for Guidance Studies, University of Derby.
8. The Careers & Enterprise Company. (2016). *What Works in Careers and Enterprise?* London: The Careers & Enterprise Company.

2. What is teacher CPD delivered by employers?



The demand for teachers to engage with CPD has never been higher. Drivers at national and school levels require teachers to continuously improve teaching quality, respond to changes in technology and to keep up to date on best practice subject learning.⁹

Continuing professional development for teachers is typically a programme or activity completed in excess of any initial teacher training.⁶ Borko outlined the importance of teacher CPD including a clear programme of development, a facilitator to guide the teachers in the development of new knowledge and a recognition of the wider context of the teachers practice.¹⁰

Teacher CPD delivered by employers refers to a variety of activities where an employer is involved in the facilitation or delivery of CPD for a teacher. This can involve a range of CPD types including teacher placements in industry, teacher-employer mentoring and employer contributions to an overall programme of teacher CPD (such as delivery of lectures and modules). The extent of employer engagement in teacher CPD varies on a continuum from activities where the employer is the primary facilitator of the CPD (e.g. in teacher placements) to activities where employers only contributes a component of an overall CPD programme (e.g. one employer-delivered module within a course). The word employer is a broad term which can

be all encompassing. For the purpose of this review an employer refers to a working person or people in business or industry whose primary function is not to create, design or provide professional development opportunities to individuals or groups outside their internal staff.

This literature review concentrates on studies where:

- the main component of the programme or study was a CPD intervention facilitated or delivered by employers;
- the CPD was designed for teachers in either primary or secondary school (i.e. compulsory education); and
- CPD activities were broadly related to career education (i.e. developing subject specific curriculum activities to support careers or general introductions into the world of work).

The literature review mainly draws on interventions in the UK but also pays attention to relevant international evidence. In addition to reviewing evidence on teacher CPD I also included some evidence on employer involvement in initial teacher education (ITE) where this offered relevant insights due to the similarities in purpose, design, process and learning outcomes.

9. Craft, A. (2000). *Continuing Professional Development: A Practical Guide for Teachers and Schools*. London: RoutledgeFalmer.

10. Borko, H. (2009). Professional development and teacher learning: mapping the terrain. *Educational Researcher*, 33(8), 3–15.

Teacher placements

All articles found and reviewed related to teacher placement activities. Most of the articles published in the UK about teacher placements were from the mid to late 1990s however there have been more recent articles about the impacts of teacher placements in Northern Ireland¹¹ and France.¹²

Teacher placements (sometimes referred to as 'teacher externships') are a type of CPD where teachers are placed in business or industry environments to learn more about business or industry. Teacher placements can last from one day to over one year, although most placements last two weeks or less.¹³ Teacher placements in industry can be designed as a part of ITE or as a post-qualification CPD opportunity.

Teacher placements are considered important for three reasons:

1. Teachers that have completed teacher placements can serve as a mediator to improve the quality of business-education partnerships in school.¹⁴
2. Teacher placements can also be used as vehicles to develop new curriculum materials based on the world of work.¹⁵
3. Teacher placements offer teachers a unique opportunity for experiential learning.

The explicit purpose and priorities of the placement will vary depending on whether the participant is a subject teacher, a school leader, a vocationally-focused teacher or a careers education specialist. However, in all cases the intended aim of the teacher placement is to improve teacher capability and ultimately student outcomes.

Teachers may undertake placements either on their own or in a group. Teacher placements can be both assessed and unassessed however ITE teacher placements are more likely to have assessed components than post-qualification CPD activities. Teacher placements can be developed around a defined project-based activity (e.g. develop a specified curriculum resource) or teachers can manage their own learning as part of the placement. The use of project-based activities or assessments are two ways in which facilitators of CPD can create a reflective component to the placement activity.

Most of the teacher placements in the literature were brokered by a third party or facilitator such as a university or an organisation affiliated to the educational sector however the literature does not particularly look at the role of brokerage or facilitation in itself as a factor within the teacher placements.

11. Gibson, K. (2012). Students teachers of technology and design: Can short periods of STEM-related industrial placement change student perceptions of engineering and technology. *Design and Technology: An International Journal*, 17(1), 18–29.

12. Zaid, A. and Champy-Remoussenard, P. (2015). Extended business work placements for teachers: between lived experience and barriers to professionalization. *European Journal of Teacher Education*, 38(2), 180–198.

13. Coiffait, L., Dawkins, J., Kirwan, R. and Mann, A. (2012). *Enterprise Education: Value and Direction An Interim Report*. London: Education and Employment Taskforce.

14. The Careers & Enterprise Company. (2016). *What Works in Careers & Enterprise?* London: The Careers & Enterprise Company.

15. Antonaci, A., Dagnino, F. M., Ott, M., Bellotti, F., Berta, R., De Gloria, A., Lavagnino, E., Romera, M. and Mayer, I. (2015). A gamified collaborative course in entrepreneurship: Focus on objectives and tools. *Computers in Human Behavior*, 51, 1276–1283.

Policy and background

Education-business partnerships have featured in education policy in the UK since the 1970s.⁷ As a result of this a number of initiatives were created which sought to engage teachers and trainee teachers with the world of work. The most relevant of these past initiatives are the Teacher Placement Service (TPS) and the Enterprise Awareness in Teacher Education (EATE).

The creation of the TPS resulted from the 1988 white paper by Lord Young which sought to provide: (1) 10% of teachers each year to gain personal experience of the world of work and (2) greater collaboration between education and employers.⁶

The Teacher Placement Service (TPS) aims

- To help teachers develop innovative and relevant learning opportunities for pupils.
- To provide teachers with personal and professional development by participating in an external business environment.
- To improve teacher skillset to enable a participatory approach in classrooms.
- To increase awareness of the world of work and to be sensitive to the future needs of business.
- To increase business understanding of education by encouraging reciprocal placements.
- To encourage collaborative projects between business and education.
- To create an environment where business management techniques may be adapted to school management.
- To provide up-to-date careers information, advice and support to pupils.⁶

Enterprise Awareness in Teacher Education (EATE) articulated benefits

- Identify relationships in the school curriculum and the relationship of particular subjects within it to be considered in the context of the wider world.
- Create awareness of how pupils might obtain the understanding, skills and competencies in an industrial society.
- Allow new teachers to reflect on the roles, needs and responsibility of business in contemporary society to incorporate these issues into their own work with pupils.
- Encourage individual initiative, a variety of approaches and enterprise in professional preparation to help the student develop professionally and personally.¹⁷

EATE was an initiative from 1989 to 1992 which sought to improve trainee teacher understanding of business and industry.¹⁶

TPS and EATE ended in the 1990s but interest in education-business partnerships continues. In addition, there are still several organisations that offer placements in the UK including the Edge Foundation and STEM Learning.

The Business in Classrooms programme funded by the Edge Foundation develops opportunities for one day teacher placements. The programme is now in its second year and is working in three areas across England. The teacher placement is then linked to a student career learning project.

Each school was given the opportunity for four or more teacher externship placements within a large business. The externships

gave teachers a unique insight into the running of the business and the range of jobs in the organisation.

Students in Year 8 then took part in a six-week programme to investigate the business from every angle, giving them a chance to understand how that company worked and the roles available.¹⁸

Another current example of teacher placements is STEM Insight which offers either a one or two week placement to STEM teachers in industry or in university. STEM Learning, who run the programme, articulate the following benefits to teachers:

- Develop your knowledge of STEM careers and the breadth of opportunities available for your students.

16. Stagg, P. (1996). Initial teacher training links: built in, not bolt-on? *Education + Training*, 38(4), 10–16.

17. Bullock, K. and Scott, W. (1990). Enterprise awareness in teacher education (EATE). *Assessment and Evaluation in Higher Education*, 15(3), 232–240.

18. Edge Foundation. (2015). Business in Classrooms. Available from <http://www.edge.co.uk/projects/business-in-classrooms> [Accessed: 20 April 2017].

- Be better equipped to inspire your students about future careers and study options, opening their eyes to possible futures they may never have considered.
- Gain workplace examples to contextualise your lessons.
- Create crucial links between your school or college and STEM organisations to enrich your students' learning.
- Rediscover the passion for your subject and reignite your enthusiasm for teaching.¹⁹

Other forms of CPD

There are a variety of other ways in which teachers could possibly receive CPD from employers. The OECD²⁰ included the following types of structured CPD activity in their teaching and learning international survey (TALIS) which could be relevant to teacher CPD provided by employers. Many of these approaches exist in practice but have yet to be the subject of research. This is a clear gap in the literature which needs to be addressed.

- **Courses or workshops.** Employers could engage with teachers and schools creating, designing and running a variety of courses or workshops.
- **Education conferences or seminars.** Employers could be invited to conferences or seminars regularly attended by teachers in order to provide keynotes or to share relevant information to improve teacher engagement with career guidance.

▪ **Observation visits.** This type of CPD aligns closely with teacher placements.

▪ **Participation in a network.** Employers and teachers can extend their professional development to further partnership working and the development of networks across their professions.

▪ **Individual or collaborative research.** Teachers can also proactively research the local labour market as an independent activity to inform their own understanding of business and work in the local area or work with employers to conduct research projects of mutual benefit. One outcome of such research might be the creation of new learning resources.

▪ **Mentoring and/or peer observation and coaching.** Employers can also engage with teachers and schools through forms of mentoring. For example, Teach First recently piloted a one year CPD programme designed to support career and employability learning.²¹ One component of this programme was teacher-employer mentoring. However, assessing the effectiveness of the mentoring was not a key research question in the evaluation.

19. STEM Learning. (2017) STEM Insight for teachers. Available from <https://www.stem.org.uk/stem-insight/teachers>. [Accessed 20th April 2017].

20. OECD. (2009). *The Professional Development of Teachers in Creating Effective Teaching and Learning Environments*. Paris: OECD.

21. Hooley, T., Dodd, V. and Shepherd, C. (2016). *Developing a New Generation of Careers Leaders: An Evaluation of Teach First Careers and Employability Initiative*. Derby: International Centre for Guidance Studies, University of Derby.

3. What impact do teacher placements have?



The literature has suggested there are several outcomes associated with teacher placements as CPD. Abbott and colleagues¹⁰ conducted the only statistically representative quantitative study to date about teacher placements as part of a UK national survey in 1993. Teachers generally had favourable attitudes toward placement activities however secondary school teachers were more positive about placements than primary school teachers. Secondary school teachers reported that the placements:

- allowed them to be more help to their pupils; and
- improved their subject teaching.

In addition, they found that the longer a teacher participated in a placement activity the more valuable they believed their placement to be.

The literature shows three types of outcomes from teacher placements:

1. increased knowledge and awareness;
2. increased capacity to deliver learning; and
3. changes in practice.

Typology of teacher placement outcomes from the literature

Knowledge and awareness

- Of business and industry increased
- Of different careers that are available increased

Capacity to deliver learning

- Improved confidence
- New networks established

Changes in practice

- Improved subject teaching
- Improved pastoral support
- Improved careers-related teaching

Increased knowledge and awareness

Almost all articles examined acknowledged the importance of teacher placement to increasing teacher knowledge and awareness of the world of work and the careers that could be pursued within it. Through placements, teachers are able to see 'industry in action' which challenged preconceived notions about industry particularly for STEM placements.⁷ Teachers were able to see the broad type and amount of jobs within industry as a result of the placement and to improve their knowledge of different careers available within the industry.⁷⁹

Through placements, teachers are able to see 'industry in action' which challenged preconceived notions about industry particularly for STEM placements.

Zaid and Champy-Remoussenard found that teachers of business and management in secondary schools in France had acquired a new set of terms and technical notions to describe the world or work that they could use in the classroom.⁸ Perry and Ball conducted a personal skills and knowledge audit which indicated that teachers had increased knowledge of industry including improved understanding of typical work ethics, culture and politics as well as business management processes and strategies.²²

Increased capacity to deliver subject and careers related learning

One typical outcome of placements was that teachers reported they had improved their confidence in both their personal and professional life and they were more motivated within their role.⁹ For newly trained teachers they believed that the placement supported and complemented their course-work preparation to become a teacher.²³

There is evidence that placements helped teachers to create contacts within industry and business.^{8 10} Finn discussed how the creation of this network led to further partnership working between education and industry as a result of the placement.²⁴

Changes in practice

Few studies on teacher placements attempted to analyse change in teacher practice as part of the study. The limited evidence base focuses on process related aspects of the teacher placement rather than articulating impacts. One case study detailed how a teacher who had taken part in two teacher placements in one industry increased their capacity to deliver a whole school approach to careers education.²⁵ The teacher was able to create a variety of resources which were used by a large number of teachers in the school to discuss the local industry profile.

22. Perry, C. and Ball, I. (1998). What do teachers really know about work? Professional development through education-industry links. *Teacher Development*, 2(1), 73–86.

23. Gibson, K. (2013). Student teachers of technology and design into industry: a Northern Ireland case study. *International Journal of Technology and Design Education*, 23(3), 289–311.

24. Finn, W. (1992). Teacher placements: Education and business perspectives. *Education + Training*, 34(4), 26–30.

25. Crawshaw, L. (1996). Developing an education business partnership through placement. *Education + Training*, 38(7), 8–15.

Zaid and Champy-Remoussenard through qualitative interviews stated that teachers who completed a year-long teacher placement reported a 'transformation of teaching practice' as a result of the placement.⁸ This included the creation of projects based on their placement to use in their school as well as establishing new foci for final secondary school exams.

Elmer's study of five past trainee teachers and the impact of their placement on current practice found less positive results in terms of behavioural change.²⁶ His study followed up with teachers six years after an industrial placement as a part of

their ITE. He found through qualitative interviews that the industrial placements did not influence their current practice as teachers. He suggests this may be due to the fact that participants did not find the activity appropriately structured as a context for learning: there was no risk or responsibility within the placement activity, there was no sense of closure or finality to the placement and there was no feedback or coaching element as a component of placement activity. Such findings highlight the importance of attending to both the quantity and quality of teacher placements.

26. Elmer, R. (2002). Learning from a shift of context?: Student teachers on non-school placements. *European Journal of Teacher Education*, 25(2–3), 239–250.

4. What are the lessons for practice?



Teacher CPD delivered by employers can learn from the broader literature on teacher CPD. The Teacher Development Trust commissioned a recent review that examined best practice in teacher CPD²⁷ and which was used to inform the July 2016 Department for Education's guidance on CPD²⁸. The Teacher Development Trust found that there was a lack of literature around CPD however there were key messages for effective teacher professional development.

- CPD lasts around two terms and makes effective use of time.
- CPD has a defined programme process of follow-up, support and reinforcement of key messages.
- CPD is designed to meet participant and student needs.
- CPD creates a positive learning environment where teachers can create community and shared purpose.
- CPD has good programme theory to guide the implementation.

In addition to this general evidence, the literature on teacher placements provides us with five further themes which were associated with the success of the placement.

An appropriate environment for learning

Placements must be suitable for teachers to achieve learning outcomes associated with the placement. For some placements

the industry environment may not allow for appropriate learning to be shared. The evidence suggests that being placed in business or industry that conducts routine or repetitive operations may not be the best environment for learning. In many instances placements which can showcase creativity and innovation in the sector can lead to more effective placement experiences.¹³

Teacher roles on placement

The evidence suggests that establishing roles at the outset of a placement is an important component for building an effective learning environment within the placement.^{8 29} Teachers should see the placement as a high-status activity and in turn employers should treat the activity as such.

For long term placements Zaid and Champy-Remoussenard suggest teachers should see themselves as 'employees' of the business in which they are placed and are treated as employees by staff in the business.⁸

For short-term placements it is important that employers do not see the placement activity as job shadowing or work experience. The placement activity should allow flexibility for both teachers and trainee teachers to be treated as a professional.¹³ When teachers believe they are perceived as of high status by the employer they are more likely to question, challenge and take responsibility for the experience which may make the CPD more successful.

27. Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. and Coe, R. (2015). *Developing Great Teaching: Lessons From The International Reviews into Effective Professional development*. London: Teacher Development Trust.

28. Department for Education. (2016). *Standards for Teachers' Professional Development*. London: Department for Education.

29. Rowlands, M., Gibson, F., Heywood, D. and Parker, J. (1996). A case study of student teachers' science placements. *Assessment and Evaluation in Higher Education*, 21(1), 91–98.

Clear and shared purpose between stakeholders

Both employers and teachers must have clear expectations about the placement and be briefed on the purpose of the CPD from the outset. Leat found that some student teachers on placement lacked an understanding of the aims of the placement.³⁰ In this study it was reiterated that the purpose of the CPD must be aligned with their school programme so that teachers can help make sense of its purpose.

Teachers must be supported by the facilitator of the placement as well as the school in which they teach throughout the duration of the placement.

Crawshaw discussed how the creation of a partnership document can help increase the effectiveness of the CPD for all involved stakeholders.¹² Perry and Ball discussed how a year-long teacher placement was bookended by both a two week induction to the placement as well as a two week debriefing post placement.⁹

Support and communication between stakeholders

Teachers must be supported by the facilitator of the placement as well as the school in which they teach throughout the duration of the placement. Communication can help to mitigate any issues that may arise as a result of taking teachers out of their normal working environment and into a new work environment. There are many typical challenges teachers face such as a general uncertainty about logistics and a lack of information about the organisation.¹³ Clear lines of communication by stakeholders involved can help to both overcome these typical challenges but also any significant challenges that may arise as a part of the placement.

Buy-in from senior leadership

Teachers must be supported to think creatively by their management or ITE tutor to ensure that knowledge and experience obtained from the placement activity is put into practice.²³ This type of support both prior to a teaching placement and upon return to the school can help to ensure that learning can be translated into practice. Coaching and feedback opportunities may also increase opportunities for success.

³⁰ Leat, D. (1994). Student teacher placements in business – relevant or irrelevant? *British Journal of Education and Work*, 7(2), 27–38.

5. How should the evidence base be developed?



There is sparse empirical evidence that supports the value and impact of teacher CPD delivered by employers. The literature base contains a small number of qualitative studies that allow us to draw some limited conclusions about teacher placements suggesting that CPD delivered by employers could potentially be effective. There were no studies which sought to capture changes in pupil learning or outcomes as a result of the teacher CPD. In addition no robust evaluations of teacher placement CPD exist to explore the ways in which teachers used their learning from their placement in practice.

There is considerable need to increase the evidence base to determine the effectiveness of CPD for teachers delivered by employers in general and specifically teacher placements. This should include high quality evaluations of projects using robust methodologies to determine impacts for teachers and pupils both during and beyond the scope of the initial placement activity. The literature suggests that teacher placements can have an effect on knowledge and awareness of business and industry which could be further investigated. In terms of teacher placements, research questions may be articulated from the main rationales for teacher placements.

- Do teacher placements improve business-education partnerships?
- Do teacher placements lead to positive changes in subject teaching?
- Do teacher placements improve pupil learning?
- Do teacher placements offer an appropriate context for experiential learning?
- Are teacher placements a worthwhile form of teacher CPD?

There is also a need to increase the evidence about the broader range of CPD for teachers delivered by employers. This includes research into activities such as employer-teacher mentoring or coaching as well as CPD activities where employers contribute resources for teachers within a broader programme of CPD. Underpinning this need is the importance of increasing the profile of employer contributions to an overall package of teacher CPD.

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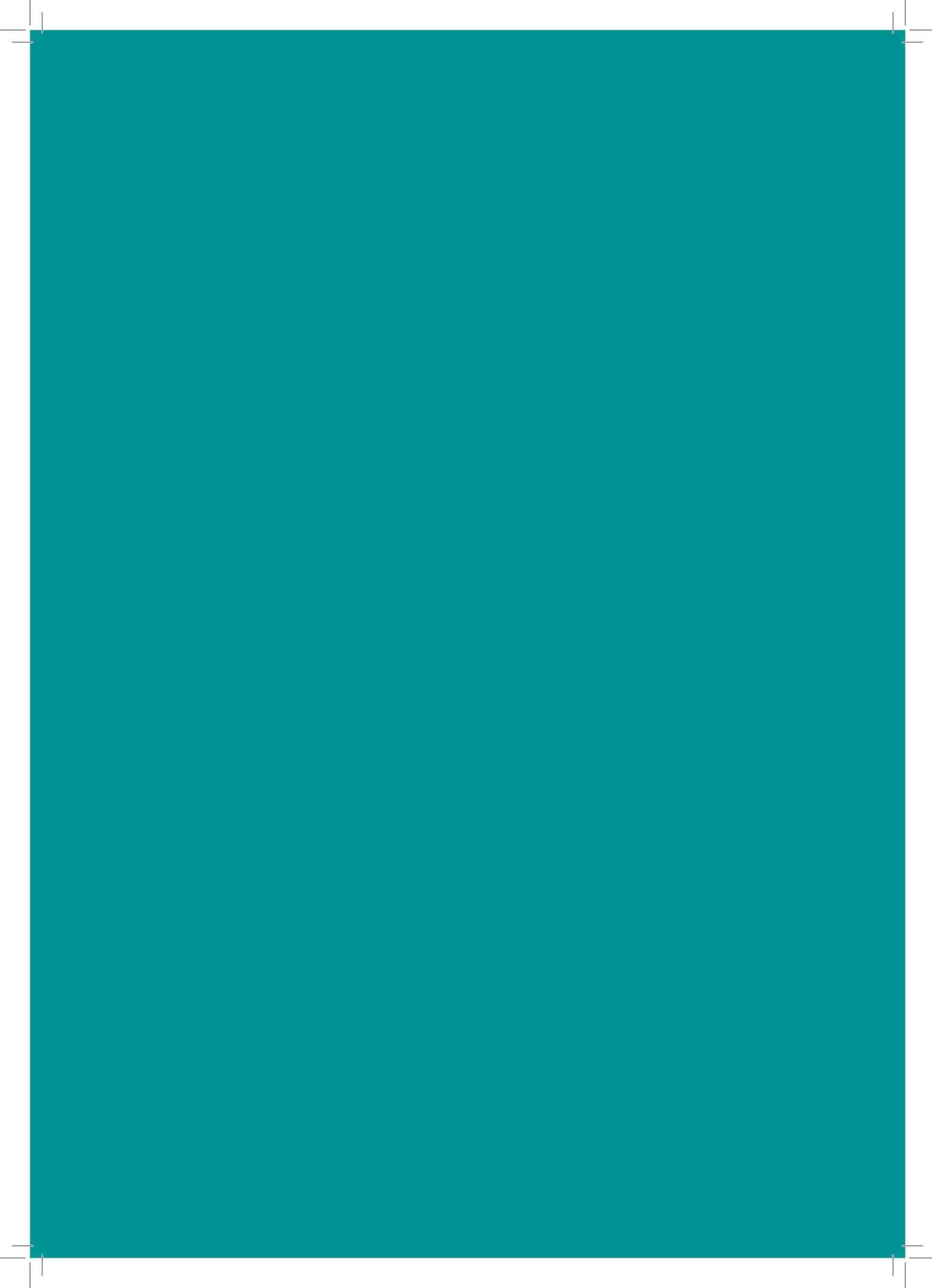
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