Teachers' Perceptions of Continuing Professional Development

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ACRONYMS AND ABBREVIATIONS

ACITT   Association for ICT in Education
ATL   Association of Teachers and Lecturers
BECTa   British Education Communications and Technology Agency
BETT   British Education and Training with Technology
BPRS   Best Practice Research Scholarship
CPD   Continuing Professional Development
CTCPD   Consulting Teachers on their Continuing Professional Development
DfES   Department for Education and Skills
EAZ   Education Action Zone
EE   Environmental Education
EiC   Excellence in Cities
EPPI   Evidence for Policy and Practice Information
ESD   Education for Sustainable Development
ESRC   Economic and Social Research Council
FSM   Free School Meals
GEST   Grants for Education Support and Training
GRIST   Grant Related In Service Training
GTC   General Teaching Council
HEI   Higher Education Institutions
HoD   Head of Department
ICT   Information and Communications Technology
IiP   Investor in People
INSET   In Service Education for Teachers
ITT   Initial Teacher Training
KS   Key Stage
LEA   Local Education Authority
LSA   Learning Support Assistant
MMU   Manchester Metropolitan University
NfER   National Foundation for Educational Research
NOF   New Opportunities Fund
NPQH   National Professional Qualification for Headship
NQT   Newly Qualified Teacher
NTA   National Training Agency
NTRP   National Teacher Research Panel
OFSTED   Office for Standards in Education
SDP   School Development Plan
SEEPS   Sustainability Education in European Primary Schools
SEN   Special Educational Needs
SMT   Senior Management Team
SPSS   Statistical Package for Social Scientists
TES   Times Educational Supplement
TRIST   Teacher Related In Service Training
TTA   Teacher Training Agency

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TEACHERS' PERCEPTIONS OF CONTINUING PROFESSIONAL DEVELOPMENT: EXECUTIVE SUMMARY

1.   Introduction

This study was conducted on behalf of the Department for Education and Skills (DfES) by Manchester Metropolitan University (MMU) and Education Data Surveys. It was commissioned following the launch of the new Continuing Professional Development (CPD) strategy 'Learning and Teaching' (DfEE; 71/2001). The overarching aims of the research were to:

- provide a baseline of teachers' previous experience of CPD, their current attitudes and their future expectations;
- facilitate subsequent monitoring of the impact of the CPD strategy on teachers' experience, attitudes and expectations;
- inform the Government's CPD strategy and investment over the next few years.

2.   Key Findings

- Most teachers were satisfied with their CPD over the last 5 years. Key features of worthwhile CPD were perceived relevance and applicability to school/classroom settings. Negative feelings were especially associated with 'one size fits all' standardized CPD provision, (eg much New Opportunities Fund (NOF) ICT training), which did not take account of teachers' existing knowledge, experience and needs.

- During 2001 most CPD was focused on teaching skills and subject knowledge, and was led predominantly by school staff. Few teachers took part in CPD activities such as research, secondments, award bearing courses or international visits, but these were highly valued by participants.

- Although thinking about CPD varied in relation to school context and career stage, most teachers worked with traditional notions of CPD (such as courses, conferences, INSET days).

- Financial cost (perceived and/or real), distance from training opportunities, and workload, the last especially for older teachers, were important inhibitors of access to CPD.

- Most teachers felt that the principle drivers for CPD activity over the last 5 years had been school development needs and national priorities and that these had taken precedence over individual needs.

- Most teachers accepted as reasonable that there should be a balance between system (school and national) CPD needs and individual needs. However, they

felt that personal/individual interests now needed more prioritisation with additional opportunities for professional control and self-regulation.

- Attitudes to CPD were shaped by complex interrelationships between local structural and cultural factors (within and between schools) and teachers' career stage, age and subject affiliations. However, the status, knowledge, and approach of the CPD coordinator (and the Senior Management Team (SMT) more generally) could radically effect, positively or negatively, teachers' attitudes towards and understandings of CPD.

3. Methodology

The fieldwork, involving a questionnaire survey and a case study phase, took place between February and July 2002. The questionnaire focused on INSET and CPD activities undertaken during 2001, and more general CPD experiences undertaken during the previous five years. Over 2500 teachers in primary, secondary and special schools returned their questionnaires and their profile closely matched that of the teaching force as a whole (DfES, 2002).

Case study visits were made to a sample of 22 schools across the country. In addition to augmenting the survey data the central product of the case studies was a series of 'CPD pen-portraits' of individual teachers. The empirically grounded pen-portraits were anonymised and fictionalised and were intended to provide additional insights into inter and intra school factors and the interrelations with individual career stage/type orientations to CPD. They may also serve to provoke thinking about CPD within the profession at various levels.

4. Further Details on the Findings

CPD: School Cultures

There were some areas of contradiction and variation regarding how teachers think of CPD, suggesting that the CPD strategy (involving a significantly new way of thinking about CPD) is only just beginning to bite. It is clear, from the case study evidence, that this is not just a matter of individual teacher variation and that CPD cultures varied across and within schools.

It was apparent that some schools and subgroups/departments within schools had developed quite sophisticated and effective professional development learning communities, others just as clearly had not.

The context of school, LEA and region had a considerable degree of influence on perceptions and experience of CPD as well as access to CPD, but this is not just an issue to do with size or location of school and could operate at a very localised level. Despite good systems within a school generally, orientations to CPD were often crucially shaped by the department one happened to be a member of, or the subject or

age range responsibility, or the particular mix of career stages within a school sub-group.

CPD: Balance and CPD Coordination

Some schools had achieved a good interrelationship between system and individual needs. Case study materials made it clear that certain 'project rich' schools, involved in a large range of initiatives, had greater resources to allocate to dedicated or general CPD activity. Here the atmosphere and resources provided a much more vibrant set of individually motivating and career-enhancing CPD possibilities, which also related to school needs. There was also within school variation (eg between departments) and in these cases CPD cultural isolation was more invisible. In many schools a compliant culture had emerged (or been fostered), which led teachers to avoid pressing for their particular professional needs.

The CPD coordinator role was both crucial and often underdeveloped in terms of support. It was clear that many CPD coordinators (and associated SMT colleagues) could benefit from professional development if they were to relate effectively to the CPD strategy ambitions regarding interrelating system needs and individual needs.

CPD: Age and Career Stage

Clear general differences appeared between younger/early career stage teachers and older/late career stage teachers. Many older teachers, across the phases, seemed to 'accept' that CPD could not relate to their individual professional needs. Many younger teachers and NQTs, saw systemic CPD needs as reasonable in the main, but also saw and hunted down more personal CPD opportunities. In addition, younger teachers displayed a broader understanding of and attitude towards CPD.

CPD: Professional Relevance and Being a Professional

Some teachers' negative attitudes towards CPD stemmed from a feeling that their particular subject interests were never 'centre stage'. Positive feelings about CPD (for all but the late career teachers) were quite often associated with a reasonably clear sense of career progression possibilities, to which CPD opportunities had been and could be linked. The materials suggest that positive general feelings towards CPD cannot be disentangled from more positive views about being a member of a profession, and the sense that in some part at least teachers have a say in their own professional development.

5. Implications for Action

- The conceptualisation of CPD in the government's CPD Strategy, and associated initiatives, needs more effective marketing to teachers and dissemination within schools. In particular, mid and later career teachers need to be made more aware of the broader, lifelong learning, characteristics of CPD which the strategy is promoting, and the associated individual CPD opportunities which this reformulation brings with it.

- Schools and government should collaborate in linking the renewed emphasis on teachers' professionalism with scope for professional control, self-regulation, and choice regarding CPD activity.

- Many headteachers and CPD coordinators need professional development in order to understand how interrelationships between structural/cultural and career stage factors impact on staff CPD needs and attitudes.

- Government should address the cumulative factors that can impede positive CPD activity in small geographically isolated schools.

- Schools must be helped to improve their needs identification processes for staff, and account must be taken of individual teachers' career moves and routes. Many later career stage teachers could be made more aware of the available CPD possibilities. Teachers who are between 4 and 6 years into teaching may require particular support regarding how CPD can relate to their future professional directions.

- More resources need to be ring-fenced by government for personal/individual CPD and for those activities where school needs and individual needs can be clearly interrelated.

- The matter of how best to ensure effective CPD evaluation and accountability requires serious attention, but approaches to this must be built on the concern for 'balance' in the CPD strategy, and not dominated solely by system level targets.

CHAPTER 1 **INTRODUCTION**

1.1 Introduction

This study was conducted on behalf of the Department for Education and Skills (DfES) by the Manchester Metropolitan University (MMU) and Education Data Surveys. In order to investigate teachers' perceptions of Continuing Professional Development (CPD) the overarching aims of the project were to:

- Provide a baseline of teachers' previous experience of CPD, their current attitudes and their future expectations;

- Facilitate subsequent monitoring of the impact of the CPD strategy on teachers' experiences, attitudes and expectations;

- Inform the Government's CPD strategy and investment over the next few years.

The data was gathered using quantitative and qualitative methods. The research project started in November 2001 and the fieldwork took place between February 2002 and July 2002 and comprised of the following stages:

- A literature review on research concerning teachers' perceptions of CPD in England;

- A baseline questionnaire survey, which targeted all staff in 250 primary, 100 secondary and 50 special schools throughout England;

- In-depth case studies in 22 selected schools comprising of 12 primary, 7 secondary and 3 special schools;

- Analysis of findings and report writing.

1.2 Policy context

In March 2001 the DfEE (now the DfES) launched and published 'Learning and Teaching: A strategy for professional development' (71/2001). Devised in consultation with the General Teaching Council (GTC), this set out a CPD strategy designed to ensure that teachers are given more opportunities for relevant, focused, effective professional development; and that professional development is placed at the heart of school improvement. This document defined CPD as 'activities…that increase the skills, knowledge and understanding of teachers, and their effectiveness in schools and also promotes continuous reflection and re-examination of professional learning. This includes, but goes well beyond, training courses and a wide variety of other on and off the job activities.'

The strategy set out a number of ways in which CPD will be enhanced in the long term, including the need to 'carry out robust and reliable research and evaluation into professional development opportunities and their impact on teaching and learning to provide evidence of successful practice'.

The first phase of this programme of research was to undertake a baseline survey of teachers' attitudes to, experience of and access to professional development. However, the creation by the Department of a new and broader based strategy for enhancing professional learning and development meant that additional kinds of evidence would also be necessary. This first phase is the focus of the research project 'Teachers' perceptions of CPD', and of this report. The research project publicity used the acronym 'CTCPD' (Consulting Teachers about Continuing Professional Development') and this report will also on occasion make use of the acronym.

The CTCPD project links back strongly to the government's recognition of the vital role of teachers in raising standards in the Green Paper 'Teachers Meeting the Challenge of Change' (DfEE: 3/12/98) and the associated central aim to engender a strong culture of professional development. Almost thirty years earlier *The James Report* of 1972 had made "official" the requirements of in-service education for teachers (INSET) in order to develop their knowledge and skills. Early developments gave primacy to the needs of individual professionals: these paving the way for programmes associated with school-based curriculum development and school-focused INSET. Although paying greater attention to the needs of schools, it has been argued that they were largely controlled by and for teachers (Bolam and Wallace, 2000). However, developments such as Teacher Related In Service Training (TRIST), Grant Related In Service Training (GRIST) and Grants for Educational Support and Training (GEST) clearly had a system and school focused emphasis, and the 1991 Appraisal Scheme attempted to interrelate teachers' professional needs with schools' requirements and, importantly, made teachers accountable for their performance. Devolution of funding to schools and the introduction of the five INSET days gave schools funding which could be used in part to decide on, provide and buy in training and consultancy for CPD. It is possible that this made the greatest impact at a national level, as it was devised to bring regulation to an otherwise somewhat *ad hoc* and pragmatic provision.

During the 1990s, the devolution of funding to schools led to some sharper focusing of the capacity of Local Education Authorities (LEAs) to provide and deliver training and also heralded an increase in private training schemes, including consultants specialising in leadership and an increased involvement with industry. These changes, coupled with more 'flexible' and market driven university structures (Bolam, 2000), brought changes culminating in more systematic, programmed and professionalised CPD opportunities (Law and Glover, 1998). The focus of this present report, however, is on teachers' own perceptions of what is required of the CPD agenda that could take us forward in the 21st Century and it was this absence of any strong evidence base on teachers' perceptions of their own professional development, which informed the research.

1.3 Debates, definitions and existing research

Debates around CPD have been numerous in recent years. As regards what we might understand by CPD, Day's (1999) definition of CPD seems to draw on elements which many stakeholders increasingly appreciate and which are relevant to current issues:

> "professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives" (Day 1999, p. 4).

This extended statement also brings us back to the core features of CPD as laid out in 'Learning and Teaching: a strategy for professional development' (DfEE, 2001).

Much of the recent debate regarding CPD has been concerned with who and what is being developed, by whom and, most importantly, in whose interests (Nofke, 1997, p.334). There have, of course, been a large variety of models, position statements, and exhortations regarding CPD, but again many of these have remained some distance away from any grounding in robust evidence relating to teachers' own perceptions (an extended literature review is provided at Appendix 4). In the last few years there has, however, been a resurgence in larger research studies and initiatives which do provide some empirical basis regarding teachers' perceptions of CPD.

Regarding initiatives, an EPPI-Centre Review Group (http://eppi.ioe.ac.uk/review-groups/cpd-home.htm (hereafter EPPI-Centre, 2002)) is conducting systematic reviews of research relating to the outcomes of CPD. It is intended that this process will be continually informed and researched by teachers and hopefully serve to help 'select development activities that are likely to have the greatest impact on teachers and their teaching' (DfEE, 2000). The GTC came formally into existence in September 2000 with a specific remit to promote teachers' professional development. Teachers across the country participated in debates regarding their feelings about CPD in order to inform GTC thinking and provide a basis for their advice to Government. Areas that had to be reconciled were identified as:

- central/local government initiatives;
- school needs;
- individual needs.

Whilst it was recognised these needs were competing, it was felt that they could become complementary if strategic planning was in place. Importantly it was noted that access should be for all teachers. This was particularly salient for those in small

schools who felt that CPD opportunities were far more readily available in large schools. In considering issues relating to some general types of CPD, the following received particular attention:

- some teachers felt that the statutory induction period should be extended beyond the induction year;

- recognition was given that mentors of training teachers and induction tutors were seen as good opportunities for professional development;

- sabbaticals were the most popular form of CPD discussed. Although some teachers were not keen to leave their classrooms, most extolled the virtues of a period away from school, for example, to develop/update skills or work in a different sector;

- peer review was valued highly where colleagues could work collaboratively to develop each other's teaching and learning skills and professional development.

In February 2000 the Government published its consultation document on professional development (later the Green Paper referred to above, DfEE, 2001). The document set out a framework for professional development and a set of underpinning principles. It argued that good professional development required time to reflect and set objectives, recognition and commitment, opportunity, particularly for work based learning, a focus on schools and teachers and high quality provision. It also argued that professional development should reflect three perspectives - individual teachers needs and aspirations, the needs of the school and national strategic priorities. It invited members of the profession to respond to the document. Key responses from over 600 individual teachers indicated that:

- 90% agreed with the suggested principles for professional development;
- 85% thought there would be benefits in establishing an entitlement to CPD alongside a contractual obligation;
- 95% said the bulk of decision-making about development activities should take place at school level;
- 89 % thought that identifying standards of good teaching would be helpful in seeking to benchmark their progress and plan their professional development;
- 87% thought that professional development should be recognised and celebrated systematically for example, through a development portfolio;
- 95% said experienced teachers should be given a sabbatical period away from the classroom for developmental activity and research;
- 90% said it was important to improve the opportunities to gain new experience through working with other schools.

Responses, however, also reflected widespread concern about the need to find ways of making more time available for teachers to undertake professional development:

- 49% said that teachers needed time to reflect back into classroom practice the experience gained from work based learning;
- 47% thought that teachers needed more non-contact time to help them set objectives for their professional development;
- 53% said that increasing the number of teachers in schools was the best way of minimising the use of supply teachers to cover absences for training and development.

There have been a number of survey style research studies relating to teachers' perceptions of CPD over the last few years. The TTA (1995) commissioned MORI to undertake a comprehensive review of CPD activities. The findings sustained the view that CPD was still of an *ad hoc* nature with inconsistencies in terms of expenditure, usage of the five closure days for CPD activities and little or no means of evaluation. Primary sector teachers maintained that CPD was based on teaching and learning while Secondary teachers saw the focus mainly concerned with issues relating to Key Stage Three. Overall, teachers considered the main focus of their CPD activity to have been management (22% of respondents), SEN (19%) and English (17%). Provision was usually by LEAs (48%), followed by schools themselves (40%). Only 10% were provided by Higher Education Institutions and 8% by private consultancies. Few courses were accredited reinforcing, from the teachers view, the need for this to be addressed. Teachers were also asked what other activities, not identified in the questionnaire, have helped in their CPD. Responses included: discussions with other staff – either within their own schools or other institutions; work for professional associations or as external examiners; internal school processes such as working groups within a relevant curriculum area; and reading publications/relevant material.

In a smaller scale study by the National Foundation for Educational Research *CPD: Teachers' Perspectives* (2000), CPD needs most frequently mentioned were the development of knowledge in the teachers' own subject area; the use of ICT and the Internet in the curriculum; assessment; support for pupils with special educational needs and leadership skills. LEAs were the most common providers, followed by colleagues in respondents' own schools. Respondents felt that effective provision had an impact when they could use the knowledge, ideas and teaching and learning strategies in their own classrooms. They also felt that effective provision led to personal gains associated with increased self-confidence and encouragement to reflect more on their own teaching. Asked to comment on poor provision during the past year, the teachers cited inappropriate or irrelevant content and poorly planned and badly focused courses. The overall message from the study was that teachers from the sample did want to continue to update their skills and knowledge, both for the benefit of themselves and their pupils but that they were reluctant to give up their time for training which did not meet their criteria i.e. focused, well structured, presented by people with recent and relevant knowledge and provision for active learning.
ORC International (2001) was commissioned by the Association of Teachers and Lecturers (ATL) to carry out and report on six discussion groups with primary and secondary teachers. Although not solely concerned with CPD, the review had

implications for teachers' feelings and concerns relating to CPD. A total of 38 teachers from a wide range of backgrounds took part in the discussion groups. The results showed that sharing of good practice was valued very highly. Teachers wanted to explore new ideas through discussions with teachers in their own and other schools and with education advisers. They felt that there was neither the time, money nor opportunity for this to take place in the present climate. It was considered that for some class teachers and senior managers, management skills did not come naturally and frequently they had no expertise. It was felt that professional development focusing on aspects of line management would enable teaching staff to organise limited resources more effectively. Being required to report back to staff after external training (cascading) was reported as being counter productive as there was little or no quality time to do this satisfactorily. The main problem expressed regarding 'courses' was the availability of resources; supply cover being notoriously difficult to fund even when supply teachers of the right calibre were available, making senior managers reluctant to allow staff out of school. Furthermore teachers felt that being out of the classroom for even a day could be problematic and time consuming, as it required preparing work for the supply teacher and then having to 'sort out' the classroom the next day.

These research studies above point to the following generally similar conclusions:

- CPD is seen as important and useful to many teachers as a means to update their skills and knowledge for the benefit of themselves and their pupils;

- The development activities seen as particularly beneficial are those which are clearly focused, well-structured, linked to the school development plan, presented by expert practitioners, provide the opportunity for teachers to work collaboratively and for active involvement;

- Pressure on teachers to respond to new initiatives and take new responsibilities stimulates the need for CPD but is experienced as a factor that can limit opportunities;

- Support for teachers is felt by them to be essential if they are to take up CPD opportunities, for example, additional funding for development activities and supply cover are required.

The OFSTED (2002) study based on visits to 112 schools in 10 LEAs during the Autumn Term 2000 and the Spring Term 2001, provides some useful brief case study outlines of CPD practice in particular schools. These point to examples of good practice regarding matters such as the planning, targeting, implementation and follow-up for CPD, interrelating school development planning and the individual professional needs of teachers. The report noted a gradual shift towards a more comprehensive view of CPD and good consultative processes in the majority of schools visited. However, weaknesses in CPD coordinators' and line managers' capacities to construct coherent training plans at the individual teacher level were common, as was the absence of effective procedures for follow-up and sharing. The report made much of

the neglect of evaluation and monitoring regarding the effect of CPD activities and their cost effectiveness (as measured against improving teaching and raising pupils' achievements). The report is clearly not rooted primarily in systematic evidence on teachers' perceptions of CPD, and much of the evidence base is seemingly weighted towards senior management perspectives and school documentation; however, this is an important and useful contribution to current CPD thinking and debates.

It is important to consider how CPD is currently conceptualised. By way of illustration, David Hargreaves (1998) refined his definition about the nature of CPD, exploring the need for better professional knowledge which a transition towards a 'knowledge society' requires. He argues that knowledge transmission in the past has failed partly because university-based researchers were not very successful in either knowledge creation or dissemination. He argues that new knowledge transmission models are required which involves a "radical reconceptualization of knowledge creation and its dissemination in education, and the consequent restructuring that is necessary to support it" (p. 1). Central to this new model, for Hargreaves, is the 'knowledge-creating school'. This would involve schools conducting a *knowledge audit*, *managing the processes* of creating new professional knowledge, *validating* the knowledge created, and *disseminating* the created knowledge (p. 2). The support and co-ordination of schools and networks of schools engaged in this new form of knowledge creation and dissemination would require a rethinking of the nature and role of CPD. He argues that 'education' could learn much from the ways in which 'high technology firms' operate in this domain, where the boundaries between knowledge creation, knowledge dissemination and knowledge use are much less distinct and much less formalised, here "the processes are enmeshed in principle and practice" (p. 10). Hargreaves' reconceptualised CPD would build on these fuzzy boundaries to form an alliance between the externalisation of CPD and school-led professional knowledge creation, so that the knowledge which teachers bring with them to CPD is seen as a collective resource rather than being sidelined or ignored.

Welsh (2002) endorses this framework of collaborative professional development which could bridge research, policy and power, at the same time recognising the potential for elements of political conflict inherent in restructuring teacher and school development. He suggests that the linking of Universities and Colleges of HE to individuals and schools could integrate both individual professional and school development providing a strategy that enables teachers to initiate and sustain change by becoming active change agents rather than objects of change. Similarly, Barber (1996) argues that professional development should not be founded on 'narrowly conceived ideas about INSET but the idea of the teacher as a life long learner who is a member of a research-based profession.' It has been suggested that 'continual development' is a relatively straightforward concept to accept but, in the present context, the term 'professional' is much more problematic (Bolam, p.280). Bolam suggests that professional development is the process by which teachers learn, enhance and use appropriate skills and knowledge, and the essence of such professional development for educators would presumably be, therefore, the 'learning of an independent, evidence-informed and constructively critical approach to practice within a public framework of

professional values and accountability, which are also open to critical scrutiny' (Bolam, 2000, p.272).

In the current climate of professional issues in teachers' lives relating to teacher workload, shortage and retention it has been increasingly argued in some quarters that the focus for CPD should both be more structured and more teacher-led, offering opportunities, not just to minorities, but to all, irrespective of factors such as geographical constraints and the size of the school. Carol Adams, Chief Executive of the GTC, voices her concerns 'I think my biggest worry is about how to ensure we have a proper, structured programme and to avoid lots of little pilots with only short term horizons and limited impact' (quoted in Cordingley, 2001, p.82).

1.4   Structure to the Report

Following this introduction comes a chapter on the methodology utilised in the CTCPD project. Attached to the report is an extensive Technical Report (Appendix 1) pursuing details of methodology in more depth. The baseline survey, together with illumination from the case study work, forms chapters 3-11. This analysis is presented as nine chapters representing different aspects of CPD. These chapters are related to clusters of questionnaire questions, both open and closed, illuminated by interview material where appropriate. These nine chapters cover the following areas of CPD.

- Perceptions of CPD
- INSET days undertaken
- Other CPD activities undertaken
- Reasons for undertaking CPD
- Access to CPD
- The value of CPD
- Satisfaction with CPD
- Impact of CPD
- CPD Needs

In Chapter 12 the case study materials, utilizing the pen portrait approach to analysis, is presented. Chapter 13 overviews the main findings and considers the key issues.

CHAPTER 2   METHODOLOGY

2.1   The Baseline Questionnaire

The purpose of the baseline questionnaire was to ascertain the views of a cross-section of the teaching force in England about CPD and its effects on their abilities to perform as classroom teachers and leaders in maintained schools in England. With the help and advice of the Steering Group, and the National Teacher Research Panel (NTRP), a questionnaire was devised that sought teacher's views on the CPD they had experienced (see Technical report, Appendix 1). This included specifically the CPD they had undertaken during 2001, and their more general views of CPD over a longer period that covered the previous five years.

The twelve-month period was chosen with a view to accessing details of specific activities over a sufficient length of time for teachers to have had the opportunity to experience a range of CPD activities. The period selected, calendar year 2001, covered parts of two school years. This time period was selected because it was felt that, as the questionnaire was to be completed during the second half of the Spring Term of 2002, the previous school year, 2000-01, would by then be too remote. Many teachers might not be able to recall all the CPD they had undertaken during that period. The questionnaire also sought teachers' views on CPD in more general terms. This included their experiences over the previous five years. The longer time frame allowed for some reflection over a range of possible activities. In addition, the questionnaire started with a series of statements about CPD that respondents were invited to agree or disagree with. Along with the accompanying letter from the project team, these statements were intended to help introduce respondents to the focus of the research in an engaging manner.

As no national register of teachers was available at the time the questionnaire was being distributed, teachers had to be accessed through schools. The choice of the sample of schools, the pilot stage and full details of the numbers of questionnaires eventually dispatched and returned are contained in the Technical Report (Appendix 1). This also contains the baseline questionnaire.

In summary, some 12,000 questionnaires were distributed to 429 schools where there was an initial interest in participating. From these schools over 30% of teachers in primary and special schools returned their questionnaires, but only 14% of secondary school teachers returned their questionnaires. The schools which did decide to take part were sent 7,466 questionnaires; from these schools, 59% of primary teachers, 23% of secondary teachers, and 45% of special school teachers returned their questionnaires. The profile of teachers returning their questionnaires closely matches that of the teaching force as a whole, relating to age, gender and phase of education, as contained in DfES statistics (DfES, 2002). Further details of the closeness of the match to the total workforce are contained in the Technical Report along with details about the profile of non-respondents. Information about non-respondents was based upon data provided by the liaison teachers in the schools that participated in the research.

The second half of the Spring Term, when the questionnaire arrived in most schools for completion, proved in retrospect to have been an unfortunate time for such a detailed questionnaire to be sent to schools. It was during this half-term period that concerns over teacher workload resulted in both Head Teacher Associations threatening action to reduce workload. To some, this questionnaire, although on an important area of professional concern may have seemed another unnecessary bureaucratic burden that could be ignored. This may have been the reason why 228 primary, 169 secondary and 24 special schools that were asked refused to participate at all in the survey. It may well be that, when schools are used as the means of reaching teachers, the role of the headteacher as 'gate-keeper' becomes of significant importance.

The final total of returns meant that the information contained in this Report is based upon a total of some 2,500 returned questionnaires. These were analysed using the SPSS package and details of the responses are contained in the chapters 3 through to 11. Where useful, four levels of analysis have been included. These are phase of education, gender, age and particular responsibilities of teachers.

Some correlational analysis and analysis of variance have been carried out on the data and this has been reported on when the correlation or variance is statistically significant at a level of at least 0.05. Some of the correlations which have arisen are small but when the sample size is taken into consideration, the correlations do achieve statistical significance. This would indicate that although the relationship appears to be weak, it is unlikely to have arisen by chance and we can be confident that a relationship of at least this size is likely to hold in the population.

There is considerable variation in sample size for each question and within each question not every subsection was completed by every teacher therefore actual sample sizes have been included throughout. Of those who stated their gender, 693 (28%) were male and 1769 (72%) were female. Of those teachers who gave their age group, 141 (6%) were under 25, 658 (27%) were between 25-34, 580 (24%) were between 35-44, 867 (36%) were between 45-54 and 186 (8%) 55 and over.

2.2   Case Study

A case study phase to the research was designed to be product-led in terms of the generation of qualitative materials which would:-

- extend understanding of the baseline survey findings;
- inform developing CPD strategy in their own right;
- be potentially disseminated to a variety of audiences for further comment/consultation.

The central products were a series of brief 'CPD pen-portraits' of individual teachers and of schools. These pen-portraits were empirically grounded in interview data derived from a series of one-day case study visits to a sample of schools. The pen-

portraits were anonymised and fictionalised, so as to not relate in their entirety to any one school or individual teacher in the sample. The purpose here was to provide accessible and credible resources which could provide another and very different dimension to the baseline questionnaire work, as well as contribute to (and provoke) thinking about CPD within the profession at various levels. A deliberate intent was to construct materials which teachers and other stakeholders could react to and relate to, and which could be used in a variety of ways. In addition it was argued that the pen-portraits would provide, in particular, additional insights into inter and intra school factors, which the survey analysis might have difficulties in disentangling to any substantial effect, as well as how these interrelated with individual career stage orientations to CPD.

Pen-portrait construction drew on a combination of the recurrent issues intrinsic to that interview data, together with key issues stemming from the survey baseline findings. The latter provided the outline of the central territories feeding into pen-portrait construction. 20 individual teacher pen-portraits were produced and 10 school pen-portraits. The decision was made to adopt a first person pen-portrait style, for both additional impact and as full a use of actual teacher comments as possible (rather than additional second order researcher constructions). Possible ways of using these materials are discussed in Appendix 3.

This approach is not entirely innovatory within educational research, as interest has developed regarding the need to find ways in which research findings can be made more usable and accessible to practitioners and policy-makers. In terms of this particular research project, it seemed especially important to counter-balance the main traditional questionnaire survey baseline study with alternative ways of accessing and disseminating teachers' perceptions of CPD. In addition, however, the case study interview materials were also analysed in a more conventional manner to further illuminate the baseline survey analysis chapters.

Twenty-two schools were visited across the country and a minimum of four 45-minute semi-structured interviews conducted in each school (to include the CPD coordinator). The case study sample was drawn from those primary, secondary and special schools completing the survey, with the initial criteria for sampling being regional, plus urban/suburban/rural location. A check was then made against a range of other variables (such as Free School Meals, school size and establishment status) to ensure reasonable coverage. Each school selected came from a different LEA. All schools were responsive to our invitation to be involved, perhaps in small part because of the financial contribution provided (£150) to help cover arrangements and supply costs.

Clearly any sample such as this is self-selecting to a certain extent and one important omission was the absence of any schools with current or very recent Special Measures experience. The target number of schools for case study visits was 24 and the target number of interviews was 100, but before finalising visit arrangements for two schools with features seemingly well represented elsewhere in the sample, it was decided to approach two schools with current Special Measures experience. These two schools

were however uneasy about participating, leaving the case study sample at 22 schools (12 primary; 9 secondary; 3 special) and 104 interviews. In each case study school, the teachers interviewed represented a mix in terms of experience, curriculum, specialisms and attitudes to CPD. Further details on the case study sample, interviewing procedures and analytical approach, are provided in the technical report.

2.3 Other Methodological Features

The technical report provides more detail on some other aspects of the overall methodology.

One central concern of the project was to provide opportunities for teachers to participate and provide their views even if they were not in the main sample. Linked with this was the desire to provide some quid pro quos for participating schools, and to allow some voice for those members of the profession who were not the central targets of the project.

The project had a web page with access to an on-line version of the questionnaire. This was advertised via the TES, the DfES and GTC sites, and via communications with Teacher Associations and LEAs. The questionnaire received over 600 hits but only 51 completed responses were submitted. These were analysed separately from the main survey and included similar responses. However, it is worth noting that the on-line version did give the teachers the opportunity to provide much more extensive answers, and some took advantage of this. Headteachers also were invited to respond to some general questions about CPD via a brief pro-forma which was sent to all sample schools. Many did respond. Participating schools were offered (on request) quantitative profiles from the survey findings for their particular school (illustrations of these are provided at Appendix 3). The individual school quantitative profiles provide some potentially useful resources for comparison across schools. An illustrative analysis is provided in Appendix 3.

CHAPTER 3   PERCEPTIONS OF CPD

3.1   Teachers' perceptions of CPD activities

Teachers were given a set of possible responses and asked to rank in order what they thought of as CPD activities (Section B, Question 9).

Analysis of the data showed that overall teachers were most likely to think of courses, conferences and workshops in connection with CPD activities and least likely to consider on-line learning. Table 3.1 below shows the rankings. Teachers were asked to rank 6 for their most likely immediate response down to 1 for their least likely immediate response.

	Mean rank	N	Std Dev
Courses/conferences/workshops	4.57	2369	1.55
School INSET days	4.16	2377	1.50
Watching and talking with colleagues	3.78	2372	1.47
Training	3.69	2351	1.43
Personal research and reading	2.73	2366	1.45
On-line learning	2.29	2351	1.62

Table 3.1 Overall mean rank of perceptions of activities associated with CPD

Standard deviations, however, indicate that responses were wide ranging and in the table below the responses to each item are given in more detail to illustrate this point.

	Least likely	2	3	4	5	Most likely
Courses/conferences/workshops	7%	6%	9%	16%	24%	38%
School INSET days	7%	9%	15%	22%	26%	22%
Watching/talking with colleagues	8%	10%	26%	23%	17%	16%
Training	8%	13%	23%	27%	16%	13%
Personal research and reading	20%	36%	17%	11%	11%	6%
On-line learning	46%	22%	12%	6%	5%	9%

Table 3.2 Perceptions of activities associated with CPD (percentage responses)

It can now be seen that a high percentage (46%) of teachers were least likely, indicated by a 1 on the ranking scale, to think of on-line learning as a CPD activity. As one teacher stated, he

> "Did not realise that it included personal research and online learning" *Male, 35-44, Secondary, Q*

Overall, as noted, teachers, regardless of age, experience, gender or phase of education were most likely to think of courses, conferences and workshops in connection with CPD activities, including CPD co-ordinators who organise and co-ordinate the bulk of

CPD in this format. However many respondents placed the role of courses etc. within a wider context of what is generally perceived as being CPD. The following data provides an exemplar of common responses to the question of 'what do you think of as CPD activities?' Quotations are identified by the abbreviation Q or CS. This indicates that they are taken either from the questionnaire or from the case study material.

> "Well I think it's developing myself professionally through INSET days and also twilights, staff meetings, courses and anything else really that I can do to develop my professionalism. That's what I think it is." *Female, 25-34, Primary, CS*

> "I don't think of just one. I think of a mixture of things, of either going to a training course externally or something internally that the school has organised, which they have done a lot for us as NQTs…or it might be something like observing or being observed and learning from the people that are already there." *Female, 35-44, Secondary, CS*

> "No I don't see it as just INSET or just performance management or whatever. I see it as everything really." *Female, 45-54, Secondary, CS*

> "It's [CPD] an opportunity…to develop your own professional teaching and learning…the system you can tap into if you need to expand your expertise." *Male 45-54, Secondary, CS*

Teachers were given the opportunity to comment on this section and some teachers mentioned other activities they thought of as CPD:

> "Working alongside colleagues, networking, visiting other schools" *Female, 45-54, Primary, Q*

> "Performance management" *Male, 45-54, Secondary, Q*

> "Industrial work experience/teacher placement. Continued education, Masters degree. Field work with students" *Female, 35-44, Secondary, Q*

Some teachers, however, had a more negative view which related to the perceived relevance of their CPD.

> "Extra work because sometimes the professional development we are required to do isn't always compatible with what we need to do here". *Female, 45-54, Primary, CS*

3.1.1 Perceptions of CPD activities: phase of education

There are some slight differences in what teachers thought of as CPD by phase of education. For example teachers in secondary schools were slightly more likely to consider on-line learning as part of their CPD than those in other phases of education and primary teachers were more likely to think of school INSET days as CPD than their colleagues in secondary and special schools.
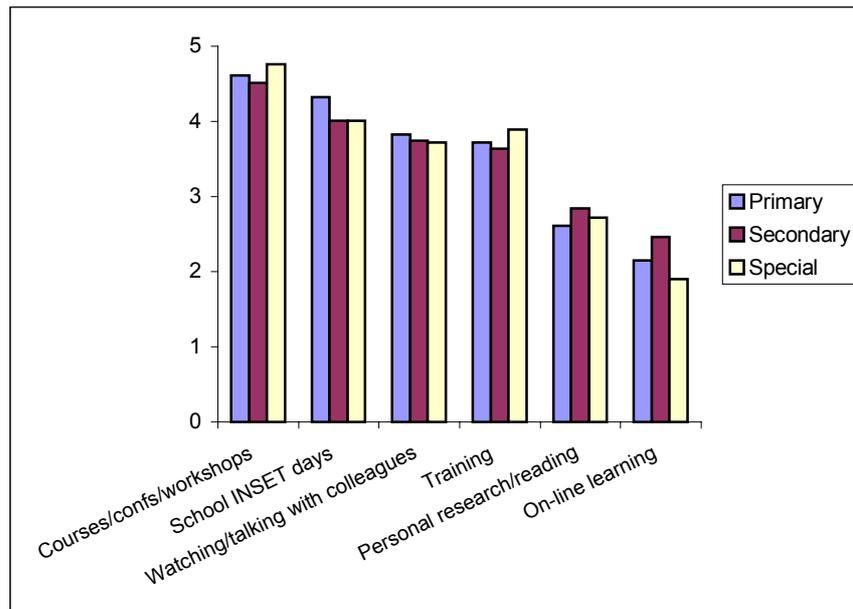
Chart 3.1 Perceptions of activities associated with CPD by phase

3.1.2 Perceptions of CPD activities: gender

There were only slight differences between male and female perceptions of CPD.

3.1.3 Perceptions of CPD activities: age

There were only very slight differences between the perceptions of CPD within the different age groups.

3.1.4 Perceptions of CPD activities: teacher responsibility

The mean scores indicate that the majority of teachers within each category ranked courses/conferences and workshops as their most immediate response and on-line learning their least likely immediate response (table 3.3).

	1	2	3	4	5	6	7
Courses/conferences workshops	4.61	4.45	4.62	4.46	4.57	4.50	4.60
School INSET	4.01	4.16	3.90	4.36	4.09	4.19	4.28
Watching/talking with colleagues	3.97	3.71	3.61	3.82	3.75	3.90	3.73
Training	3.89	3.82	3.83	3.92	3.67	3.46	3.69
Personal research and reading	2.54	2.88	2.88	2.83	2.77	2.92	2.69
On-line learning	2.27	2.18	2.42	2.36	2.26	2.40	2.29

Table 3.3 Perceptions of activities associated with CPD by teacher responsibility (Key: 1=NQT; 2=Induction; 3=ITT mentor; 4=management point; 5=leadership scale; 6=CPD coordinator; 7=no paid responsibility)

The focus of "what counts" as CPD from a senior management and coordinators' perspective, placed a greater emphasis on what would benefit the school as a whole, job effectiveness and meeting the demands of national initiatives.

> "It's the whole process from the beginning right up to being a head .. I see it as something that totally underpins a teacher's ability to do their job effectively, and also the thing that keeps them fresh" *Female, 45-54, Secondary, CS*

> "It (CPD) means as a manager not allowing any of your staff to just trundle along … they should be constantly thinking of ways of improving and changing and it's the line manager's duty to make sure that these are presented" *Female, 45-54, Secondary, CS*

For older, more experienced teachers developing their teaching skills and keeping up with new developments remained paramount, however a greater number of older teachers placed an emphasis on CPD as a means of carrying out personal research and development (table 3.3). Those already with specific responsibilities more likely to undertake personal research as a way of moving forward were.

> "Well I think it is something that you want to do within your career as a teacher … something you want to go onto. Like at the moment I want to do a Masters degree .. so I'll set about doing a credited course connected to a university to try and do that" *Female, 45-54, Secondary, CS*

> "…I became interested in counselling and I wanted to bring more counselling into education. I went part-time at school so that I could do the course…" *Female, 35-44, Secondary, CS*

Motivation clearly had an effect on what was perceived as CPD and those who had already developed professionally seemed more likely to take the initiative in their career progression. NQTs on the other hand were more likely to be concerned in the early stages with improving their teaching skills and pedagogical knowledge.

The perception of discussing and observing colleagues as a valuable form of CPD activity was common within the interview material and was found across the age, gender, experience, phase of education and responsibility range. It was particularly valuable to younger, inexperienced teachers and NQTs:

> " I think the most useful thing from going out of school and talking to other teachers…and seeing what they think is successful and what has been unsuccessful…if they have got any ideas that I may be able to use and have I got any ideas they can use…" *Female, 35-44, Primary, CS*

> "[CPD courses] gives you the chance as staff to work together…it is very rare you actually get the chance to sit together without the children around and it is one of the few times in the year when you get to discuss issues." *Male, 25-34, Primary, CS*

The case study data revealed some other interpretations of the meaning of CPD, for example

> [NQT commenting on why she was studying for an MA]
> "Because I personally enjoyed learning and developing my own mind academically…while I have been an NQT one of the training courses that I have been on…[has] been very academically orientated…in the classroom on a day to day basis you miss that aspect." *Female, 35-44, Secondary, CS*

According to our case study data, where carried out, the use of the internet was generally used as a tool to assist in classroom teaching and a source of information regarding other forms of CPD. However such on-line activity was, as noted (see table 3.2), not routinely regarded as CPD.

> "[I'm]…trying to make maths applicable to their actual lives. You get a lot of stuff off the internet…" *Male, Under 25, Secondary, CS*

> "…And problem solving of puzzles…all sorts of things like that…so we do get things like that off the internet or out of books." *Male, Under 25, Secondary, CS*

3.2 General views of Continuing Professional Development

3.2.1 Introduction

As an introduction to the theme of the study, teachers were asked at the start of the questionnaire their responses to a range of six statements concerned with CPD. The statements were presented as views about the strengths and weaknesses of CPD and respondents were requested to state whether they agreed or disagreed with the statement.

3.2.2 Statement 1 'CPD generally meets the needs of the school rather than me personally'

Of those who responded (n = 2243) most teachers (63%) agreed with this statement. Secondary school teachers were slightly more likely to agree with the statement (66%) than either primary teachers (60%) or special school teachers (61%).
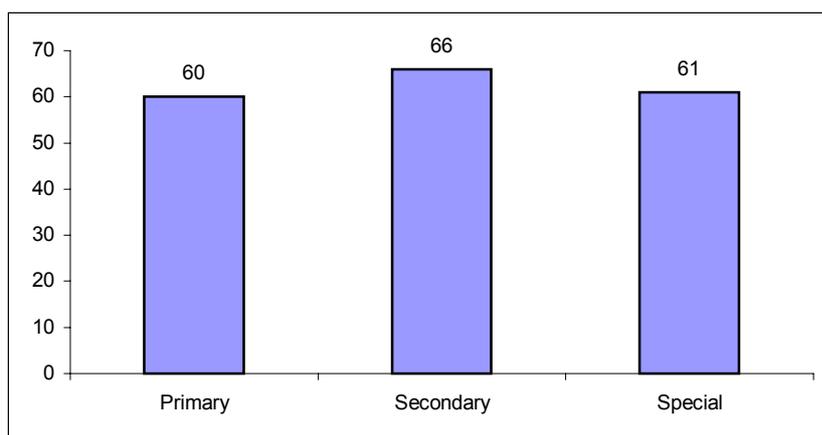
Chart 3.2 Percentage of teachers who agreed with Statement 1 by phase

68% of males and 62% of females agreed with Statement 1, this showed a significant correlation (r = 0.060 p<0.01) between responses and gender in that males were more likely to agree than females.

There was also a significant correlation (r = 0.084 p<0.01) between the age of the teacher and agreement with the statement showing that the older a teacher was the more likely they were to agree that CPD generally meets the needs of the school rather than him/her personally. Only 53% of under 25 year olds agreed with this statement but 71% of those 55 and over agreed.
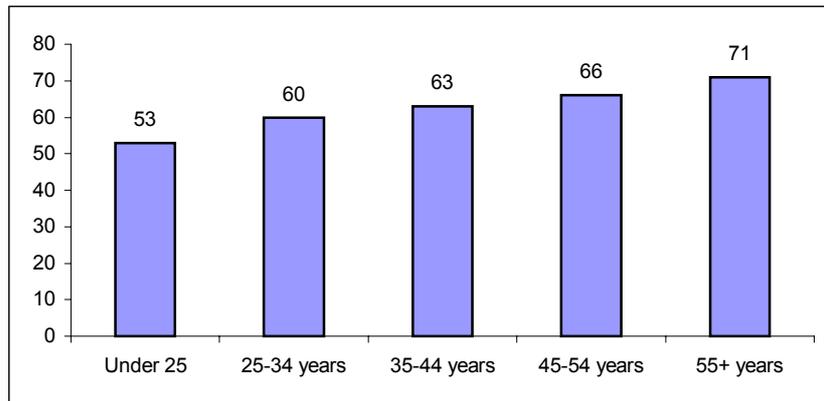
Chart 3.3 Percentage of teachers who agreed with Statement 1 by age

57% of NQTs who responded to this question agreed with the statement. Of those with particular responsibilities (ITT, CPD, Induction tutors), 61% agreed, although this included only 45% of CPD coordinators. 65% of teachers with a management point and 58% of those on the leadership scale also agreed that CPD generally met the needs of the school rather than them personally. Of those teachers without paid responsibilities, who were not NQTs (n = 767), 56% responded positively to the statement. This was slightly less than average.

3.2.3 Statement 2 'Needs identified in my performance review have been met through CPD'

Of those who responded (n = 2163) just over half of the teachers agreed with this statement (55%). This included 63% of primary teachers but only 46% of secondary teachers. 64% of special school teachers agreed with the statement.
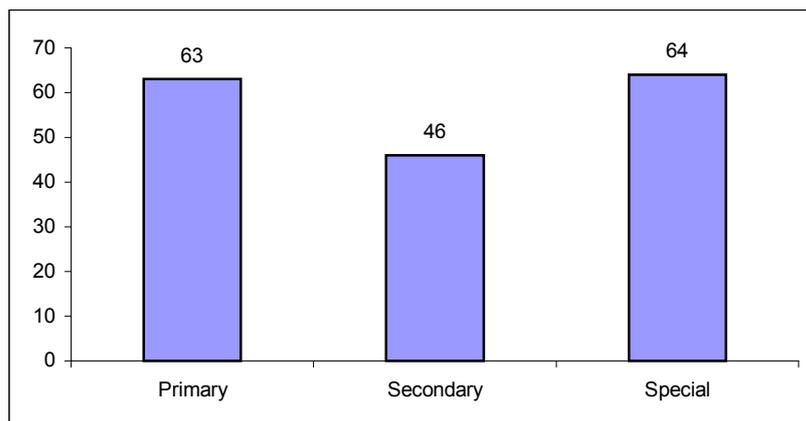
Chart 3.4 Percentage of teachers who agreed with Statement 2 by phase

There was a significant correlation between the responses to this statement and gender (r = 0.077 p<0.01) indicating that females were more likely to agree with the statement; 58% of females and 49% males agreed.

Those under 25 were more likely to agree with this statement than any other age group; 64% confirming that the needs identified in their performance reviews have been met through CPD. Responses in the other age groups were similar and ranged from 53-56%.
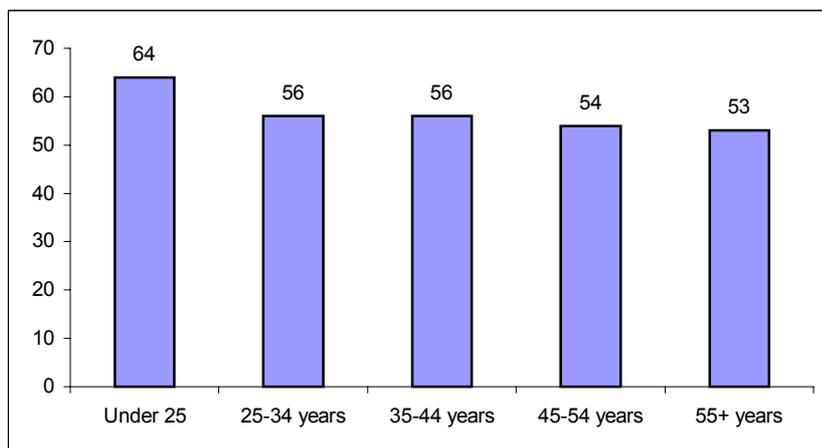
Chart 3.5 Percentage of teachers who agreed with Statement 2 by age

58% of NQTs who responded to this question agreed with the statement. Of those with particular responsibilities (ITT, CPD, Induction tutors), 61% agreed, although this included a high percentage of CPD coordinators (77%). Only 49% of teachers with a management point but 70% of those on the leadership scale also agreed that CPD had met their needs as identified by their performance reviews.

A smaller percentage of those teachers without paid responsibilities, excluding NQTs, agreed with the statement when compared with the average response (43%).

3.2.4 Statement 3 'I feel that I have a part in setting the agenda in the school INSET days'

Of those who responded (n = 2273) only 46% agreed with this statement, however, there was a big contrast between phases of education with 59% of primary school teachers and 61% of special school teachers agreeing with the statement but only 32% of secondary school teachers.
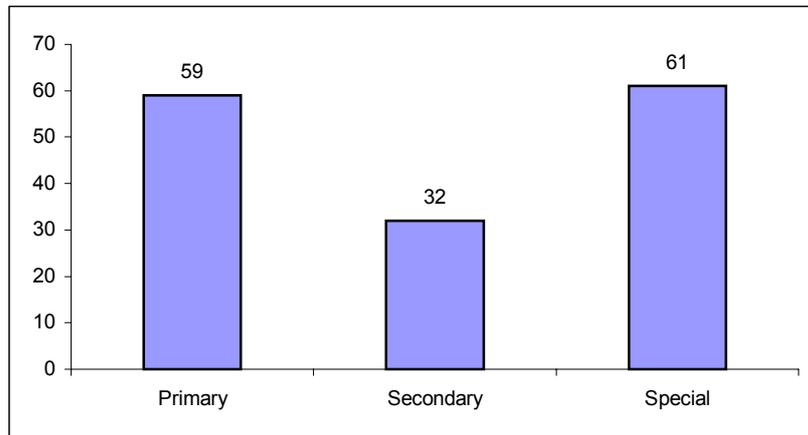
Chart 3.6 Percentage of teachers who agreed with Statement 3 by phase

There was very little difference between the genders, with 46% females and 45% males agreeing with the statement.

There was a significant correlation ($r = 0.189$ $p<0.01$) between the age of the teacher and agreement with the statement showing that the older a teacher was the more likely they were to agree that they felt they had a part in setting the agenda in the school INSET days.
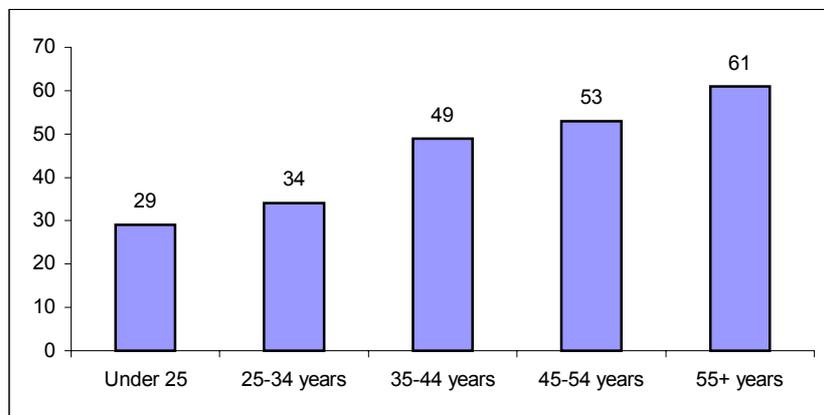
Chart 3.7 Percentage of teachers who agreed with Statement 3 by age

This was also reflected in the response from NQTs where only 32% agreed with the statement. Those with particular responsibilities were more likely to agree that they felt involved in setting the agenda for school INSET. Overall 65% of the ITT, CPD and Induction tutors agreed with the statement but this was skewed by a very high percentage of CPD coordinators (85%) who also agreed (although 15 CPD coordinators actually disagreed with the statement).

A slight minority of those on a management point (45%) agreed but a large majority of those on the leadership scale (85%, the same percentage as that of

CPD coordinators) also felt that they had a part in setting the agenda for the school INSET days. Very few of the teachers with no paid responsibilities within their schools (34%) agreed that they felt they had a part in setting the agenda for the school INSET days.

3.2.5 Statement 4 'I feel that too many training days are driven by national agendas'

Of those who responded (n = 2259) 72% of teachers agreed that they felt that too many training days were driven by national agendas. Again, more secondary school teachers (78%) agreed with the statement than those from other phases of education. 68% of primary school teachers and 59% of special schoolteachers agreed with the statement.
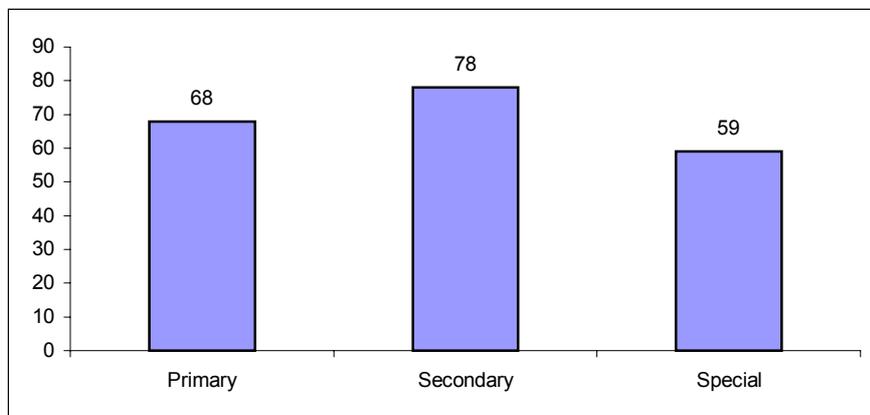
Chart 3.8: Percentage of teachers who agreed with Statement 4 by phase

More males (76%) than females (71%) agreed with the statement. There is a statistically significant correlation between gender and response to this statement (r = 0.057 p<0.01) showing that males were more likely to agree.

There was a significant correlation (r=0.142 p<0.01) between the age of the teacher and agreement with the statement showing that the older a teacher was the more likely they were to agree that too many training days were driven by national agendas.
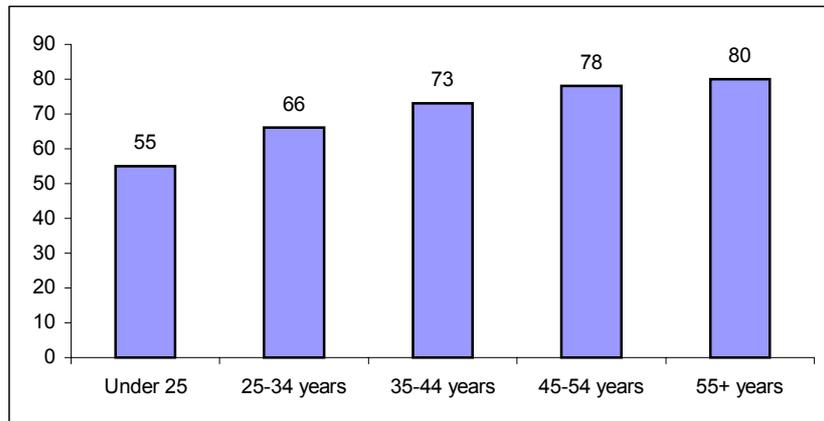
Chart 3.9 Percentage of teachers who agreed with Statement 4 by age

62% of NQTs agreed with the statement, less than the overall average, but those with particular responsibilities were more likely to agree (75%). There was little difference between ITT, CPD and Induction Tutors in this case. Similarly, 77% of those with a management point and 74% of those on the leadership scale also agreed with the statement. Only 58% of those with no paid responsibilities agreed with the statement.

3.2.6 Statement 5: CPD providers think of it mainly as a commercial activity.

Of those who responded (n = 2071) slightly less than half (45%) agreed that CPD providers thought of it mainly as a commercial activity, although secondary teachers (50%) and special school teachers (49%) were more likely to agree with the statement than primary teachers (39%).
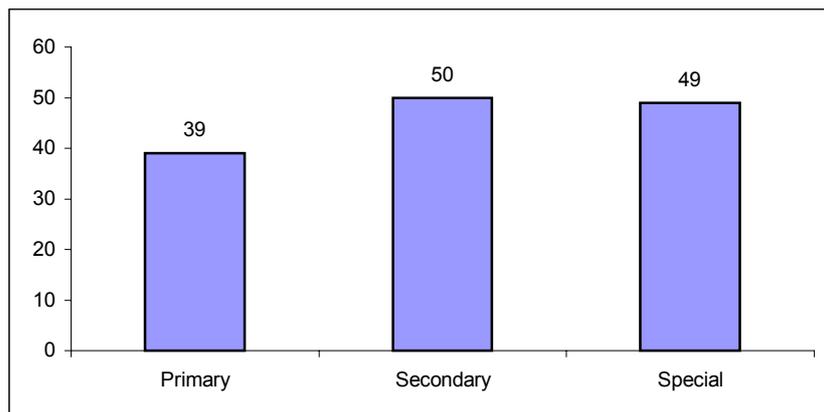
Chart 3.10 Percentage of teachers who agreed with Statement 5 by phase

There was a statistically significant correlation (r = 0.071 p<0.01) between the responses and gender; 50% of females agreed with the statement compared with 42% of males.

There was also a significant correlation ($r = 0.129$ $p<0.01$) between the age of the teacher and agreement with the statement, showing that the older a teacher was the more likely they were to agree.
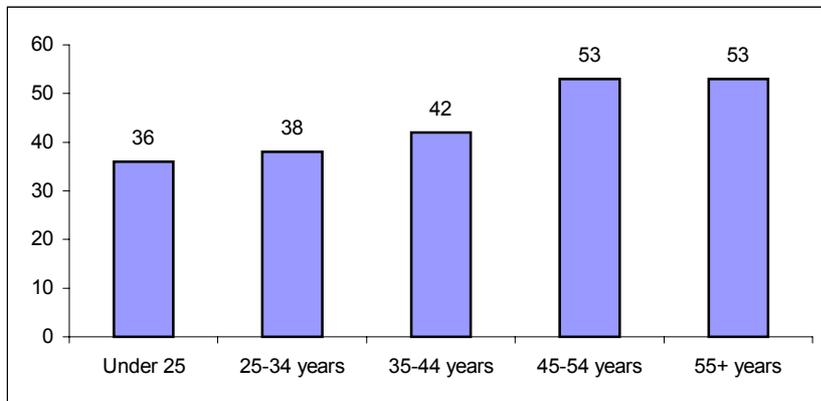
Chart 3.11 Percentage of teachers who agreed with Statement 5 by age

Only 32% of NQTs and an equal percentage of teachers with no paid responsibility, excluding NQTs, agreed with the statement that CPD providers thought of it mainly as a commercial activity. Those with a management point and those on the leadership scale were more likely to agree (49% in both cases). However, only 39% of the CPD coordinators agreed.

3.2.7 Statement 6 'I am given a real opportunity to improve my skills in the school'

A large percentage overall (74%) felt that they were given a real opportunity to improve their skills in the school. Teachers in secondary schools, however, were less likely to agree (66%) than their counterparts in primary (82%) and special schools (82%).
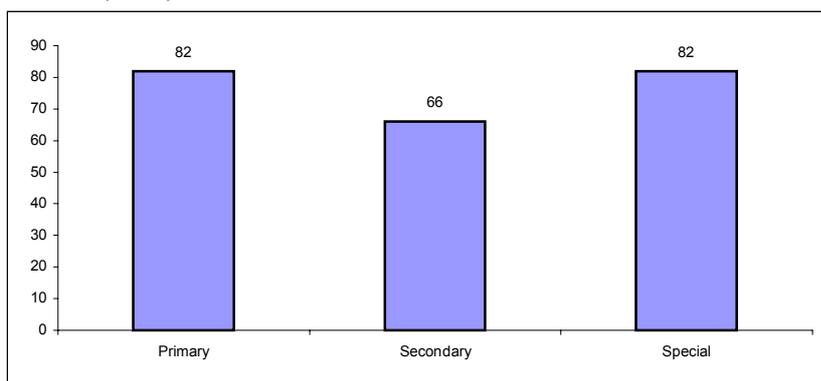
Chart 3.12 Percentage of teachers who agreed with statement six by phase

Female teachers were significantly more likely to agree (75%) than male teachers (71%) ($r = 0.057$ $p<0.01$).

There was no significant correlation, however, between the statement and age; although the under 25s were the most likely to agree that they were given a real opportunity to improve their skills in the school (81%) compared with the other age groups.
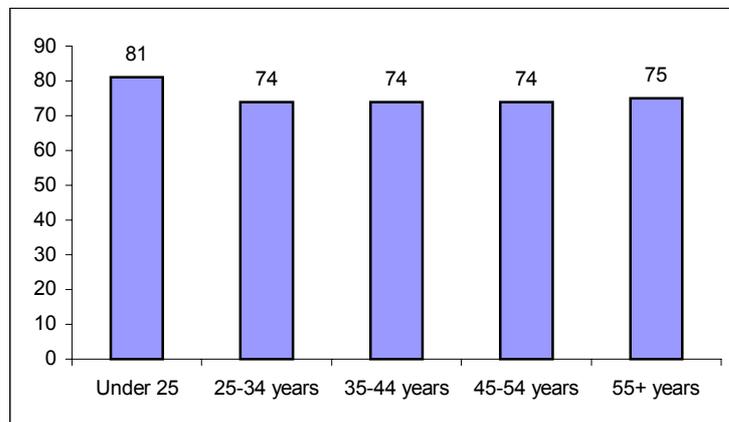
Chart 3.13 Percentage of teachers who agreed with Statement 6 by age

This was also reflected in the number of NQTs who agreed with the statement (80%). The average percentage of ITT mentors, Induction tutors and CPD coordinators who agreed was 80%, however this figure was slightly inflated by the high number of CPD coordinators (90%) who agreed that they had been given a real opportunity to improve their skills in the school. A high number of those on the leadership scale (87%), but fewer of those with a management point (69%) also agreed with the statement. 75% of those with no paid responsibility also agreed.

3.2.8 Overall view of CPD

An overall attitude towards CPD was calculated by looking at the scores derived from all six statements to produce an overall mean score. In order to do this the following statements that were considered indicative of a negative view were recoded:

- CPD generally meets the needs of the school rather than me personally
- I feel that too many training days are driven by national agendas
- CPD providers think of it mainly as a commercial activity.

In the sections below that report this overall attitude the lower scores indicate a more positive attitude towards CPD.

3.2.8.i Overall view of CPD by phase of education

	Mean	N	Std Dev
Primary	1.44	1087	.2706
Secondary	1.59	1110	.2857
Special	1.43	126	.2599
Total	1.51	2323	.2862

Table 3.4 Overall view of CPD by phase of education

The results indicated that teachers in secondary schools were more likely to have a less positive attitude towards CPD whereas there was little difference between the mean scores for primary and special schoolteachers. Analysis of variance showed a significant difference (F = 76.353 p<0.001) between phase of education and attitude towards CPD.

3.2.8.ii Overall view of CPD by gender

Gender	Mean	N	Std Dev
Male	1.55	664	.2788
Female	1.50	1651	.2875
Total	1.51	2315	.2860

Table3.5 Overall view of CPD by gender

The mean scores indicated that males were slightly less likely to have a positive attitude towards CPD than their female counterparts although the difference was minimal. However, it is recognized that gender and phase factors, just like management and age factors, are interrelated. Interpretation, therefore, must be cautious here and elsewhere in relation to these factors. On occasion it will be noted that the factors have been broken down.

3.2.8.iii Overall view of CPD by age

Age	Mean	N	Std Dev
Under 25	1.45	132	.2657
25-34 years	1.50	628	.2787
35-44 years	1.50	544	.2923
45-54 years	1.53	811	.2873
55+ years	1.53	172	.2870
Total	1.51	2287	.2853

Table 3.6 Overall view of CPD by age

There was little difference between the overall view of CPD and age although there was a slight inclination for older teachers towards a more negative view.

3.2.8.iv Overall view of CPD by teacher responsibility

	Mean	N	Std Dev
NQT	1.47	304	.2810
Induction Tutor	1.55	117	.2822
ITT mentor	1.55	138	.2973
Management point	1.55	999	.2864
Leadership scale	1.40	352	.2438
CPD coordinator	1.34	103	.2327
No paid responsibility	1.53	604	.2842

Table 3.7 Overall view of CPD by teacher responsibility

Note: As some teachers had multiple responsibilities the total numbers in this table exceeded the total sample number of 2514.

Those with the most positive attitude towards CPD were, unsurprisingly, CPD coordinators. Induction Tutors, ITT mentors and those with a management point would seem to have a more negative attitude but the issue of some teachers having multiple responsibilities makes interpretation difficult.

3.3   Summary

The results from this section showed that overall teachers had a traditional view of CPD. Overwhelmingly, teachers thought of courses, conferences and workshops as CPD and were unlikely to consider personal research and on-line learning as part of their professional development. Within phases of education, secondary school teachers were more likely to consider personal research and on-line learning as part of their professional development than primary or special schoolteachers. CPD coordinators and those with no paid responsibilities were more likely to think of CPD as INSET days than other teachers. However, overall, the results showed a consistency with little variation between gender, age, phase of education or responsibilities of teachers. It should be noted that the case study material pointed to several examples of more extended and less traditional perceptions of what counted as CPD (see Chapter 13).

When the data concerning agreement or disagreement with a set of statements concerning views of CPD were examined, the results indicated that overall, the older, male, secondary school teacher was more likely to be inclined towards a negative view of CPD (see Chapter 12 for more discussion). The data relating to individual statements indicated that most teachers felt that school CPD needs were taking precedence over their individual needs. Most teachers also felt that too many training days were driven by national agendas. However, on both counts this was less prominent for under 25s. Just over half of the teachers in the sample felt that needs identified in their performance reviews had been met through CPD (once again there was a higher proportion of the under 25s) and a large proportion felt that they were given a real opportunity to improve their skills within the school.

Slightly less than half the teachers in the sample felt that they had a part in setting the agenda for the school INSET days, although this figure was skewed by the younger and less experienced teachers who were much less likely to feel that they were involved. Just under half of the teachers in the sample felt that CPD providers thought of it mainly as a commercial activity. The under 25s responses indicated that although they felt they had little control over setting the agenda for school INSET they were much more likely than older teachers to feel that national priorities and school needs were not overriding their individual needs. This is in direct contrast to the over 55s who were much more likely to feel that school and national needs were taking priority.

Overall the responses to the questions would seem to point to the contradictory notions of CPD held by some teachers. Although generally most teachers felt that CPD was more likely to meet school needs than their individual needs they also felt that they were given a real opportunity to improve their skills. This is likely to be because teachers' individual interpretations of the meaning of CPD may be quite narrow. Clearly professional development is taking place, but this also possibly points to ways in which a variety of forms of professional opportunity are not conceptualised as CPD (see Chapter 13 for further discussion).

CHAPTER 4   INSET DAYS UNDERTAKEN

4.1   Introduction

Teachers were questioned about the five statutory inset days that they attended during the calendar year 2001. They were asked to state the main object of the day for all five statutory days and any additional days they may have attended. A list was given of possible objectives and providers. (Section A, Questions 2 and 3).

The data for all five statutory INSET days was added together and an average calculated so that information could be presented on an average INSET day.

4.2   The main object of the INSET days

Overall the main focus of the inset days was curriculum and development planning (28%), teaching and learning methods (27 %), subject knowledge (20 %) and management and administration (17%). Other activities included pastoral and pupil management (12%), assessment and moderation (11%), personal activities (8 %), special group needs (8 %), performance management (2 %), professional development meetings (1 %) and NOF training (1 %). The data reflects the fact that more than one type of activity was likely to take place on any one day so that the percentages add up to more than 100%.
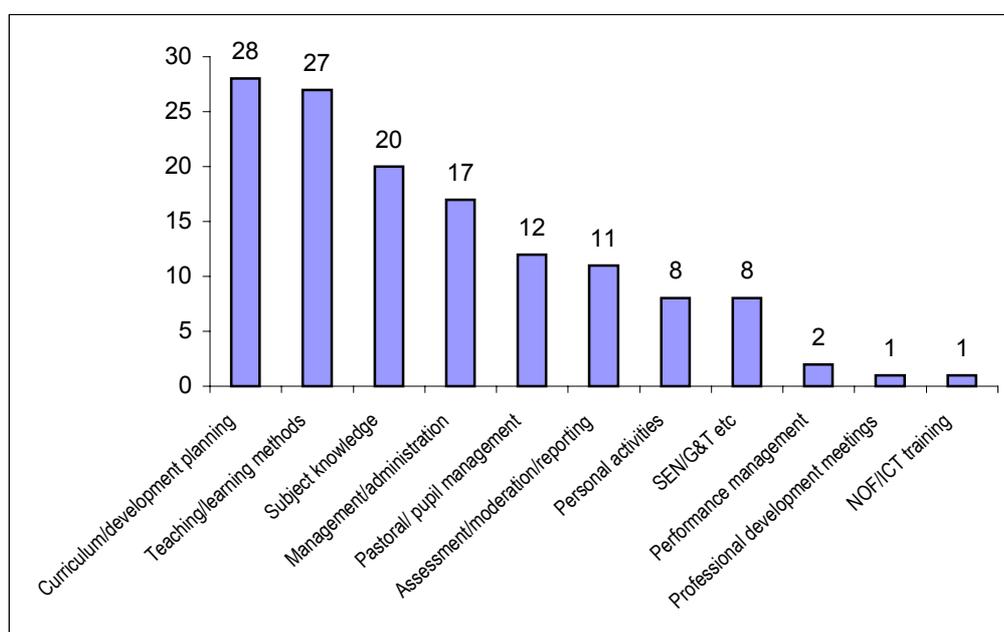
Chart 4.1 Percentage distribution of activities on INSET days

4.3   INSET days and phase of education

Teaching and learning methods and curriculum and development planning were the most likely to be the training objectives of all types of school during their INSET days. Secondary schools had a comparatively low percentage of INSET time dedicated to subject knowledge compared with primary and special schools (10 % compared to 29 % and 20 % respectively).

Primary INSET days were slightly more likely to be focused on assessment and moderation than secondary and special schools and, as expected, special schools had a higher percentage of days which involve special group needs and pastoral and pupil management. Secondary school teachers also had less INSET time where they could engage in personal activities.

The charts and tables below show a comparison of objectives for the average INSET day in relation to phase of education.

	PRIMARY		SECONDARY		SPECIAL	
	%	Rank	%	Rank	%	Rank
Teaching and learning methods	28	3	26	1	21	2
Subject knowledge	29	2	10	6	20	3
Curriculum/development planning	31	1	25	2	26	1
Management /administration	18	4	16	3	16	5=
Assessment/moderation/reporting	14	5	11	5	12	7
Special group needs (eg SEN/G&T)	9	8	5	8	16	5=
Pastoral and pupil management	11	6	12	4	19	4
Personal activities	10	7	7	7	9	8
Professional development meetings	1	9 =	1	10 =	3	10=
Performance management	1	9 =	2	9	5	9
NOF/ICT training	1	9=	1	10=	3	10=

Table 4.1 Types of INSET days by phase of education
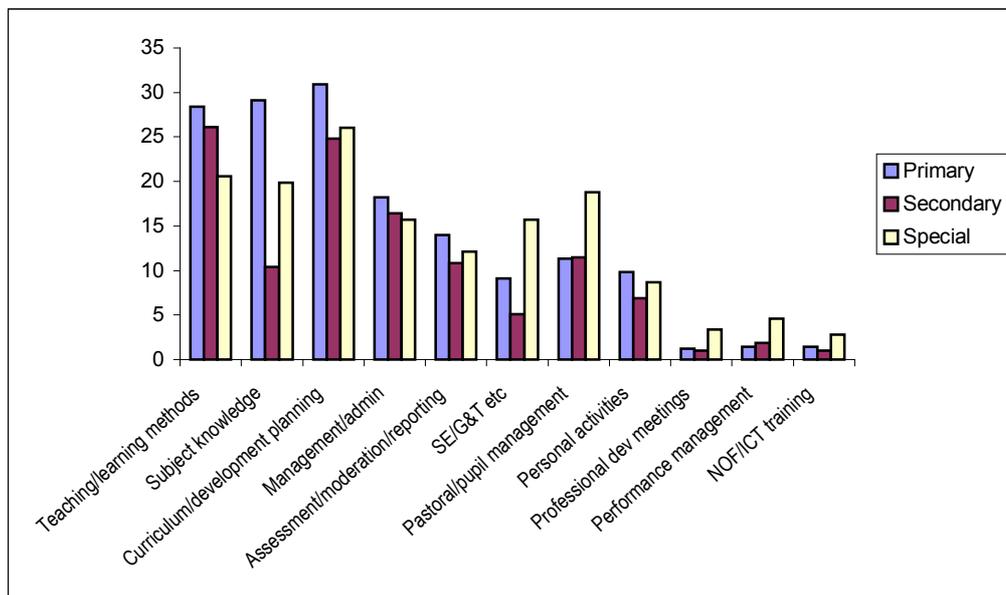
Chart 4.2 Percentage distribution of activities by phase of education

4.4 Provision of INSET for statutory days

Overall school staff was the provider for most of the INSET days (71%). Local authority staff were only utilised as providers for 12% of training while the private sector were responsible for 8% of provision. Very few other providers were employed during 2001 (n = 2011).

	Overall %	Primary %	Secondary %	Special %
School staff	71	64	79	57
Local Authority Staff	12	18	6	10
Private sector/consultant	8	9	6	17
Staff from other schools	3	2	4	8
University staff	1	1	1	1
School staff/Local authority staff	3	3	3	3
Other/mixed (not specified)	3	3	3	3

Table 4.2 Providers of INSET days by phase of education

Secondary schools were more likely to use school staff as their provider than primary or special schools. Primary schools were more likely to use local authority staff than secondary or special schools. Special schools were more likely to use private sector consultants for their INSET than primary or secondary schools.

4.5 Summary

Teachers were asked to select, from a menu of possible options, the main object of each of their INSET days during 2001. They were also offered the opportunity to add other possibilities not included in the list. Generally, teaching and learning methods, together with curriculum and development planning were the most likely objectives for schools' INSET days during 2001, regardless of whether it was a primary, secondary or special school. By comparison, little or no time on INSET days during 2001 appeared to have been spent on performance management or NOF training.

The only major difference between the sectors was in the use of INSET days for subject knowledge. Whilst primary school teachers ranked this their second most frequent activity, and special school teachers ranked it third, secondary school teachers ranked it tenth out of eleven items. This may be because issues relating to subject knowledge is seen as a departmental activity in secondary schools, rather than a whole school issue.

Overwhelmingly INSET days were led by school staff (64% of primary school and 79% of secondary school INSET days). This is higher than might have been expected. In special school there was more outside input, presumably because of the need for more specialist input. The two groups from outside the school that featured most prominently in providing INSET days were local authority staff (particularly in primary schools) and the private sector (particularly in the special school sector). Little use appeared to have been made of university staff or staff from other schools.

CHAPTER 5   OTHER CPD ACTIVITIES UNDERTAKEN

5.1   Introduction

In a detailed question teachers were asked to list the types of CPD activities they had undertaken during the calendar year 2001 other than the statutory INSET days. They were given a list of possible activities and the opportunity to add any activity not on the list. (Section A, Question 8). Please note that not all teachers gave full information for all the details of their courses.

5.2   Literacy training

Of the 2514 respondents, a total of 1406 teachers gave details of their literacy training during 2001. This consisted of 774 primary school teachers, 560 secondary school teachers and 54 special school teachers. 150 teachers, of whom 114 were primary school teachers, reported that they had attended two literacy training sessions.

Percentages are rounded up to the nearest whole number so figures may not add up to 100%. The following tables give details of timing, length, location and providers of literacy training during 2001.

5.2.1 Timing of literacy training

	Primary	**Secondary**	**Special**	**Total number**
Day	70%	82%	75%	1042
Twilight	27%	16%	24%	312
Evening	3%	2%	0	34
Total numbers	774	560	54	1388

Table 5.1 Timing of literacy training

A small number of teachers also stated that they had taken part in literacy training at the weekend (9 primary and 4 secondary) or in the holidays (4 primary and 1 secondary).

5.2.2 Length of literacy training

	Primary	**Secondary**	**Special**	**Total number**
Half day or less	29%	28%	24%	256
One day	47%	59%	45%	466
Up to one week	21%	13%	26%	162
One week or more	3%	.2%	5%	20
Total numbers	508	358	38	904

Table 5.2 Length of literacy training

5.2.3 Location of literacy training

	Primary	Secondary	Special	Total number
School	43%	82%	63%	831
Training centre	36%	9%	22%	346
Hotel	16%	7%	14%	171
University	1%	.4%	0	9
Distance learning	.1%	.2%	2%	3
Home	.4%	.2%	0	4
Other	3%	2%	0	33
Total numbers	784	562	51	1397

Table 5.3 Location of literacy training

Most literacy training took place in schools although a high proportion of primary school teachers took part in literacy training at a training centre.

5.2.4 Providers of literacy training

	Primary	Secondary	Special	Total number
School staff	24%	67%	41%	575
Staff from other schools	3%	3%	0	45
LEA	65%	23%	45%	654
University staff	2%	1%	0	16
Private sector/consultant	2%	3%	8%	33
Charity	.1%	0	0	1
Professional association	1%	1%	0	7
School staff/LEA	1%	2%	2%	21
Other	2%	1%	4%	22
Total numbers	772	551	51	1374

Table 5.4 Providers of literacy training

School staff were the main providers for secondary literacy training but for primary teachers the main provider was the LEA.

5.3 Numeracy training

1035 teachers gave details of their numeracy training, 643 of these were primary school teachers, 325 secondary and 54 special school teachers. 91 teachers took part in a second session of numeracy training and 77 of these were primary school teachers. The following tables give details of timing, length, location and providers of numeracy training during 2001.

5.3.1 Timing of numeracy training

	Primary	Secondary	Special	Total number
Day	70%	76%	80%	734
Twilight	27%	23%	20%	259
Evening	3%	.3%	0	29
Total numbers	643	325	54	1022

Table 5.5 Timing of numeracy training

13 teachers stated that they undertook numeracy training at the weekend.

5.3.2 Length of numeracy training

	Primary	Secondary	Special	Total number
Half day or less	35%	38%	15%	238
One day	38%	47%	48%	283
Up to one week	17%	10%	30%	105
One week or more	10%	4%	8%	50
Total numbers	410	226	40	676

Table 5.6 Length of numeracy training

5.3.3 Location of numeracy training

	Primary	Secondary	Special	Total number
School	46%	72%	55%	561
Training centre	36%	19%	28%	310
Hotel	14%	6%	11%	115
University	.4%	1%	0	5
Distance learning	.2%	0	2%	2
Home	0	1%	0	2
Other	4%	2%	4%	31
Total numbers	645	328	53	1026

Table 5.7 Location of numeracy training

Most numeracy training took place in schools but a higher proportion of primary schools undertook it in training centres.

5.3.4 Providers of numeracy training

	Primary	Secondary	Special	Total
School staff	28%	62%	30%	390
Staff from other schools	3%	3%	6%	29
LEA	64%	32%	57%	536
University staff	2%	1%	0	15
Private sector/consultant	1%	1%	4%	9
Professional associations	1%	1%	4%	8
Other	2%	1%	0	14
Total numbers	634	314	53	1001

Table 5.8 Providers of numeracy training

As with literacy training, more primary school teachers than secondary school teachers undertook this activity and the LEA were the main providers for them. However, for secondary schools the main provider was again school staff.

5.4   NQT Induction Training

A total of 311 teachers gave details of their NQT Induction training in 2001. These consisted of 139 primary school teachers, 166 secondary school teachers and 6 special school teachers. The following tables provide details of timing, length, location and provider of NQT Induction training during 2001.

5.4.1 Timing of NQT Induction Training

	Primary	**Secondary**	**Special**	**Total number**
Day	81%	52%	67%	203
Twilight	16%	37%	33%	85
Evening	3%	11%	0	23
Total numbers	139	166	6	311

Table 5.9 Timing of NQT Induction Training

Most NQT Induction training took place during the daytime although a large proportion of training for secondary NQTs took place at twilight. 7 teachers undertook induction training at the weekend and 2 during the holidays.

5.4.2 Length of NQT Induction Training

	Primary	**Secondary**	**Special**	**Total number**
Half day or less	35%	46%	60%	63
One day	33%	35%	40%	52
Up to one week	24%	14%	0	29
One week or more	9%	4%	0	10
Total numbers	80	69	5	154

Table 5.10 Length of NQT Induction Training

The length of activity given above is only an indication of individual session length, as NQT training is ongoing and diverse.

5.4.3 Location of NQT Induction Training

	Primary	**Secondary**	**Special**	**Total number**
School	20%	74%	86%	159
Training centre	61%	13%	0	103
Hotel	6%	8%	0	21
University	5%	3%	0	11
Distance learning	0	1%	0	1
Home	2%	0	0	3
Other	6%	2%	14%	12
Total numbers	131	172	7	310

Table 5.11 Location of NQT Induction Training

Most primary school NQTs took part in their Induction training at a training centre whereas most secondary school NQTs' training took place within the school.

5.4.4 Providers of NQT Induction Training

	Primary	Secondary	Special	Total number
School staff	12%	67%	57%	131
Staff from other schools	4%	3%	0	10
LEA	73%	20%	14%	132
University staff	3%	3%	0	9
Private sector/consultant	2%	4%	14%	11
Prof association	2%	1%	14%	5
Other	5%	1%	0	8
Total numbers	133	166	7	306

Table 5.12 Providers of NQT Induction Training

For secondary school NQTs their training is most likely to take place within the school and to be provided by school staff. For primary school NQTs their training is most likely to be at a training centre and provided by the LEA.

5.5   ICT Training

A total of 1320 teachers gave details of their ICT training during 2001. 750 were primary school teachers, 506 secondary and 64 special school teachers. 42 teachers stated that they had undertaken a second session of ICT training during 2001, these were 31 primary school teachers, 7 secondary school teachers and 4 special school teachers. The following tables give details of timing, length, location and providers of ICT training during 2001.

5.5.1 Timing of ICT training

	Primary	Secondary	Special	Total number
Day	32%	36%	49%	433
Twilight	57%	50%	39%	669
Evening	12%	14%	12%	157
Total numbers	721	478	60	1259

Table 5.13 Timing of ICT Training

Most ICT Training took place in twilight sessions. A total of 67 teachers also stated that they undertook ICT training at the weekend and 14 trained in the holidays.

5.5.2 Length of ICT Training

	Primary	Secondary	Special	Total number
Half day or less	36%	47%	19%	272
One day	39%	39%	35%	265
Up to one week	19%	9%	35%	96
One week or more	6%	5%	11%	54
Total numbers	380	270	37	687

Table 5.14 Length of ICT Training

Most ICT training took place in sessions of one day or less, however 35% of special school teachers undertook ICT training in longer sessions.

5.5.3 Location of ICT Training

	Primary	Secondary	Special	Total number
School	75%	79%	80%	1023
Training centre	14%	5%	8%	133
Hotel	1%	2%	0	19
University	2%	2%	6%	33
Distance learning	4%	5%	3%	56
Home	.1%	.4%	1%	4
Other	2%	6%	1%	51
Total numbers	750	505	64	1319

Table 5.15 Location of ICT Training

5.5.4 Providers of ICT Training and provider

	Primary	Secondary	Special	Total
School staff	24%	49%	28%	430
Staff from other schools	5%	2%	3%	48
LEA	34%	9%	12%	304
University staff	6%	3%	6%	65
Private sector/consultant	21%	22%	43%	288
Charity	.4%	1%	0	6
Professional association	3%	3%	5%	42
Other	6%	11%	3%	102
Total numbers	728	492	65	1285

Table 5.16 Providers of ICT Training

As with most other CPD activities, the provider for primary schools is more likely to be the LEA. For secondary the provider is most likely to be school staff, and for special schools, private sector/consultants.

5.6 Head teacher training

A total of 115 respondents gave details of their head teacher training during 2001. Of these, 72 were primary school teachers, 34 secondary and 11 special school teachers. The following tables give details of timing, length, location and provider of head teacher training during 2001.

5.6.1 Timing of head teacher training

	Primary	Secondary	Special	Total number
Day	82%	85%	91%	95
Twilight	14%	3%	0	12
Evening	4%	12%	9%	8
Total numbers	71	33	11	115

Table 5.17 Timing of head teacher training

Most head teacher training took place during the daytime. 13 teachers also stated that they undertook their training at the weekend and 1 teacher took the course during the holidays.

5.6.2 Length of head teacher training

	Primary	Secondary	Special	Total number
Half day or less	11%	17%	11%	9
One day	27%	22%	33%	19
Up to one week	31%	33%	11%	20
One week or more	31%	33%	44%	24
Total numbers	45	18	9	72

Table 5.18 Length of head teacher training

More head teachers experienced training over a period approximately to one week or more (33%) than for periods of a half day or less (12%), or one day (26%), or up to one week (28%).

5.6.3 Location of head teacher training

	Primary	Secondary	Special	Total number
School	12%	6%	29%	15
Training centre	38%	29%	21%	41
Hotel	45%	44%	50%	55
University	3%	6%	0	4
Other	3%	15%	0	7
Total numbers	74	34	14	122

Table 5.19 Location of head teacher training

Most head teacher training took place in a hotel or training centre, although school was a popular location for special school head teacher training.

5.6.4 Providers of head teacher training

	Primary	Secondary	Special	Total
School staff	7%	3%	0	6
Staff from other schools	1%	0	0	1
LEA	32%	26%	18%	34
University staff	15%	15%	45%	21
Private sector/consultant	25%	26%	9%	29
Professional association	7%	3%	9%	7
Other	11%	26%	9%	18
Total numbers	71	34	11	116

Table 5.20 Providers of head teacher training

LEA and the private sector were the main providers for head teacher training.

5.7 ITT mentor/Induction Tutor Training

A total of 213 teachers gave details of their ITT mentor/Induction Tutor training. 95 of these were primary school teachers, 112 secondary and 6 special school teachers. The following tables give details of timing, length, location and provider of ITT mentor and Induction tutor training during 2001.

5.7.1 Timing of ITT mentor/induction tutor training

	Primary	Secondary	Special	Total number
Day	77%	64%	83%	150
Twilight	21%	27%	17%	50
Evening	2%	10%	0	13
Total numbers	95	112	6	213

Table 5.21 Timing of ITT mentor/induction tutor training

Most of the courses took place during the day time. 3 teachers stated that their course took place over the weekend and 1 teacher stated that the course took place during the holidays.

5.7.2 Length of ITT mentor/induction tutor training

	Primary	Secondary	Special	Total number
Half day or less	42%	43%	0	54
One day	47%	46%	75%	62
Up to one week	11%	11%	0	14
One week or more	0	0	25%	1
Total numbers	57	70	4	131

Table 5.22 Length of ITT mentor/induction tutor training

Courses were usually for one day or part of a day.

5.7.3 Location of ITT mentor/induction tutor training

	Primary	Secondary	Special	Total number
School	29%	40%	50%	77
Training centre	26%	6%	0	32
Hotel	5%	5%	0	11
University	37%	46%	0	88
Other	2%	3%	50%	11
Total numbers	95	115	6	216

Table 5.23 Location of ITT mentor/induction tutor training

Most ITT mentor/Induction tutor training took place at university and from the table below it can be seen that university staff were also the main providers of these courses.

5.7.4 Providers of ITT mentor/induction tutor training

	Primary	Secondary	Special	Total
School staff	14%	34%	20%	52
Staff from other schools	6%	2%	0	8
LEA	29%	7%	40%	38
University staff	42%	50%	0	96
Private sector/consultant	6%	3%	20%	10
Professional association	0	1%	0	1
Other	1%	4%	20%	6
Total numbers	94	112	5	211

Table 5.24 Providers of ITT mentor/induction tutor training

5.8   Training activities within regular staff/departmental meetings

916 teachers stated that they took part in training activities within regular staff/departmental meetings. 464 were primary school teachers, 409 secondary and 43 special school teachers. The following tables give details of timing, length, location and provider of training activities within regular staff/departmental meetings during 2001.

5.8.1 Timing of training within regular staff meetings

	Primary	Secondary	Special	Total number
Day	14%	25%	32%	182
Twilight	75%	60%	33%	618
Evening	10%	15%	12%	116
Total numbers	464	409	43	916

Table 5.25 Timing of training within regular staff meetings

By far most training activities within staff/departmental meetings took place at twilight. In addition, 16 teachers attended staff/departmental meetings at the weekend and 8 during the holidays.

5.8.2 Length of training within regular staff meetings

	Primary	Secondary	Special	Total number
Half day or less	67%	59%	48%	210
One day	22%	27%	24%	84
Up to one week	8%	9%	19%	31
One week or more	3%	3%	14%	13
Total numbers	162	155	21	338

Table 5.26 Length of training within regular staff meetings

Most of the training was of less than 4 hours duration and as additional data indicated, was on a weekly basis.

5.8.3 Location of training within regular staff meetings

	Primary	Secondary	Special	Total number
School	97%	97%	96%	898
Training centre	2%	1%	2%	14
Hotel	1%	1%	2%	7
University	.2%	0	0	1
Other	1%	1%	0	7
Total numbers	465	419	43	927

Table 5.27 Location of training within regular staff meetings

Virtually all training activities within staff meetings took place in school.

5.8.4 Providers of training within regular staff meetings

	Primary	Secondary	Special	Total number
School staff	86%	91%	84%	795
Staff from other schools	3%	2%	0	20
LEA	7%	3%	7%	49
University staff	0	1%	0	3
Private sector/consultant	.4%	1%	5%	6
Professional association	.4%	1%	0	4
School staff and LEA	3%	1%	2%	17
Other	.4%	1%	2%	9
Total (actual numbers)	456	404	43	903

Table 5.28 Providers of training within regular staff meetings

The main provider for these activities was school staff. An exceedingly high proportion of training within staff meetings was provided by school staff, this was only slightly less true for primary special phases as it was for secondary.

5.9 Other courses/workshops/conferences

1133 teachers gave details of other courses, workshops and conferences that they had attended. 525 were primary school teachers, 548 secondary and 60 special school teachers. Most teachers did not give details of the courses but examples that were mentioned were wide ranging and included Edexcel courses, SEN Training, RE courses and Personal Safety courses. The following tables provide details of timing, length, location and providers of other courses, workshops and conferences during 2001.

5.9.1 Timing of 'other' courses

	Primary	Secondary	Special	Total numbers
Day	73%	89%	82%	881
Twilight	22%	9%	16%	168
Evening	5%	6%	4%	42
Total numbers	517	518	56	1091

Table 5.29 Timing of 'other' courses

In addition, 40 teachers stated that they had taken part in other courses at the weekend and 9 had taken part in the holidays.

5.9.2 Length of 'other' courses

	Primary	Secondary	Special	Total numbers
Half day or less	24%	13%	16%	127
One day	51%	64%	60%	407
Up to one week	18%	20%	18%	134
One week or more	6%	3%	7%	37
Total numbers	324	336	45	705

Table 5.30 Length of 'other' courses

5.9.3 Location of 'other' courses

	Primary	Secondary	Special	Total number
School	17%	11%	22%	164
Training centre	50%	28%	42%	443
Hotel	19%	43%	23%	352
University	4%	7%	7%	65
Distance learning	1%	1%	2%	11
On-line	.2%	0	0	1
Other	8%	9%	5%	97
Total numbers	525	548	60	1133

Table 5.31 Location of 'other' courses

Most of the courses, workshops and conferences took place away from the school. Most primary school teachers took part in courses at a training centre and most secondary school teachers took part in courses at a hotel.

5.9.4 Providers of 'other' courses

	Primary	Secondary	Special	Total
School staff	4%	5%	5%	51
Staff from other schools	4%	4%	7%	47
LEA	64%	21%	47%	478
University staff	5%	5%	10%	59
Private sector/consultant	12%	33%	20%	254
Charity	.4%	1%	3%	11
Professional association	4%	13%	2%	91
Other	6%	17%	5%	126
Total numbers	517	541	59	1117

Table 5.32 Providers of 'other' courses

LEA was the biggest provider for these courses for primary and special schools. Secondary schools were more likely to use a private sector consultant.

5.10 Award Bearing Courses

210 teachers gave details of award bearing courses they had undertaken. Although asked to specify the courses, very few actually did give this information. Of those who did the range went from PhD to first aid and fire fighting courses. 98 were primary teachers, 99 secondary and 13 special school teachers. The following tables give details of timing, length, location and provider of award bearing course activities during 2001.

5.10.1 Timing of Award Bearing Courses

	Primary	Secondary	Special	Total number
Day	56%	37%	69%	101
Twilight	15%	22%	0	37
Evening	29%	40%	31%	72
Total numbers	98	99	13	210

Table 5.33 Timing of Award Bearing Courses

16 teachers took part in courses at the weekend, and 9 in the holidays.

5.10.2 Length of Award Bearing Courses

	Primary	Secondary	Special	Total number
Half day or less	20%	24%	0	24
One day	35%	30%	20%	36
Up to one week	22%	19%	60%	25
One week or more	22%	28%	20%	28
Total numbers	54	54	5	113

Table 5.34 Length of Award Bearing Courses

The nature of award bearing courses varied and although many took place over long periods of time, most tended to be day long courses.

5.10.3 Location of Award Bearing Courses

	Primary	Secondary	Special	Total number
School	22%	19%	7%	45
Training centre	30%	22%	43%	61
Hotel	11%	3%	7%	15
University	17%	30%	7%	51
Distance learning	0	2%	0	2
On-line	5%	11%	0	17
Other	16%	14%	36%	37
Total numbers	103	111	14	228

Table 5.35 Location of Award Bearing Courses

Most of the courses took place away from the school environment. Although the greatest proportion of secondary teachers attended university run award bearing courses, primary and special school teachers were more likely to attend training centres.

5.10.4 Providers of Award Bearing courses

	Primary	Secondary	Special	Total
School staff	3%	4%	0	7
Staff from other schools	5%	4%	0	9
LEA	25%	13%	29%	44
University staff	27%	45%	29%	81
Private sector/consultant	12%	9%	21%	25
Charity	1%	1%	0	2
Professional association	7%	9%	0	17
Other	20%	16%	21%	41
Total numbers	100	112	14	226

Table 5.36 Providers of Award Bearing Courses

University staff were the main providers for award bearing courses across all phases.

5.11 Best Practice Research Scholarships (BPRS)

Only 13 teachers (3 primary, 9 secondary and 1 special) had been in receipt of a scholarship. Most activities connected with BPRS took place during the day, however, 2 respondents took part during the evening. 6 respondents stated that the location for this activity was in school, 2 at a training centre, 1 at a university, 1 at a hotel and 1 by distance learning. 5 respondents gave their provider as university staff, 4 as LEA and one as school staff; primary teachers were more likely to be mentored by LEA officers secondary teachers were more likely to use HEI staff.

Due to the very low numbers of participants it would be difficult to attach much significance to the findings given here. There are no indications of grouping against school variables (eg only one teacher from a Beacon school received a scholarship and other variables were insignificant).

5.12 Other research

Only 28 teachers gave details of training involving other research, 14 of these were primary school teachers, 10 secondary and 4 special school teachers. Teachers did not specify the nature of the research they had undertaken. The following tables provide details of timing, length, location and providers of other research during 2001.

5.12.1 Timing of other research

	Primary	Secondary	Special	Total number
Day	64%	0	100%	11
Twilight	7%	25%	0	3
Evening	29%	75%	0	10
Total numbers	14	8	2	24

Table 5.37 Timing of other research

5 teachers stated that they took part in other research at the weekend and 1 teacher took part during the holidays.

5.12.2 Length of other research

	Primary	Secondary	Special	Total number
Half day or less	22%	0	0	2
One day	55%	33%	67%	9
Up to one week	11%	33%	33%	4
One week or more	11%	33%	0	3
Total numbers	9	6	3	18

Table 5.38 Length of other research

5.12.3 Location of other research

	Primary	Secondary	Special	Total number
School	36%	30%	25%	9
Training centre	36%	10%	0	6
Hotel	0	0	25%	1
University	14%	40%	0	6
On-line	0	10%	0	1
Other	14%	10%	50%	5
Total numbers	14	10	4	28

Table 5.39 Location of other research

Primary teachers undertook research either in school or a training centre whereas secondary teachers were most likely to undertake it at universities.

5.12.4 Providers of other research

	Primary	Secondary	Special	Total
Staff of other schools	7%	0	0	1
LEA	14%	10%	50%	5
University staff	29%	60%	0	10
Private consultant	21%	0	0	3
Charity	0	0	25%	1
Prof. Associations	7%	10%	0	2
Other	21%	20%	25%	6
Total numbers	14	10	4	28

Table 5.40 Providers of other research

5.13 Secondment/Sabbatical/Bursaries

Only 6 teachers gave details of a secondment or sabbatical, 2 primary school teachers, 3 secondary school teachers and 1 special school teacher. All activities took place during the day. One primary school teacher's activity lasted 3 days, one secondary school teacher's activity lasted 14 days and another 5 weeks. There were no other details of length of course available. Three secondments took place at a school, one at a university and one sabbatical took place at home.

5.14 Visits to other schools/teachers

359 teachers gave details of this activity, 202 primary school teachers, 135 secondary school teachers and 22 special school teachers. The following tables give details of timing and length of visits to other schools during 2001.

5.14.1 Timing of visits to other schools

	Primary	**Secondary**	**Special**	**Total number**
Day	77%	82%	100%	294
Twilight	18%	13%	0	54
Evening	2%	5%	0	11
Total numbers	208	136	22	359

Table 5.41 Timing of visits to other schools

6 teachers stated that they took part in such visits at the weekend and 4 during the holidays.

5.14.2 Length of visits to other schools

	Primary	**Secondary**	**Special**	**Total number**
Half day or less	52%	47%	6%	109
One day	36%	40%	53%	90
Up to one week	9%	13%	29%	28
One week or more	3%	0	12%	6
Total numbers	129	87	17	233

Table 5.42 Length of visits to other schools

The duration of the vast majority of visits in the primary and secondary sectors was a day or less but teachers in special schools undertook visits of a longer duration.

5.15 Peer coaching as mentor

176 teachers gave details of peer coaching as mentor. 99 were primary school teachers, 71 secondary school teachers and 6 special school teachers. The following tables provide details of timing, length and location of peer coaching as mentor during 2001.

5.15.1 Timing of peer coaching as mentor

	Primary	Secondary	Special	Total number
Day	77%	79%	59%	134
Twilight	17%	14%	25%	31
Evening	5%	7%	17%	11
Total numbers	99	71	6	176

Table 5.43 Timing of peer coaching as mentor

4 teachers took part in peer coaching at the weekend and 4 during the holidays.

5.15.2 Length of peer coaching as mentor

	Primary	Secondary	Special	Total number
Half day or less	32%	64%	33%	35
One day	38%	21%	33%	26
Up to one week	20%	14%	0	14
One week or more	12%	0	33%	7
Total numbers	51	28	3	82

Table 5.44 Length of peer coaching as mentor

Most peer coaching took place as day long sessions or less.

5.15.3 Location of peer coaching as mentor

	Primary	Secondary	Special	Total number
School	79%	89%	83%	149
Training centre	6%	1%	17%	8
Hotel	2%	1%	0	3
University	6%	5%	0	10
Other	7%	2%	0	9
Total numbers	99	74	6	179

Table 5.45 Location of peer coaching as mentor

As expected, peer coaching was most likely to take place within the school environment.

5.16 Peer coaching as mentee

55 teachers gave details of their peer coaching as mentee. These were 32 primary, 22 secondary and one special school teacher. The following tables provide details of timing, length, location and providers of peer coaching as mentee during 2001.

5.16.1 Timing of peer coaching as mentee

	Primary	Secondary	Special	Total number
Day	62%	68%	0	35
Twilight	34%	27%	0	17
Evening	3%	5%	100%	3
Total numbers	32	22	1	55

Table 5.46 Timing of peer coaching as mentee

2 teachers reported that this training took place at the weekend.

5.16.2 Length of peer coaching as mentee

	Primary	Secondary	Special	Total number
Half day or less	81%	86%	100%	20
One day	13%	14%	0	3
Up to one week	6%	0	0	1
Total numbers	16	7	1	24

Table 5.47 Length of peer coaching as mentee

Peer coaching as mentee was reported to be in small sessions of half a day or less.

5.16.3 Location of peer coaching as mentee

	Primary	Secondary	Special	Total number
School	77%	88%	0	46
Training centre	10%	4%	0	4
Hotel	10%	4%	0	4
University	3%	4%	100%	3
Total numbers	31	25	1	57

Table 5.48 Location of peer coaching as mentee

These sessions were most likely to take place within schools.

5.16.4 Providers of peer coaching as mentee

	Primary	Secondary	Special	Total
School staff	91%	92%	0	53
Staff of other schools	0	4%	0	1
LEA	3%	0	0	1
Private sector/consultant	0	0	100%	1
Professional association	6%	4%	0	3
Total numbers	34	24	1	59

Table 5.49 Providers of peer coaching as mentee

5.17 International visit/exchange

26 teachers gave details of an international visit or exchange in which they had participated. Of these, 5 were primary school teachers, 20 were secondary teachers and 1 was a special school teacher.

3 teachers stated that they took part in the visit/exchange at a weekend and 19 in the holidays.

4 teachers stated that their visit/exchange lasted for 3 days, 15 for one week, 2 for two weeks and 4 for 5 weeks.

Locations were not given, other than 9 teachers stayed in hotels. It is clear that these visits were highly valued although the number of participants was low. It seems likely that some of the respondents who participated in international visits were those who were given a bursary. For example, the case study material gives some examples of international visits made possible by bursaries.

> "I actually went to Tenerife which is a volcanic island. My main subject is Physics at KS3… we do rock formations, volcanic regions…I've never visited one. Seeing that ..was actually very interesting and that sort of thing a bursary can do for you" *Male, 35-44, Secondary, CS*

5.18 Exhibitions

163 teachers gave details of exhibitions they had attended. Of these 81 were primary school teachers, 63 secondary teachers and 19 special school teachers. The following tables provide details of timing and length of attendance at exhibitions during 2001.

5.18.1 Timing of Exhibitions

	Primary	**Secondary**	**Special**	**Total number**
Day	91%	98%	95%	153
Twilight	7%	2%	0	7
Evening	2%	0	5%	3
Total numbers	81	63	19	163

Table 5.50 Timing of Exhibitions

35 teachers attended exhibitions at the weekend and 9 in the holidays.

5.18.2 Length of Exhibitions

	Primary	**Secondary**	**Special**	**Total number**
Half day or less	20%	11%	17%	22
One day	70%	78%	72%	102
Up to one week	10%	11%	11%	14
Total numbers	64	56	18	138

Table 5.51 Length of Exhibitions

50

Most teachers attended an exhibition for one day. 20 teachers stated that they attended an exhibition annually.

5.19 Personal reading

651 teachers gave details of their personal reading, which includes books, journals, education press etc. (307 primary school teachers, 315 secondary and 29 special school teachers).

5.19.1 Timing of personal reading

	Primary	Secondary	Special	Total number
Day	7%	12%	16%	54
Twilight	5%	6%	8%	32
Evening	78%	74%	64%	431
Day/twilight	11%	8%	12%	55
Total numbers	282	265	25	572

Table 5.52 Timing of personal reading

5.19.2 Time period of personal reading

	Primary	Secondary	Special	Total number
Weekend	78%	86%	75%	259
Holiday	12%	6%	19%	31
Other	10%	8%	6%	29
Total numbers	158	145	16	319

Table 5.53 Time period of personal reading

5.19.3 Length of personal reading

	Primary	Secondary	Special	Total number
Half day or less	54%	65%	30%	113
One day	33%	23%	50%	56
Up to one week	9%	8%	10%	17
One week or more	4%	5%	10%	9
Total numbers	85	100	10	195

Table 5.54 Length of personal reading

5.20 Personal online learning

305 teachers gave details of their personal online learning (168 primary school teachers, 125 secondary teachers and 12 special school teachers).

5.20.1 Timing of personal online learning

	Primary	Secondary	Special	Total number
Day	9%	6%	8%	24
Twilight	14%	7%	17%	35
Evening	65%	78%	58%	214
Day/twilight	11%	9%	17%	32
Total numbers	168	125	12	305

Table 5.55 Timing of personal online learning

100 teachers stated that they undertook their personal online learning at the weekends, 7 in the holidays.

5.20.2 Length of personal online learning

	Primary	Secondary	Special	Total number
Half day or less	47%	54%	100%	49
One day	38%	37%	0	36
Up to one week	12%	0	0	7
One week or more	3%	9%	0	5
Total numbers	60	35	2	97

Table 5.56 Length of personal online learning

5.21 Amount of time spent on CPD activities

Teachers were asked to rank in order from 6 (greatest) to 1 (least) the amount of time they spent on a range of CPD activities. (Section B, Question 13a). Results from all teachers in the survey indicate that most time was spent on improving teaching skills and the least time was spent on reflecting on values.

	Mean rank	N	Std Dev
Improving teaching skills	4.54	2356	1.48
Increasing subject knowledge	4.18	2346	1.67
Developing other professional skills	3.45	2339	1.33
Extending leadership/management skills	3.12	2334	1.73
Personal career development	2.78	2335	1.42
Reflecting on values	2.59	2333	1.54

Table 5.57 Overall mean rank score of time spent on CPD activities

The table below shows the percentage distribution of scores**.**

	Least	2	3	4	5	Greatest
Improving teaching skills	5%	8%	11%	15%	29%	33%
Increasing subject knowledge	10%	11%	12%	14%	26%	28%
Developing other professional skill	8%	15%	27%	28%	14%	7%
Extending leadership skills	24%	18%	17%	16%	11%	14%
Personal career development	21%	27%	24%	15%	9%	5%
Reflecting on values	35%	19%	19%	15%	7%	6%

Table 5.58 Distribution of scores for time spent on CPD activities

5.21.1 Amount of time spent on CPD activities by phase of education

	Primary	Secondary	Special
Improving teaching skills	4.71	4.41	4.08
Increasing subject knowledge	4.51	3.84	4.18
Developing other professional skill	3.29	3.62	3.40
Extending leadership/management skill	3.01	3.26	2.81
Personal career development	2.70	2.84	3.04
Reflecting on values	2.51	2.64	2.90

Table 5.59 Mean score of time spent on CPD activities by phase

Analysis of variance shows significant differences between mean scores for all activities in relation to phase of education. The most significant difference is related to increasing subject knowledge (F = 46.547 p<0.001).

The mean rank score for special school teachers indicated that they spent the most amount of time on CPD activities relating to increasing subject knowledge and the least time on extending leadership and management skills. This is in contrast to primary and secondary school teachers who both spent most time on improving teaching skills and least time on reflecting on values.

5.21.2 Amount of time spent on CPD activities by gender

	Male	Female
Improving teaching skills	3.77	4.34
Increasing subject knowledge	4.25	4.65
Developing other professional skills	3.61	3.40
Extending leadership/management skills	3.60	2.92
Personal career development	2.86	2.75
Reflecting on values	2.55	2.60

Table 5.60 Mean score of time spent on CPD by gender

Correlational analysis shows that there is a statistically significant relationship between gender and time spent on some CPD activities. These showed that males were more likely to spend time on developing their professional skills (r=0.074 p<0.01) and extending their leadership / management skills (r= 0.179 p<0.01) while females were more likely to spend time improving their teaching skills (r=0.121 p<0.01) and increasing their subject knowledge (r=0.153 p<0.01).

5.21.3 Amount of time spent on CPD activities by age

	Under 25	25-34	35-44	45-54	55+
Improving teaching skills	5.10	4.69	4.47	4.41	4.41
Increasing subject knowledge	4.60	4.22	4.13	4.12	4.16
Developing other professional skills	3.58	3.44	3.39	3.48	3.50
Extending leadership/management skill	2.15	2.88	3.25	3.27	3.42
Personal career development	3.02	3.13	2.87	2.55	2.26
Reflecting on values	2.70	2.43	2.54	2.67	2.85

Table 5.61 Mean scores of time spent on CPD activities by age

Correlational analysis shows that there is a significant relationship between age and the amount of time spent on some CPD activities. Younger teachers were more likely to spend time on increasing their subject knowledge ($r=0.047$ $p<0.05$), improving their teaching skills ($r=0.109$ $p<0.01$), and their personal career development ($r=0.189$ $p<0.01$). However, the older teachers were more likely to spend time on extending their leadership and management skills ($r=0.150$ $p<0.01$) and reflecting on values ($r=0.059$ $p<0.01$). There was no correlation between age and time spent on developing other professional skills.

5.21.4 Time spent on CPD activities by teacher responsibility

	1	2	3	4	5	6	7
Improve teaching skills	4.98	4.26	4.43	4.48	3.80	3.99	4.82
Increase subject knowledge	4.46	4.10	3.90	4.10	3.57	3.94	4.50
Developing other professional skills	3.50	3.17	3.54	3.43	3.49	3.45	3.44
Extending leadership/ management skills	2.40	4.07	3.70	3.35	4.52	4.33	2.40
Personal career development	2.87	2.89	2.84	2.75	2.81	2.82	2.74
Reflecting on values	2.60	2.50	2.33	2.49	2.64	2.59	2.65

Table 5.62 Mean scores of time spent on CPD by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

The results show that NQTs and those with no paid responsibilities were less likely to spend time on activities related to leadership and management skills than teachers with paid responsibilities. CPD coordinators ranked this as the activity they spent most time on. NQTs and those with no paid responsibilities were likely to spend most of their CPD time on activities related to improving their teaching skills and increasing their subject knowledge.

5.22 Overall timing of CPD activities
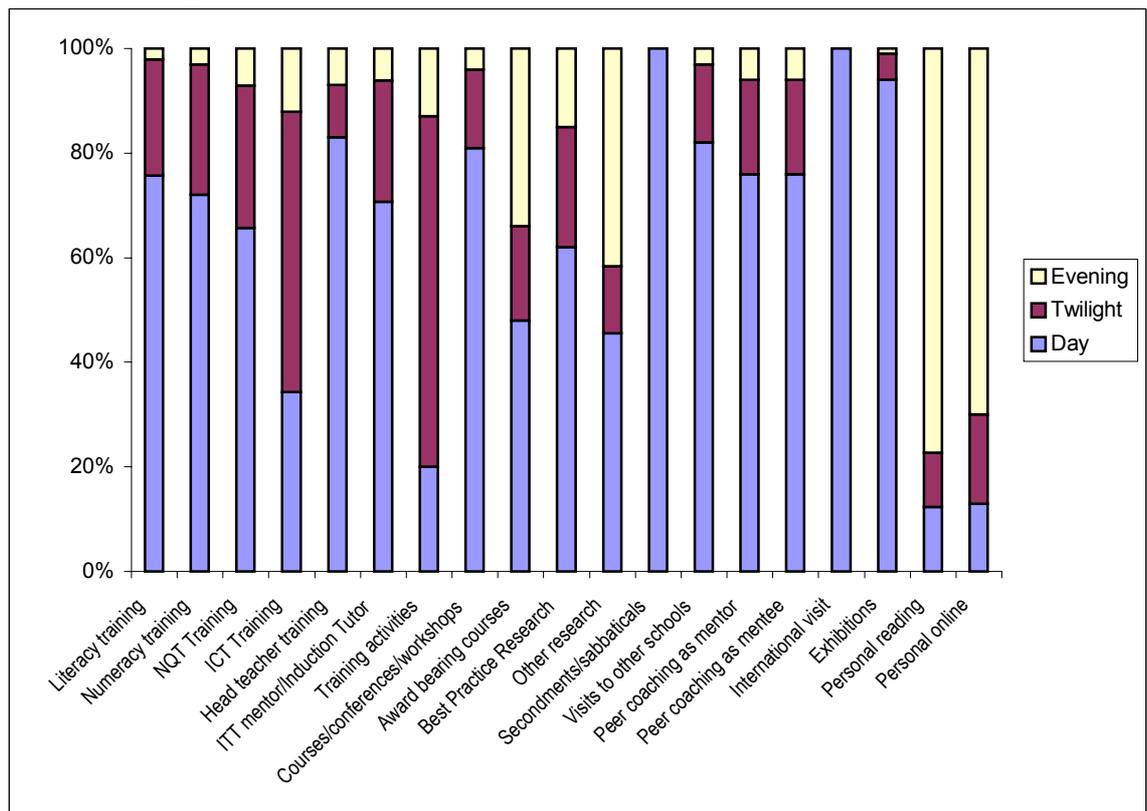
Chart 5.1 Overall timing of CPD activities

The above chart shows the distribution of timing of CPD activities. Whilst the majority of CPD took place during the daytime, ICT training and training activities within staff/departmental meetings were more likely to take place in twilight sessions. Also a large proportion of activities connected to award bearing courses and other research took place in the evening. Personal activities (reading and online) were most likely to take place in the evening.

5.23 Summary

As part of the baseline study, data were sought from respondents about the CPD activities, other than the five statutory INSET days, they had undertaken during 2001. The questionnaire provided a pre-determined checklist of eighteen activities about which information on the frequency and timing, location and provider of the activity were sought. Respondents were also asked their opinion on the value of the activity.

At least one teacher had participated in every activity listed, although the numbers involved in some activities such as research, secondments and international visits were, perhaps not surprisingly, relatively low. Over half of all respondents had participated in literacy and ICT training during 2001; 40% had participated in numeracy training. Some 45% had participated in at least one course or workshop during the year other than those specifically listed, and just over a third had attended a departmental meeting that had had a professional development component to it.

One in seven teachers had visited other classrooms as part of their continuing professional development during 2001 and 10% were enrolled on an award-bearing course. Personal reading was the common CPD activity that teachers had initiated themselves, with one in four teachers reading on either a regular or less frequent basis. One in eight teachers had also used the internet for study purposes, about double the number of teachers who had attended any educational exhibitions during the year.

Some activities were not open to all teachers; however 311 teachers reported that they had participated in NQT training at some point during the year, just under 5% had been involved in head teacher training, nearly ten per cent had been involved in ITT mentoring or induction training and a similar percentage in peer coaching either as mentor or mentee.

Clearly, therefore, fewer teachers took part in self directed CPD than in national initiatives such as literacy or ICT training, although approximately 10% of all teachers took part in both personal reading and personal online learning. However, the totals may also be affected by those teachers who were participating in one or more of a range of CPD activities related to their current post, such as either being an NQT or mentoring NQTs or trainees. Other teachers were undertaking activities such as leadership training with a view towards attaining a new position.

Most activities took place during the day with only training activities within staff/departmental meetings and ICT training being predominantly twilight activities. Personal research and online learning were most likely to take place in the evenings.

Primary school teachers generally participated in more CPD activities than secondary and special school teachers although these activities were most likely to be literacy and numeracy training, head teacher training, ICT training or visits to other schools. Other activities were fairly evenly distributed amongst phases of education.

CHAPTER 6   REASONS FOR UNDERTAKING CPD

6.1 Introduction

Teachers were asked to rank in order from 6 (the greatest) down to 1 (the least) the reasons they have undertaken CPD activities. (Section B, Question 13b).

Results indicated that most teachers undertook their CPD activities because of the school development plan/headteacher and were least likely to undertake an activity because of an OFSTED/post OFSTED action plan.

	Mean rank	N	Std Dev
School development plan/headteacher	4.25	2270	1.50
National priorities/initiatives	3.68	2253	1.69
Personal interests	3.48	2286	2.02
Performance management targets	3.38	2265	1.53
LEA or local priorities/initiatives	3.16	2236	1.50
OFSTED/post OFSTED action plan	2.86	2235	1.57

Table 6.1 Overall mean rank score of reasons for undertaking CPD

The table below shows the percentage distribution of scores.

	Least likely	2	3	4	5	Most likely
School development plan	6%	9%	15%	21%	22%	26%
National priorities	15%	13%	19%	18%	17%	20%
Personal interests	29%	12%	10%	11%	10%	28%
Performance management targets	12%	22%	19%	18%	20%	9%
LEA or local priorities	16%	23%	20%	19%	17%	6%
OFSTED/post OFSTED plan	27%	19%	21%	15%	11%	7%

Table 6.2 Percentage distribution of scores of reasons for undertaking CPD

The distribution of scores shows some interesting variations. For example whilst scores for the school development plan as a reason for undertaking CPD show a linear progression towards the most likely reason and scores for the OFSTED/post OFSTED plan towards the least likely reason, the perception of local priorities and national priorities as a reason is evenly distributed. Scores for personal interest as a reason for undertaking CPD, however, show an inverse curve reflecting the perception of this reason as both the least likely and most likely reason in an equal distribution. The position of high numbers at the extremes of the scale is an indication of the strength of feeling towards this item. By contrast, the distribution curve for performance management targets indicates a fairly even spread of scores but less extreme attitudes.

6.1.1 Reasons for undertaking CPD activities by phase of education

	Primary	Secondary	Special
School development plan/headteacher	4.35	4.12	4.44
National priorities/initiatives	3.76	3.63	3.44
Personal interests	3.25	3.71	3.55
Performance management targets	3.39	3.34	3.62
LEA or local priorities/initiatives	3.32	3.01	2.94
OFSTED/post OFSTED action plan	2.85	2.90	2.71

Table 6.3 Reasons for undertaking CPD by phase of education

Analysis of variance shows that there are significant differences in the responses between phase of education and mean rank scores relating to some reasons for undertaking CPD. There is a significant difference between taking CPD activities for personal interests (F = 13.982 p<0.001) and phase of education: secondary teachers were more likely to rank personal interest as a reason for undertaking CPD than their counterparts in primary and special schools. Primary teachers were more likely than secondary or special school teachers to take CPD because of LEA or local priorities (F = 12.091 p<0.001). Secondary school teachers were also less likely than their counterparts in primary or special, to take part in CPD activities because of the school development plan (F = 7.309 p<0.001).

6.1.2 Reasons for undertaking CPD activities by gender

	Male	Female
School development plan/headteacher	4.15	4.28
National priorities/initiatives	3.64	3.71
Personal interests	3.55	3.46
Performance management targets	3.29	3.42
LEA or local priorities/initiatives	3.08	3.18
OFSTED/post OFSTED action plan	2.96	2.83

Table 6.4 Reasons for undertaking CPD by gender

None of the above differences were significant.

6.1.3 Reasons for undertaking CPD activities by age

	Under 25	25-34	35-44	45-54	55+
School development plan/headteacher	4.40	4.18	4.27	4.25	4.29
National priorities/initiatives	3.12	3.64	3.68	3.77	3.86
Personal interests	3.92	3.65	3.52	3.32	3.51
Performance management targets	3.66	3.39	3.46	3.34	3.18
LEA or local priorities/initiatives	3.20	3.24	3.17	3.13	2.98
OFSTED/post OFSTED action plan	2.43	2.75	2.87	2.95	3.29

Table 6.5 Reasons for undertaking CPD by age

There are some correlations between age and reasons for undertaking CPD activities. There is a correlation between age and undertaking CPD because of national priorities (r =0.072 p<0.01) indicating that older teachers were more likely to undertake CPD activities for this reason. There is a correlation (r =0.065 p<0.01) which shows that younger teachers were more likely to choose CPD activities because of their personal interests and a smaller correlation (r = 0.050 p<0.05) indicating that younger teachers were also more likely to choose CPD activities because of performance management targets. Older teachers were more likely to undertake CPD activities because of OFSTED/post OFSTED action plans (r =0.100 p<0.01).

6.1.4 Reasons for undertaking CPD by teacher responsibility

	1	2	3	4	5	6	7
School development plan	4.21	4.43	4.27	4.14	4.35	4.25	4.41
National priorities	3.44	3.94	3.77	3.77	3.72	3.89	3.64
Personal interests	3.87	3.28	3.57	3.54	3.18	3.33	3.49
Performance management target	3.36	3.43	3.39	3.44	3.26	3.26	3.37
LEA priorities	3.24	3.30	3.19	3.07	3.30	3.29	3.14
OFSTED/post OFSTED plan	2.61	2.76	3.08	2.88	3.11	3.05	2.79

Table 6.6 Reasons for undertaking CPD by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

The results indicated that NQTs were more likely to pursue CPD activities because of their personal interests, but that all teachers were driven most by the school development plan. All teachers apart from NQTs also felt that they undertook CPD activities more because of national priorities than their own interests.

The case study data documented a number of particular personal goals and interests which were also often linked with a desire to help children.

> "It's the kids totally. It's about them… that's what drives my own CPD interests" Female*, 25-34, Secondary, CS*

Many teachers recognised how a balance needs to be achieved between School Development Plans and personal interests.

> "I wanted a balance…some that would help me personally and some that would help on a whole school basis" *Female, 35-44, Secondary, CS*

6.2 Summary

This chapter has been concerned with the main reasons teachers have had for undertaking CPD over the last 5 years. The school development plan had a clear part to play in teachers' CPD activities and overall this emerged as the main reason

that teachers gave for undertaking CPD. Similarly national priorities played a key part in determining teachers' participation in CPD.

Personal interests was overall ranked as the third most likely reason for undertaking CPD, but a breakdown in scores indicated a wide distribution of scores so that although for a large number of teachers, this emerged as their most likely reason, for an almost identical proportion of teachers, this was their least likely reason. A similar distribution of scores was evident for performance management targets where for some teachers this was one of the overriding influences in their participation in CPD whilst for others they felt it had little effect.

Further analysis of the data indicated that younger teachers, in particular those under 25 and NQTs, felt that they were most able to participate in CPD for their personal interests and these teachers felt the least influenced by national priorities.

Most teachers felt that LEA and local priorities and OFSTED/post OFSTED plans were not likely to be the main reason for undertaking CPD.

CHAPTER 7   ACCESS TO CPD

7.1   Introduction

Teachers were asked to rate a number of items which might affect their access to CPD. The scales were rated 1 – 5 with the extremes of the scale meaning 1 = most inhibited or least facilitated 5, = most facilitated or most inhibited.

Facilitator/Inhibitor	Mean rating	N	Std Dev
Senior management	3.54	2192	1.14
School policy	3.49	2184	1.05
Knowledge of opportunities	3.21	2243	1.14
Personal circumstances	3.18	2198	1.09
LEA advisory staff	3.15	2037	.98
Suitability of provision	3.01	2222	1.11
Location of provision	2.98	2277	1.16
Timing of provision	2.86	2256	1.10
Supply staff (availability)	2.77	2151	1.05
Financial cost	2.39	2281	1.24
Workload	2.21	2267	1.10
Other	2.36	111	1.27

Table 7.1   Overall mean scores for access to CPD

From the above table it can be seen that financial cost and workload were the most likely to inhibit access to CPD whilst senior management and school policy were the most likely to facilitate access. Examples of facilitators/inhibitors specified in the 'other' category are "not knowing the quality of the provision", "putting others before self as CPD coordinator" and "training bursaries".

Standard deviations are quite large indicating a wide range of responses and the table below shows the percentage response in each category.

Facilitator/Inhibitor	Inhibited	2	3	4	Facilitated
Senior management	6%	9%	34%	27%	24%
School policy	5%	8%	39%	29%	19%
Knowledge of opportunities	8%	16%	36%	24%	15%
Personal circumstances	8%	13%	47%	18%	15%
LEA advisory staff	7%	10%	53%	19%	10%
Suitability of provision	10%	19%	41%	19%	11%
Location of provision	12%	20%	39%	17%	12%
Timing of provision	13%	22%	41%	16%	9%
Supply staff	19%	21%	36%	14%	11%
Financial cost	33%	19%	32%	8%	8%
Workload	33%	29%	27%	7%	4%

Table 7.2 Percentage distribution of mean scores for access to CPD

7.2 CPD facilitators/inhibitors and phase of education

The order of the rating scale does not change between the phases of education. There are some slight differences though, for example, teachers in special schools were less likely to be inhibited by financial cost than those in primary and secondary schools, also the timing of the provision did not inhibit teachers in special schools as much as other teachers.
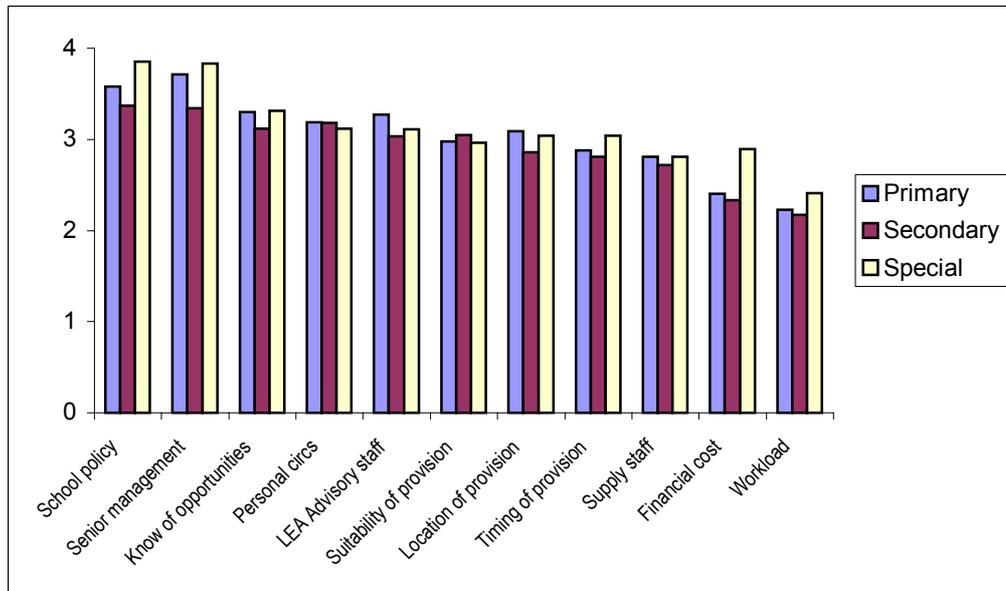
Chart 7.1 CPD facilitators/inhibitors by phase of education

7.2.1 Senior Management

Most respondents (n = 2192) felt they were facilitated in their access to CPD by their senior management team. Teachers in secondary schools, however, were less likely to feel that the senior management team facilitated their access than teachers in primary and special schools.
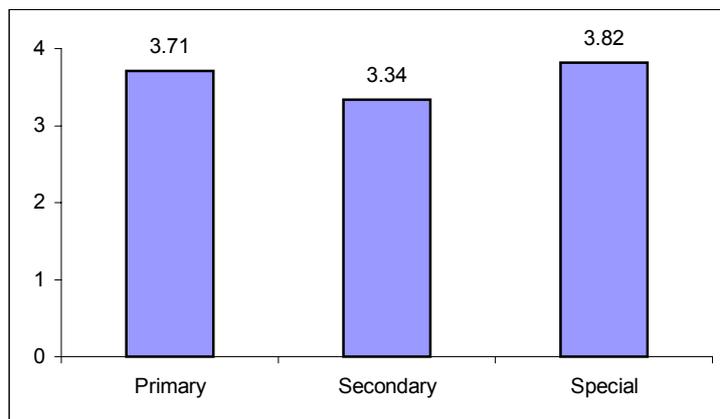
Chart 7.2 Mean scores for senior management facilitating/inhibiting access to CPD by phase of education

Teachers were given the opportunity on the questionnaire to make comments throughout this section. Some took the opportunity to praise their senior management team:

"Excellent support from senior staff" *Female, 25-34, Secondary, Q*

However, some felt that they were prevented from attending courses by senior management. Most teachers who commented were from secondary schools. There were no comments at all from those teachers at Special schools.

"Daytime CPD activity discouraged actively" *Female, 45-54, Secondary, Q*

"Senior management decide INSET days" *Female, 35-44, Primary, Q*

Data from the case studies, however, indicated that generally there was a good working relationship between CPD coordinators and staff.

"It's open and anyone who has an idea… we all get a say in it" *Female, 35-44, Primary, CS*

"He's (Headteacher) quite ambitious for us … every so often he will say 'I've seen this course and I think it would be useful for you'" *Male, 25-34, Primary, CS*

Some teachers, however, did recognise that it was important to take the initiative and not rely on senior management to point out relevant courses.

"…notes are put into trays about things. Yes again I feel that within this school it's very much if you are interested, or if people are interested in taking you on board, it's made available, but if not you have to force to take part or become involved." *Male, Under 25, Secondary, CS*

7.2.2 School Policy

School policy, along with senior management, was seen to be a facilitator of access to CPD by most teachers (n = 2184). Secondary school teachers, however, felt slightly less facilitated by school policy than teachers in primary and special schools.
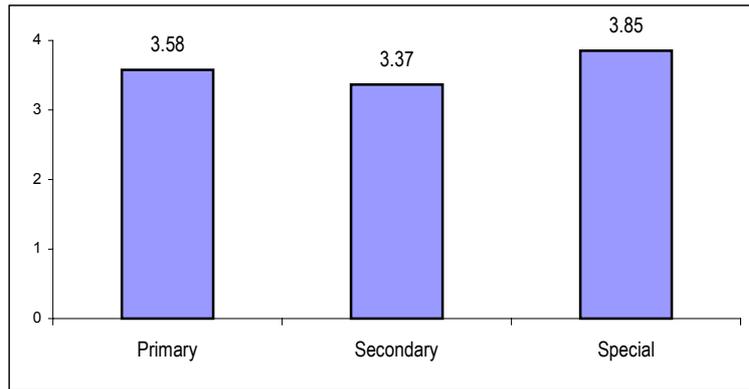
Chart 7.3 Mean scores for school policy facilitation/inhibition of access to CPD by phase of education

Although most teachers rated school policy positively, there were some comments from primary and secondary school teachers which indicated that they felt that school needs took priority over individual needs:

"Centralised fund got spent on SMT" *Male, 35-44, Primary, Q*

"No money to go on personal development courses. Money used for whole school professional development" *Female, 35-44, Primary, Q*

Case study data, however, indicated that generally there was a recognition of the need for the prioritisation of the school development plan.

"When we do the school development plan it is done co-operatively … everybody's given the opportunity to say what training they think they need. It's not the case of the school development plan is written by the head and given out" *Female, 35-44, Primary, CS*

"It didn't work in my last school because if you went into the office and said 'I want to do that course' she'd say yes, whether it's a course that would help the school… she would never say no…that's wrong because it didn't fit in with the school development plan" *Female, 35-44, Primary, CS*

7.2.3 Knowledge of opportunities

Knowledge of opportunities was rated third highest as a facilitator of access to CPD by primary and special school teachers and fourth highest (after personal circumstances) by secondary school teachers (n = 2243).
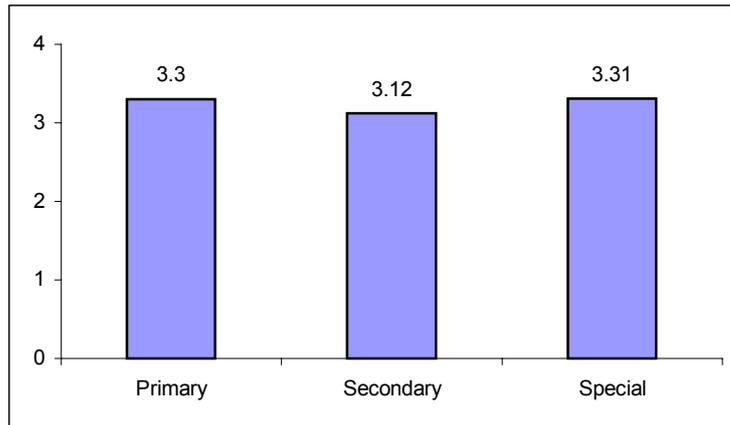
Chart 7.4 Mean scores for knowledge of opportunities facilitation/inhibition of access to CPD by phase of education

There were some comments from teachers who felt they were not receiving enough information:

> "We do not seem to know about courses" *Female, 35-44, Primary, Q*

> "Head does not allow staff to see course details to choose" *Female, Under25, Primary, Q*

This was reinforced by data from the case studies. The interview data indicated that there seemed to be very little awareness of government CPD opportunities like bursaries and sabbaticals in particular.

> "…I'd be interested to find out about them yes, it's one of those things, you know when you're teaching you just don't get time to find out about anything" *Female, 25-34, Primary, CS*

Other teachers were concerned with the effect a long absence from school could have on their pupils.

> "You see the other thing is, it's all very well saying, yes you go and have a six week sabbatical… but who's going to have your class for six weeks? A supply teacher can ruin your class in six weeks." *Female, 35-44, Primary, CS*

> "…we are sent information about these bursaries and opportunities to visit other countries, but quite frankly in my situation the workload is so massive that you don't want to be out of your school too long because what are you going to find when you come back?" *Male, 45-54, Primary, CS*

The following quotes highlight areas for improvement:

> "Material about courses not always received on time" *Female, 45-54, Secondary, Q*

7.2.4 Personal circumstances

Personal circumstances which did inhibit access to CPD centred mainly round the problems of having young children and absence due to maternity leave. A few teachers mentioned that they had no transport and this caused difficulties. There was little difference between the schools in facilitation of access to CPD by personal circumstances.

7.2.5 LEA Advisory Staff
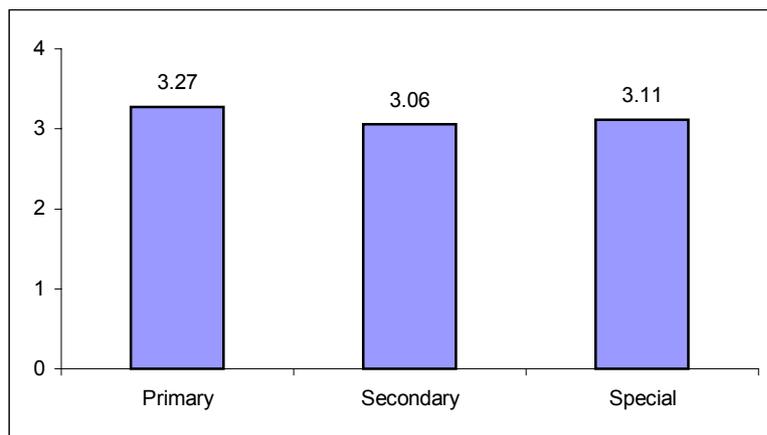
Chart 7.5 Mean scores for LEA advisory staff facilitation/inhibition of access to CPD by phase of education

Primary school teachers were most likely to feel that the LEA Advisory Staff had been helpful. Although some teachers commented that they had no contact with them at all.

"Who? They only exist for numeracy and literacy" *Male, 25-34, Primary, Q*

"Do they still exist?" *Male, 45-54, Secondary, Q*

7.2.6 Suitability of provision

The mean rating score for this item was similar across all phases of education (n = 2222). The suitability of provision was judged using a variety of criteria dependent upon the needs of the school, to meet national demands and individual needs. Evidence from the case study material, for example, indicated that NQTs and inexperienced teachers tended to emphasise gaining practical teaching skills and sharing experiences with other teachers. Many new teachers commented that a lot of NQT courses merely repeated, in both content and style, their experiences of college lectures, leaving some NQTs frustrated that the courses are failing to develop their knowledge.

"I'd say the variety was there, but I'd say the NQT courses as a whole aren't very good. I think they are…pretty much like a lecture you would have at college. They don't seem to move very far, it is almost like they are not respecting the fact that you have been teaching for over six months" *Male, 25-34, Primary, CS*

Older, more experienced teachers were more likely to emphasise professional development and career planning.

Comments were concerned with lack of provision in certain areas:

"Not much of music, loads of NLS" *Male, 35-44, Primary, Q*

"Lack of general courses, mainly for coordinators" *Female, 25-34, Primary, Q*

Some teachers at special schools commented on lack of provision for their needs:

"Hard to find courses that are aimed at PMLD/SLD" *Female, 45-54, Special, Q*

"Special school needs differ from the mainstream" *Female, 35-44, Special, Q*

7.2.7 Location of provision

Data from the questionnaires showed that secondary school teachers were the most likely to be inhibited by the location of the provision.
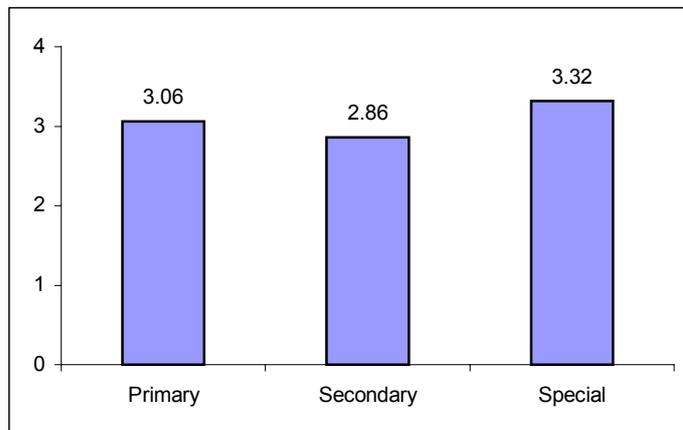
Chart 7.6 Mean scores for location of provision facilitation/inhibition of access to CPD by phase of education

Several teachers mentioned the problem of not being able to drive or not having a car. Teachers who commented on this item also mentioned that some courses were too far for them to travel.

"A lot of external courses are based in London" *Female, 35-44, Secondary, Q*

"Not many good courses in the North East" *Female, 45-54, Secondary, Q*

Case study data indicated that accessibility was particularly important for isolated rural schools.

> "We've got a staff member who doesn't have access to a car, so she's looking at having to get public transport down to 'Y' town. It's a nightmare it really is" *Female, 25-34, Primary, CS*

> "It is difficult. I have a course this afternoon at 'X' town, which is about 15 miles away" *Male, 45-54, Primary, CS*

Data from the interviews also emphasised the importance to teachers of pleasant surroundings.

> "I think it's something that makes the staff feel valued. Going to a dingy portakabin for training, what does that say about how the government, or how the school actually values that member of staff? I think it makes everyone feel better if you can go to a nice hotel, be in nice surroundings…I think it makes you more receptive to what you're learning" *Female, 25-34, Primary, CS*

> "I went to a wonderful one day national conference for literacy and it was absolutely brilliant…it was a beautiful venue…that's the kind of thing that does make a difference" *Female, 45-54, Secondary, CS*

7.2.8 Timing of Provision

Teachers in special schools were slightly less inhibited by the timing of provision than teachers in primary and secondary schools.

Overwhelmingly, teachers who chose to comment on timing, referred to twilight sessions.

> "Often twilight, too tired and intrusive" *Female, Under 25, Secondary, Q*

> "Evenings are awful" *Female, 45-54, Secondary, Q*

For some teachers the problems of twilight sessions were exacerbated by childcare provision, or other conflicts of priorities:

> "Lots of PE courses are becoming twilight when matches are played" *Female, 45-54, Primary, Q*

Case study data indicated that twilight sessions were unpopular because of accessibility, tiredness and the consequent lack of concentration.

> "Twilights (are) so intense and we all had had enough and we were worrying about the fact that we had marking to do…" *Male, 25-34, Primary, CS*

Many teachers seemed to be very selective concerning which course they attended because of time constraints.

> "I am very particular in what I select… I cannot bear going out of school to a course where I know I'm not going to come back with any…value to myself or to my staff. I feel my time would be far more valuably spent in school" *Female, 45-54, Primary, CS*

7.2.9 Supply Staff

Lack of supply staff did seem to be a problem for many teachers and this is similar across all phases of education (n = 2151).

The comments indicated that the cost of supply was the major problem but also finding supply teachers was difficult.

> "Finding supply is a problem, not funding" *Female, 55+, Primary, Q*

> "I was called back from a 3 day course due to this" *Male, 35-44, Secondary, Q*

Comments from the case study interviews confirmed the questionnaire data with regard to feelings about poor quality supply staff.

> "… I did find that it was difficult then to come back into the classroom that, even if you've left planned work to be done, you come back and it hadn't been done as you would have liked, and it is hard, …and some of the children's behaviour had deteriorated and it was quite difficult" *Female, 35-44, Primary, CS*

> "There was a supply in…and I honestly might just as well have said to my class you can go home for two afternoons a week. That is the biggest problem, we are lucky in this school, we have a supply teacher who is very good…she actually does what you ask her to do. But the majority…"*Female, 35-44, Primary, CS*

7.2.10 Financial cost

Special school teachers were less inhibited by financial cost than teachers from primary and secondary schools (n = 2281).
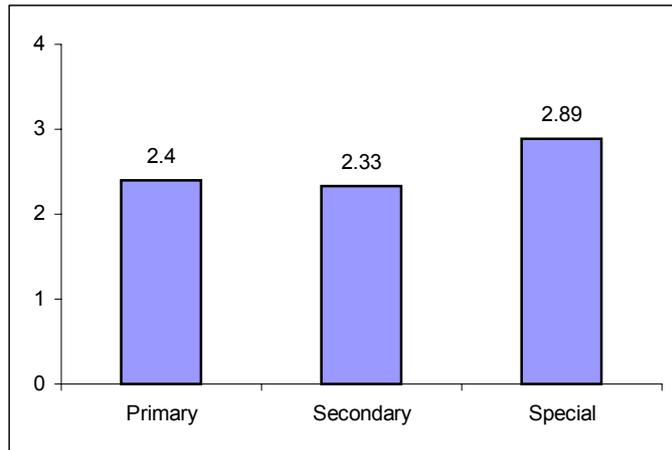
Chart 7.7 Mean scores for financial costs facilitation/inhibition of access to CPD by phase of education

Individual comments included:

> "Very limited departmental budget enough to allow 2 members of the team out for one day each" *Secondary, Female, 35-44, Q*

> "Petrol cost not returned so don't go" *Primary, Female, 25-34, Q*

The data collected from the case studies confirmed that financial constraints were one of the primary inhibitors to CPD, including both the cost of the courses themselves and the costs incurred in providing supply cover.

> "…I know there are staff who would like to go and do all sorts of creative things in terms of their development out of school, but we can't fund it, in terms of supply or the cost of the courses" *Female, 25-34, Primary, CS*

> "…If I'm told that I can't go on a course it is always because of money not because they are not open to me going" *Female, 35-44, Secondary, CS*

However, government funding offered to shortage subject teachers facilitated certain aspects of CPD such as funding for Masters degrees and bursaries.

> "I am funded as a shortage subject teacher. I get £4,000… and the DfES will give me that and after tax that is just enough to pay the £3,000 fees to do it" *Female, 35-44, Secondary, CS*

> "I think the best has been the fact that we were given a bursary to spend as we wanted to…I did a computer course…it was brilliant because I came back with so many ideas" *Female, 35-44, Secondary, CS*

7.2.11 Workload

Workload was most likely to inhibit teachers in their access to CPD with 62% of teachers overall scoring 1 or 2 on the rating scale. Secondary school teachers were the most likely to feel that they were inhibited by their workload.
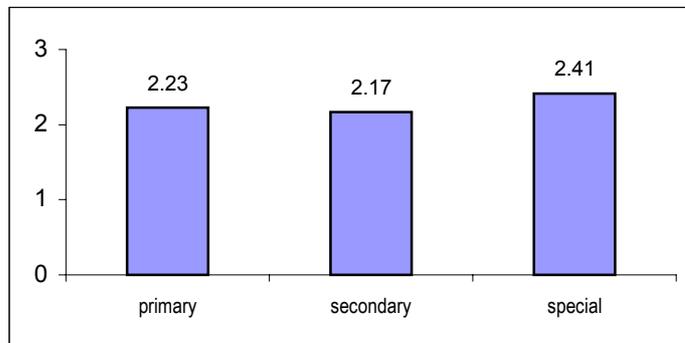
Chart 7.8 Mean scores for workload facilitation/inhibition of access to CPD by phase of education

Comments on the questionnaires were mostly concerned with absence from the classroom.

> "Can't spare too much time off work as it affects the pupils" *Female, 45-54, Secondary, Q*

Every day's INSET is a day away from teaching pupils" *Male, 55+, Secondary,Q*

However, comments from teachers in the case studies were more concerned with the actual hours worked and the pressure they felt they were under.

> "…Any new ideas that you get…it's sometimes difficult to maintain and to integrate them because of the pressure of this job you just can't underestimate it and teachers are notorious whingers, but they whinge for a reason, the workload is phenomenal, it is absolutely ridiculous." *Female, 35-44, Secondary, CS*

> "…You know teachers are working 50-60 hours a week. That isn't a joke anymore. Most people are just exhausted" *Female, 35-44, Primary, CS*

7.3 CPD facilitators/inhibitors and gender

The general rating order of facilitators/inhibitors of access to CPD remains the same but there are some slight differences in emphasis, for example, females were slightly less likely to feel inhibited by their workload than their male counterparts. Also, females were slightly less inhibited by personal circumstances and timing
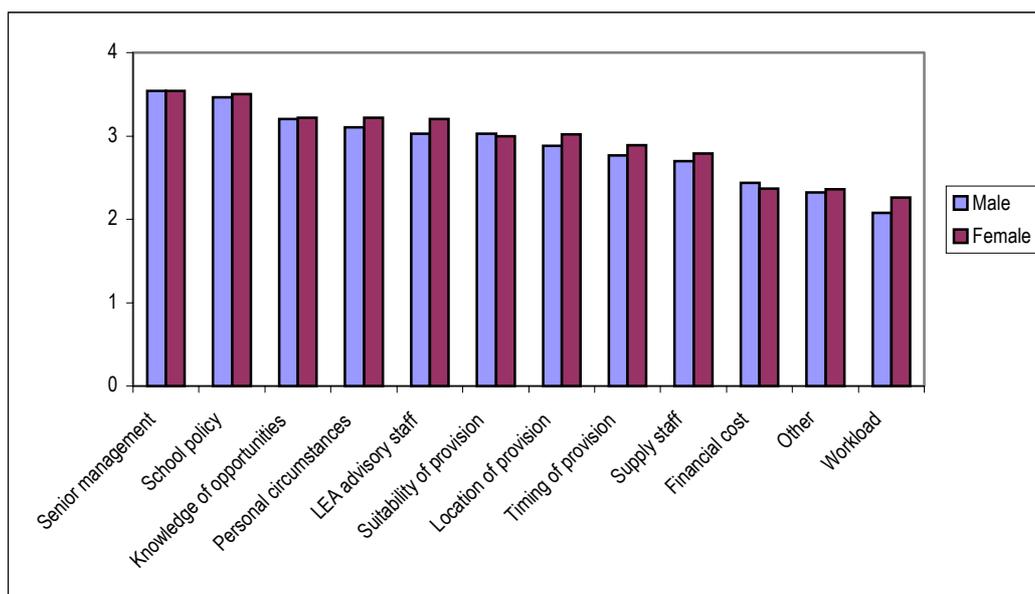
Chart 7.9 Mean score for facilitators/inhibitors of access to CPD by gender

7.4 CPD facilitators/inhibitors and age

There were some correlations with perceived facilitators/inhibitors of access to CPD and age. There was a correlation ($r = .117$ $p<0.01$) with workload and age which indicated that the older a teacher was the more likely they were to feel that their workload inhibited their access to CPD. There was a correlation ($r = 0.098$ $p<0.01$) with knowledge of opportunities and age which suggested that the younger teachers were more likely to feel inhibited by a lack of knowledge of opportunities than their older counterparts. There were also some smaller correlations ($r = 0.086$ and $r = 0.072$ respectively $p<0.01$) which indicated that the older teachers felt more facilitated by their senior management and school policy than the younger teachers. Finally, there was a small correlation ($r = 0.060$ $p<0.01$) indicating that the older teachers were more likely to be inhibited in their access to CPD by their personal circumstances than the younger teachers.

	Under 25	**25-34 years**	**35-44 years**	**45-54 years**	**55+ years**
School policy	3.54	3.35	3.48	3.52	3.84
Senior management	3.46	3.42	3.56	3.61	3.68
Personal circumstances	3.45	3.29	3.07	3.13	3.23
LEA advisory staff	3.29	3.14	3.16	3.12	3.23
Suitability of provision	3.19	2.97	3.05	2.98	3.03
Location of provision	3.18	3.05	2.96	2.89	3.07
Knowledge of opportunities	3.18	3.05	3.20	3.30	3.48
Timing of provision	3.11	2.88	2.89	2.79	2.87
Supply staff	2.80	2.64	2.78	2.82	2.93
Financial cost	2.66	2.34	2.35	2.39	2.53
Workload	2.56	2.34	2.20	2.11	2.02
Other	2.60	2.45	2.45	2.36	1.33

Table 7.3 Overall mean score of CPD facilitators/inhibitors by age

7.5 CPD facilitators/inhibitors and responsibilities of teachers

The most obvious difference in facilitating access to CPD was that those teachers without any specific responsibilities and NQTs were less likely to have a good knowledge of opportunities and also less likely to feel that senior management facilitated their access. On the other hand, this same group of teachers were less likely to feel inhibited by their workload.

	1	2	3	4	5	6	7
School policy	3.49	3.49	3.60	3.97	3.40	3.88	3.42
Senior management	3.42	3.78	3.65	4.06	3.48	4.06	3.41
Personal circumstances	3.39	3.36	3.44	3.29	3.19	3.28	3.03
LEA advisory staff	3.25	3.23	3.25	3.36	3.12	3.26	3.10
Suitability of provision	3.08	2.88	3.03	3.16	2.97	3.11	3.00
Location of provision	3.26	3.02	2.76	3.18	2.89	2.99	2.98
Knowledge of opportunities	2.99	3.50	3.45	3.98	3.24	3.72	3.00
Timing of provision	3.08	2.82	2.65	2.90	2.78	2.84	2.89
Supply staff	2.86	2.68	2.64	2.91	2.71	2.77	2.81
Financial cost	2.64	2.27	2.19	2.72	2.26	2.59	2.39
Workload	2.46	2.21	2.07	2.23	2.11	2.09	2.30
Other	2.17	3.00	2.56	2.00	2.47	1.79	2.40

Table 7.4 Overall mean score of CPD facilitators/inhibitors by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

7.6 Summary

Teachers were asked to rate what most facilitated their access to CPD. Most teachers felt that senior management and school policy were the most likely to facilitate their access to CPD whilst financial cost and workload were the most likely to be the cause of their non-participation in CPD activities. 33% of teachers felt that they were most inhibited by financial cost and/or workload. However individual comments indicated that to some extent teachers themselves were reluctant to leave their classrooms either because they felt that supply staff were not of a high enough quality or they simply felt that their presence in the classroom was more important. Older teachers felt the most inhibited in their access to CPD by workload although, at the same time, they also felt they had greater knowledge of opportunities than younger teachers.

Personal circumstances made it difficult for some teachers to access CPD either due to family commitments or, in some cases, no means of transport. Teachers commented that many courses are held at some distance from their schools and this made attendance difficult.

Some NQTs felt that CPD provision was, to some extent, a repeat of their initial training and that it was not moving them forward. Also, some special school teachers commented that their were insufficient courses suitable for their needs.

Timing of activities was an issue for some teachers, particularly twilight courses where they feel they were too tired to concentrate. Younger teachers, however, were

less inhibited by the timing of courses and also felt that their personal circumstances were less likely to prevent them attending CPD than older teachers, particularly those in the 35-44 age group.

CHAPTER 8   THE VALUE OF CPD

8.1 Introduction

Teachers were asked to rate the value of each day of CPD training they had completed during 2001. The scale was 1 – 4 with 1 = no value, 2 = little value, 3 = valuable and 4 = very valuable. The mean of all the scores was calculated so that an overall value could be presented. Data are given for each phase of education and where relevant mean scores are also shown in relation to provider and location for each activity (Section A, Question 8). In the second part of the chapter the values are given for INSET days (Section A Question 4).

In some cases the value score has been linked to provider and location. It is important to note that the value score was given for the course as a whole and no statistical significance can therefore be attributed to the cross-tabulations of these variables separately. Also in most cases there is a very uneven distribution of providers which makes comparison difficult. However, the results are given as they provide a possible indication of the reason for a value score and are therefore of interest.

8.2 Value of Literacy training

	Mean	N	Std Dev
Primary	3.22	759	.68
Secondary	2.93	537	.81
Special	3.06	49	.66
Total	3.10	1345	.75

Table 8.1 Mean scores for value of literacy training by phase of education

The standard deviations show that the dispersion of mean scores is relatively low so that most respondents answered within a relatively small range of scores.

Primary teachers were more likely to rate the value of literacy training higher than secondary or special school teachers. Analysis of variance shows that this difference is statistically significant (F = 23.117 p<0.001).

	Mean score	N	Std Dev
School staff	3.00	562	.76
Staff from other schools	3.23	39	1.01
LEA	3.16	635	.70
University staff	3.22	9	.67
Private sector/consultant	3.30	33	.77
Charity	3.00	1	.00
Professional association	3.14	7	1.21
School staff and LEA	3.10	20	.45
Other	3.40	20	.60
Total	3.10	1326	.74

Table 8.2 Mean scores of literacy training by providers

The highest score was given to courses given by private sector consultants while the lowest scores were given to courses run by school staff (n = 1326).

	Mean Score	N	Std Dev
School	3.03	789	.77
Training centre	3.18	335	.69
Hotel	3.29	161	.71
University	3.44	9	.53
Distance learning	2.50	2	.71
Home	3.25	4	.50
Other	3.26	31	.58
Total	3.10	1331	.74

Table 8.3 Mean scores for literacy training by location.

Courses in universities tended to be rated higher than those in other locations although these represented only a very small number of responses. Courses located in schools tended to be rated lower but were still seen as valuable.

8.3   Value of Numeracy training

	Mean	N	Std Dev
Primary	3.23	622	.70
Secondary	2.79	304	.88
Special	3.02	52	.78
Total	3.08	978	.79

Table 8.4 Mean scores for numeracy training by phase of education

Primary school teachers rated the value of numeracy training higher than both secondary and special school teachers. Analysis of variance shows the difference to be significant (F = 34.874, p<0.001). This was illustrated by case study data:

> "Numeracy training has been really valuable in this school, I think that everyone is happy about numeracy!" *Male, 25-34, Primary, CS*

School staff as providers were ranked lower than courses with other providers, university staff were ranked lowest. Courses by professional associations and staff from other schools were ranked the highest for numeracy training. Numeracy courses run by LEAs were rated higher than those run by school staff.

	Mean score	N	Std Dev
School staff	2.97	382	.81
Staff from other schools	3.22	27	.64
LEA	3.18	513	.76
University staff	2.83	6	.75
Private sector/consultant	3.11	9	1.17
Professional association	3.25	8	.89
Other	2.92	12	.79
Total	3.09	957	.79

Table 8.5 Mean scores for numeracy training by providers

Location	Mean score	N	Std Dev
School	2.96	527	.80
Training centre	3.27	300	.73
Hotel	3.16	104	.76
University	3.25	4	.50
Distance learning	3.00	2	.00
Home	3.50	2	.71
Other	3.08	26	.89
Total	3.09	965	.79

Table 8.6 Mean scores for numeracy training by location

Comparison between location and mean value score shows than numeracy training outside school was seen as more valuable, particularly those courses that took place at a training center or at a university.

> "If you go somewhere nice, like a training centre for a numeracy course then maths/numeracy seems so much easier and valuable." *Female, 35-44, Secondary, CS*

8.4 Value of NQT Induction Training

	Mean	N	Std Dev
Primary	2.97	132	.74
Secondary	3.12	164	.83
Special	2.67	6	1.21
Total	3.05	302	.80

Table 8.7 Mean scores for NQT Induction training by phase

Secondary school teachers placed a higher value on their training than primary or special school teachers but there was no statistical significance in the difference between the scores. There was a high deviation of scores for special school teachers but this was due to a low number of teachers in this category.

When the mean value scores are examined in relation to the provider it can be seen that courses, where the providers were school staff, were rated higher than courses by other providers.

Provider	Mean Score	N	Std Dev
School staff	3.23	128	.81
Staff from other schools	3.11	9	.78
LEA	2.96	129	.69
University staff	2.67	9	1.00
Private sector/consultant	2.80	10	.79
Professional association	2.00	5	1.00
Other	3.00	7	.58
Total	3.06	297	.78

Table 8.8 Mean scores for NQT Induction training by provider

8.5 Value of ICT Training

	Mean	N	Std Dev
Primary	2.63	720	1.00
Secondary	2.66	487	1.01
Special	2.69	65	1.07
Total	2.64	1272	1.01

Table 8.9 Mean scores for ICT training by phase of education

There was very little difference in the value placed upon ICT training by teachers in different phases of education. All values were relatively low and indicated that most teachers placed little value on their ICT training. Teachers who undertook training where the school staff were the providers, however, rated this provision higher than that from outside providers.

	Mean Score	N	Std Dev
School staff	2.98	408	1.00
Staff from other schools	2.52	42	.97
LEA	2.71	294	.95
University staff	2.59	63	.85
Private sector/consultant	2.25	283	.99
Charity	2.20	5	.84
Professional association	2.46	41	1.01
School staff and LEA	3.00	5	.71
Other	2.37	94	.94
Total	2.65	1236	1.01

Table 8.10 Mean scores for ICT Training by provider

ICT courses were generally not rated very highly. Courses undertaken on-line were found to be of little value.

> "I didn't feel that I was given any guidance, I wasn't impressed at all, I thought it was no value and a waste of money" *Female, under 25, Primary, CS*

> "The NOF training we called naff training because that's what it was…we didn't have the time to assimilate the information….it was just saying 'I've got to do that to satisfy the portfolio' and what use is that to anybody?" *Female, 45-54, Primary, CS*

> "I have to say I think NOF was the biggest waste of funding possible…it hasn't targeted individual needs" *Female, 25-34, Primary, CS*

	Mean score	N	Std Dev
School	2.61	973	.95
Training centre	2.88	125	1.03
Hotel	3.67	12	1.56
University	2.59	29	1.02
Distance learning	2.49	51	1.01
Online	1.89	9	.93
Home	3.50	2	.71
School and training centre	4.00	1	.00
Other	2.46	48	1.07
Total	2.63	1251	.98

Table 8.11 Mean score of ICT Training by location

8.6 Value of Head teacher training

Head teacher training was valued by most participants with little differences between phases of education. Provision from university staff and professional associations was valued most highly by teachers.

	Mean	N	Std Dev
Primary	3.42	72	.78
Secondary	3.52	31	.68
Special	3.57	14	.51
Total	3.46	117	.73

Table 8.12 Mean score of head teacher training by phase of education

More primary school teachers than teachers from other phases took part in head teacher training however they rated this training lower than teachers from other phases.

	Mean Score	N	Std Dev
School staff	3.50	6	.55
Staff from other schools	3.00	1	.00
LEA	3.32	31	.83
University staff	3.52	21	.81
Private sector/consultant	3.33	27	.68
Professional association	3.57	7	.53
Other	3.76	17	.56
Total	3.45	110	.72

Table 8.13 Mean score of head teacher training by provider

The main providers were LEA, university staff and the private sector. Provision from university staff, however, was rated slightly higher.

8.7 Value of ITT Mentor/Induction tutor training

	Mean	N	Std Dev
Primary	3.04	94	.80
Secondary	3.12	108	.82
Special	2.67	6	1.21
Total	3.07	208	.82

Table 8.14 Mean score of ITT mentor/induction tutor training by phase

Most teachers found this training valuable although the few special school teachers who undertook the training generally found it less valuable than their primary and secondary counterparts.

	Mean Score	N	Std Dev
School staff	3.14	51	.94
Staff from other schools	3.25	8	.89
LEA	2.80	35	.83
University staff	3.07	95	.73
Private sector/consultant	3.33	9	.87
Professional association	4.00	1	.00
Other	3.17	6	.98
Total	3.07	205	.83

Table 8.15 Mean score of ITT mentor/induction tutor training by provider

The LEA as provider was rated the lowest for ITT mentor/Induction tutor training.

8.8 Value of training activities

	Mean	N	Std Dev
Primary	3.20	441	.61
Secondary	3.25	400	.69
Special	3.22	41	.65
Total	3.23	882	.65

Table 8.16 Mean score of training activities by phase of education

Little difference was reported between teachers from different phases of education. A comparison between value, location and provider has not been made as approximately 90% of training took place within school by school staff.

> "the best trainers are the teachers in the classroom, who are known to be good practitioners" *Male, 25-34, Secondary, CS*

8.9 Value of courses/conferences/workshops

	Mean	N	Std Dev
Primary	3.26	509	.72
Secondary	3.46	531	.71
Special	3.25	57	.85
Total	3.36	1097	.73

Table 8.17 Mean score of courses/conferences/workshops by phase

Secondary school teachers rated these courses the highest but overall most teachers thought these courses were valuable or very valuable.

When comparing mean value score and provider it can be seen that outside providers were thought to provide the most valuable courses, in particular those by professional associations. From table 8.19 below it can be seen that courses in hotels and universities were thought to be more valuable than those in school.

	Mean Score	N	Std Dev
School staff	3.20	45	.66
Staff from other schools	3.38	47	.80
LEA	3.27	461	.67
University staff	3.44	50	.73
Private sector/consultant	3.44	248	.74
Charity	3.45	11	.93
Professional association	3.58	88	.60
School staff and LEA	4.00	2	.00
Other	3.40	121	.80
Total	3.36	1073	.71

Table 8.18 Mean score of courses/conferences/workshops by provider

Most courses, conferences and workshops were provided by the LEA or the private sector. The private sector was rated slightly higher than the LEA.

	Mean score	N	Std Dev
School	3.08	154	.80
Training centre	3.34	432	.69
Hotel	3.45	332	.69
University	3.48	63	.74
Distance learning	3.67	6	.52
On-line	4.00	1	.00
Home	3.50	2	.71
School and training centre	4.00	1	.00
Other	3.44	84	.75
Total	3.36	1075	.72

Table 8.19 Mean score of courses/conferences/workshops by location

Most courses, conferences and workshops took place in training centres but those in hotels and at universities were rated slightly higher.

8.10 Value of Award Bearing Courses

	Mean	N	Std Dev
Primary	3.53	96	.65
Secondary	3.69	107	.76
Special	3.47	15	.64
Total	3.61	218	.71

Table 8.20 Mean score of award bearing courses by phase

Generally the award bearing courses were rated highly, particularly by secondary school teachers.

If the mean scores in relation to provider are examined it can be seen that school staff were rated much lower than other providers. Although small numbers and high standard deviations mean that opinions were varied, University staff were given a consistently high rating. This was also illustrated by the case study data:

> "The university staff had a real interest in the subject, they knew how to present and I learnt loads" *Male, 35-44, Secondary, CS*

	Mean score	N	Std Dev
School staff	2.60	5	1.14
Staff from other schools	3.87	8	1.81
LEA	3.37	41	.73
University staff	3.79	77	.44
Private sector/consultant	3.60	25	.58
Charity	3.00	2	1.41
Professional association	3.75	16	.45
Other	3.62	37	.49
Total	3.62	211	.68

Table 8.21 Mean scores of award bearing courses by provider

	Mean score	N	Std Dev
School	3.30	43	.71
Training centre	3.72	58	.56
Hotel	3.50	12	.52
University	3.80	49	.41
Distance learning	4.00	2	.00
Online	3.53	15	.74
Other	3.61	31	.62
Total	3.61	210	.60

Table 8.22 Mean scores of award bearing courses by location

The two teachers who undertook distance learning both rated it as very valuable. However CPD undertaken in university and training centres were also rated highly.

8.11 Value of Best Practice Research Scholarship

	Mean	N	Std Dev
Primary	3.33	3	1.15
Secondary	3.17	6	.75
Special	3.00	1	.00
Total	3.20	10	.79

Table 8.23 Mean score of best practice research scholarship by phase

The Best Practice Research although a breakdown of value ratings shows that 2 teachers thought the scholarship of little value, 4 rated it valuable and 4 very valuable. However, there were only a very small number of participants. Scholarships were rated quite highly.

8.12 Value of other research

	Mean	N	Std Dev
Primary	3.69	13	.48
Secondary	3.33	9	.71
Special	3.25	4	.50
Total	3.50	26	.58

Table 8.24 Mean score of other research by phase of education

CPD activities relating to other research were highly rated particularly by primary school teachers. However, unfortunately, few teachers indicated the nature of this activity. As so few teachers took part in this activity, the relationship between provider, location and value has not been tested for significant differences.

8.13 Value of Secondments/Sabbaticals

5 teachers who completed the "was it valuable" section all rated secondment/sabbatical/bursary as a "4" indicating that they all thought them very valuable.

> "I thought the Bursary Scheme was a wonderful idea, it gave us a degree of flexibility that we've not been able to have before; and the beauty is –it enables teachers to do things in their holidays, which didn't disrupt the curriculum, which didn't put more burden on colleagues, which didn't effect pupils' learning" *Male, 45-54, Secondary, CS*

8.14 Value of visits to other schools

	Mean	N	Std Dev
Primary	3.34	211	.69
Secondary	3.39	130	.71
Special	3.45	22	.51
Total	3.36	363	.69

Table 8.25 Mean scores of visits to other schools by phase

8.15 Value of peer coaching as mentor

	Mean	N	Std Dev
Primary	3.27	93	.65
Secondary	3.37	65	.67
Special	3.00	5	.71
Total	3.30	163	.66

Table 8.26 Mean scores for peer coaching as mentor by phase

Generally teachers found peer coaching as mentor valuable.

8.16 Value of peer coaching as mentee

	Mean	N	Std Dev
Primary	3.52	31	.68
Secondary	3.00	24	.88
Special	3.00	1	.00
Total	3.29	56	.80

Table 8.27 Mean score of peer coaching as mentee by phase

Primary school teachers rated peer coaching as mentee higher than peer coaching as mentor. Secondary school teachers, however, rated peer coaching as mentor higher. Overall there was little difference in the value scores between peer coaching as mentor and mentee. There was no significant difference between provider, location and mean value score of peer coaching as mentee

8.17 Value of international visit/exchange

All teachers rated this activity highly.

	Mean	N	Std Dev
Primary	3.50	14	.85
Secondary	3.63	38	.54
Special	4.00	2	.00
Total	3.61	54	.63

Table 8.28 Mean scores for international visit/exchange by phase

"I would love the opportunity to see how the educational system works in other countries. I know a teacher that actually went to New Zealand, I would love that opportunity" *Female, 45-54, Primary, CS*

8.18 Value of exhibitions

	Mean	N	Std Dev
Primary	3.35	103	.96
Secondary	3.28	78	.74
Special	3.17	18	.51
Total	3.31	199	.84

Table 8.29 Mean score for exhibitions by phase

Most teachers found the exhibitions valuable. Comments such as the one below were common:

"Exhibitions are great because of their resources, I have received lots of free samples. Also you can go around and actually see and talk to people. You can say ' have you tried that?'" *Female, 45-54, Primary, CS*

8.19 Value of personal reading

	Mean	N	Std Dev
Primary	3.37	306	.91
Secondary	3.53	302	.92
Special	3.32	34	.77
Total	3.44	642	.91

Table 8.30 Mean scores for personal reading by phase

Secondary school teachers tended to rate personal reading higher than primary and special school teachers. However generally, personal reading was rated highly by all teachers with 92% overall rating it as valuable or very valuable.

8.20 Value of personal online learning

	Mean	N	Std Dev
Primary	3.30	168	1.06
Secondary	3.36	121	.76
Special	3.08	13	.64
Total	3.31	302	.93

Table 8.31 Mean scores for personal online learning by phase

8.21 Value of all CPD activities

Table 8.32 below shows the mean value scores for all CPD activities. A comparison between the activities indicates that secondments/sabbaticals was perceived as most valuable by teachers and ICT Training was perceived as the least valuable.

It is important to note the participant numbers in this overall summary of all CPD activities. Secondments/sabbaticals were all rated as very valuable but only 5 teachers responded to this item. All CPD activities, except ICT, were rated above a 3 which indicates that, overall, teachers did find their CPD valuable. ICT courses, however, were rated the lowest (this is explored further in Chapter 11). CPD activities which were government led (i.e. literacy and numeracy training) were not generally rated as highly as those activities which individuals were likely to have initiated themselves, eg exhibitions and personal reading. NQT Induction training was also rated at a relatively low level and some indicators of this have also been included in the commentary to Chapter 11 where quotations from the case study material have shown that some teachers felt that their Induction training was merely revisiting their previous year of teacher training

	Mean score	N	Std Dev
secondment/sabbatical	4.00	5	.00
international visit	3.61	54	.63
award bearing	3.61	218	.71
other research	3.50	26	.58
Training within staff mtgs	3.50	882	.65
Headteacher training	3.46	117	.73
Personal reading	3.44	642	.91
visits to other schools	3.36	363	.69
courses/conferences	3.36	1097	.73
exhibitions	3.31	199	.84
personal online	3.31	302	.93
Peer coaching - mentor	3.30	163	.66
peer coaching - mentee	3.29	56	.80
best practice research	3.20	10	.79
Literacy training	3.10	1345	.75
Numeracy training	3.08	978	.80
ITT mentor	3.07	208	.82
NQT Induction training	3.05	302	.80
ICT	2.64	1272	1.01

Table 8.32 Mean scores for all CPD activities

8.22 Value of INSET days

Teachers were asked about the value of their INSET days. This was scored on a Likert type scale with 1 = no value, 2 = little value, 3 = valuable and 4 = very valuable. Scores were then added together for the whole 5 days and a mean score calculated for each of the 2338 teachers who responded. The maximum score obtainable was 4.00. Overall teachers responded that they found their INSET days valuable (Mean score overall = 3.05).

8.22.1 Value of INSET days and phase of education
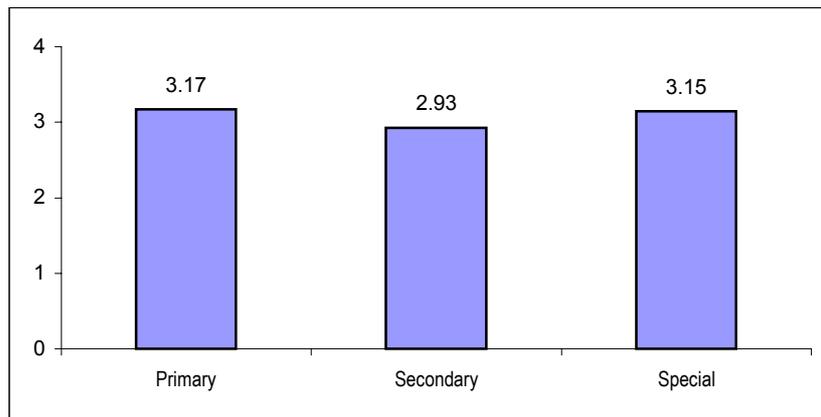
Chart 8.1 Mean scores for value of INSET days by phase

When the scores are examined in relation to phase of education it can be seen that teachers in primary (n = 1098) and special schools (n = 120) were more likely to find their INSET days valuable compared to teachers in secondary schools (n = 1120). Mean scores were 3.17 for primary and 3.15 for special schoolteachers but 2.93 for secondary school teachers.

8.22.2 Value of INSET days and gender

There was a difference between the responses of males (n = 649) and females (n = 1653). The overall mean score was 2.95 for males but higher for females at 3.10. There is a significant correlation between gender and mean score (r = 0.121 p<0.01).

8.22.3 Value of INSET days and age groups

When mean value scores were compared with age groups it became clear that there was a relationship between age and the amount of value placed on the INSET days. Perhaps surprisingly, in light of the responses to the first six questions (see Chapter 3) the older a teacher was, the more likely he/she was to value the INSET days. However, this may be due, in part, to the high proportion of older teachers in the senior management team with a greater input into the content of INSET. There is a significant correlation (r = 0.089 p<0.01) between these variables.
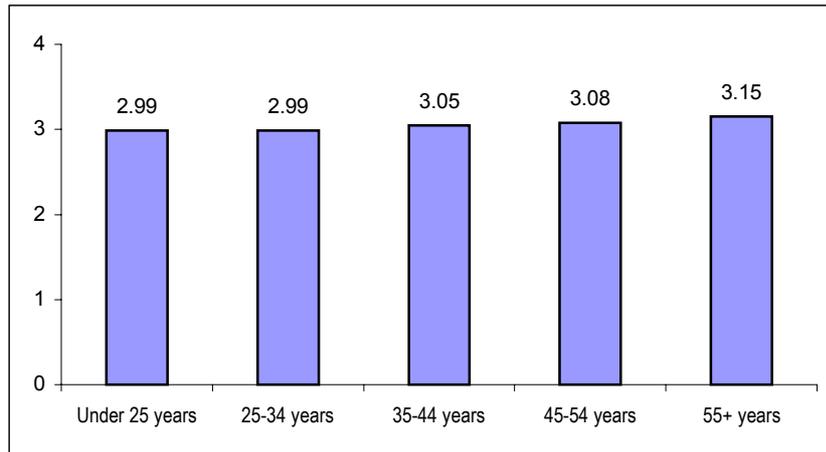
Chart 8.2 Mean scores for value of INSET days by age

8.22.4 Value of INSET days and responsibilities of teachers

NQTs were less likely to place a high value score on INSET days, the average mean score being 2.99. Also those teachers with a management point had a low mean score of 2.99. The mean score for ITT mentors was 3.02 and Induction Tutors, 3.06. However those on a leadership scale were likely to place a high value on INSET days with a mean score of 3.24 and CPD coordinators had an even higher mean score at 3.28. Those with no specific responsibilities had a mean value score of 3.05.
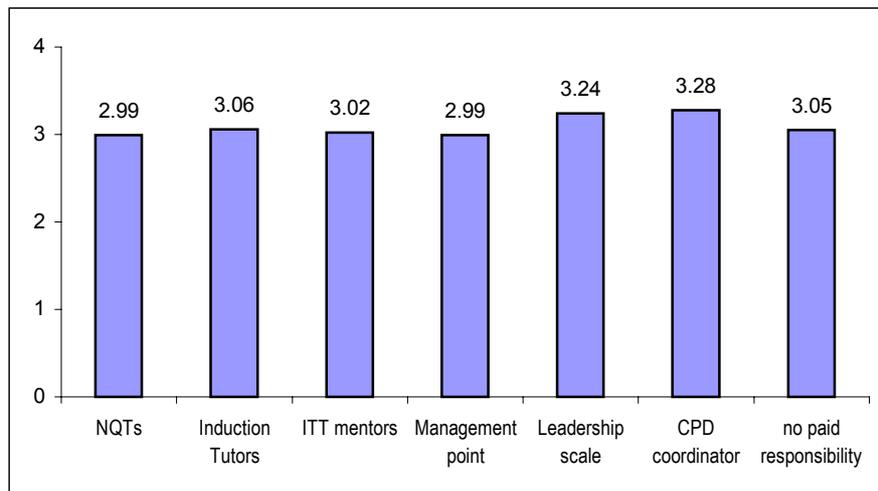
Chart 8.3 Mean scores for value of INSET days by teacher responsibility

8.23 Summary

This chapter identified the value placed on various CPD activities by teachers during 2001. There are many aspects of CPD which contribute towards a teacher's perception of its usefulness and it would be impossible to identify the particular part of an activity that most influenced a teacher's rating of its value. Where practical, value scores were linked to provider and location of CPD activities but these cannot be presented as cause and effect functions because of the multitude of other variables involved.

Overall, the highest value ratings were given to CPD, which was most likely to have been chosen by the teachers themselves. So, secondments and sabbaticals were uniformly rated most highly with all 5 teachers who participated reporting that they found these very valuable. Award bearing courses and international visits were also considered to be very valuable.

Of the training undertaken by large numbers of teachers, training within staff or departmental meetings proved to be rated more valuable than literacy and numeracy training and ICT training was rated the lowest of all CPD activities. The mean score for all courses, except ICT, however, was above 3 which indicated that these courses were generally seen as valuable. The case study data provided some very critical comments about NOF training.

Teachers were also asked to give an overall rating for the value of their INSET days. Most teachers found their INSET days valuable although secondary school teachers tended to rate them slightly lower than other teachers. Younger teachers also tended to rate INSET lower than their older counterparts.

There was some suggestion that provision by school staff was rated lower than provision by outsiders. The case study data added further to this, given the large number of comments placing value on good CPD experiences being 'refreshing', because they involved meeting new people with new ideas.

CHAPTER 9   SATISFACTION WITH CPD

9.1   Introduction

Teachers were asked to comment on what factors, in their experience, contributed to successful or effective INSET and what factors contributed to unsuccessful or ineffective INSET. (Section A, Questions 6 and 7). They were also asked to rate on a Likert type scale how satisfied they had been with their CPD experience over the last 5 years (Section B Question 14).

9.2   Factors contributing to successful or effective INSET

This item generated 2300 responses which were organized into 10 categories:

1.   Matters to do with prior consultation, effective planning and targeting relating to within school issues (a-c)
 a.   Consultation and tailored to needs ("Consultation on relevance of day" *Primary, Female, 35-44, Q).*
 b.   Well organized and planned ("Efficient structure and planning" *Primary, Female, 45-54, Q*).
 c.   Within school issues ("Meets school needs as seen in SDP" *Primary, Female, under 25, Q).*

2.   Delivery issues (d-f)
 d.   Delivery pedagogy ("Doing rather than listening", *Secondary, Female, 35-44, Q).*
 e.   Delivery content ("Informative and enjoyable, increasing knowledge" *Secondary, Female, 45-54, Q).*
 f.   Practical applications ("Good ideas that can be actually used in class" *Primary, Female, 35-44, Q)*

3.   Provider characteristics (g-h)
 g.   Provider knowledge/experience ("Good subject knowledge and experienced speakers" *Secondary, Male, 25-34, Q).*
 h.   Provider presentation style ("Enthusiasm by deliverer" *Special, Female, 45-54, Q*

4.   Venue and timing ("Done at the right time of day in the right place", *Primary, Female, 35-44, Q)*

5.   Other

"Being treated like a professional" *Female, 35-44, Secondary, Q*

"Coming away with enthusiasm to use skills covered by course" *, Female, 45-54, Secondary, Q*

"Deciphering CPD jargon or whatever initiatives are imposed" *Female, 35-44, Secondary, Q*

Analysis of the data indicated that most teachers (26%) felt that practical applications were the most important factor contributing to successful INSET.
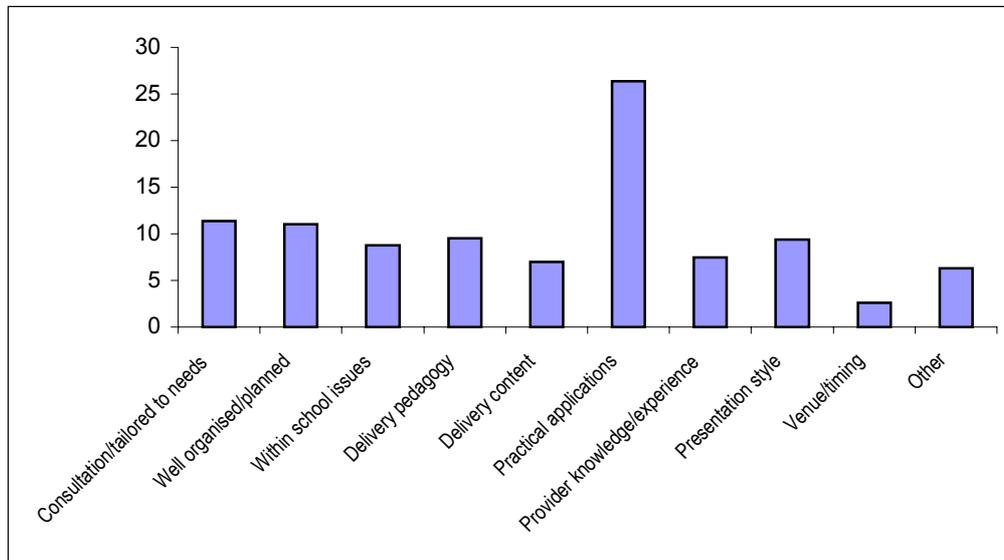
Chart 9.1 Factors contributing to successful INSET (percentage response)

The language of relevance and 'genuine usefulness' recurs although there are anticipated variations as regards whether the relevance is expressed in relation to subjects or to children or to classroom practice in general and in many cases this is related to phase of education.

> "We so often go through the theory of how things should be but it's how that is actually going to impact on me in the classroom and how it's going to get through to the children. That's what I want to know." *Male, 25-34, Primary (Deputy Head), CS*

> "Discussion, practical involvement, workshops and run on relevant school/pupil issues that help inform and allow reflection on classroom practice and curriculum knowledge" *Female, 35-44, Special, Q*

Some teachers felt that CPD was not tailored to their individual needs and more consultation was needed.

> "Rather than looking at my own department and saying where do we go from here, why do that, why not ask people who've already gone along that line who might be able to help me to get to where I want to go a lot quicker" *Male, 45-54, Secondary, CS*

> "I personally would like to be involved in senior management skills…then I could talk to other heads of department and they could give me ideas and I could foster those ideas back into the classroom" *Male, 45-54, Secondary, CS*

Although venue and timing was not considered as important as relevance to needs, teachers embraced the notion of being treated as a professional, and comfortable surroundings were an important part of this idea.

"If you want effective CPD then money shouldn't be the issue…if you really want to build up teachers' morale but also teaching expertise. It's a standing joke in the staff room, so what was the lunch like? You know it's a good course if you get a good lunch". *Female, 25-34, Secondary, CS*

"They need a lift, they need a bit of pampering" *Female, 35-44, Secondary (CPD coordinator) CS*

9.2.1 Factors contributing to successful or effective INSET by phase

	Primary	**Secondary**	**Special**
Consultation/tailored to needs	10%	12%	20%
Well organized/planned	11%	11%	11%
Within school issues	9%	8%	9%
Delivery pedagogy	10%	10%	9%
Delivery content	7%	7%	3%
Practical applications	27%	26%	21%
Provider knowledge/experience	9%	6%	13%
Provider presentation style	10%	9%	7%
Venue and timing	2%	3%	5%
Other	4%	9%	3%

Table 9.1 Factors contributing to successful/effective INSET by phase

The same general pattern holds across phases. It is useful to note that an important factor for many teachers was that planning should be informed by a needs analysis and included consultation. Not surprisingly, special school teachers were the most likely to feel that successful INSET resulted from being tailored to needs and also the knowledge and experience of the provider was most important. Primary school and secondary school teachers were particularly concerned that INSET provided them with knowledge which could then be applied to the classroom.

9.2.2. Factors contributing to successful or effective INSET by gender

	Male	**Female**
Consultation/tailored to needs	14%	10%
Well organized/planned	11%	11%
Within school issues	10%	9%
Delivery pedagogy	9%	10%
Delivery content	6%	7%
Practical applications	23%	28%
Provider knowledge/experience	8%	7%
Provider presentation style	8%	10%
Venue and timing	3%	2%
Other	9%	5%

Table 9.2 Factors contributing to successful INSET by gender

Female teachers were most likely to mention that successful INSET provided them with information that could be applied practically and they also felt that

delivery pedagogy, content and provider presentation style was important. Male teachers, on the other hand were more concerned that INSET was tailored to their needs.

9.2.3 Factors contributing to successful or effective INSET by age

	Under 25	25-34	35-44	45-54	55+
Consultation/tailored to needs	7%	10%	11%	12%	13%
Well organized/planned	11%	11%	13%	10%	13%
Within school issues	8%	9%	7%	9%	11%
Delivery pedagogy	15%	11%	8%	10%	5%
Delivery content	11%	10%	6%	5%	6%
Practical applications	27%	27%	26%	27%	26%
Provider knowledge/experience	5%	7%	9%	8%	7%
Provider presentation style	8%	9%	9%	11%	10%
Venue and timing	1%	3%	3%	3%	3%
Other	7%	5%	8%	7%	5%

Table 9.3 Factors contributing to successful INSET by age

Although all teachers were concerned that INSET had practical applications, teachers under 25 were more likely than older teachers to feel that delivery content and delivery pedagogy contributed to successful INSET. Younger teachers were less concerned that INSET was tailored to their needs.

9.2.4 Factors contributing to successful or effective INSET by teacher responsibility

	1	2	3	4	5	6	7
Consultation/tailored to needs	8%	14%	16%	13%	15%	17%	10%
Well organized/planned	9%	14%	12%	10%	14%	10%	11%
Within school issues	10%	10%	7%	8%	12%	14%	8%
Delivery pedagogy	11%	5%	7%	10%	9%	8%	10%
Delivery content	8%	5%	7%	7%	4%	2%	8%
Practical applications	31%	27%	24%	27%	21%	20%	28%
Provider knowledge/experience	7%	9%	8%	7%	8%	9%	8%
Provider presentation style	10%	9%	8%	10%	9%	12%	9%
Venue and timing	1%	1%	3%	3%	3%	2%	3%
Other	7%	6%	8%	7%	6%	7%	5%

Table 9.4 Factors contributing to successful INSET by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility)

Those teachers with particular responsibilities felt that successful INSET should be tailored to their needs and well planned and organized. However, NQTs and those without specific paid responsibilities were more concerned with the delivery pedagogy of INSET and the need for knowledge that could be applied practically in the classroom. Not surprisingly perhaps, CPD coordinators were most concerned with provider presentation style and also were most likely to feel that successful INSET dealt with within school issues.

It should be noted however, that 'within school issues' includes not only comments such as

> "Most successful when the training ties in with everybody within the school, and has whole school consequences" *Male, 45-54, Secondary, Q*

but also points us towards some within school dissension.

> "Time spent on department matters is the best, rather than too much whole school business" *Female, 25-34, Secondary, Q*

and

> "Best is whenever, (rarely!), they plan for the age range I have" *Female, 35-44, Primary, Q*

Presentation style is a matter which CPD coordinators often make slightly more of, perhaps having some sad memories here for which they may feel responsible. The common themes here are to do with enthusiasm and to a lesser extent clarity.

> "Ones which inspire teachers to try 'new' things" *Female, 35-44, Primary CPD coordinator, Q*

> "What matters is enthusiasm and having a clear way of presenting issues" *Male, 25-34, Special, Q*

The 'Other' contained some illuminating comments. Some which recurred included

> "being treated like a professional, educated worker" *Male, 25-34, Secondary, Q*

> "Genuine input, not open discussion" *Female, 45-54, Primary, Q*

9.3   Factors contributing to unsuccessful or ineffective INSET

This item generated 2189 responses, which were organized into 11 categories. These were as follows:

1.   Lack of consultation and needs identification
2.   Poorly planned and organised
3.   Within school issues
4.   Delivery pedagogy
5.   Delivery content
6.   Lack of practical applications
7.   Weak provider knowledge/experience
8.   Poor presentation style
9.   Poor venue and timing
10.   External prescriptions
11.   Other

Analysis of the data indicated that most teachers (16%) felt that a lack of practical applications was the most important factor contributing to unsuccessful INSET.
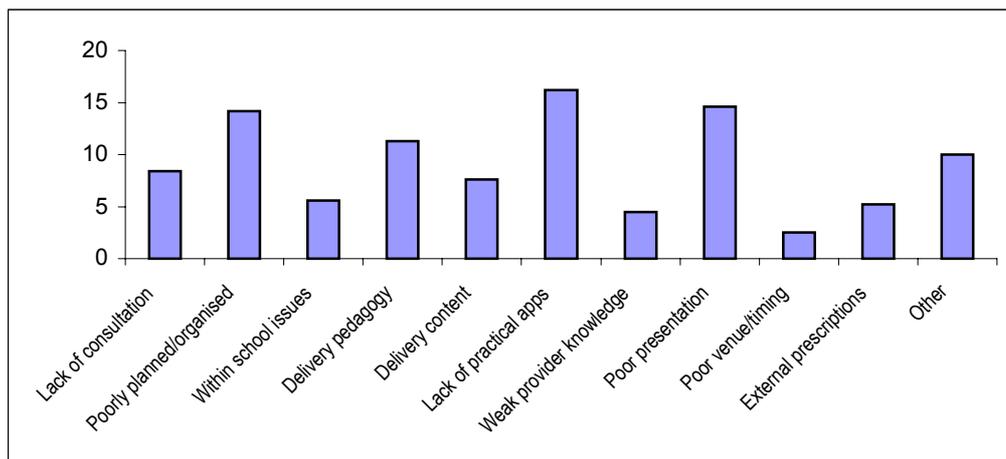
Chart 9.2 Factors contributing to unsuccessful INSET (percentage responses)

The picture for unsuccessful factors is in large part the same pattern, with the absence of practical applications being again the major cause for irritation, but poor presentation, delivery pedagogy and weak planning coming close behind.

> "Silly games or irrelevant topics that do nothing for me in the classroom" *Male, 25-34, Primary, Q*

> "Patronising leaders" *Male, NQT, Secondary, Q*

> "Lack of planning and organization … sometimes it has been general chats" *Female, 35-44, Primary, Q*

On delivery pedagogy the dominant critique is of sessions, which do not allow for active participation or do not have a mix of methods.

"Just being talked at with videos of perfect kids" *Female, 35-44, Primary, Q*

The category also contained a significant proportion who were critical of the presentation of some CPD.

"I've had enough of constant role play, discussion groups and feedback sessions" *Male, 25-34, Secondary, Q*

(About NPQH)
"When you go on these things and sit there doing role plays with each other I'm afraid I cannot stand things like that so I come away from things like that thinking maybe I shouldn't be a head but actually if someone gave me a class of children or a hall full of parents I would be OK with that. I just find some of these activities so trite" *Male, 25-34 Primary, (Deputy Head, CS)*

However, there was a clear-cut new category where teachers expressed annoyance with external prescriptions.

"Spending a lot of time on government initiatives and slavish following of government videos" *Female, 25-34, Special, Q*

It should be noted that 'delivery content' did contain some variation; much was made of repetition, but there were also comments criticising an absence of input linked to too much 'sharing'.

"Activities which rely mainly on us the teachers providing the ideas and there's no news" *Male, 35-44, Secondary, Q*

"Repetition of old INSET…OK for some perhaps but not for me" *Female, under 25, Secondary, Q*

Examples included in the "other" category are:

"Too much group work, brainstorming etc emphasis on the theoretical with little or no relevance" *Male, 35-44, Secondary, Q*

"Too many large groups brought together, eg conference situations" *Female, 45-54, Primary, Q*

"Lots of general theoretical talk in large groups. Discussion with set agenda" *Female, 45-54, Secondary, Q*

9.3.1 Factors contributing to unsuccessful INSET by phase of education

	Primary	Secondary	Special
Lack of consultation	9%	7%	15%
Poorly planned and organized	16%	13%	9%
Within school issues	5%	6%	6%
Delivery pedagogy	11%	11%	11%
Delivery content	8%	7%	6%
Lack of practical applications	15%	17%	15%
Weak provider knowledge	6%	4%	3%
Poor presentation style	13%	15%	19%
Poor venue and timing	3%	3%	0
External prescriptions	5%	6%	7%
Other	9%	11%	10%

Table 9.5 Factors contributing to unsuccessful INSET by phase

Special school teachers were the most likely to mention that lack of consultation contributed to unsuccessful INSET and were also felt that presentation style was an important factor. Primary school teachers were the most likely to mention that poor organization was a factor in unsuccessful INSET.

9.3.2 Factors contributing to unsuccessful INSET by gender

	Male	Female
Lack of consultation/needs identification	8%	9%
Poorly planned and organized	16%	13%
Within school issues	5%	6%
Delivery pedagogy	11%	12%
Delivery content	7%	8%
Lack of practical applications	13%	17%
Weak provider knowledge	4%	5%
Poor presentation style	15%	14%
Poor venue and timing	3%	2%
External prescriptions	7%	5%
Other	12%	9%

Table 9.6 Factors contributing to unsuccessful INSET by gender

Female teachers were more likely to feel that a lack of practical applications led to unsuccessful INSET whilst male teachers were slightly more concerned with INSET being poorly planned and organised.

9.3.3 Factors contributing to unsuccessful INSET and age

	Under 25	25-34	35-44	45-54	55+
Lack of consultation/needs identification	7%	7%	9%	9%	9%
Poorly planned and organized	15%	14%	16%	14%	8%
Within school issues	3%	6%	5%	6%	5%
Delivery pedagogy	19%	14%	11%	10%	7%
Delivery content	9%	8%	6%	7%	11%
Lack of practical applications	26%	19%	16%	14%	3%
Weak provider knowledge	1%	5%	4%	4%	9%
Poor practical presentation style	13%	16%	14%	15%	15%
Poor venue and timing	2%	3%	2%	3%	3%
External prescriptions	1%	3%	7%	6%	5%
Other	5%	6%	9%	17%	15%

Table 9.7 Factors contributing to unsuccessful INSET by age

The chart above shows clearly that younger teachers were concerned that INSET had a lack of practical applications and also that the delivery pedagogy was poor.

> "I have to say that most presenters have no idea about how to organise input through ways that allow people to participate and learn something" *Female, Under 25, Secondary, Q*

Older teachers were more likely to mention that weak provider knowledge had led to unsuccessful INSET.

9.3.4 Factors contributing to unsuccessful INSET and teacher responsibility

	1	2	3	4	5	6	7
Lack of consultation	7%	11%	9%	9%	6%	8%	9%
Poorly planned	14%	29%	20%	13%	18%	22%	13%
Within school issues	4%	5%	8%	7%	5%	4%	5%
Delivery pedagogy	12%	5%	10%	12%	7%	7%	14%
Delivery content	11%	6%	4%	7%	8%	6%	8%
Lack of practical apps	24%	14%	10%	15%	12%	18%	17%
Weak provider knowl	2%	5%	6%	4%	5%	3%	6%
Poor presentation style	12%	12%	16%	15%	17%	14%	14%
Poor venue and timing	2%	0	3%	3%	2%	2%	2%
External prescriptions	3%	3%	6%	6%	9%	8%	3%
Other	10%	11%	9%	11%	11%	10%	9%

Table 9.8 Factors contributing to unsuccessful INSET by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility)

NQTs were most likely to mention that a lack of practical applications led to unsuccessful INSET whereas Induction Tutors and CPD coordinators were more concerned with the planning and organization.

The "Other" category contained a few positive comments.

"All inset days have been superb" *Female, 25-34, Primary, Q*

More responses touched on matters such as 'overload' and 'absence of follow up'.

"Just giving us more work to do when we have no time" *Female, 35-44, Primary, Q*

"It's not good when staff morale is made even lower by CPD" *Male 45-54, Secondary, Q*

9.4 Satisfaction with CPD over last 5 years

Teachers were asked how satisfied they had been with their CPD experience over the last 5 years. They were required to tick a box on a Likert type style question which ranged from 1 = very dissatisfied to 5 = very satisfied. The overall score was 3.49 indicating that most teachers were satisfied rather than dissatisfied with their CPD experience (n = 2411).

9.4.1 Satisfaction with CPD by phase of education
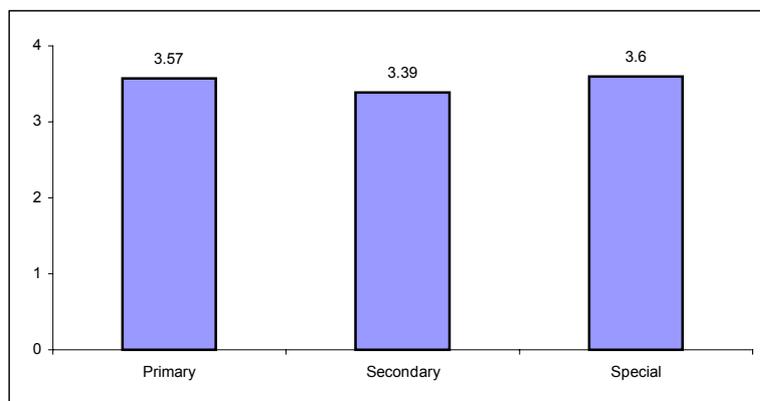
Chart 9.3 Mean score on satisfaction by phase of education

Secondary school teachers were less likely than teachers from primary and special schools to feel that they were satisfied with their CPD experience over the last 5 years. The difference in scores between phases of education is statistically significant (F = 14.450 p<0.001).

9.4.2 Satisfaction with CPD by gender
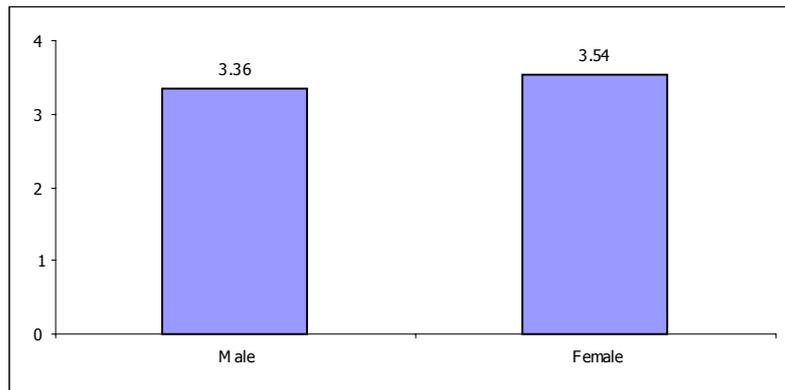
Chart 9.4 Mean score on satisfaction by gender

There is a significant correlation between the mean scores and gender (r = 0.091 p<0.01) indicating that females were more likely to feel satisfied with their experience of CPD over the last 5 years than males.

9.4.3 Satisfaction with CPD by age
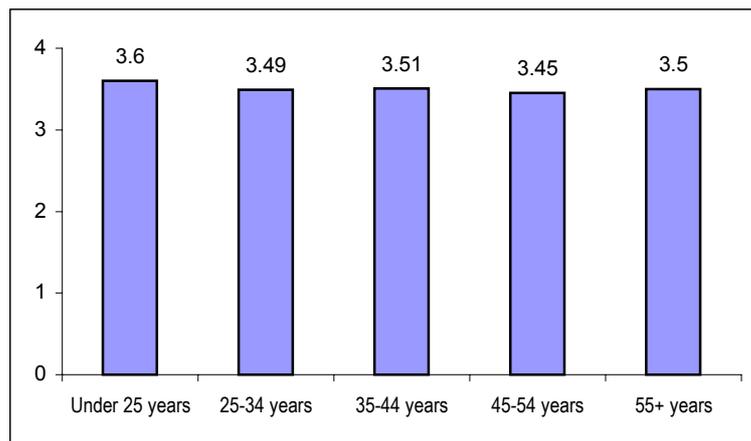
Chart 9.5 Mean score on satisfaction by age

Whilst there is no significant correlation between satisfaction with CPD and age, teachers under 25 were more likely to feel that they were satisfied with their CPD experience than older teachers.

9.4.4 Satisfaction with CPD by teacher responsibility
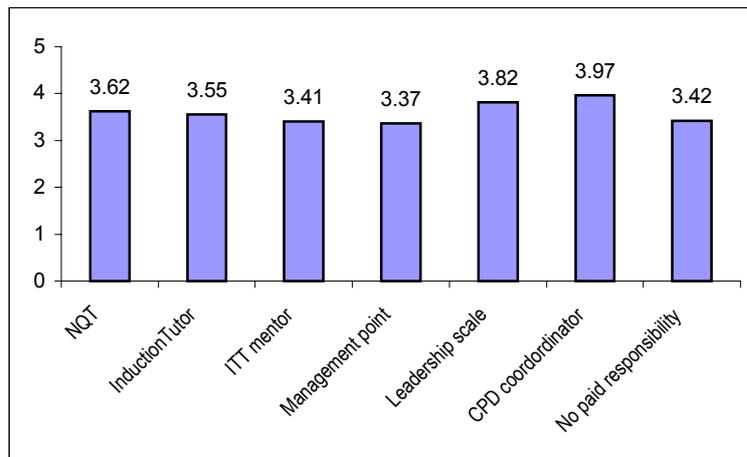
Chart 9.6 Mean score on satisfaction by teacher responsibility

CPD coordinators were the most likely to feel satisfied with their CPD experience and those with a management point the least likely.

9.5 Summary

This chapter discussed perceptions of effective and ineffective CPD and resulted from an open-ended question which generated 2300 responses. The results from a rating scale indicating teachers' overall satisfaction with their CPD was also presented.

A key finding was that teachers viewed CPD as effective when it was relevant and also when they could apply their training to classroom situations. This held constant across all phases of education. Not surprisingly, the issue of tailoring to specific needs was more important for special school teachers.

Younger teachers were more concerned that the content and delivery of INSET was of a high standard and most teachers disliked INSET where they felt they were the main contributors. Teachers expressed a need for new information and being treated as a professional. The case study material reinforced the sense that teachers particularly objected to presentation which were 'patronising', and did not treat teachers as 'educated and knowledgeable'. NQTs, in particular, were looking for insights into improving their classroom skills and so were keen that the delivery and content of INSET was appropriate. Venue and timing appeared to be of little concern although a few teachers have difficulties with venues which are not local.

Most teachers, however, had been satisfied with their CPD provision over the last 5 years, although secondary school teachers slightly less so than primary and special school teachers. There was also a small gender divide with female teachers generally giving a slightly higher rating to their CPD than male teachers. Perhaps not unexpectedly, CPD coordinators rated CPD higher than any other group. The case study materials pointed to some issues in secondary schools regarding tension between departmental and whole school agendas.

CHAPTER 10   IMPACT OF CPD

10.1 Introduction

This chapter relates to the impact of CPD activities on teachers' teaching and learning (Section B, Question 11) and the impact they felt INSET days had on their professional practice (Section A, Question 5). Teachers were also asked to rate the significance of the impact CPD has had over the last 5 years on the standard of teaching and learning within their school, the level of commitment to CPD amongst teachers and school improvement generally (Section B, Question 16).

10.2 The impact of CPD activities on teaching and learning

Teachers were asked to rate how much impact their experience of CPD activities had had on a range of teaching and learning skills over the last 5 years.

The rating scale ranged from 5 (very significant impact) to 1 (no significant impact). The results for teachers overall is as follows:

	Mean score	N	Std Dev
Your professional development	3.71	2372	1.04
Your teaching skills	3.58	2374	.96
Your desire to learn more	3.55	2360	1.06
Your pupils' learning outcomes	3.54	2365	.92
Your self-confidence/self esteem	3.28	2361	1.15
Your leadership skills	3.10	2338	1.22
Your promotion prospects	2.74	2331	1.31

Table 10.1 Mean score for impact of CPD on teaching and learning

The results indicate that overall teachers felt that CPD had most impact on their professional development and least impact on their promotion prospects.

	No sig impact	2	3	4	Very sig impact
Your professional development	4%	7%	28%	37%	24%
Your teaching skills	4%	8%	31%	42%	16%
Your desire to learn more	5%	10%	29%	37%	19%
Your pupils' learning outcome	3%	8%	35%	42%	13%
Your self-confidence/self esteem	9%	14%	31%	32%	14%
Your leadership skills	13%	16%	32%	25%	14%
Your promotion prospects	24%	20%	27%	18%	12%

Table 10.2 Impact of CPD on teaching and learning (percentage response)

10.2.1 Professional development
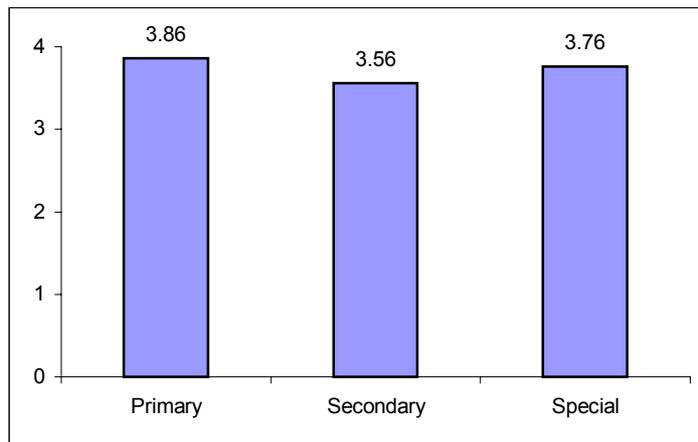
Chart 10.1 Impact of CPD on professional development by phase

The highest proportion of teachers felt that CPD activities had impacted on their general professional development (n = 2372). Primary school teachers were more likely to rate the impact on this the highest.

Most teachers who commented on the impact on their professional development noted the courses that they felt had made a particular impact.

> "I was lucky enough to be taken to USA to look at Education by Design" *Female, 45-54, Secondary, Q*

> "PhD obtained" *Male, 45-54, Secondary, Q*

Data from the case study interviews indicated that NQTs in particular saw their professional development as intertwined with their need for interaction with older, more experienced teachers.

> "…I would think that I will continue improving as a teacher the more I'm exposed to other teachers, other departments…" *Male, Under 25, Secondary, CS*

> "…I've tried to learn from other teachers and get involved with as many extra curricular activities as I can" *Male, Under 25, Secondary, CS*

10.2.2 Teaching skills
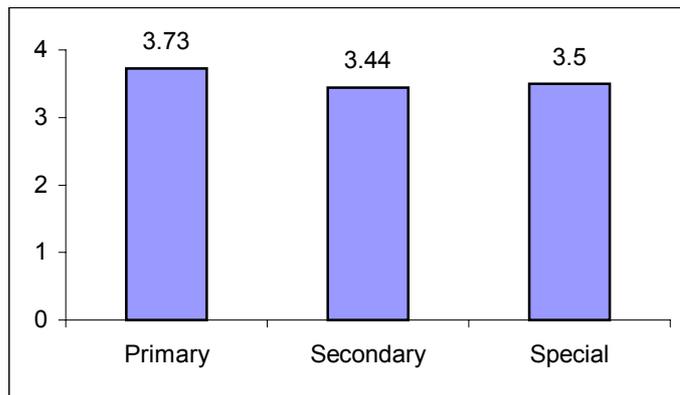
Chart 10.2 Impact of CPD on teaching skills by phase of education

After professional development most teachers felt that CPD had impacted on their teaching skills (n = 2374). Generally primary school teachers rated impact on teaching skills higher than teachers in secondary and special schools. There were very few comments on this item and of those, most were positive.

> "Given ideas to use" *Female, 25-34, Primary, Q*

> "My teaching has improved over years, more confidence" *Female, 25-34, Primary, Q*

Comments from the case study interviews indicated that teachers often felt motivated by CPD involving the theory of teaching and teaching styles.

> "It actually motivated me to delve further into the theory behind education, you know, educational teaching styles…it's made a big impact. Trying to make the kids to work in an independent way" *Female, age withheld, Secondary, CS*

> "…looking at a variety of different strategies for teaching maths and different ideas for using my subject knowledge and approach for teaching different topics, yes it has improved how comfortable I feel with them. It has also improved the way I approach the children from different perspectives" *Male, Under 25, Secondary, CS*

10.2.3 Desire to learn more
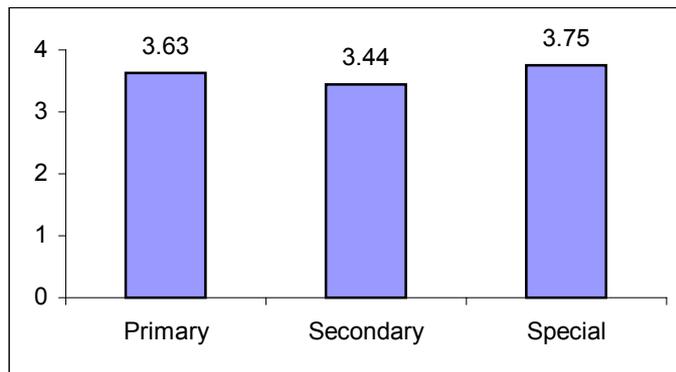
Chart 10.3 Impact of CPD on desire to learn more by phase

Special school teachers rated impact on their desire to learn more almost the same as that on their professional development and more than secondary and primary teachers.

There were no comments from special school teachers. Some secondary school teachers referred specifically to courses that had inspired them, in particular, a maths conference and computer training. Other teachers referred to their desire to learn but identified time and workload as inhibiting factors.

10.2.4 Pupils' learning outcomes
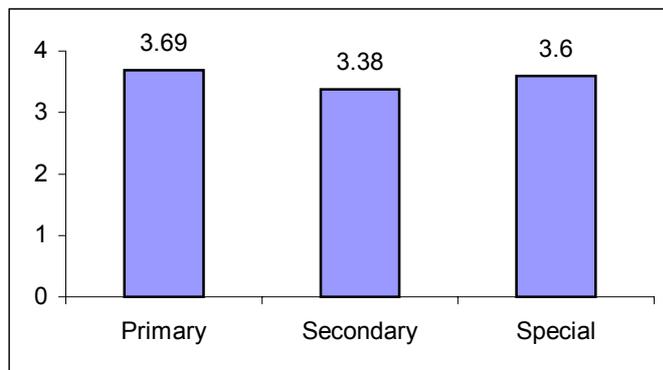
Chart 10.4 Impact of CPD on pupils' learning outcomes by phase

There were only limited comments on this item on the questionnaire however during the case study interviews it became clear that some teachers were concerned that the focus of CPD often seemed to be distanced from the children themselves.

> "…you can actually go on a course…and you keep a tally of how many times they mention the word 'child' or anything to do with the whole child, rarely, rarely…they don't actually discuss the strategies for which children do learn" *Female, 35-44, Primary, CS*

> "…if there's a new initiative and I think it is worthwhile then I'll do it …if it makes the children perform better, because at the root of

everything is the child and if they're not going to benefit from it or I think it's just going to be a fad…." *Female, 35-44, Primary, CS*

10.2.5 Self-confidence/Self-esteem
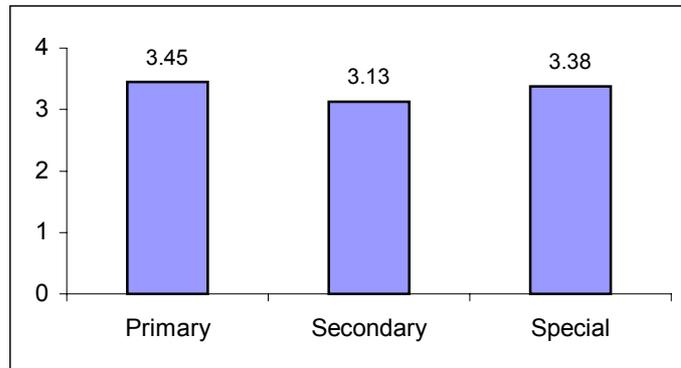
Chart 10.5 Impact of CPD on self-confidence/esteem by phase

Most comments were concerned with the negative effect of CPD on self-confidence, particularly in relation to workload.

"More plates to juggle have an adverse effect" *Male, 45-54, Primary, Q*

"CPD has had a negative effect on my self-confidence" *Female, 35-44, Secondary, Q*

10.2.6 Leadership Skills

Generally impact on leadership skills was rated at an average level and there was little difference between phases of education. There were few comments and these mentioned that courses generally were not aimed towards improving leadership skills.

"Most courses offered are not geared to prepare and help leadership" *Male, 55+, Primary, Q*

10.2.7 Promotion Prospects

Most teachers felt that CPD had the least impact on their promotion prospects and this was similar for all phases of education (n = 2331). Those who commented on this item on the questionnaire referred to the fact that they were either approaching retirement or were not interested in promotion. Some recognised the importance of training:

"Coming from outside industry I am only too aware of the importance of training and professional development" *Female, 35-44, Secondary, Q*

During the interviews some teachers commented that CPD had directly enhanced their promotion prospects.

"…the counselling has helped me to get the position that I have now…if you can say I have been on this or that course it looks good because it looks as if you are wanting to keep on top of new development…"*Female, 35-44, Secondary, CS*

"I think my CPD experiences have served to compound, improve or enhance my professional development in terms of a teacher…I would love to become a deputy head and I'm trying to find out ways of which is the best route to take, so I have a clear goal for myself" *Male, 25-34, Secondary, CS*

Others were not sure of the value of courses in relation to promotion prospects.

"Unless accredited, not sure if employers take notice of courses undertaken" *Male, 55+, Primary, Q*

10.2.8 Overall impact of CPD by phase of education
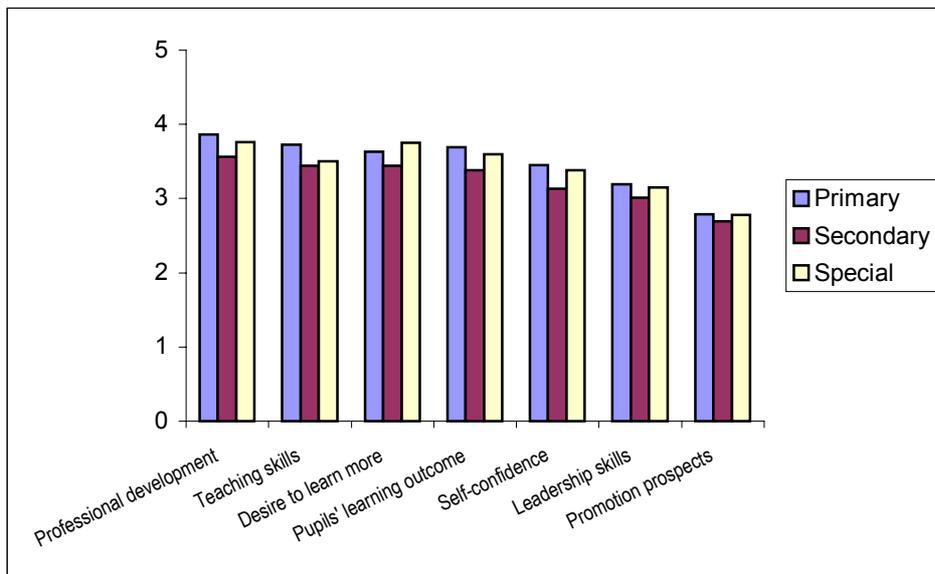
Chart 10.6 Overall impact of CPD by phase of education

Overall the mean scores indicated that most teachers felt that CPD had most impact on their professional development and least on their promotion prospects. Generally, secondary school teachers rated everything lower than their primary and special school counterparts.

10.2.9 Overall impact of CPD by gender
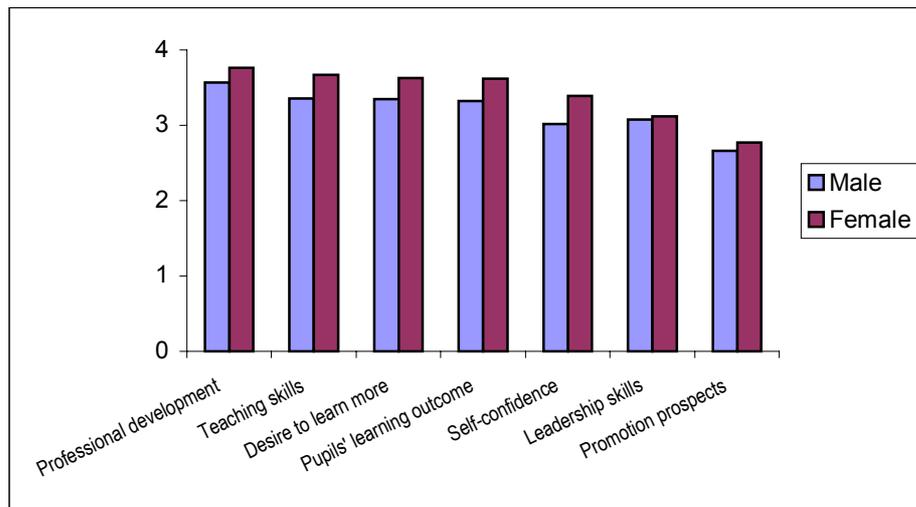
Chart 10.7 Overall impact of CPD by gender

Overall female teachers rated all aspects of impact of CPD higher than their male counterparts. Apart from a small difference in ratings for promotion prospects and leadership skills, the correlation between rating score and gender is statistically significant: professional development ($r = 0.083$ $p<0.01$); teaching skills ($r = 0.143$ $p<0.01$); self-confidence ($r = 0.145$ $p<0.01$), desire to learn more ($r = 0.118$ $p<0.01$); and pupils' learning outcomes ($r = 0.146$ $p<0.01$).

10.2.10 Overall impact of CPD by age

	Under 25	25-34	35-44	45-54	55+
Professional development	3.84	3.80	3.71	3.65	3.55
Teaching skills	3.81	3.76	3.59	3.46	3.33
Desire to learn more	3.71	3.64	3.55	3.48	3.51
Pupils' learning outcome	3.69	3.62	3.53	3.48	3.50
Self-confidence/self-esteem	3.53	3.36	3.33	3.20	3.14
Leadership skills	2.87	3.12	3.18	3.08	3.12
Promotion prospects	2.76	3.08	2.92	2.48	2.15

Table 10.3 Overall impact of CPD and age

The impact of CPD and age was shown to be significant ($p<0.01$) in all of the above categories except leadership skills. This indicates that the older a teacher is, the less impact he/she feels is made on professional development, teaching skills, the desire to learn more and pupils' learning outcomes. Furthermore, the largest correlation is between age and promotion prospects ($r = 0.196$ $p<0.01$) indicating that the older a teacher is the less likely he/she is to feel that CPD will make an impact on his/her promotion prospects. However, whilst the data relating to impact on leadership skills and age is not statistically significant it is clear that teachers under 25 are the least likely to feel that CPD has impacted on this aspect of their development.

10.2.11 Overall impact of CPD by teacher responsibility

	1	2	3	4	5	6	7
Professional development	3.81	3.91	3.72	4.31	3.65	4.08	3.56
Teaching skills	3.81	3.62	3.54	3.80	3.53	3.48	3.66
Desire to learn more	3.75	3.66	3.60	3.86	3.45	3.77	3.52
Pupil learning outcomes	3.69	3.71	3.63	3.81	3.47	3.64	3.51
Self confidence/ self-esteem	3.48	3.39	3.24	3.69	3.17	3.47	3.23
Leadership skills	2.96	3.67	3.32	3.95	3.18	3.83	2.71
Promotion prospects	2.67	3.25	2.90	3.44	2.83	3.27	2.38

Table 10.4 Overall impact of CPD by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

CPD coordinators, those on the leadership scale and Induction tutors rated the impact of CPD on their promotion prospects higher than any other group. Those teachers with no specific responsibilities rated the impact of CPD on their promotion prospects the lowest. CPD coordinators and those on the leadership scale were also more likely to rate the impact of CPD on their professional development higher than any other teachers. Those with no specific paid responsibilities were also more likely to feel that CPD had little impact on their leadership skills.

10.3 CPD activities and motivation to teach

Teachers were asked to rank on a Likert type scale their view on how much CPD activities over the last 5 years have impacted on their motivation to teach. The 5-point scale ranged from very negatively through to very positively. Overall the mean score on this scale was 3.74 (n = 2354) indicating that teachers generally felt that CPD had impacted positively on their motivation to teach.

10.3.1 CPD and motivation to teach by phase of education
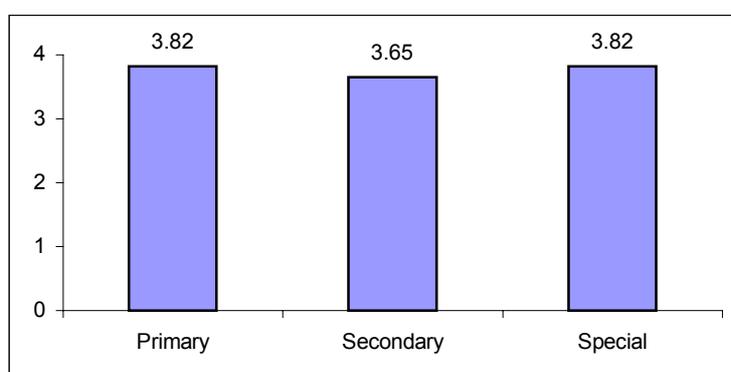
Chart 10.8 Impact of CPD on motivation to teach by phase

Secondary school teachers are less likely to feel that CPD has impacted on their motivation to teach than teachers in primary and special schools.

10.3.2 CPD and motivation to teach by gender

Females were more likely to feel that CPD impacted on their motivation to teach than their male counterparts and this correlation was statistically significant ($p<0.01$).

10.3.3 CPD and motivation to teach by age
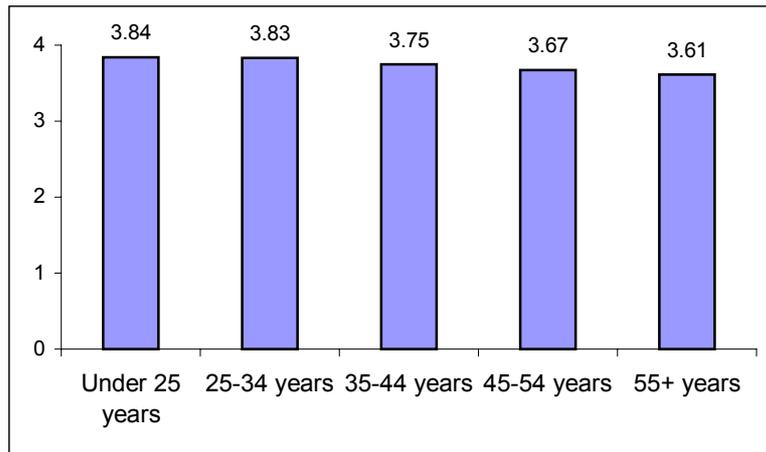
Chart 10.9 Impact of CPD on motivation to teach by age

The mean scores show that the older a teacher was the less likely he/she was to feel that CPD has impacted on his/her motivation to teach ($r = 0.098$ $p<0.01$).

10.3.4 CPD and motivation to teach by teacher responsibility
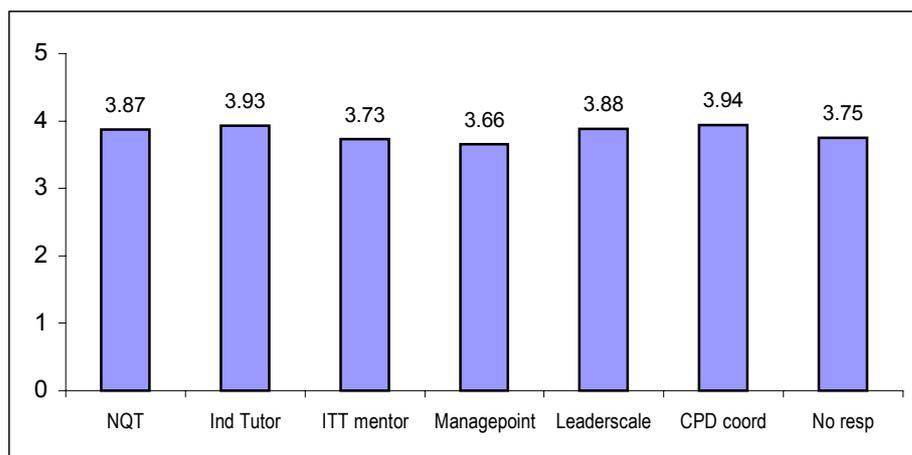
Chart 10.10   Impact of CPD on motivation to teach by teacher responsibility

Those with a management point were less likely to feel that CPD had impacted positively on their motivation to teach while Induction Tutors and CPD coordinators were most likely to feel that CPD had impacted positively.

10.4 The impact of INSET on teachers' professional practice

Teachers were asked how much impact the INSET days had on their professional practice. They were asked to score on a Likert type scale where 1 = no impact, 2 = little impact, 3 = some impact and 4 = great impact.

Overall the scores were not quite as high as the mean value scores at 2.83 (see Chapter 8). However, there was a significant correlation (r=0.745 p<0.01) between the mean scores for value of the INSET days and amount of impact the day had on professional practice.

When the mean scores are related to phase of education, it can be seen that the secondary school teachers were the least likely to feel that the INSET days had impacted on their professional practice. This difference is statistically significant (F=74.305, p<0.001).
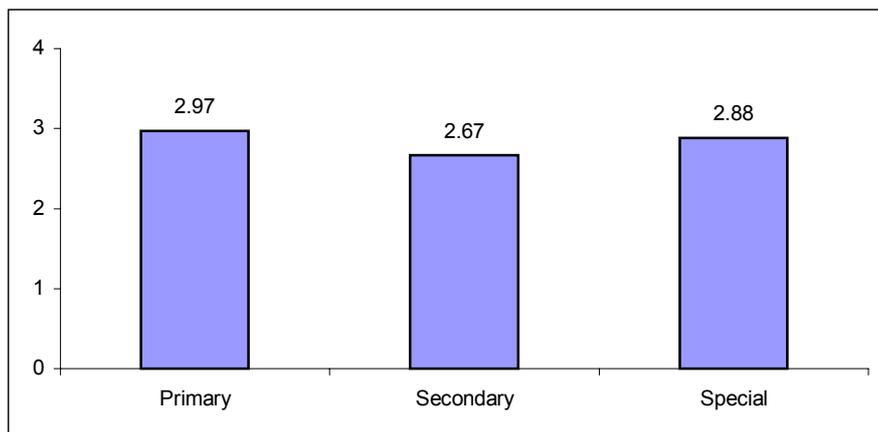
Chart 10.11 Impact of INSET days on professional practice by phase

There was a difference between the genders with males less likely to feel that the INSET days had impacted on their professional practice (mean score 2.72) than the females (mean score 2.85). There is a significant correlation between gender and impact (r=0.101 p<0.01).

As with value of the day, there was a significant relationship between age and response to how much impact the day had on professional practice (r=0.056 p<0.01). This indicates that the older teachers were more likely to feel that the INSET days had some impact on their professional practice than the younger teachers.

However, when the impact of INSET days on professional practice is examined in relation to different age groups within each phase of education, it is only the relationship between age and impact within the primary sector that is statistically significant. One possible explanation for this is that older teachers in primary schools have been relatively more exposed than secondary teachers to INSET

provision designed to impact on their classroom practice. This also connects with the finding that primary school teachers generally rated the impact of INSET days higher than their colleagues in secondary and special schools.
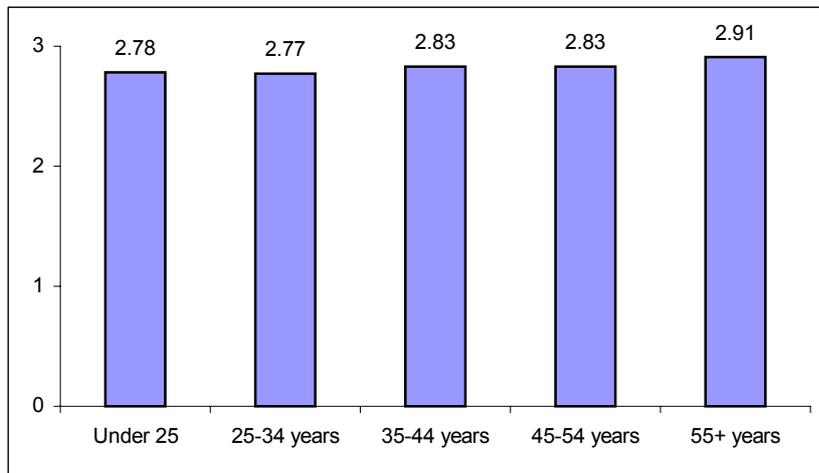
Chart 10.12 Impact of INSET days on professional practice by age

The mean score for NQTs for impact INSET days had on professional practice was 2.81. ITT mentors (m=2.73) and those with a management point (m=2.74) were least likely to feel that INSET days had impacted on their professional practice. Those on a leadership scale (m=2.98) and CPD coordinators (m=3.07) were the most likely to put a high score on impact and these teachers tended to be older than 45 years.
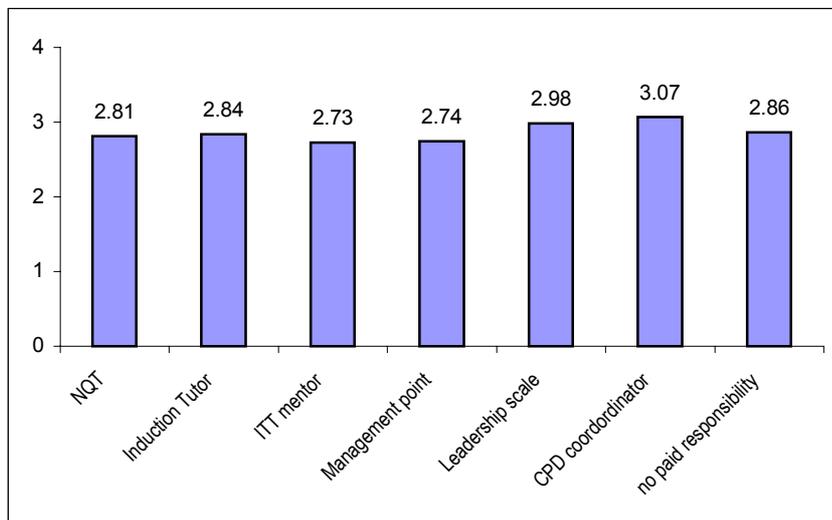
Chart 10.13 Impact of INSET days on professional practice by teacher responsibility

10.5 The impact of CPD on raised standards

Teachers were asked to rate, on a 5 point scale (5 = very significantly, 1 = not at all significantly) to what extent they believed CPD had, over the last 5 years raised standards in the following areas.

- The standard of teaching in your school
- The standard of pupil learning in your school
- The level of commitment to CPD amongst teachers in your school
- School improvement generally.

Overall teachers felt that the standard of teaching in the school had increased most significantly and the level of commitment towards CPD had been raised the least.

	Mean score	N	Std Dev
Standard of teaching in your school	3.51	2327	.92
Standard of pupil learning in your school	3.43	2330	.90
School improvement generally	3.33	2313	.91
Level of commitment to CPD amongst teachers in your school	3.06	2309	.95

Table 10.5 Impact of CPD on raising standards of teaching/learning

10.5.1 Impact of CPD on raising standards by phase of education
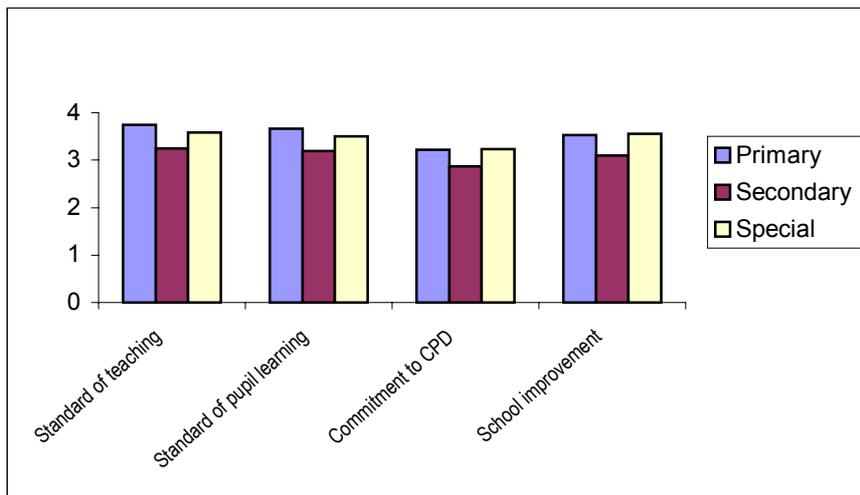
Chart 10.14 Impact of CPD on raising standards by phase of education

There are significant differences in the responses between phases of education. Secondary school teachers consistently rated the effect of CPD lower than teachers in primary and special schools. These are statistically significant: phase of education/impact on standard of teaching in school ($F = 78.940$ $p<0.001$), phase of education/standard of pupil learning in school ($F = 79.185$ $p<0.001$), phase of education/commitment to CPD amongst staff ($F = 38.706$ $p<0.001$) and phase of education/school improvement generally ($F = 69.784$ $p<0.01$).

10.5.2 Impact of CPD on raising standards by gender
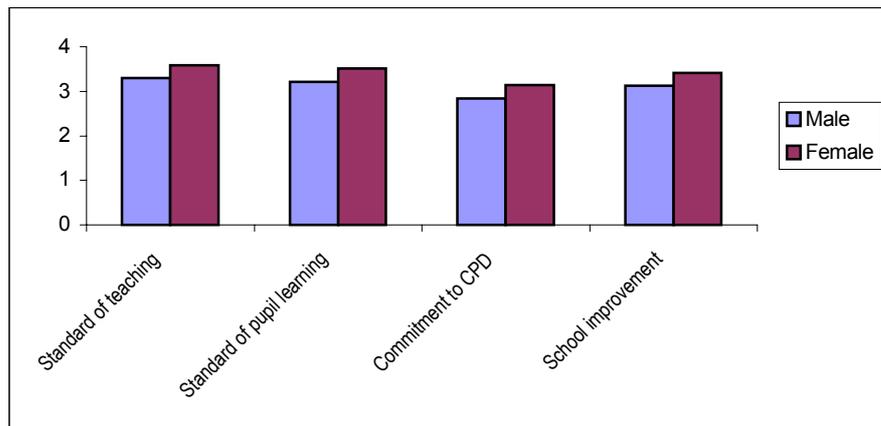
Chart 10.15 Impact of CPD on raising standards by gender

There is a correlation between gender and mean score for effect of CPD for all items which indicates that females were more likely to feel that CPD had a positive effect on standard of teaching (r=0.141 p<0.01), standard of pupil learning (r=0.150 p<0.01), commitment to CPD (r=0.143 p<0.01) and school improvement (r=0.145 p<0.01).

10.5.3 Impact of CPD on raising standards by age
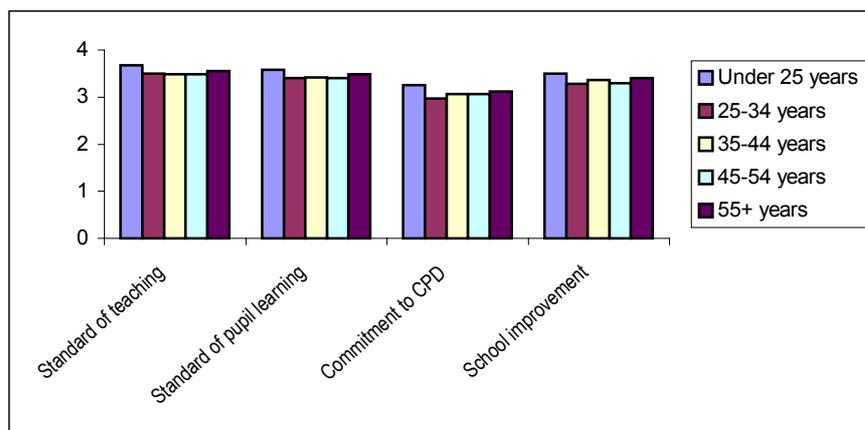
Chart 10.16 Impact of CPD on raising standards by age

There were no significant differences or correlations between age and perceived effects of CPD although those teachers under 25 were slightly more likely to rate the effect of CPD higher in all aspects than older teachers.

10.5.4 Impact of CPD on raising standards by teacher responsibility

	1	2	3	4	5	6	7
Standard of teaching in your school	3.68	3.62	3.46	3.37	3.74	3.94	3.53
Standard of pupil learning	3.55	3.61	3.43	3.31	3.65	3.89	3.43
Teachers' level of commitment to CPD	3.17	3.15	3.06	2.91	3.32	3.54	3.07
School improvement generally	3.46	3.45	3.28	3.17	3.67	3.89	3.33

Table 10.6   Impact of CPD on raising standards and teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

There was no difference in the order of ratings for different teachers; however, CPD coordinators were much more likely to feel that CPD had an effect on teaching and learning generally than other teachers.

10.6 Summary

Teachers were asked to assess the amount of impact CPD had on their teaching and learning over the last 5 years and also the impact of INSET on their professional practice. Secondary school teachers tended to rate the amount of impact of their CPD lower than primary or special school teachers as did teachers in the 55+ age group who felt particularly that CPD had little impact on their promotion prospects.

Teachers generally felt that CPD had least impact on their promotion prospects and most on their professional development although some teachers recognised the importance of "keeping on top of new development". CPD also had less effect on leadership skills than on the development of teaching strategies and pupils' learning outcomes and this is reflected in teachers' desire for more CPD concerned with improving leadership and management skills (see Chapter 11).

Female teachers were more likely to feel that CPD had impacted positively on their motivation to teach and professional practice as did younger teachers. More generally there were some examples here, developed further in the case study materials, concerning the strong value teachers placed on CPD experiences which motivated them to further learning themselves. Some teachers also expressed concerns about the absence in some CPD work of clear relevance for impact on children.

Overall teachers felt that CPD had significantly increased the standard of teaching in their schools and the standard of pupil learning but had least impact on commitment to CPD generally. Some teachers felt that CPD had given them increased confidence and particularly appreciated the opportunity to exchange ideas with other teachers.

CHAPTER 11   CPD NEEDS

11.1 Introduction

This section discusses the CPD needs of teachers (Section B, Question 15, and Section C, Question 17 and 18). First of all, by means of open ended questions teachers were able to comment on the ways in which CPD might have failed to meet their professional needs. They were then given the opportunity to state what their specific needs for CPD were likely to be in the future and finally how they thought CPD might be improved.

11.2 Ways in which CPD has failed to meet professional needs

By means of an open-ended question, teachers were asked "In what ways, if any, has the CPD available to you failed to meet your professional needs?". 1138 teachers responded to this question. The data has been categorized into 9 headings.

- Focus on government/school agenda
- Lack of available courses.
- Not given opportunities
- Lack of individual relevance
- Lack of funds/supply cover
- Poor quality provision
- Poor quality ICT/NOF
- Lack of time
- Other
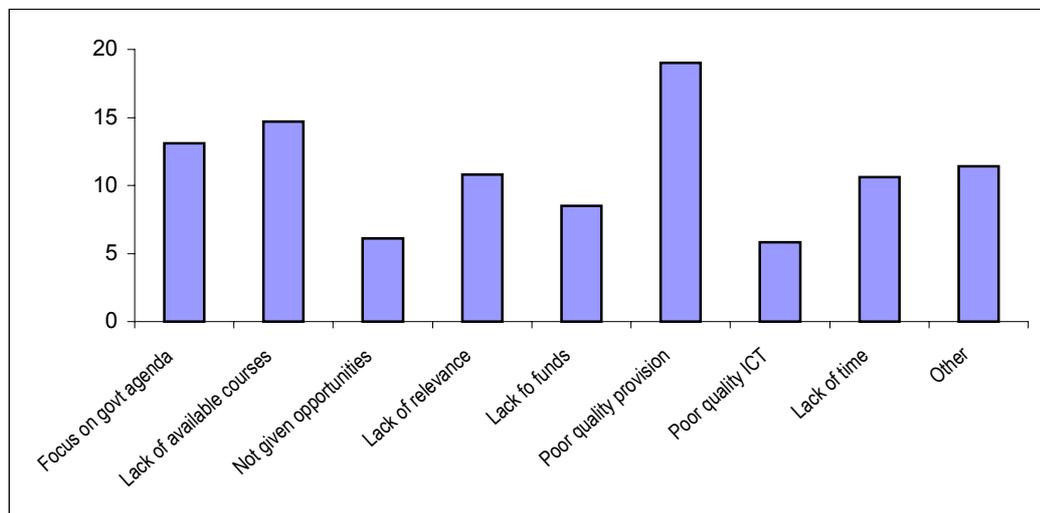
Chart 11.1 Ways in which CPD has failed to meet teachers' needs

Teachers felt most let down by poor quality provision:

"Irrelevance especially when delivered by those who don't teach or who haven't taught for years". *Male, 25-34, Secondary, Q*

"Courses do not always do what they advertise, speakers are poorly prepared, you become a victim of flip chart paper". *Female, 25-34, Secondary, Q*

Also some teachers felt that the courses they required were just not available:

"Insufficient new courses lots of repeats". *Female, 35-44, Primary, Q*

"Lack of availability of courses for subjects other than core curriculum has meant little or no development". *Male, 45-54, Primary, Q*

ICT was mentioned by 6% of teachers who felt that this training was inadequate. Comments below focused on the difficulties in covering all abilities.

"ICT training was not matched to the needs of the individuals, 11 people at 3 or 4 different levels" *Female, 25-34, Primary, Q*

"NOF training - lacked organisation, subject knowledge of trainers. Didn't take into account previous knowledge and IT skills." *Female, under 25, Primary, Q*

Examples of statements included in the "other" category include:

"Only satisfaction has been in the studies I have undertaken myself" *Female, 45-54, Secondary, Q*

"Getting more of a say in school about INSET days" *Female, 45-54, Primary, Q*

"I feel I have been well catered for" *Female, 35-44, Special, Q*

11.2.1 Ways in which CPD has failed to meet needs by phase of education

	Primary	Secondary	Special
Focus on govt agenda	15%	12%	8%
Lack of available courses	15%	14%	24%
Not given opportunities	5%	7%	2%
Lack of individual relevance	7%	13%	16%
Lack of funds/supply cover	9%	8%	8%
Poor quality provision	21%	17%	24%
Poor quality ICT/NOF	9%	3%	3%
Lack of time	10%	12%	6%
Other	8%	15%	10%

Table 11.1 Ways in which CPD has failed to meet needs by phase

Special school teachers again felt that their needs were not met by CPD and more specialist provision was required. They also felt that the courses available to them tended to be of poor quality. Primary school teachers were concerned that their CPD tended to be led by national priorities and that provision was poor whilst secondary school teachers commented that they lacked sufficient time to undertake CPD.

11.2.2 Ways in which CPD has failed to meet teachers' needs by gender

	Male	Female
Focus on govt agenda	14%	13%
Lack of available courses	12%	16%
Not given opportunities	4%	7%
Lack of individual relevance	12%	10%
Lack of funds/supply cover	9%	8%
Poor quality provision	19%	19%
Poor quality ICT/NOF	4%	6%
Lack of time	13%	10%
Other	13%	10%

Table 11.2 Ways in which CPD has failed to meet needs by gender

Female teachers were more likely to feel that they were not given the opportunity to attend courses than male teachers and also that suitable courses were not available.

> "As a part time member of staff I do not feel valued. I am bottom of the pile when it comes to CPD training". *Female, 25-34, Secondary, Q*

> "Courses I would like to attend I am told there is no funding for it or it is not suitable at this time to attend". *Female, under 25, Secondary, Q*

Male teachers, on the other hand, were more likely to be concerned that they did not have sufficient time to attend courses.

> "Due to time constraints imposed by principal (only in non contact time or teachers' own time) CPD has largely been denied to staff." *Male, 35-44, Secondary, Q*

11.2.3   Ways in which CPD has failed to meet teachers' needs by age

	Under 25	25-34	35-44	45-54	55+
Focus on govt agenda	4%	13%	14%	15%	9%
Lack of available courses	18%	12%	16%	15%	19%
Not given opportunities	11%	8%	5%	6%	3%
Lack of individual relevance	18%	11%	14%	10%	4%
Lack of funds/supply cover	9%	10%	9%	7%	5%
Poor quality provision	18%	21%	19%	17%	23%
Poor quality ICT/NOF	7%	5%	3%	7%	10%
Lack of time	0	7%	11%	12%	19%
Other	16%	13%	11%	12%	9%

Table 11.3 Ways in which CPD has failed to meet needs by age

Younger teachers were more likely to feel that CPD had not been relevant to their needs. Comments included references to CPD which reiterated what they had already covered in their initial teacher training. A lack of time to attend CPD was more likely to become a problem the older a teacher was and

in fact none of the under 25 age group gave this as a reason CPD had failed them. Younger teachers were also less likely to feel that their CPD was too focused on government agendas but did feel that they were not given as many opportunities to attend CPD as older teachers.

11.2.2 Ways in which CPD has failed to meet needs by teacher responsibility

	1	2	3	4	5	6	7
Focus on govt agenda	3%	17%	16%	14%	15%	19%	14%
Lack of available courses	18%	16%	16%	14%	14%	12%	15%
Not given opportunities	6%	1%	4%	6%	3%	4%	8%
Lack of individual relevance	16%	16%	12%	11%	6%	4%	13%
Lack of funds/ supply cover	7%	6%	6%	8%	9%	4%	10%
Poor quality provision	23%	19%	19%	17%	27%	25%	17%
Poor quality ICT	3%	4%	5%	7%	3%	4%	7%
Lack of time	8%	9%	12%	11%	12%	17%	9%
Other	16%	13%	12%	12%	12%	12%	9%

Table 11.4 Ways in which CPD has failed to meet needs by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

Clearly NQTs did not perceive their CPD as being too focused on national agendas although they were also concerned that CPD was not relevant to their needs. A few highlighted this by comments such as

> "Too many national and local initiatives, e.g. NLS, NNS which have overtaken my CPD" *Female, 25-34, Primary, Q*

> "I am sick of pandering to the latest government initiatives on e.g. literacy, numeracy & ICT". *Female, 35-44, Secondary, Q*

Those on the SMT including the CPD coordinator were most concerned with the quality of provision. The 'lack of individual relevance' of CPD included comments such as:

> "Did not provide training to my needs". *Female, under 25, Secondary, Q*

> "I sometimes feel that training time is wasted on things that are irrelevant to me". *Female, under 25, Secondary, Q*

Lack of funds and availability of supply cover was commented upon:

> "Financial support to allow for release from other commitments to address CPD issues" *Male, 35-44, Primary, Q*

> "Courses have been useful, but there are too many limits by finances and time table commitments". *Female, 25-34, Secondary, Q*

> "CPD available but lack of supply staff to cover, does not always allow one to attend". *Male, 55+, Primary, Q*

11.3 Key CPD needs over the next five years

Teachers were asked "Over the next few years what do you see as your key CPD needs?". There were 1965 respondents and the qualitative responses have been categorized into 11 sections.

- Subject knowledge eg. literacy
- ICT
- Special Educational Needs
- Pedagogy eg. teaching skills, use of technology
- Behaviour management
- Leadership and management skills
- Personal development
- Curriculum coordination and development
- Assessment
- More time to reflect, implement
- Other
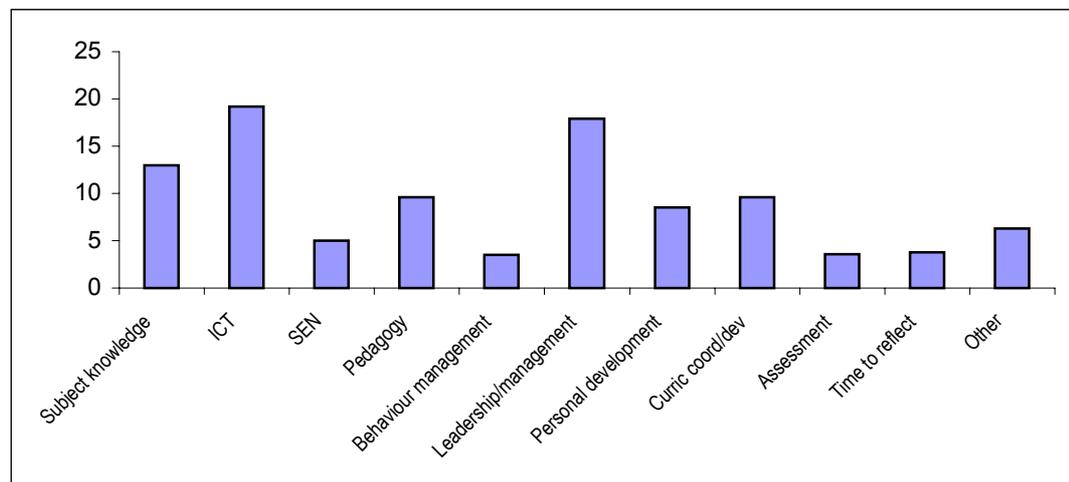
Chart 11.2 Key CPD needs (overall percentage responses)

Overall the key CPD needs mentioned by most teachers were ICT training and leadership and management skills.

> "Constant updating of ICT" *Male, under 25, Primary, Q*

> "Developing further management/leadership skills" *Male 55+, Secondary, Q*

Examples of CPD needs included in the "other" category are:

"Help delivering constantly changing syllabi" *Male, 25-34, Secondary, Q*

"Fitting everything into the time available" *Male, 35-44, Secondary, Q*

"Decrease irrelevant paperwork" *Female, 35-44, Primary, Q*

"Coping with requirements of teaching" *Male, 45-54, Secondary, Q*

11.3.1 Key CPD needs by phase of education

The responses have been analysed in relation to phase of education, age, gender and responsibilities of teachers.

	Primary	**Secondary**	**Special**
Subject knowledge e.g. literacy	12%	14%	12%
ICT	21%	18%	16%
Special educational needs	6%	4%	15%
Pedagogy e.g. teaching skills	8%	12%	8%
Behaviour management	2%	5%	6%
Leadership/management skills	16%	20%	17%
Personal development	7%	10%	10%
Curriculum coord./development	13%	6%	7%
Assessment	4%	3%	2%
More time to reflect	4%	4%	4%
Other	6%	6%	4%

Table 11.5 Key CPD needs by phase of education

Primary school teachers were most likely to want CPD involving ICT and curriculum coordination. Comments such as the following were common:

"I want ICT, to enhance my knowledge of skills" *Male, 25-34, Primary, Q*

"Effective curriculum management specific to KS" *Female, 45-54, Primary, Q*

Whereas secondary school teachers were more concerned with pedagogy and leadership and management skills.

"Access to new styles of teaching" *Male, 45-54, Secondary, Q*
"Developing further management/leadership skills" *Male, 55+, Secondary, Q*

As expected special school teachers were most likely to mention that they needed CPD connected to special educational needs.

"Curriculum development for special needs" *Female, 25-34, Special, Q*

"Learning about SEN needs of children" *Female, 35-44, Special, Q*

11.3.2 Key CPD needs by gender

	Male	Female
Subject knowledge	11%	14%
ICT	23%	18%
SEN	2%	6%
Pedagogy e.g. teaching skills	9%	10%
Behaviour management	3%	4%
Leadership/management skills	23%	16%
Personal development	10%	8%
Curriculum coord/development	6%	11%
Assessment	3%	4%
More time to reflect	4%	4%
Other	7%	6%

Table 11.6 Key CPD needs by gender

There was a clear gender differentiation with male teachers feeling they need more leadership and management skills and ICT provision and females wanting more skills concerned with curriculum development and subject knowledge.

"Enhancing management skills" *Male, 25-34, Secondary, Q*

"NPQH Leadership development" *Male, 45-54, Secondary, Q*

"Develop subject knowledge/teaching skills more" *Female, 45-54, Secondary, Q*

11.3.3 CPD needs by age

	Under 25	25-34	35-44	45-54	55+ years
Subject knowledge	28%	16%	11%	10%	16%
ICT	7%	14%	19%	24%	21%
SEN	4%	4%	4%	7%	6%
Pedagogy	15%	9%	10%	10%	8%
Behaviour management	3%	3%	3%	5%	2%
Leadership/management	11%	24%	22%	14%	6%
Personal development	8%	10%	7%	8%	12%
Curriculum coord/dev	16%	11%	10%	8%	3%
Assessment	2%	3%	4%	4%	4%
Time to reflect	1%	2%	5%	5%	5%
Other	6%	4%	5%	6%	17%

Table 11.7 Key CPD needs by age

The high percentage of older teachers in the 55+ age group in the "other" category is due to a large number mentioning that they would soon be retiring and had no specific CPD needs.

> "I am getting near my retirement and feel a period of less stressful and specific areas would be my choice" *Female, 55+, Primary, Q*

> "None, I don't intend to be teaching for much longer" *Female, 55+, Secondary, Q*

Clearly, younger teachers felt that their key CPD needs were centered on gaining subject knowledge, pedagogy and curriculum coordination and development.

> "Improve key teaching skills and new teaching methods" *Female, under 25, Primary, Q*

Those aged between 25-44 were most concerned with increasing their leadership and management skills.

> "Improved management skills, more awareness of key issues in department" *Male, 25-34, Secondary, Q*

Whilst older teachers felt that they needed to improve their ICT skills.

> "keeping up to date with continuing change in ICT" *Female, 45-54, Primary, Q*

> "Input in how to assess ICT in the classroom" *Female, 45-54, Primary, Q*

> "To deepen and make more relevant my ICT skills" *Female, 55+, Special, Q*

More generally, the case study materials displayed some interesting examples of the CPD needs categories. Many teachers talked about the need for more time to reflect and implement.

> "I yearn for a period of stability where we are given some scope to develop our materials…" *Male, 35-44, Secondary CS*

> "…Actually having the opportunity to hear the theory… and then actually put it into practice, and I think for that then to have real impact on their practice, an opportunity to reflect upon it afterwards." *Female, age withheld, Primary, CS*

> [studying for an MA enabled the teacher to]
> "…really reflect upon my own practice, and to really look at what's going on in the classroom.." *Female, age withheld, Primary, CS*

There were several comments about the problems of external management courses, as there were also about the need for teachers to identify their own development areas.

"I went on a management course once…it wasn't the sort of thing that sparked me to say this is going to get me up to a management role. I think that comes from in-house training, seeing how we operate within our own establishment…I'd like that…" *Female, 35-44, Secondary, CS*

"…The teacher [should] be able to identify for herself her own areas that she feels she needs to develop, and be given the opportunity to attend training courses to develop those…" *Female, 45-54, Primary, CS*

11.4 How CPD could be improved

Teachers were given the opportunity to add a comment at the end of the questionnaire on how they would improve CPD generally. 1590 teachers responded to this question and a wide range of comments were received. In order to facilitate analysis these responses were arranged into 10 categories.

- Make systemic change to funding/delivery basis
- Prioritise individual needs
- Increase time available
- Make it less driven by national agendas
- Increase funding/supply available
- Increase access/variety/amount
- Share good practice
- Improve quality of provision
- Improve school management
- Other

Most comments in the "other" category were related to imminent retirement.
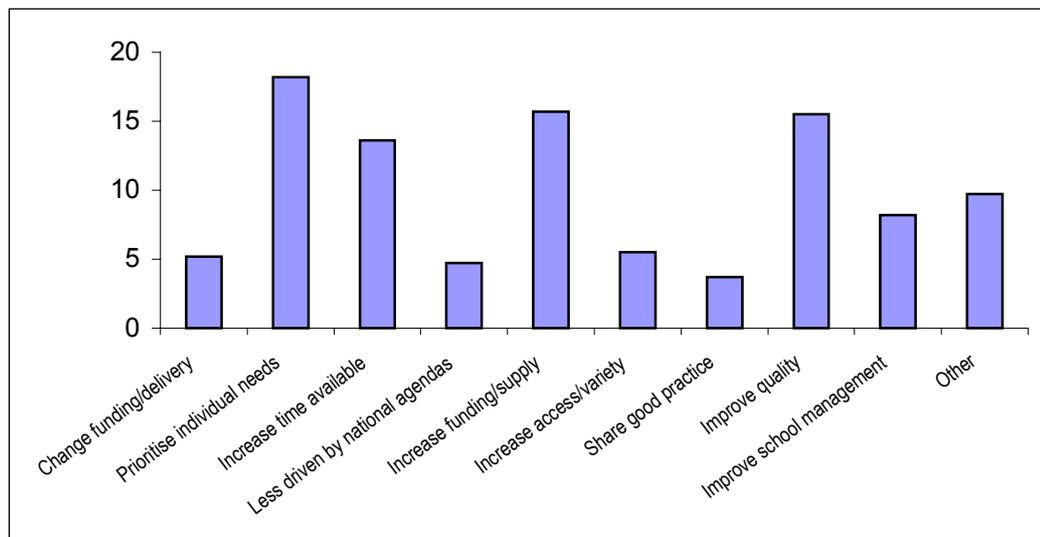
Chart 11.3 How CPD could be improved (percentage responses)

Overall teachers were most concerned that CPD should prioritise their individual needs and this is reflected in their reasons for taking CPD (Chapter 6) where most

teachers felt that they were driven more by the need to fit in with the school development plan than their personal interests.

"Allow staff to select courses that interest their professional development rather than a course that suits the school needs" *Female, 35-44, Primary*

Other concerns were centred on the availability and quality of provision with a third of teachers overall expressing a need for an improvement in the quality and funding both for the CPD itself but also for supply cover.

"Allow staff access to funding/courses even in small schools and more supply cover to facilitate greater uptake of courses" *Female, 35-44, Primary, Q*

11.4.1 How CPD could be improved by phase of education

	Primary	**Secondary**	**Special**
Make systemic change to funding	4%	6%	6%
Prioritise individual needs	16%	20%	23%
Increase time available	16%	12%	6%
Less driven by national agendas	5%	4%	9%
Increase funding/supply	18%	14%	7%
Increase access/variety/amount	6%	5%	6%
Share good practice	3%	4%	9%
Improve quality of provision	16%	16%	14%
Improve school management	7%	9%	8%
Other	10%	9%	13%

Table 11.8 How CPD could be improved by phase of education

There were clearly different priorities for each phase of education with special school teachers in particular having quite different views of how CPD could be improved for them. Again the recurring theme of individual needs and relevance appeared particularly in relation to special school teachers where the availability of time and funding was less of an issue. For primary school teachers, however, lack of time and funding was a concern.

"Allow more time for everyone to reflect and identify own needs" *Female, under 25, Primary, Q*

"Build in more time and money" *Male, 45-54, Primary, Q*

11.4.2 How CPD could be improved by gender

	Male	Female
Make systemic change to funding/delivery	8%	4%
Prioritise individual needs	19%	18%
Increase time available	14%	13%
Less driven by national agendas	5%	5%
Increase funding/supply	14%	16%
Increase access/variety/amount	5%	6%
Share good practice	3%	4%
Improve quality of provision	14%	16%
Improve school management	9%	8%
Other	9%	10%

Table 11.9 How CPD could be improved by gender

There is very little differentiation between the opinions of male and female teachers. Male teachers were slightly more concerned that fundamental changes were made to delivery and funding although female teachers also expressed a wish that funding could be increased and quality of delivery improved.

11.4.3 How CPD could be improved by age

	Under 25	25-34	35-44	45-54	55+
Make systemic change to funding	3%	2%	7%	7%	4%
Prioritise individual needs	32%	21%	18%	17%	10%
Increase time available	12%	12%	15%	14%	16%
Less driven by national agendas	0	4%	6%	5%	3%
Increase funding/supply	12%	17%	16%	16%	12%
Increase access/variety/amount	3%	7%	6%	4%	6%
Share good practice	6%	3%	5%	4%	3%
Improve quality of provision	21%	17%	15%	13%	19%
Improve school management	3%	8%	7%	9%	12%
Other	9%	10%	7%	11%	15%

Table 11.10 How CPD could be improved by age

Younger teachers were keen that their individual needs were met by CPD and the quality was improved. Older teachers were more concerned with increasing time available and funding.

11.4.4 How CPD could be improved by teacher responsibility

	1	2	3	4	5	6	7
Make systemic change	2%	3%	4%	5%	9%	4%	4%
Prioritise individual needs	26%	18%	15%	19%	11%	12%	20%
Increase time available	12%	10%	15%	15%	15%	16%	10%
Less driven by national agendas	2%	4%	6%	5%	6%	5%	5%
Increase funding/supply	14%	19%	20%	15%	19%	21%	17%
Increase access/variety/amount	6%	4%	3%	5%	4%	2%	6%
Share good practice	5%	3%	6%	4%	3%	4%	4%
Improve quality of provision	17%	20%	17%	17%	14%	15%	15%
Improve school management	5%	13%	5%	8%	11%	11%	8%
Other	13%	6%	8%	8%	8%	11%	12%

Table 11.11 How CPD could be improved by teacher responsibility (Key: 1= NQT; 2= Induction Tutor; 3= ITT mentor; 4= management point; 5= leadership scale; 6= CPD coordinator; 7 = no paid responsibility**)**

NQTs were more concerned that their specific needs were met by CPD but they saw funding as less of a problem. CPD coordinators, on the other hand, were most concerned that funding should be increased and also that more time was given to CPD. In both the questionnaire comments and the case study materials there were, a number of concerns about the balance between national agendas, school priorities and individual needs.

"Allow the professionals who work within, decide the needs of individuals and their school." *Male, 55+, Primary, Q*

"I think there's a huge tension between the major drivers and our own needs because we're very much driven…by government initiatives and raising standards, and literacy and numeracy are the big focus. It's target setting. I think a lot of teachers are sick to the back teeth of it really. They'd like to have the opportunity of going on a course that's a bit more creative…that will motivate them…and bring back their thirst for being in the classroom which is dwindling" *Female, 25-34, Primary, CS*

But comments also emerged such as,

"I currently find the balance between national initiatives, school generated issues and my individual professional needs to be appropriate. *Male, Special, 45-54 Q*

"No, I don't actually see a necessary tension. I don't find that a problem I find they can all generally be linked together if you work at it" *Female, 45-54, Secondary, CS*

11.5 Summary

This section was concerned with teachers' CPD needs for the future and ways in which they may have felt failed by CPD in the past. Teachers were also given the opportunity to offer their ideas for ways to improve CPD.

Teachers felt generally that some provision had been of a poor quality and that there was a lack of relevant courses in certain specialist areas. This was particularly pertinent for special school teachers. Female teachers were more likely to feel that they were not given the opportunity to attend CPD than male teachers while the latter pointed to their lack of time. The under 25s again had different perceptions of the ways in which CPD had failed to meet their needs focusing on the need for individual relevance. No teachers under 25 years of age commented that time to attend courses was a problem for them but lack of time appeared to be related to age with 18% of the over 55s mentioning that time was a factor.

Some NQTs also commented that, on some occasions, CPD was covering areas which they felt had already been part of their NQT training.

Most teachers felt they needed CPD to improve their ICT skills and leadership and management skills, although special school teachers were more focused on a need for more specialist courses. There was a gender differentiation here with only 16% of female teachers requiring leadership skills as opposed to 23% of male teachers.

Under 25s had different needs to older teachers and were more likely to mention subject knowledge and pedagogical issues as key needs with ICT and management not as important at this stage. The older a teacher was the more likely they were to feel in need of improving their ICT skills.

Some teachers, particularly those in the older age categories, felt that they needed more time to assimilate initiatives and implement new theories into their classroom practice. Others pointed to a need for time for reflection and to be able to share good practice with colleagues.

Suggestions for improving CPD focused on the necessity to prioritise individual needs, increase funding and improve quality. Comments in this section reiterated the view of under 25s that they did not think their CPD was too driven by national agendas. Time to reflect, follow up and implement was a resource seen to be in short supply and/or in need of systematic attention as part of any CPD experience.

CHAPTER 12   PEN PORTRAITS

12.1 Introduction

The pen-portraits were empirically grounded in interview data derived from one-day case study visits to 22 schools. The major themes for the interview work, derived from the contractual specification, were further developed from the literature review and initial issues (and areas of ambiguity) emerging from the survey findings (see Technical Report at Appendix 1).

Following the interviews with teachers the data were assembled by the team of interviewers and a framework was devised for analysing key features and key issues. The pen portraits are amalgams of characteristics, views, opinions, anecdotes and experiences expressed by teachers during the interviews. By creating fictional characters, it is possible to use characteristics, verbatim reports, and stories from a number of respondents. The aim in part is to produce lively, colourful accounts that will facilitate easy access to research data and stimulate consultation and discussion about the nature of CPD and current provision. More generally the pen portrait approach allows for a different way of analysing CTCPD concerns, especially those relating to the local cultural and structural circumstances which can shape teachers' perceptions of CPD.

In the next section, 5 examples of abbreviated individual pen-portraits are provided (followed by an illustrative analysis). At Appendix 2, five examples are presented of full individual pen-portraits, together with an analysis. This appendix gives a fuller sense of the variety and complexity of teachers' experiences and perceptions of CPD, and of the relevance for CPD of the school contexts they find themselves in. This presentation approach has been utilised to aid accessibility to the materials; the portraits selected serve to display most clearly the recurring issues across the materials. At 12.3 an overview analysis of these materials is provided. This analysis has been drawn upon to supplement the overall conclusions to the CTCPD project, given that the set of portraits can be argued to represent core aspects of the current range of teachers' perceptions of CPD. It is recognised, however, that the portrait materials are open to a variety of more specific and focussed analyses.

12.2 Abbreviated individual pen portraits

These abbreviated portraits serve to raise a range of specific issues and are designed to do this. It will be noted, in comparison with the full portraits in Appendix 2, that the briefer the portrait the more stereotypical it might appear, given the loss of detail and complexity (and contradiction at times) within the full portraits.

"Steven"
Steven is an NQT in a medium-sized suburban secondary school. His subject is geography.

I didn't know what I wanted to do when I finished my 'A'Levels. I got pretty good grades but I didn't really have a firm idea about what was going to happen next. I did VSO after university, and I did a lot of teaching work in villages. I then did a

PGCE. I already have a career path in mind, and I think Geography is a good subject to choose to have serious credibility in the promotion stakes.

I have a good experience of mentoring; there's no slacking and all my lessons have to be properly prepared and evaluated. My HoD checks up on my teaching as well and is not afraid to criticise me if she feels I'm on the wrong track. The only problem is that she is an Economics teacher, and I don't think she properly understands where Geography is coming from. I tend to rely on the second in Department; he knows his subject but I think he's a bit past his sell-by date now. Anyway, I do feel that my first year is all about putting the flesh on the skeleton they gave me in my post-grad year, getting to know how this school is organised. The Head asked me to join some of the steering groups to offer input as an NQT.

The best training I had was in University when some educationalists came in to talk about career paths and management training. You can really identify with the notion of putting together a career profile and continually upskilling to meet changing demands. I like talking to my HOD about my portfolio, what to put in and what to leave out. I gave her some ideas, and she has agreed to let some of them run. The best one is the decision to let me organise the Sixth-Form Geography field trip. They always used to go to Chesil Beach, but I've been allowed to organise a trip to Iceland, where I did some great fieldwork.

CPD for me is a process that will help me build up to my future plans to take on management at some level….either in a school, or even in other educationally linked organisations. If I want to do that then my professional development will have to focus on personal issues. I know that there are school and national initiatives to consider, and I need to be fully up to date on everything, but we've got enough training days to cover that area. I don't mind twilight sessions. Now is a good time to take on things like that before my life becomes too complicated with a family and things like that. My only worry is that some of the worst inset I've had has come from centralised initiatives. I've been brought up with ICT from a young age. What is the point of making me sit down in front of a computer to learn how to switch it on and off when I'm already knee deep in my own web-site planning for the Iceland trip offering pre-visit work packages for the students to download at home? The school-based training on writing suitable assessment schemes left me cold, it wasn't even at the level I had to do for my lesson planning as an NQT. There's such a gap between new teachers, those new to the profession and those who can't or won't change the way they work.

That idea about a tension between those three strands of personal, school and national professional development hasn't really reached me yet. Perhaps if I get some responsibility post in the next couple of years then I might change my ideas. The mentor thing works really well, and I know it is focussed on my individual needs ahead of school requirements. Maybe that will change the minute I lose NQT status, but I shall still be looking out for my personal development first. I have not been directed to any additional training in school but I already go to the Geography teachers' meeting at County Hall.

If I were responsible for organising professional development, I would have a regular audit of individual training and match that against statutory, required, and

beneficial inset. If you talk to some teachers, they have not been out of school on training for years. People like Geography or History teachers have missed out on so much development that it's totally unfair. I thought that the basic idea was that your subject had priority and should be your key focus for attention. I need direct guidance on how to be a better Geography teacher, and how to be a better manager. An NQT does not get much say in designing the training package for the school. Sometimes I feel I'm just a token presence on the steering groups to express the opinion of the young teacher.

The future for me, as I said earlier, needs me to have my foot on the educational promotion ladder in the next two years. When this NQT training is over, I will start to look at some modular part-time courses to help move my qualifications to Master's level. Neither the government or the school can offer that to me directly, but I shall keep my eyes out for some of those bursaries. I've already told our CPD coordinator to have me in mind when they are identifying people for financial support towards training. Of course she will be looking at what payback will there be for the school? The talk is of asking me to help with the parents next year in organising fundraising so I probably will have to help with that as a means of getting support. That's the way schools work, they're no different to any other kind of organisation.

I think that the government is heading in the right direction with setting standards and targets. Teachers need to keep their professional development as an ongoing issue, and not just dismiss it as yet another burden. If the profession really wants to be taken seriously then we need to be really clear what standards teachers are operating at.

"Brian"
Brian teaches English in a large secondary school; he was a mature entrant into teaching and has now been teaching for 12 years

I am nearly 49 years of age, started life, as a copywriter with a food firm because I imagined it would give me time to write the definitive novel. I thought that having a good Honours degree in English would give me a genuine head start in life; that never happened. Julia had the first of our three children and I realised I would have to get a better paying job that still gave me access to my family. Ten years down the line from university and teaching was the compromise.

Twelve years on and I am stuck in a groove of my own making with nowhere to go. Funnily enough I still enjoy teaching English to the keen and enthusiastic; the ones who love to go to Stratford or London and sit perched on their seats listening to Shakespeare. I have joined in with some incredible language workshops which have been a source not only of tremendous personal satisfaction but also a challenge and motivation to take up in the classroom. Such subject specific work is key to my survival in these shark-infested waters of accountability, target setting, performance management and attainment setting.

I only value professional development, which affords me access to personal subject development and inspiration. I get depressed with the lack in imagination allowing a central directive to target virtually the same content and delivery to all concerned.

Good professional development requires resonance, impact and a sense of consensus in its delivery and sought for outcomes. It cannot just be handed down like commandment tablets.

My current school imposes a system of individual/collective professional development lashed to the needs of the school development plan as perceived by the senior management team. This involves scooping in the debris of nationally imposed training, the training needs of the school, and the chosen few singled out for additional training as Advanced Skills Teachers, or Exam Coordinators etc. These mysterious bounties can only be accessed through a Catch 22 type dialogue. You need additional training and are identified as such; you can only be identified if you have already received additional training. So the loop continues until those teachers who have a genuine regard for their subject appear further handicapped in performance management stakes for the threshold and beyond. I honestly do not think that anyone has really spoken to me about my real (as opposed to perceived) development needs. What I really want is to work with a Rasta poet, take some students to watch Ibsen, write a pantomime with lesser ability students and watch them act it out. The purpose of professional development seems to me, to be to pigeonhole colleagues into convenient management slots allied to development planning. It needs a good school with an outward looking set of managers to promote professional development as a rigorous activity. I do feel that our CPD coordinator perceives his task as that of gatekeeper, only allowing the elite through the portals of change tied to initiatives.

There is to me a sense of correlation between the age and experience of the teacher pursuing professional development. Younger teachers are far more readily tuned in to a systematic structure of advancement and acquisition of skills as an ongoing imperative to their careers. People who have reached my age with no further apparent paths to climb, either by design or restricted access, need to experience the continuing joy of teaching a subject they cherish and sharing that sense of wonder with the children in front of them. In order to achieve this, they need wider access to more personalised development than the newcomers whose training seems to be more inclusive and directed to clearly stated aims and objectives.

"Diana"
Is the teaching head in a small 3- teacher rural primary school.

I always knew I wanted to teach, in fact I started off as a classroom assistant working in an infant classroom after I left school and then I did my B.Ed degree. This is my fourth school. I've been the SENCO, Literacy co-ordinator, Science co-ordinator and assessment co-ordinator- mostly two or three of those at the same time. We have to be Jills of all trades in small rural primary schools. My own specialist subject was RE but I've had to be flexible and take on whatever needs to be done.

I always wanted to be a head in a small school because I did not want to lose the contact with children. But now I am here, I have to say I find it difficult to manage because you want to be as good as you can in the classroom and similarly as a manager. The two don't always fit well together.

As for CPD, I think it's a frame of mind as much as anything else. It is being aware of your strengths and weaknesses, being proactive in developing yourself. I'd love to do more along these lines but in my role I just don't get the time. I am of course the CPD co-ordinator for this school. We are quite lucky as even although the county is large and covers a big area, courses and CPD activities are quite accessible because the LEA runs them several times in different locations. However, there is a sort of parochial feel to things, we don't get as many national people as teachers in cities. We do network with other schools but they tend to be very similar to this one and I sometimes think we are too reliant on the LEA provision - that seems to be good but we have nothing to compare it with.

It's difficult to do some of the things other schools do, like observing each other teach on a regular basis or going to visit other schools when they are pretty far away, not just round the corner or a 10 minute drive away. We have had all the literacy, numeracy etc training, but my teachers would like to have the opportunity of doing something that's a bit more creative and a bit more enjoyable that will re-motivate them I suppose, and bring back their thirst for being in a classroom

I would really like to use two days for a residential, but we can't really afford it. There is a desire to meet individual needs but the money isn't there. CPD is more influenced by the planning than CPD influencing the planning. In a small school sometimes the money gets swallowed up in other priorities such as teaching resources.

I don't think we use ICT enough either. When I was in my last school I was part of a project that gave heads and senior managers a laptop and set up an email community. It was only for a year but five years later we are all still in email contact. Another problem we have is getting supply cover, assuming we have the money for it. There are very few supply teachers in the local area and they don't want to travel 70 miles to come here.

"Mark"
Mark has been teaching for 6 years and is now in a popular beacon primary school where he is ICT coordinator

As a beacon school we are very interested in CPD. Not just our own CPD, but supporting and advising other schools about their CPD too. I am the ICT co-ordinator here and have a lot of experience of training other teachers to use ICT. I've only been teaching six years but this is my third school so far. I am currently completing my MBA with a focus on leadership of curriculum and ICT.

I came into teaching after doing a degree in English, ICT and Business Studies because I thought I would have a lot to offer a primary school in helping them with all the exciting initiatives such as electronic networks, literacy, and developing enterprise initiatives with pupils.

My first school was really into ICT so I got loads of experience using ICT in the classroom. It was all singing and dancing there! The head was a real entrepreneur as well. She had all sorts of funding for a whole range of projects with the NCSL, DfES and local universities. My second school was in an Excellence in Cities

Project and that's where I got to develop my training skills. I worked with the Project co-ordinator for ICT and linked with the local high school where there were terrific resources. It was the home of the LEA ICT centre with all the high tech stuff. I also had the opportunity to work with, and observe, many experienced teachers in their classrooms. I really began to understand what mentoring, coaching and team teaching was all about. It's one of the best ways of getting professional development need all. I now have experience in in-class coaching and mentoring, doing a higher degree, and going on short courses and conferences and I think that's really important

It's really lucky being in a beacon school, you learn so much. We've just put in a bid for the Networked Learning Communities funding so that we can work with four other local primary schools and the university on an enterprise project. We got our matched funding from a local factory and they are going to be involved too. We've also got four Best Practice Scholarships in the school this year

When I had my performance management review meeting, we decided that my targets should be in leadership, so I am going to look for deputy headships for next year. My head is negotiating for me to shadow her and the deputy head during this year and I'm going to take on some responsibilities for professional development and share that role with the deputy head.

CPD is very well organised and advanced in this school. We all have clear targets and know exactly what we are going to do for the whole year. On top of that we have our own personal goals and targets, our own agenda. I got some funding for my MBA from school but paid the rest myself because I really wanted to do it and I knew it would enhance my career prospects.

The pupils here are highly motivated which makes a difference, as they are just as keen to try everything out too. Sometimes I think the Parent Teacher Association gets a bit too assertive and tries to push us a bit too much. They are always one step ahead of everyone else and know about all the current opportunities for project funding. The head is great at writing bids and she hasn't failed to get one yet!

I know a lot of teachers are not as lucky as me but they should shop around and choose their school carefully.

"Penny"
Penny is 26 and has been teaching for five years and nearly 3 years at her current primary school in Key Stage 2. She is the SENCO and ICT Coordinator.

I was literacy coordinator in my last place. I had a shaky start after I finished my PGCE. Then I moved back up here and went to Redway down the road for a year – going nowhere but down… that place went into special measures – so I moved here - much more 'go ahead', up for anything we're in the Eastside EAZ, Investors in People, ITT partnership - you name it. But it's good.

I didn't get much support as an NQT being on short-term contracts, but I've had some experience of the induction process since that because when I first came here I was actually an NQT mentor. I got a very close friendship at the end of it. I think

whenever you're doing something like that it makes you reflect on yourself and your own practice. I do find that useful and the fact that when she was coming in to observe me and my lessons - the dialogue that we had after that - she suggested some very useful things to me, in the same way that I was suggesting things to her.

I haven't had any specific training for any of my management roles. When I first came and in my first term I took on ICT straightaway because we needed that up and running but the SENCO was a shared responsibility with the Head until about Christmas time last year and now I take it on as a full role. It was useful to have the Head there as a sounding board and she is still there in that capacity now but she doesn't get involved in the day-to-day maintenance.

I lead a team of Teaching Assistants and Learning Mentors. One of my responsibilities is to sort out their day-to-day working life. There just aren't the courses around to tell you how to do it. I've had a bit in other subjects like in the literacy training I had to integrate the teaching assistant into the literacy hour and the same again within the numeracy. I've worked it out for myself and had to do the training for the other staff in the school. We train by doing a lot of team teaching and peer coaching and things. We are open here…we have had to be. I have had three full OFSTED inspections in five years of teaching. I was at my previous school when it had the OFSTED that put it into special measures so then we had a HMI coming every term and when I came here it had just come out of special measures.

The TA stuff has sort of turned into one of the focuses for our EAZ – we are leading on it we do sessions and visit other schools to work with them. I'm also doing a BPRS on it this year with 3 teachers from the EAZ we are being mentored by a university tutor. I'm using it towards a Master's degree it's like one module and you can use the money they give you to pay your fees. If you get the right mentor it's good. Although one of the other secondary teachers doing BPRS on the visual arts was fed up that he had to fork out on photographic equipment and printing costs and it was ages before he got the money back. We are leading on ICT too or meant to be! But we got into that government NOF training it was absolutely dreadful.

When I've got a masters I'm going to start looking for a deputy headship I wouldn't like to be a non-teaching deputy like in some of these very big schools in the EAZ but teaching just afternoons would be very nice - head of key stage 2 or something. Or even, an Advanced Skills Teacher, I've thought of that you know.

12.2.1 The abbreviated portraits: illustrative analysis

a. Diana highlights some particular issues for both very small schools and relatively isolated schools. There are cumulative features here to do with: teachers carrying more than one curriculum responsibility; over-reliance on local CPD provision and little access to a wider menu; and school networks which may contain very homogenous schools. In addition Diana's portrait also conveys some individual problematics where her own CPD needs, as a teaching head, can pull in differing

directions. The contrast with Mark is sharp in terms of the CPD opportunities available to him and to others in his beacon school, as they are of course in many other multi-project and multi-initiative schools. It is clear from these materials and the full portraits (at Appendix 2), that the issue of isolation is not purely or even primarily geographic. Schools or subgroups within schools can vary substantially in terms of the resources (and the associated cultures) they can deploy for CPD opportunities and the linked possibilities for carving out career routes).

b. Brian and Steven bring out some fairly general characteristics informing attitudes to CPD which are associated in part with differing career stages and ages. Both have strong subject allegiances, but for Brian there is a sense of alienation from 'system' features of CPD, reinforced it would seem by the perceived approach of his CPD coordinator. In this respect Brian represents many older teachers in our materials, who do not perceive any change in national or local approaches to 'top-down' CPD and who see themselves as having had their key teaching interests neglected for many years in terms of CPD opportunities. Steven, by contrast, does not carry this 'baggage' and welcomes new systematic approaches to career progression. He also recognises a need to enter into reasonable quid pro quos within the school if he is to have resources allocated to him to further his own career ambitions.

c. A message which comes from Diana and is strongly echoed by Brian is also primarily present amongst older teachers. This is the thirst for CPD opportunities which will turn them on again. There is, in both Diana's primary context and from Brian' secondary perspective, a nostalgic yearning for past pleasures of teaching (whether based on child-creativity based or subject-creativity based). There is in such materials a sense that they do not see any CPD opportunities being available which would relate to that need, but also a sense that such opportunities would have a strong re-motivating impact.

d. Penny brings to our attention an absence of middle management training, but also points to a possibly associated absence of clarity regarding career progression. Both she and Mark have been teaching for about the same number of years, but it is apparent that Mark has operated in contexts where much more systematic attention has been paid to his career needs. There may well also be features here to do with how matters such as OFSTED pressures can leave individual career needs somewhat neglected.

e. The final feature to be noted here relates to Teaching Assistants (and other support staff). This has emerged a number of times in our materials and is sharply brought out by Penny. As attention nationally (and internationally) is being given to reconfigurations of the teaching role, it is apparent that within the classroom teachers are already recognising their own professional development needs if they are to operate as effective classroom leaders.

12.3 Major Themes from the Portraits

- **Culture, climate and structures**

    The context of school, LEA and region has a considerable degree of influence on perceptions and experience of CPD. This could be important at quite a localised level, where despite good systems within a school generally, orientations to CPD were crucially shaped by the department one happened to be a member of, the subject or age range responsibility, or the particular mix of career stages within a school sub-group. Connected issues here concerned the status, style of operation, and perspective of the CPD coordinator. Supportive features of contexts were where teachers felt that their individual professional development was encouraged and where there was evidence of progress, included transparent, agreed systems for identifying and prioritising professional development activities. Here were differences and commonalities in culture, climate and structures across the different sectors of schools. In general, secondary schools had more funds and more flexibility with their funds for CPD. However, different cultures were apparent regarding the availability of funding across all schools. It does need noting however, that very small rural schools in particular can suffer from a cumulative array of other structural features having an impact on CPD possibilities, as well as the resourcing issue.

- **Thinking About CPD**

    In some cases there was a lack of understanding of the nature and range of CPD and a lack of a language with which to discuss the complexity of teaching and its development. Many teachers seemed confused and held contradictory notions of what CPD is. It may be that this is an important and specific cultural phase through which many teachers and schools in England are passing, as a CPD strategy involving a significantly new way of thinking about CPD is only just beginning to bite (and to bite more in some schools and with some career stage teachers than others). Many teachers clearly associated CPD worth (and CPD itself) with 'doing something new', and/or having something given to them, which they can take away and utilise. There seems to be some contradiction here with positions taken about life long learning, about learning communities, and about reflective practice. It may be that this 'transmission' orientation to CPD is itself in part a product of a professional orientation to 'delivering' the curriculum. In addition, doing something 'new' was also viewed as an additional burden by many teachers. For several secondary teachers, negative thinking about CPD seemed to be also associated with isolation and career stage 'blocks'.

- **Balancing priorities**

    In many cases there were feelings of having to comply with external agendas rather than self regulate with regards to CPD needs and provision. In schools where there were more sophisticated understandings of the processes of development and structures and systems in place to support these, teachers felt more autonomous and had a sense of ownership and were able to choose

and prioritise activities. In most cases, teachers experienced the tension between personal, individual interests and needs and the demands of national, local and school initiatives for the time spent on professional development. Usually this was accepted as only reasonable. In some schools there was evidence of a 'mixed economy' being operated, where attempts were being made to provide opportunities for all types of CPD. Some of these schools were more knowledgeable about opportunities such as bursaries and BPRS and other educational initiatives. However, in many schools a compliant culture had emerged (or been fostered), which led teachers to avoid pressing for their particular professional needs.

- **Accountability and evaluation**

  Performance management systems were being used to provide accountability for CPD activities at school level, though there was little evidence to suggest that there were any mechanisms to ensure effective and 'value for money' aspects of CPD provision. Evaluation is evident in embryonic forms in some schools and attempts are being made to assess impact in informal and rudimentary ways. Relevant here again are cultural issues to do with where a school (or sub-group) stands as regards a more collegial or more individualized accountability perspective regarding CPD activity. In brief, to what extent is accountability for funded CPD activity nurtured and jointly owned amongst staff at school level (for example involving clear procedures for internal dissemination and further development), as opposed to a routine monitoring of individual CPD activity? The latter was more evident than the former.

- **Range of CPD provision**

  There was a degree of variability across the regions and within the regions. Some schools were able to access wider provision due to funding levels, personal knowledge of providers, active CPD networks at local, regional and national levels. The range available to schools was also dependent on the school's perceptions of CPD. As noted, many teachers perceived CPD to be the application of 'new' teaching practices, curriculum content or materials. Some teachers and schools were aware of the benefits of coaching, collaborative working to develop and refine and review teaching and therefore were able to conceptualise CPD in a wider sense. There was evidence of some reliance on 'experts' in the field and of 'cult' figures, but little evidence of the impact over a period of time of any of the forms of CPD encountered.

  Secondary school teachers required more subject (or department) specific CPD rather than whole staff inset days with more generic educational content, and there were some indications that several secondary teachers felt cut off from the key CPD decisions made in the school. Special school staff required more specific, specialised CPD, linked to the nature of the needs and disabilities of their pupil population. Primary schools were faced with meeting the needs of national initiatives in the core areas, which often used up all the time available and there was some concern about the foundation subjects and 'creativity' in the curriculum.

Here again, the role of the CPD coordinator, as well as prevailing notions of what counted as CPD, could have a powerful impact one way or the other on how CPD opportunities and possibilities were perceived and grasped. There is also a sense in the materials of how CPD coordinators slip into or happen across that role, and this raises some issues of coordinator training and development.

- **Careers and Ages**

Some patterned differences appeared between younger/early career stage teachers and older/late career stage teachers. Many older teachers, across the phases, felt almost a sense of hopelessness regarding the possibility that CPD could relate to their most dearly held individual professional needs. CPD for them was still almost exclusively associated with government or local initiative led 'top-down' imperatives. The impression gained is that many such teachers have been thoroughly encultured into a fatalistic acceptance that this is necessarily the case. Such perspectives could be written off (as they are by some younger teachers) as an unrealistic nostalgia for the 'good old days'. The language in which this 'nostalgia' is laced often consists of missing the days when professional development tied in with love of the subject or with opportunities for creativity in the classroom. Such submissive acceptance does seem to be indirectly encouraged in certain schools, but there is a more general issue here perhaps to do with the interrelationships between restoring a sense of professional pride and esteem and coming to recognise how CPD might be viewed differently.

Many younger teachers, unencumbered perhaps by the above cultural 'baggage', see both system CPD needs as reasonable in the main, but also are able to see and hunt down more personal CPD opportunities. It is important to note however that younger teachers were very critical of standardized INSET provision in areas where they already had expertise. In addition, it does seem to be the case that younger teachers have an understanding of and an attitude towards CPD which is more in sympathy with recent national reformulations.

There are other patterned features relating to career stages of which two are especially prominent in our materials. The first of these concerns the particular circumstances of 'returners' and 'mature' entrants. Just like particular school circumstances, such as an OFSTED inspection or school reorganisation, can lead to the neglect of individual needs identification, so too can 'returner' or 'mature' entrant status. Assumptions can be made regarding professional knowledge and capacities, as can a continuing ignorance regarding some of the skills and experience which they may be bringing to the school. Both have implications for a possible neglect of customized CPD needs and opportunities. The second concern relates to teachers who are between 4 and 6 years into teaching. The materials do point up ways in which at this stage some teachers can feel the need for a renewed sense of direction (or rather sense a lack of direction) and have some ambivalence about what forms of professional development might meet their needs. A key general point here concerns the need for schools to recognise

and take account of (where they can) the very particular career moves and routes that their teachers have taken.

It should be noted however that it is a strong finding that these general contrasts can disappear given local structural and cultural school circumstances and features. In brief, schools can make a difference.

- **Feelings about CPD**

Much of the above has a clear impact on how teachers feel generally about CPD, i.e. along a negative/positive continuum. It has been emphasised how important local structural and cultural features are in this respect and how, for example, they can reinforce age and career stage negative tendencies, or do the opposite. There are also wide contrasts between schools (or sub-groups within schools) which are project-rich and 'own' a raft of initiatives and those which are not. This has a combined resourcing and cultural impact on feelings about CPD.

The materials also display ways in which some teachers feel negatively about CPD because they feel, with some justification perhaps, that their particular subject interests are never centre stage (and this can operate across phases). By contrast negative feelings are also commonly associated with standardized CPD provision which does not take account of what teachers feel they already know. This relates again to the importance of effective needs identification processes. Positive feelings about CPD (for all but the late career teachers) are quite often, in the materials, associated with a reasonably clear sense of career progression possibilities, to which CPD opportunities have been and can be linked. It could be generalised beyond this to argue that for many teachers it is not just career progression possibilities, but possibilities to operate as a professional which are important here. In other words, the materials suggest that positive general feelings towards CPD cannot be disentangled from more positive views about being a member of a profession. The key feature here seems to be the notion of a profession which involves devolved responsibility and scope for professional control and self-regulation; the link is with the sense that in some part at least teachers have a say in their own professional development.

- **Awareness of CPD**

Awareness of national (especially) but also local CPD initiatives varied tremendously across teachers. At times, inevitably, the interviewing process clearly moved into 'educating the respondent' territory. Teachers in general terms were not well informed regarding the range of CPD initiatives and possibilities which were being implemented nationally. There was certainly minimal awareness displayed of the serious attention being paid by government to CPD strategy. At times the impression emerged that many CPD coordinators were also not aware, or that they did not wish to recognise or were constrained into not publicising certain CPD initiatives (and in particular those possibilities linked more to individual professional needs).

Two points should, however, be emphasised. First, there was considerable variation. In the main this was associated with the noted differences in school circumstances, CPD culture and structures. There was also some variation which could only be accounted for in terms of proactive teacher behaviour (often, but not exclusively, linked to the early career stage), hunting down possibilities via personal reading, peer group networks, and use of the Web. Second, as noted above, some teachers (especially in late career) seemed 'blinded' to certain CPD openings and developments by their presumption, built over many years, that CPD was something done to teachers to meet this or that central imperative. In some schools it was apparent that this 'socialised blindness' was somewhat resistant to within school attempts to change perceptions.

CHAPTER 13   SUMMARY AND KEY THEMES

13.1 Summary

In the first section there is a summary of the findings from chapters 3-11, drawing primarily on the survey evidence, but with illumination as appropriate from the case study material.

13.1.1 General Perceptions of CPD

Overall most teachers worked with somewhat traditional notions of what CPD was, such as courses, conferences and INSET days. However, most teachers felt that their schools provided opportunities for developing skills and this points to forms of professional development which many teachers just may not currently perceive as CPD. Additionally, the interview materials suggested that many teachers were able to embed their initial conventional accounts of CPD within a much more embracing professional development perspective (this seemed to be especially so for younger teachers). It was also apparent, from the case study material, that thinking about CPD could vary substantially according to school or departmental location, and that some activities, such as departmental level discussion within the secondary context, were not routinely characterized as CPD. The point should be made that the structuring of the questionnaire itself may have shaped the traditional emphasis noted above. There was potential for this given, for example, the questionnaire's starting point with structured questions relating to statutory INSET days.

Older, male, secondary teachers tended towards a more negative attitude generally towards CPD and most teachers felt that school needs had precedence over individual needs and that too much training was national priority driven. However, here younger teachers, and the under 25s in particular, again presented a more positive picture.

13.1.2 Activities Undertaken and Providers

Teaching and learning methods, together with curriculum and development planning were the most likely objectives for schools' INSET days during 2001, regardless of whether it was a primary, secondary or special school. For CPD generally during the same period, teaching skills and subject knowledge were where most time was spent across all school phases. However, whether asked about CPD activities generally, or INSET days in particular, subject knowledge was the focus much more often for primary and special school teachers than for secondary teachers. This finding may raise further questions about how teachers conceptualize CPD in relation to departmental activities.

Over half of all respondents had participated in literacy and ICT training during 2001; 40% had participated in numeracy training. Although there was a spread across a wide range of CPD activity types, many activities such as research, secondments and international visits had very low frequencies. Some of these latter activities were highly valued by teachers, but it is

important to note the low frequencies involved. The interview data reinforced the general conclusion that there is an association between a relatively greater degree of teacher choice and control of a CPD activity and a high valuation of that activity (see 13.1.5).

Certainly, fewer teachers took part in self directed CPD than in national initiatives such as literacy or ICT training, but one in seven teachers had visited other classrooms as part of their CPD during 2001 and 10% were enrolled on an award-bearing course. In addition, one in four teachers pursued personal reading on either a regular or less frequent basis, but only one in eight teachers had also used the internet for study purposes. Over 300 teachers were involved in training an NQT at some point during the year, and nearly ten per cent had been involved in ITT mentoring or induction training and a similar percentage in peer coaching either as mentor or mentee.

Time spent on 'extending leadership/management skills', displayed the usual gender differentiation, with women much less likely to have participated in such activity. For most teachers, 'personal career development' and 'reflecting on values' were where least time was spent.

Overwhelmingly teachers felt that INSET days and CPD activity more generally during the previous year were led by school staff. This was higher than might have been expected, though it accelerates a trend noted in other recent studies (Lee, 2000). In special schools there was somewhat more outside input. The two groups from outside the school that featured most prominently in providing INSET days were local authority staff (particularly in primary schools) and the private sector (particularly in the special school sector). Little use appeared to have been made of university staff or staff from other schools (though where this did happen teachers placed high value on such provision). The interview materials do suggest however that teachers are quite often unaware of external providers' institutional location.

13.1.3 Reasons and Motivations for Undertaking CPD

Over the last 5 years, it is the school development plan first and national priorities second which have led to CPD activity. It is important to note that the third and fourth 'reasons', personal interests and performance management outcomes respectively, display a wide distribution. The variation is illustrated by the finding that although for a large number of teachers (28%) this emerged as their most likely reason, for an almost identical proportion of teachers (29%) this was their least likely reason. This distribution can be taken as an indication of strong feelings about the issue. Teachers under 25 and NQTs felt most able to participate in CPD for their personal interests and also felt the least influenced by national priorities.

13.1.4 Facilitating and Inhibiting Access to CPD.

Most teachers felt that senior management and school policy were the most likely to facilitate access to CPD (although this notion of 'facilitate' can be variously interpreted), whilst financial cost and workload were the most likely

to be the cause of non-participation. There are strong indications however, that some teachers themselves were reluctant to leave their classrooms, either because they felt that supply staff were not of a high enough quality, or they simply felt that their own presence in the classroom was more important. A similar finding emerged from the ORC (2001) study. Older teachers felt the most inhibited in their access to CPD by workload although, at the same time, they also felt they had greater knowledge of opportunities than younger teachers. Teachers pointed to problems to do with the lack of relevant courses. This was particularly pertinent for special school teachers. Female teachers were more likely to feel that they were not given the opportunity to attend CPD as much as male teachers, while the latter and older teachers pointed to their lack of time.

Similar findings emerged as for other studies regarding how personal circumstances, distance and timing (especially twilight sessions) made it difficult for many teachers. Interview material pointed again to the problems of small, geographically isolated, schools and how CPD access in such schools can suffer from a cumulative set of factors. It should be noted however (see 13.2.2) that it is isolation borne of local structural and cultural factors in any school, which may be more important to address than geographic isolation.

Younger teachers, however, were less inhibited by the timing of courses and also felt that their personal circumstances were less likely to prevent them attending CPD than older teachers, particularly those in the 35-44 age group.

13.1.5 Worthwhile CPD

The highest value ratings were given to CPD which was most likely to have been chosen by the teachers themselves, such as secondments, sabbaticals, award bearing courses and international visits. (The low frequencies for most of these should again be noted.) Of the 2001 training undertaken by large numbers of teachers, training within staff or departmental meetings proved to be rated more valuable than literacy and numeracy training, and ICT training was rated the lowest of all CPD activities. Overall however, with the exception of ICT, these courses were seen as valuable. Most teachers found their INSET days valuable, although younger teachers were less impressed particularly where INSET provision seemed to repeat what they already knew. This finding relates to a recent evaluation of induction (Totterdell et al, 2002).

The central findings as to what makes CPD effective relates to many previous studies (Lee, 2000; Brown, Edmonds and Lee, 2001). Central is that CPD be relevant and could be applied. It is important, however, to recognize that the recurring cry for 'relevance' can mean different things; for some teachers it involves being able to take something away which can be applied in 'my' classroom immediately; for others it is more associated with advancing knowledge and expertise with the potential for classroom applications; for some it is more associated with subject knowledge and for others more with pedagogy. The desire for relevance held constant across all phases of

education, with no particular dimension of relevance being especially associated with any one phase. The issue of tailoring to specific needs was seemingly more important for special school teachers. Other features also emerge as important such as planning, organization and needs identification and consultation, as well as presentation style. The above discussion of 'relevance' suggests that needs identification is absolutely crucial.

There were some findings which pointed perhaps to the differing learning styles with which teachers find themselves comfortable, and several expressed a dislike of 'sharing activities' which neglected specific input. Teachers expressed a need to be treated as professionals and conventionally characterized the worth of a CPD activity in relation to whether or not 'new' information or skills had been imparted (though this could also be a further 'burden'). This last point again raises the issue of how teachers generally characterize CPD. Venue and timing appeared to be of less concern.

Most teachers, however, had been satisfied with their CPD provision over the last 5 years, although secondary school teachers slightly less so than primary and special school teachers. There was also a small gender divide with female teachers generally giving a slightly higher rating to their CPD than male teachers, and CPD coordinators rating CPD higher than any other group.

The case study work shed more light on some aspects of what forms of CPD really made an impact on teachers. Considerable value was placed on mentoring and peer review, but just as with the high value placed on sabbaticals and certain bursary experiences, there was a strong emphasis on the important factor here being 'refreshed' by contact with new people (eg. trainees) and outside experiences (as long as new ideas for professional practice were clearly generated). Teachers also worked almost uniformly with some memory of the 'magic' CPD event, usually linked to charismatic qualities of the deliverer having special qualities enabling the link between theory and professional practice possibilities to be concretely experienced.

Interview data also made it absolutely apparent that standardized, 'one size fits all', CPD provision is often what lies behind negative perceptions. The clearest recurring case in our data was the NOF ICT training. Most teachers took great exception to this provision.

13.1.6 Impact and Needs

Secondary school teachers tended to rate the amount of impact of their CPD lower than primary or special school teachers as did teachers in the 55+ age group who felt particularly that CPD had little impact on their promotion prospects.

Teachers generally felt that CPD had least impact on their promotion prospects and most on their professional development; CPD also had less effect on leadership skills than on the development of teaching strategies and pupils' learning outcomes. Female teachers were more likely to feel that CPD had impacted positively on their motivation to teach and professional practice

as did younger teachers.

Overall teachers felt that CPD had significantly increased the standard of teaching in their schools and the standard of pupil learning but had least impact on commitment to CPD generally. Some teachers felt that CPD had given them increased confidence and particularly appreciated the opportunity to exchange ideas with teachers from other schools. However, both of these reveal contradictory positions and variation since several also pointed to how CPD undermined morale and confidence, and some teachers were very critical of 'zero input' discussions with other teachers.

Most teachers felt they needed CPD to improve their ICT skills and leadership and management skills, although special school teachers were more focused on a need for more specialist courses. There was a gender differentiation here again with less female teachers requiring leadership skills provision. Under 25s had different needs to older teachers and were more likely to mention subject knowledge and pedagogical issues as key needs with ICT and management not as important at this stage. The older a teacher was, the more likely they were to feel in need of improving their ICT skills.

Suggestions for improving CPD focused on the necessity to prioritise individual needs, increase funding and improve quality.

13.2 Key Themes

In this section, findings are pursued relating to particular key themes in the research brief, together with other themes which emerged in the course of the research. In this final section the two methodological strands, of survey and case study, are brought to bear on these themes. Possible implications for CPD policy are signalled in italics at the end of each sub-section.

13.2.1 Conceptualising CPD

13.1 summarized some possible areas of contradiction and variation regarding what teachers think of as CPD. The case study materials also suggest that there was in some cases a lack of understanding of the nature and possible range of CPD (certainly as defined in the CPD Strategy (DfEE, 2001). In addition there may be an issue concerning the lack of a language with which to discuss the complexity of teaching and its development. Many teachers seemed confused in their notion of what CPD is and held contradictory views. It may be that this is an important and specific cultural period through which many teachers and schools in England are passing, as a CPD strategy involving a significantly new way of thinking about CPD is only just beginning to bite (and to bite more in some schools and with some career stage teachers than others). It is clear, from the case study evidence, that this is not just a matter of individual teacher variation but is also associated with school and school sub-group cultural variation.

It was also noted in the survey findings that many teachers associate CPD worth (and CPD itself) with 'doing something new', and/or having something

given to them which they can take away and utilise. There seems to be potential for some contradiction here with positions taken about life long learning, about learning communities, and about reflective practice. It may be that this 'transmission' orientation to CPD, is itself in part a product of a professional orientation to 'delivering' the curriculum. In addition, doing something 'new' was also viewed as an additional burden by some teachers. At the same time it should be noted that the case study material suggests that the same teachers could work with a notion of CPD as 'something new' to be transmitted, as well as displaying a powerful appreciation of peer review processes and exchanging ideas with other teachers (ORC, 2001). The point above about a particular 'cultural period' relates to the suggestion that teachers have been socialised over the last 10 years and more into a professional orientation as 'delivery agents' which makes it difficult now for many, especially perhaps older teachers, to adopt the broader conception of CPD which the government wishes to encourage.

It seems important here to be slightly wary of the sense of a shift in conceptualisations of CPD pointed to in those studies and reports (OFSTED, 2002; Brown, Edmonds and Lee, 2001) which may be somewhat weighted towards senior management perspectives and/or examples of good practice. Reinforcing this is some case study data suggesting that some schools operate an institutional version of this "transmission culture", by taking national priorities and passing them across to staff as "necessary packages".

The conceptualisation of CPD in the government's CPD Strategy needs more effective marketing to teachers and dissemination within schools, particularly in relation to mid and later career teachers.

13.2.2 Structural and cultural variation

The case study material begins to suggest sources of structural and cultural variation, which the survey findings cannot speak to clearly, although the school profiles (see Appendix 2) provide some indicative quantitative measures. It was apparent that some schools and departments within schools had developed what can be viewed as quite sophisticated and effective professional development learning communities, others just as clearly had not. The context of school, LEA and region had a considerable degree of influence on perceptions and experience of CPD as well as access to CPD (as GTC work has noted), but this is not just an issue to do with size or location of school and could operate at a very localised level. Despite good systems within a school generally, orientations to CPD were often crucially shaped by departmental affiliation, or subject or age range responsibility, or particular mix of career stages within a school sub-group.

Relevant here is the contrast between those schools which are 'project rich', and those which are not. From interview materials it was clear that certain schools are involved in a large range of initiatives, which also as a consequence leads to greater resources to allocate to dedicated or general CPD activity. The impression gained is that the atmosphere and resources in such schools provided a much more vibrant set of individually motivating and

career-enhancing CPD possibilities. As noted there can be within school variation of a similar sort and it is in these cases that CPD cultural isolation is perhaps more invisible.

Connected issues concerned the status, style of operation, and perspective of the CPD coordinator. Supportive features of contexts were where teachers felt that their individual professional development was encouraged and where there was evidence of progress, including transparent, agreed systems for identifying and prioritising professional development needs and activities. For several case study teachers, negative or narrow thinking about CPD seemed to be also associated with isolation and career stage 'blocks', but how these matters were attended to or not related to structural and cultural school features. In brief, career stage issues interacted with school structure and culture factors.

The materials did point to the cumulative factors which can block access to CPD in small, geographically isolated schools. However, the above suggests that CPD cultural isolation may be a more important though less obvious feature impacting on particular teachers in any school.

Many headteachers and CPD coordinators need professional development to alert them to how interrelationships between structural/cultural and career stage factors may impact on staff CPD needs and attitudes.

Government should address the cumulative factors which can impede positive CPD activity in small geographically isolated schools.

13.2.3 Careers and Ages

Some patterned differences appeared between younger/early career stage teachers and older/late career stage teachers. Many older teachers, across the phases, felt almost a sense of hopelessness regarding the possibility that CPD could relate to their most dearly held individual professional needs. CPD for them was still almost exclusively associated with government or local initiative led 'top-down' imperatives. The impression gained is that many such teachers have been thoroughly encultured into a fatalistic acceptance that this is necessarily the case. Such submissive acceptance does seem to be indirectly encouraged in certain schools, but there is a more general issue here perhaps to do with the interrelationships between restoring a sense of professional pride and esteem and coming to recognise how CPD might be viewed differently.

Many younger teachers and NQTs, unencumbered perhaps by the above cultural 'baggage', see system CPD needs as reasonable in the main (though they are critical of 'repeating' standardized INSET), but also are able to see and hunt down more personal CPD opportunities. In addition, it does seem to be the case that younger teachers have an understanding of and an attitude towards CPD which is more in sympathy with recent national reformulations.

There are other patterned features relating to career stages of which two are especially prominent in the interview materials. The first of these concerns the particular circumstances of 'returners' and 'mature' entrants. Faulty assumptions can be made regarding professional knowledge and capacities, as can a continuing ignorance regarding some of the skills and experience which they may be bringing to the school. Both have implications for a possible neglect of customized CPD needs and opportunities. The second concern relates to teachers who are between 4 and 6 years into teaching. The materials do point up ways in which at this stage some teachers can feel the need for a renewed sense of direction (or rather sense a lack of direction) and have some ambivalence about what forms of professional development might meet their needs.

It should be noted however that it is a strong finding that these general contrasts can disappear given local structural and cultural school circumstances and features. In brief, schools can make a difference.

Schools need to be encouraged to recognise and take account of the very particular career moves and routes that their teachers have taken. Many later career stage teachers could be made more aware of the available CPD possibilities. Teachers who are between 4 and 6 years into teaching may require particular support regarding how CPD can relate to their future professional directions.

13.2.4 Feelings about CPD

Much of the above has a clear impact on how teachers feel generally about CPD. It has been emphasised how important local structural and cultural features are in this respect and how, for example, they can reinforce age and career stage negative tendencies, or do the opposite. Also relevant are the wide contrasts between schools (or sub-groups within schools) which are project-rich and 'own' a raft of initiatives and those which are not. This has a combined resourcing and cultural impact on feelings about CPD.

The materials also display ways in which some teachers feel negatively about CPD because they feel, with some justification perhaps, that their particular subject interests are never centre stage (and this can operate across phases). By contrast negative feelings are also commonly associated with standardized CPD provision which does not take account of what teachers feel they already know. This relates again to the importance of effective needs identification processes. Positive feelings about CPD (for all but the late career teachers) are quite often, associated with a reasonably clear sense of career progression possibilities, to which CPD opportunities have been and can be linked. Generalisation beyond this is possible and it can be argued that for many teachers it is not just career progression possibilities, but possibilities to operate as a professional which are important here. By this it is meant that the materials suggest that positive general feelings towards CPD cannot be disentangled from more positive views about being a member of a profession. The key feature here seems to be the notion of a profession which involves devolved responsibility and scope for professional control and self-regulation;

the link is with the sense that in some part at least teachers have a say in their own professional development.

Schools must enhance their needs identification processes for staff; schools and government need to collaborate in linking a renewed emphasis on teachers' professionalism with scope for professional control, self-regulation, and choice regarding CPD activity.

13.2.5 Awareness of CPD

Teachers' awareness of national (especially) but also local CPD initiatives varied tremendously. Teachers in general terms were not well informed regarding the range of CPD initiatives and possibilities which were being implemented nationally. There was certainly minimal awareness displayed of the serious attention being paid by government to CPD strategy.

Two points, however, need to be emphasised. First, there was considerable variation. In the main this was associated with the noted differences in school circumstances, and CPD culture and structures within schools. There was also some variation which could only be accounted for in terms of proactive teacher behaviour (often, but not exclusively, linked to the early career stage), hunting down possibilities via personal reading, peer group networks, and use of the Web. Second, as noted above, some teachers (especially in late career) seemed 'blinded' to certain CPD openings and developments by their presumption, built over many years, that CPD was something done to teachers to meet this or that central imperative.

The marketing and dissemination of government CPD initiatives to schools and within schools needs to be more effective.

13.2.6 CPD evaluation

The survey material gave some indications that teachers themselves recognised that CPD evaluation and accountability mechanisms were weak. This is well recognised in the literature now (OFSTED, 2002), although it is also clear that more attention needs to be given to more subtle measures of cost-effectiveness (which are appropriate to the conception of CPD in the DfEE, 2001). Case study visits showed how performance management systems were being used to provide accountability for CPD activities at school level, though there was little evidence to suggest that there were any mechanisms to ensure effective and 'value for money' aspects of CPD provision. Relevant here again are cultural issues to do with where a school (or sub-group) stood as regards a more collegial or more individualized accountability perspective regarding CPD activity. There are connected issues (as noted in ORC, 2001) to do with feedback from external activities and local cultural priorities regarding the use of time.

The matter of how best to ensure effective CPD evaluation and accountability requires serious attention, but approaches to this must be built on the concern

for 'balance' in the CPD strategy, and not dominated solely by system level targets.

13.2.7 CPD Coordinators' Understandings

It has been noted in other studies that the CPD coordinator role is both crucial and underdeveloped in terms of support. The gatekeeper role of the head, SMT and CPD coordinator has been pointed to (Brown, Edmonds and Lee, 2001). From both the survey findings and the case study phase, it is also clear that many CPD coordinators (and associated SMT colleagues) are in need of professional development if they are to relate effectively to the CPD Strategy ambitions. The survey materials and the case study materials point to a large variety of issues, which might appropriately be incorporated into the CPD Coordinator knowledge base. How career stage factors can interact with school cultural factors in cultivating negative or positive perspectives on CPD is crucial; as is how to address the issue of the core ways in which CPD is conceptualised within a school. It is also important to consider what procedures and processes can establish a meaningful needs identification, as well as collegial accountability for CPD activity. The CPD strategy itself (given its' orientation to learning) has implications for how such CPD development should be approached. Some of the research project findings also link with this, such as: the importance teachers place upon CPD which provides 'new' understandings and the high valuation of peer review, consultation and exchanges of ideas (which have clear implications for professional practice) with teachers from other schools.

The pen portraits generated through this project, or other similar materials, need to be adapted for staff development work with CPD coordinators; whatever training materials are used, they must be 'rich' enough to sensitise coordinators to the complexity of effective needs identification.

13.2.8 Balancing individual, school and national priorities

The survey findings displayed the importance of financial factors in inhibiting CPD opportunities. The case study materials suggest that the financial issue came into play in relation to more personal professional interests. In many case study interviews there were feelings of having to comply with external agendas rather than self regulate with regards to CPD needs and provision. In schools where there were more sophisticated understandings of the processes of development and structures and systems in place to support these, teachers felt more autonomous and had a sense of ownership and were able to choose and prioritise activities. In most cases, teachers experienced the tension between personal, individual interests and needs and the demands of national, local and school initiatives for the time spent in professional development. Usually this was accepted as only reasonable. The issue for many was that the balance was not right and strategies to allow for that balance were not in place. The virtues of CPD planning being led by the SDP (as noted for example in responses to the DfEE 2000 consultation) may be vices in some contexts.

It is worth noting in passing that several teachers in the case study materials and a number of heads in their proforma responses and informal discussions on case study visits, argued that more funding had to be ring-fenced for individual professional development. The argument was that in the end, given an absence of adding to such dedicated funds, when 'push comes to shove' school priorities will always have to come first. In some schools there was evidence of a 'mixed economy' being operated, where attempts were being made to provide opportunities for all types of CPD and a strategy addressing the balance. Some of these schools were more knowledgeable about opportunities such as bursaries and BPRS scholarships and other educational initiatives. However, in many schools a compliant culture had emerged (or been fostered), which led teachers to avoid pressing for their particular professional needs. Quite often financial grounds were given for not pressing, even though finance for CPD did not seem to be in short supply in the school. Poor financial resources had become part of the CPD culture.

More resources need to be ring-fenced by government for personal/individual CPD and for those activities where school needs and individual needs can be clearly interrelated.

13.3 Concluding with Complexity

This chapter has summarised and then taken further the analysis of the key findings and themes which have emerged from the CTCPD research project. An abbreviated summary is provided in the Executive Summary and the Research Brief. In conclusion it seems appropriate to point to an argument which is of a somewhat different order to the earlier analyses, but which stems from much of the research, albeit especially the case study evidence. This summarizing argument would seem to be of considerable importance to CPD policy thinking.

The survey materials obscure the complexity of the situations individual teachers find themselves in and the complexities of their careers and orientations. In moving from the complete pen portraits (in Appendix 2) to the abbreviated portraits (in Chapter 12), the portrait as a composite analytical construct of a teacher appears both more stereotypical and more accessible. What is lost is some of the complexity and this is of course all the more true of the aggregated survey responses. The fuller portraits convey the importance of that complexity, including the contradictions, when arriving at conclusions regarding teachers perceptions of CPD and how those perceptions and attitudes are built and sustained.

The point being emphasised here is how much the materials suggest that it is in the interrelation between particular school and within school structural and cultural circumstances, and teachers' particular attributes and career histories, that an understanding of CPD attitudes, perceptions and needs emerges. This may speak for itself, but the point has a revitalised importance in the context of the recent reformulations of thinking about CPD and life-long learning more generally at national level. Given these reformulations, and the need to develop effective strategies for relating individual professional needs with local and national priorities, it seems crucial to retain the knowledge of that complexity and to use it. Certainly, it would seem to follow from the above that standard formulae for CPD

activity are no longer appropriate, except insofar as they can be effectively customized at local level in ways which take account of particular staff characteristics and particular school structural and cultural contexts. To do this successfully will also depend on CPD coordinators, and headteachers, being enabled to develop (through appropriate training) their own understandings of the factors which can impact on teachers' perceptions of and motivations concerning CPD.

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Appendix 1.

Technical Report

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TECHNICAL REPORT

Introduction

This study was conducted on behalf of the Department of Education and Skills (DfES) by the Manchester Metropolitan University (MMU) and Education Data Surveys. In order to investigate teachers' perceptions of Continuing Professional Development (CPD) the overarching aims of the project were to:

- Provide a baseline of teachers' previous experience of CPD, their current attitudes and their future expectations;

- Facilitate subsequent monitoring of the impact of the CPD strategy on teachers' experience, attitudes and expectations;

- Inform the Government's CPD strategy and investment over the next few years.

The data was gathered using quantitative and qualitative methods. The research project started in November 2001 and the fieldwork took place between February 2002 and July 2002 and comprised of the following stages:

- A literature review on research concerning teachers' perceptions of CPD in England.

- A baseline questionnaire survey, which targeted all staff in 250 primary, 100 secondary and 50 special schools throughout England.

- In depth-case studies in 22 selected schools comprising of 12 primary, 7 secondary and 3 special schools. Individual interviews were conducted with at least four teachers, including the CPD coordinator/Head in each school.

- Analysis of findings and report writing.

The aim of this technical report is to describe the sampling and processes undertaken. The report is presented in two parts following this Introduction: Part 1 the Baseline Survey and Part 2 the Case study work.

Part 1. Baseline Survey

Section 1. Construction of the sample

1.1   Sample design (questionnaire)

The DfES was asked to provide the project team with a sample of schools drawn from their database. Teachers in these schools would then be asked to participate in the baseline study. In order to ensure that the schools in the sample were as representative as possible of all schools, certain variables were specified that needed to be included when the sample was constructed. These are listed below in Table 1. The sample was based around 'schools', as there is currently no easily accessible national database that would allow a stratified sample of teachers to be constructed.

School characteristics:

School variables	Examples
Phase of Education	Primary, secondary and special.
Type of Establishment	Community, voluntary aided/controlled and foundation.
Urban/Rural Descriptors	Urban wholly, urban predominantly mixed urban (more urban than rural) rural wholly and rural predominantly
Beacon School Indicators	Yes or no
EAZ Indicators	Yes or no
Specialist Schools *	Yes or no
Special Measures	Yes or no
Gender of pupils *	Mixed, girls and boys
Admissions Policy *	Not applicable, comprehensive, modern, selective grammar and other.
Investor in People	Yes or no
Training Schools	Yes or no
Free school meals **	Separate bands for primary and secondary schools.

Table 1: School characteristics identified.
* Applicable to secondary schools ** Does not include special schools

The first sample of 550 schools contained 300 primary, 200 secondary and 50 special schools. The aim was to obtain returns to the questionnaire from around 5,000 teachers. Two weeks into the recruitment process it seemed to the research team that the number of schools in the first sample who had agreed to participate in the project was less than needed to produce this level of response. The DfES was asked to draw up a second list of schools using the same sampling frame.

From this second sample, every third secondary school and every other primary school was added to list of schools included in the research. As shown in Table 2, this allowed some 12,000 questionnaires to be sent out to teachers. However, as the distribution of the questionnaires took place during the second half of the spring term, a period of concern by the two head teacher associations about teacher workload, this may have affected the response rate. In the end some 2,514 useable questionnaires were received by the end of May, when the analysis commenced.

The final number of schools who initially agreed to participate in the research totalled 429 out of the 850 schools that were contacted. Those agreeing to participate comprised:

- 272 primary schools,
- 131 secondary schools
- 26 special schools.

A total of 12,071 questionnaires were dispatched to teachers in these schools. During this 16 week period between the dispatch of questionnaires and the end of May when analysis commenced some 2,514 completed questionnaires were returned to the project office.

1.2   Response Rates

| | Phase of Education | | | |
	Primary	Secondary	Special	Total
Total number of schools contacted.	500	300	50	**850**
Total number of schools that initially showed interest in taking part	272	131	26	**429**
Total number of questionnaires dispatched.	3,085	8,567	419	**12,071**
Total number of questionnaires returned.	1,181	1,202	131	**2,514**
Percentage response rate	38	14	31	**21**

Table 2: The response rates and the total number of questionnaires sent.

This approach to determining the response rate is based on all schools which initially indicated that they would participate in the survey. A more appropriate approach to response rate is shown in Table 3. Here, only those schools which returned at least one questionnaire are included as having actually taken part in the survey. Whichever approach to response rate is used, those returning questionnaires did represent a typical cross-section of the teaching force. The composition of both those teachers who completed the questionnaire, and the information known about non-responding teachers, is discussed in more detail later in this technical analysis.

Table 3 shows the total number of schools that did take part in the survey, the distribution of questionnaires to those schools and the total number of questionnaires returned. From the 429 original schools that initially agreed to take part in the survey 146 schools no longer participated in the survey.

	Phase of Education			
	Primary	Secondary	Special	Total
Total number of schools contacted	500	300	50	**850**
Total number of schools that did take part	182	83	18	**283**
Total number of questionnaires distributed to participating schools	2,011	5,324	291	**7,466**
Total number of questionnaires returned	1,181	1,202	131	**2,514**
Percentage response rate	59	23	45	**34**

Table 3: Percentage of the schools participating in the survey.

283 schools took part in the survey, with a total of 7,466 questionnaires distributed to these schools. The total number of questionnaires returned was 2,514 providing a response rate of 34%. The teachers who responded to the questionnaire provided some background information about themselves. This data, is shown in detail in Chart 10, and provided another check that the respondents were likely to be a representative cross-section of the teaching force employed in maintained schools in England during the Spring Term of 2002.

1.3 Analysis

The returned questionnaires were analysed using the SPSS package and details of the responses are contained in the main report (chapters 3 through to 11). Where useful, four levels of analysis have been included using the variables: phase of education, gender, age and particular responsibilities of teachers. Some correlational analysis and analysis of variance has been carried out on the data and this has been reported when the correlation or variance is statistically significant. Most significance levels achieved are greater than $p<0.05$ and so have been reported as they occur and not standardised to the $p<0.05$ level. Some of the correlations which have arisen, appear to be relatively low but when the sample size is taken into consideration, the correlations do achieve statistical significance. There is considerable variation in sample size for each question and within each question not every subsection was completed by every teacher therefore actual sample sizes have been included throughout.

Section 2. Design and piloting of the Questionnaire

2.1 Design of the Questionnaire

Throughout the design stage discussions were held with the steering group, the DfES and the CPD project team. As this was a baseline study of teachers' experiences and perceptions of CPD, it was necessary to request details of all CPD activities teachers had undertaken during the calendar year 2001, and because of this the questionnaire, was necessarily quite long and complex.

Apart from the details of CPD activities undertaken the questionnaire consisted mainly of structured questions requiring the respondent to either tick a box or enter a precoded response. In addition, respondents were asked to rate items connected with their attitude towards CPD on Likert-type scales or to rank in order, given responses to questions relating to CPD activities. There were also many opportunities throughout the questionnaire for teachers to give qualitative responses and additional comments (see Appendix 1.1 for a copy of the questionnaire).

Furthermore, the questionnaire was designed so that it would be compatible with teachers to use on-line. Responses via the on-line questionnaires were analysed but did not differ from the main sample in any important respects.

2.2 Pilot Study

A pilot study was conducted in two primary schools and one secondary school. Comments were also requested from the National Teacher Research Panel. The general response was helpful and positive and a number of amendments were made.

Section 3. Procedures and protocols for survey distribution and collection.

3.1   Methodology

3.1.1 Contact

The head teachers of all the schools in the sample were initially contacted by letter, which outlined the overarching aims of the project and invited schools to participate. The letters were followed up by a telephone call to the school asking if the teachers would be participating in the survey and to estimate the number of teachers in the school who would be available to take part. Schools who were undecided received further telephone calls.

3.1.2 Procedures

Those schools which agreed to take part were then asked to nominate a liaison teacher to co-ordinate the distribution and collection of the questionnaires. Schools received a CTCPD pack, with the estimated number of teachers' questionnaires, a proforma on which to record teacher details and two copies of information on the project. The liaison teacher was given some procedures to follow: they were asked to prepare an information sheet for each teacher which included an *aide memoir* of the 5/6 statutory INSET days (or equivalent) which were undertaken at the school between January 2001 and December 2001. Furthermore, the liaison teacher was given guidelines on how the questionnaires should be returned to them and a date of approximately 3 weeks when the questionnaires should be sent back to the project office by recorded delivery.

Questionnaires and return envelopes were distributed to teachers, through the school liaison teacher. Teachers were asked to complete the questionnaire, seal it in an envelope and then pass it to the liaison teacher. The proforma was used by the liaison teacher to record names of all the staff and individual numbers on the questionnaires. This enabled them, to keep a record of which members of staff did not return their questionnaire and provided the project team the source of information on these teachers. Basic information was recorded on the proforma as approximate age, length of service and gender for every teacher that did not return their questionnaire. To ensure anonymity teachers' names were removed from the proforma before it was sent back to the project office.

3.1.3 Returned questionnaires

Schools were offered a small payment (£50 Primary/Special & £100 Secondary) in return for their teachers completing the questionnaire and returning them via the liaison teacher. Those schools not returning any questionnaires within 3-4 weeks received up to 3 follow up calls.

After the questionnaires were received they were checked visually for any noticeable errors. This checking process continued after the questionnaires had been entered onto the SPSS database and a series of *ad hoc* analyses were

made to examine any further inconsistencies. If any obvious problems could not be explained, the questionnaire was eliminated from the data set. This resulted in the removal of 5 questionnaires (2 from primary schools and 3 from secondary schools).

Head teachers of participating schools were sent a letter which thanked them for their cooperation. The letter also outlined the next phase of the project (the case study), which invited head teachers to participate if they were contacted.

Section 4. Profile of participating schools

To gain a deeper insight into these teachers forming part of this baseline study the following tables and charts, illustrate the profiles of the schools whose teachers returned their questionnaires.

4.1   Phase of Education

In order to examine the profiles of the schools whose teachers returned their questionnaires, the phases of education have been separated into primary, secondary and special schools.
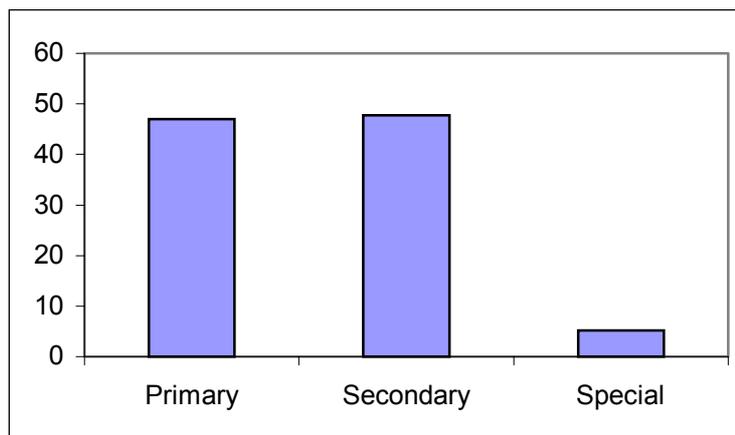
Chart 1: The percentage of teachers in each phase of education.

48% (n= 2,514) of teachers who returned their questionnaires came from secondary schools, followed closely by teachers in primary schools at 47% and finally 5% of teachers in special schools.

4.2   Type of establishments
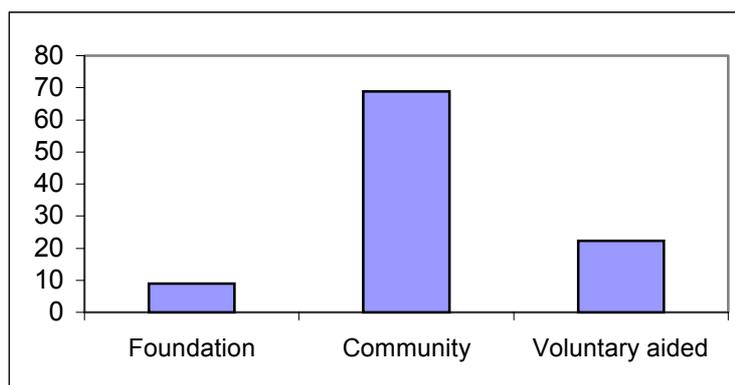
Chart 2: The types of establishments.

The majority of teachers (across the phases) who returned their questionnaires came from community based schools (69%). This was followed by teachers in voluntary aided/controlled schools at 22% and finally teachers in foundation schools with 9%.

4.3 Urban/rural descriptor
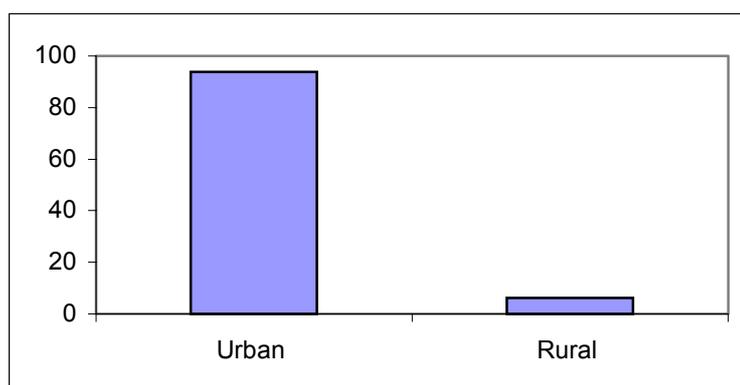
Chart 3: Rural/urban indicators.

Of the teachers that responded to the questionnaire (n= 2514) the largest distribution were found to be based in schools described by the DfES as urban. Urban indicators included teachers that taught in schools described as wholly urban (80%) predominantly urban areas (10.2%), mixed urban (more urban than rural) schools at 4%.

The proportion of teachers that responded to the questionnaire that taught in schools described by the DfES as rural was smaller. Rural indicators included teachers that taught in schools described as wholly rural (5%), predominantly rural (0.2%) and not known (0.6%).

The number of questionnaires returned by teachers in each phase of schools in the different types of location followed the same pattern.

4.4 Beacon school indicators

	Frequency	Percentage
Beacon school status	168	7
Not a beacon school	2346	93
Total	2514	100

Table 4: The number of teachers that taught in schools with Beacon status.

The above table shows that 93% of the teachers in the sample (n= 2514) taught in schools that did not have 'Beacon' status. The responses from teachers with Beacon status came from different phases of education. The sample contained 16 Beacon schools. Nationally there are currently 994 schools with Beacon status.

4.5 EAZ indicators

Of the teachers in the sample 94% (n= 2514) taught in schools that were not in an Education Action Zone.

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4.6   A comparison of school variables by phases of education.

| School variable | Phase of Education Responses of teachers | | |
	Primary *(n= 1,181)	Secondary (n= 1,202)	Special (n = 131)
Beacon status	33	117	18
Education Action Zone	52	96	13
Investor in People	269	742	71
Training school	2	44	0

* Number of returned questionnaires
Table 5: The number of some school variables by phases of education.

There were 3 training schools included in the sample, 2 secondary and 1 primary. Nationally there are currently 61 secondary training schools and 21 primary training schools.

4.7   Investor in People

The distribution of teachers in schools with 'Investor in People' status was 43%.
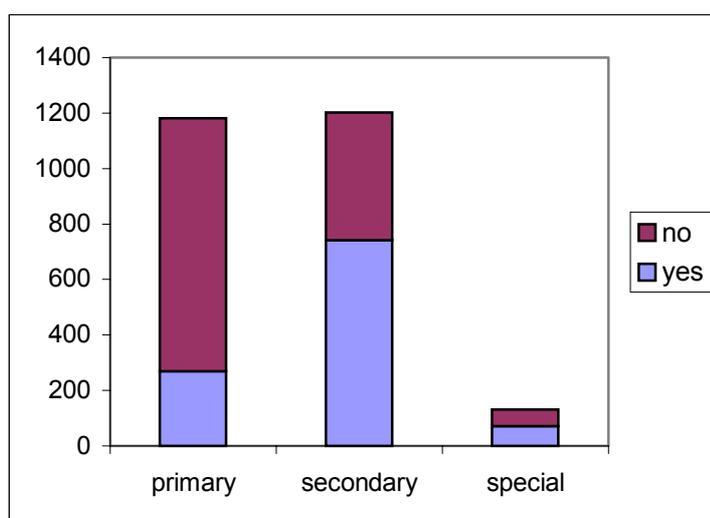
Chart 4: The number of teachers, phase of education and Investor in People status.

The chart above shows the frequency of teachers in primary schools with 'Investor in People' status was 269 and 912 teachers taught in primary schools without this status. In contrast, 742 secondary school teachers taught in schools with 'Investor in People' status and 460 secondary school teachers taught in schools without. This pattern is also seen in special schools where 71 teachers taught in a school with 'Investor in People' status and 60 special school teachers taught in schools without.

4.8   Training schools

From the sample 98% of teachers taught in schools that were not a training school.

4.9 Special measures

The sample contained no schools currently in special measures.

4.10 Free school meals (FSM)

| Free school meals bands | Phase of Education* Response of teachers | |
	Primary	Secondary
1	353	159
2	353	135
3	259	148
4	106	163
5	88	189
6		62
7		25
Total	1159	881

*Please note that special schools do not have FSM bands.
Table 6: The number of teachers who taught in primary and secondary schools and the school's free school meal distribution.

4.11 Variables applicable only to secondary schools

For further information about the profile of teachers who taught in secondary schools (n= 1,202) additional variables were used.

4.11.1 Responses of teachers in Specialist schools

	Frequency	Percentage
A Specialist school	339	28
Not a specialist school	863	72
Total	1,202	100

Table 7: Responses of teachers in Specialist secondary schools

The above table shows that 72% of teachers taught in secondary schools that did not currently have a specialist school status. The sample contained 22 Specialist schools. Nationally there are currently 992 Specialist schools.

4.11.2 Gender of pupils

95% of secondary schools teachers taught in mixed schools, 4% of teachers who taught boys schools and less than 1% taught in girls schools.

4.11.3 Admissions policy
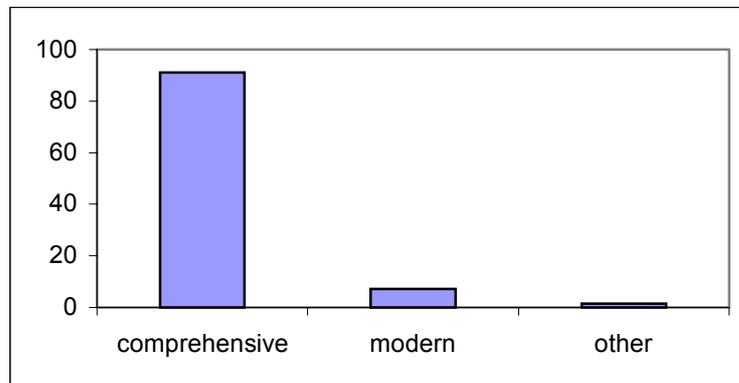
Chart 5: Admissions policy.

91% (n = 1,202) of teachers within secondary schools taught in schools where the admissions policy was 'comprehensive'. This was followed by teachers who taught in schools with a 'modern' admissions policy (7.2%). Of those teachers who taught in 'other' schools (0.7%), 0.2% taught in 'selective grammar' schools.

Section 5. Profile of participating teachers in the sample and comparisons to the profile of teachers nationally.

5.1   Teacher characteristics

Teacher characteristics as used in the questionnaire comprised:

Teacher variables	Examples
Age	Under 25 years; 25-34, 35-44, 45-54 & 55+
Gender	Male or female
Work	Full time, part time
Teacher scales	NQT, no paid responsibility, management point* and leadership.
Length of service	0-5 years, 6-15 years, 16-25 years, 26+ years.
Contract	Permanent, fixed term (one year or longer), fixed term/supply (one month to one year) and other.

* Some teachers may have multiple responsibilities.
Table 8: Teacher characteristics identified.

5.2   Age of teachers

The percentage distribution of the age groups is shown in the chart below. As shown in the previous charts, the majority of teachers in the sample were in the 45-54 age group (35%) followed by the age group 25-34 years (26%) and 35-44 years (23%), 55 years and older (7%) and finally teachers aged under 25 years (6%).
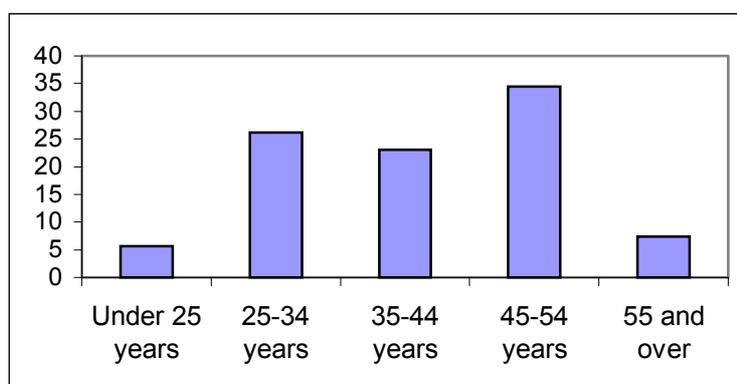
Chart 6: The distribution of teachers' age groups.

In order to examine age further, teachers' characteristics were separated.

5.3 Age, gender of teachers in relation to phase of education
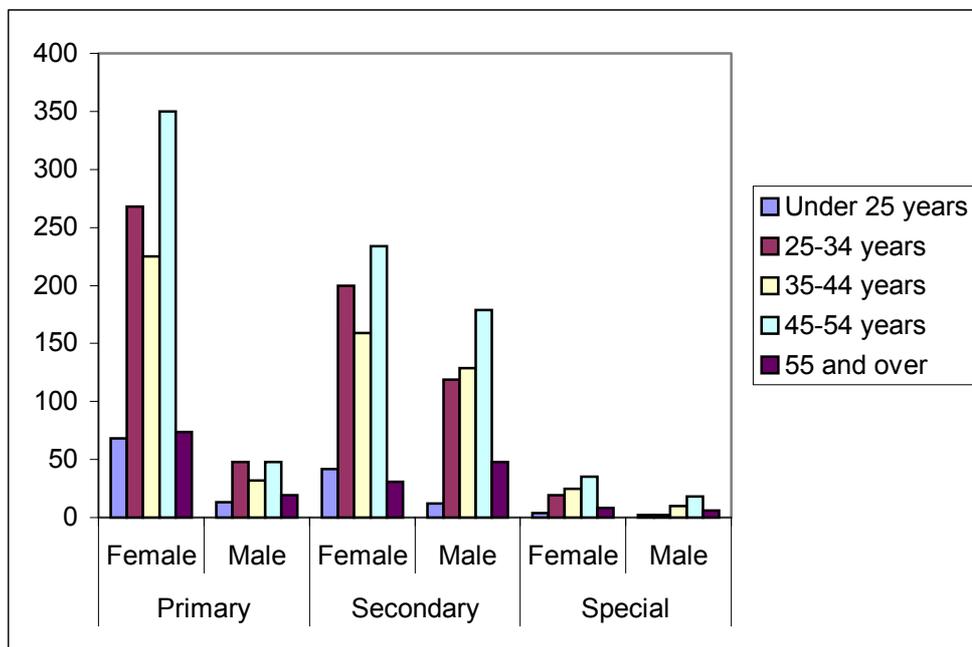
Chart 7: The distribution of teacher's age categories in relation to gender and phase of education.

It can be clearly seen that in the sample there was a high distribution of teachers (both male and female) in all phases of education aged between 45-54 years old.

5.4 Age of teachers and length of service

	Length of service				
Age	0-5 years years +	6-15 years	16-24 years	25	Total
Under 25 years	137				137
25-34 years	371	283			654
35-44 years	102	273	201		576
45-54 years	42	114	364	338	858
55 and over	5	13	47	120	185
Total	657	683	612	458	2410

Table 9: The relationship between length of service and age of teachers.

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This table shows that there is a relationship between age and length of service. This correlates at .752 (p<0.01). Furthermore, the distribution of lengths of service was evenly spread through the teachers in the sample (n= 2,442) with 27% having completed 0-5 years, 28% 6-15 years, 25% 16-24 years and 19% had completed 25 years or more in teaching.

5.5 Length of service and phase of education
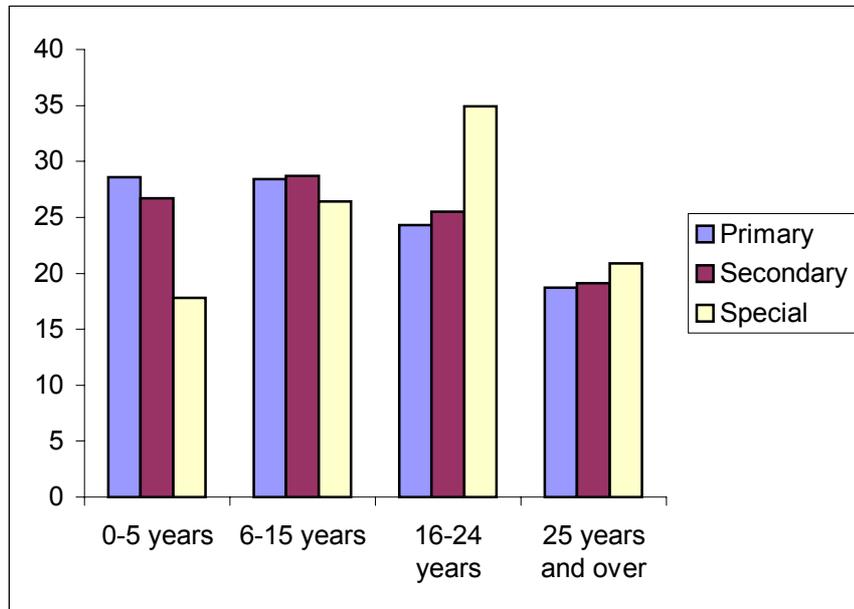
Chart 8: The distribution of teachers' length of service in relation to phase of education.

The distribution of the length of service of teachers in primary schools remains constant until 16 years service where there is a decline. This pattern is repeated for the secondary schools. In contrast, special schools have the highest concentration of teachers in the 16-24 years service category. However, the special school teachers' sample is small (n= 131) and may not represent the population overall.

5.6 Teachers separated into phases of education and types of contract.

		Types of contract	
Phase of education		Full time	Part time
Primary	Male	142 (14)	18 (12)
	Female	849 (86)	131 (88)
Secondary	Male	452 (44)	25 (20)
	Female	564 (56)	103 (80)
Special	Male	33 (31)	2 (12)
	Female	75 (69)	15 (88)

(Figures in parentheses show the percentage of teachers in the sample n=2409).
Table 10: Teacher's phase of education, type of contract and gender.

This table shows that 51% of part time teachers were working in primary schools (of these 12% were male, 88% female), 44% were working in secondary schools

(20% male, 81% female) and 6% were working in special schools (12% male, 88% female).

To further investigate the profiles of teachers in the sample, comparisons were made with profiles of teachers nationally.

5.7   Comparisons of profiles of teachers who returned their questionnaires by phase of education and the teaching force in England.
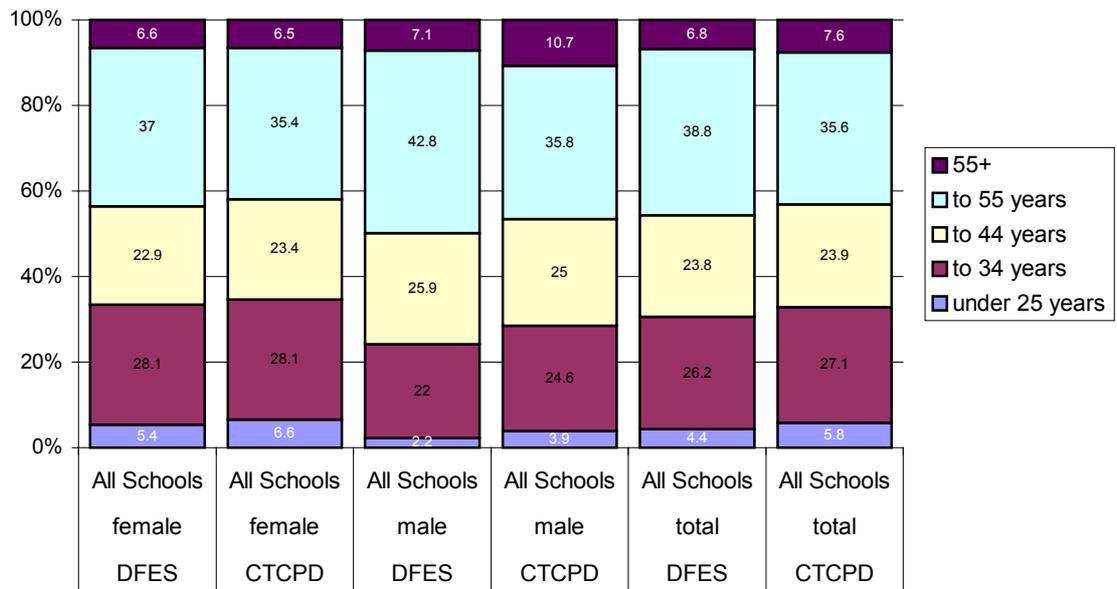
Source: DfES figures from DfES Volume of statistics- teachers 2001 (see Appendix 1.2).
Chart 9: A comparison of the profiles of teachers who returned questionnaires (Consulting Teachers Continuing Professional Development: CTCPD) and the teaching force in England.

The above chart shows that 2,427 teachers (n = 2,514) provided responses on both age and gender (97%). Indications suggest that the sample matches the profile of teachers nationally for gender and age as shown in the above chart (DfES 2001).

To examine further trends and patterns, teacher profiles were separated into phases of education and then compared.

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5.7.1 Comparisons of profiles of primary school teachers who returned their questionnaires by phase of education and the teaching force in England.

	over 55 years	to 55 years	to 44 years	to 34 years	under 25 years
Primary female DFES	6.6	37.5	21.1	28.4	6.4
Primary female CTCPD	7.6	35.5	22.8	27.2	6.9
Primary male DFES	7	42.1	24.2	23.8	2.9
Primary male CTCPD	11.9	30	20	30	8.1
Primary total DFES	6.7	38.3	21.5	27.7	5.8
Primary total CTCPD	8.1	34.8	22.4	27.6	7.1

Source: DfES figures from DfES Volume of statistics- teachers 2001 (see Appendix 1.2).
Chart 10: A comparison of the profiles of primary schools teachers who returned questionnaires and the teaching force in England.

The above chart shows that 1,145 teachers (n = 1,181) provided responses on both age and gender variables (97%). Indications as shown in the above chart suggest that the sample matches the profile of teachers nationally for gender and age except for an over sample in men under 34 years and an under sample of men aged between 45-54 (DfES 2001).

5.7.2 Comparisons of profiles of secondary school teachers who returned their questionnaires by phase of education and the teaching force in England.
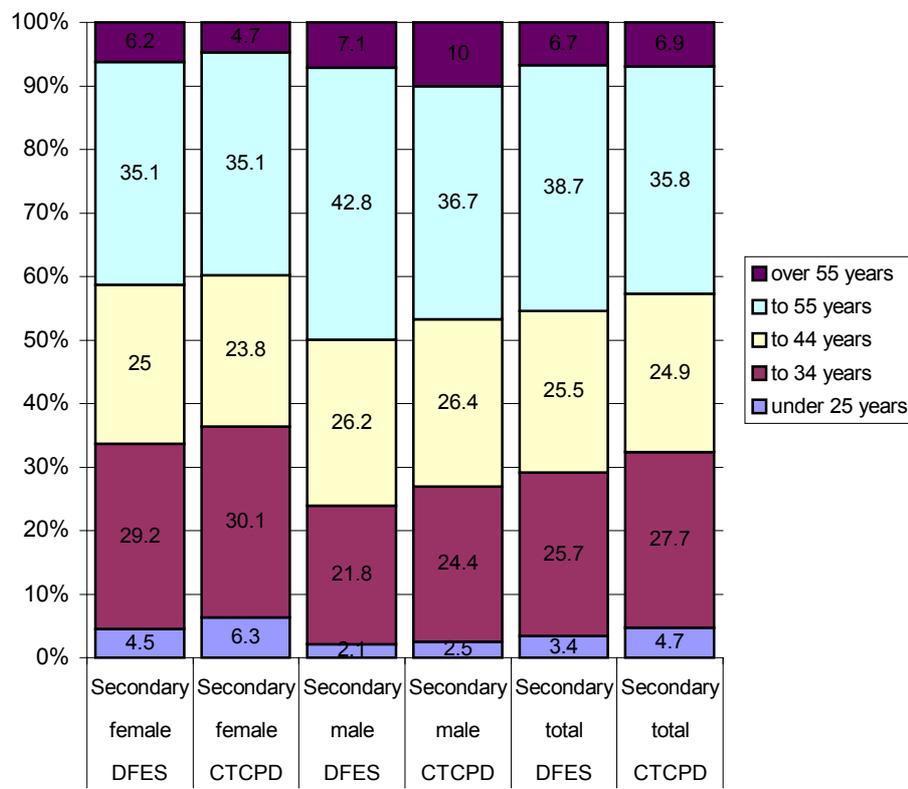
Source: DfES figures from DfES Volume of statistics- teachers 2001 (see Appendix 1.2).
Chart 11: A comparison of the profiles of secondary schools teachers who returned questionnaires and the teaching force in England.

The chart above shows that 1,153 (n = 1,202) teachers provided responses on both age and gender variables (96%). Indications suggest that the sample closely matches the profile of teachers nationally for gender and age except for men aged 45-54 and men younger than 25 years (DfES 2001).

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5.7.3 Comparisons of profiles of special school teachers who returned their questionnaires by phase of education and the teaching force in England.
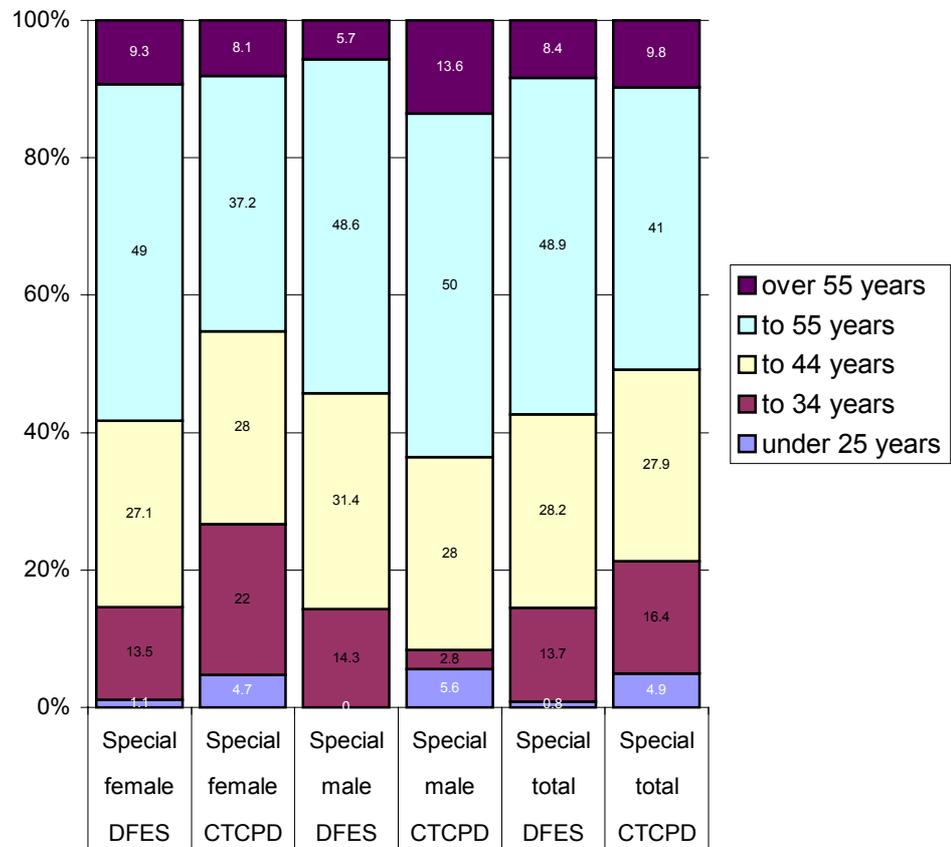
Source: DfES figures from DfES Volume of statistics- teachers 2001 (see Appendix 1.2).
Chart 12: A comparison of the profiles of special schools teachers who returned questionnaires and the teaching force in England.

The chart above shows that 129 teachers (n = 131) that gave responses on both age and gender variables (99%). In the above table it can be observed that over sampling in the females aged up to 44 years and men under 25 years has taken place within the CTCPD data for teachers in special schools. However, note that this is a small sample of teachers in special schools.

Section 6. Profile of non-participating teachers.

As mentioned above, part of the research design involved requesting link teachers to supply basic information such as approximate age, length of service and gender of the teachers in their school who did not return their questionnaire in order that the research team could build up a profile on the non-returners. This information is particularly important to help determine the background of these teachers whose views on CPD we know nothing about.

However, a caveat must be entered at this point, as there may be two types of non-returners: non-returners whom the project team has no information about mostly because of the schools refused to participate in the project and secondly, details of non-returners whom the school liaison teacher sent to the project office. In addition, not all schools complied with this request so the information on the table below is not representative of the total number of non-returners (n= 9,557) but it is based on details relating to 2,162 (23%) non-returner teachers where the liaison teacher supplied details.

6.1   Phase and gender of non-participating teachers

	Phase of Education			
Gender	Primary	Secondary	Special	Total
Male	36	805	19	860
Female	250	996	56	1,302
Total	286	1,801	75	2,162

Table 11: Phase of education and the gender of teachers who did not return their questionnaires.

6.2   Phase and length of service of non-participating teachers

	Phase of Education			
Length of service	Primary	Secondary	Special	Total
0-5 years	89	601	31	721
6-15 years	88	555	25	668
16-25 years	83	333	10	426
26 + years	22	254	9	285
Missing	4	58		62
Total	286	1,801	75	2,162

Table 12: Phase of education and the length of service of non- returner teachers.

6.3 Phase and age of non-participating teachers

	Phase of Education			
Age	Primary	Secondary	Special	Total
Under 25	33	91	3	127
25-34 years	76	531	8	615
35-44 years	60	427	16	503
45 -54 years	90	570	26	686
55 +	25	161	19	205
Missing	2	21	3	26
Total	286	1,801	75	2,162

Table 13: Phase of education and the age of non-returner teachers.

Surprisingly, the highest number of teachers within all phases of education who never returned their questionnaires was found in the lower end of length of service.

To further investigate the profiles of teachers who did not return their questionnaires comparisons were made with the teaching force in England from the details provided by the liaison teachers.

6.4 Comparisons of the profiles of teachers who did not return their questionnaires and the teaching force in England.
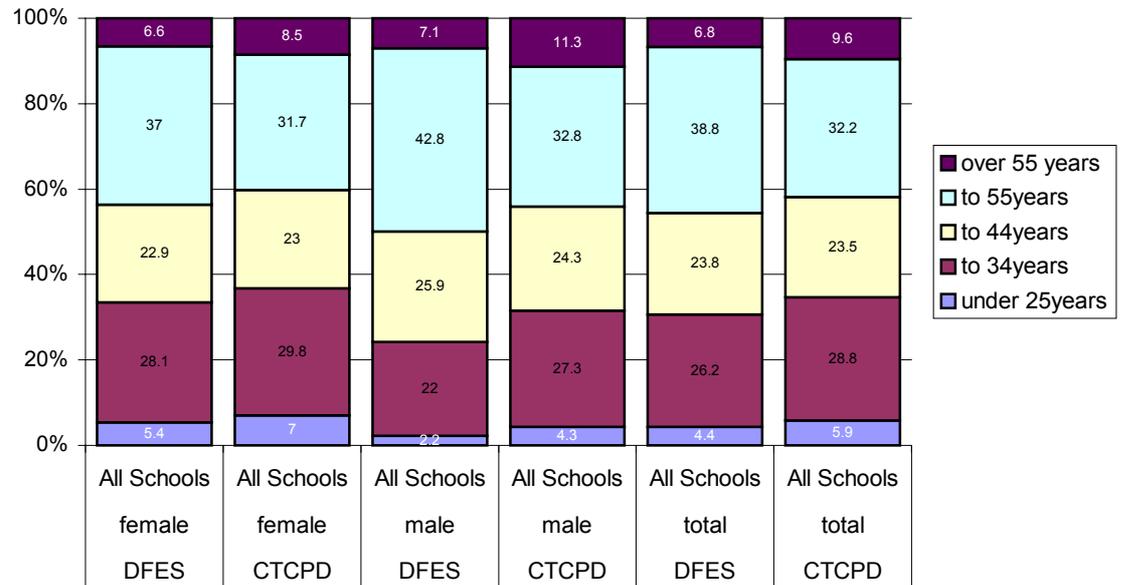
Source: DfES figures from DfES Volume of statistics- teachers 2001 (Appendix 1.3).
Chart 13: A comparison of the profiles of teachers who did not return their questionnaires and the teaching force in England.

The chart above shows that school liaison teachers provided details on 2136 teachers who did not return their questionnaires. Indications suggest that the sample matches the profile of teachers nationally for gender and age except for men aged 45-54 who were under-represented in this survey (DfES 2001).

This trend is true across all phases. In addition, comparison of the profiles of primary school teachers who did not return their questionnaires revealed that men under 25 were over-represented in this group (11.1% CTCPD, 2.9% DfES).

6.4.1 Comparisons of the profiles of primary school teachers who did not return their questionnaires and the teaching force in England.
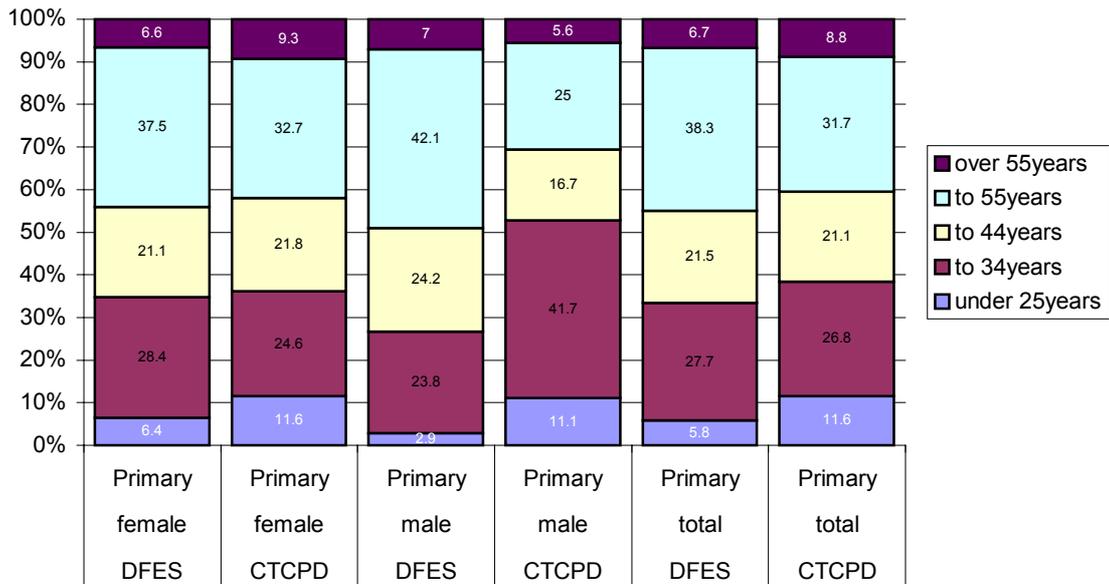
Source: DfES figures from DfES Volume of statistics- teachers 2001 (Appendix 1.3).

Chart 14: A comparison of the profiles of primary school teachers who did not return their questionnaires and the teaching force in England.

6.4.2 Comparisons of the profiles of secondary school teachers who did not return their questionnaires and the teaching force in England.

Secondary Schools- Non participant teachers (percentage)

	Secondary female DFES	Secondary female CTCPD	Secondary male DFES	Secondary male CTCPD	Secondary total DFES	Secondary total CTCPD
over 55years	6.2	7.3	7.1	11.2	6.7	9.1
to 55years	35.1	31.2	42.8	33	38.7	32
to 44years	25	23.4	26.2	24.7	25.5	24
to 34years	29.2	32.2	21.8	27	25.7	29.8
under 25years	4.5	5.9	2.1	4.1	3.4	5.1
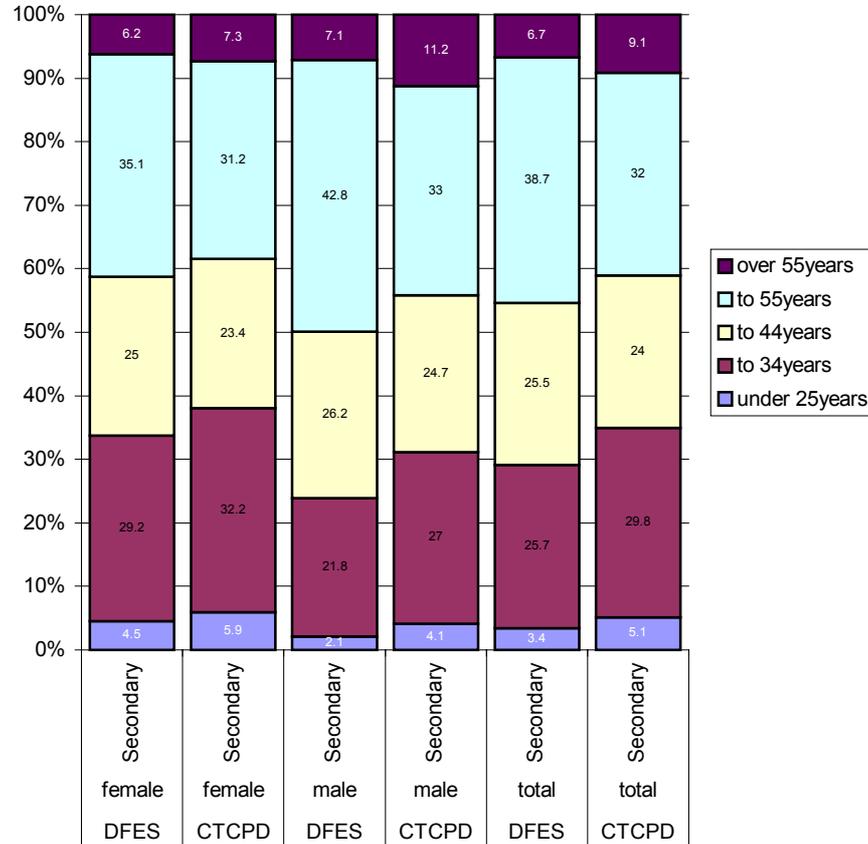
Source: DfES figures from DfES Volume of statistics- teachers 2001 (Appendix 1.3).

Chart 15: A comparison of the profiles of secondary school teachers who did not return their questionnaires and the teaching force in England.

6.4.3 Comparisons of the profiles of special school teachers who did not return their questionnaires and the teaching force in England.

Chart showing stacked bar graph with categories (legend):
- over 55years
- to 55years
- to 44years
- to 34years
- under 25years

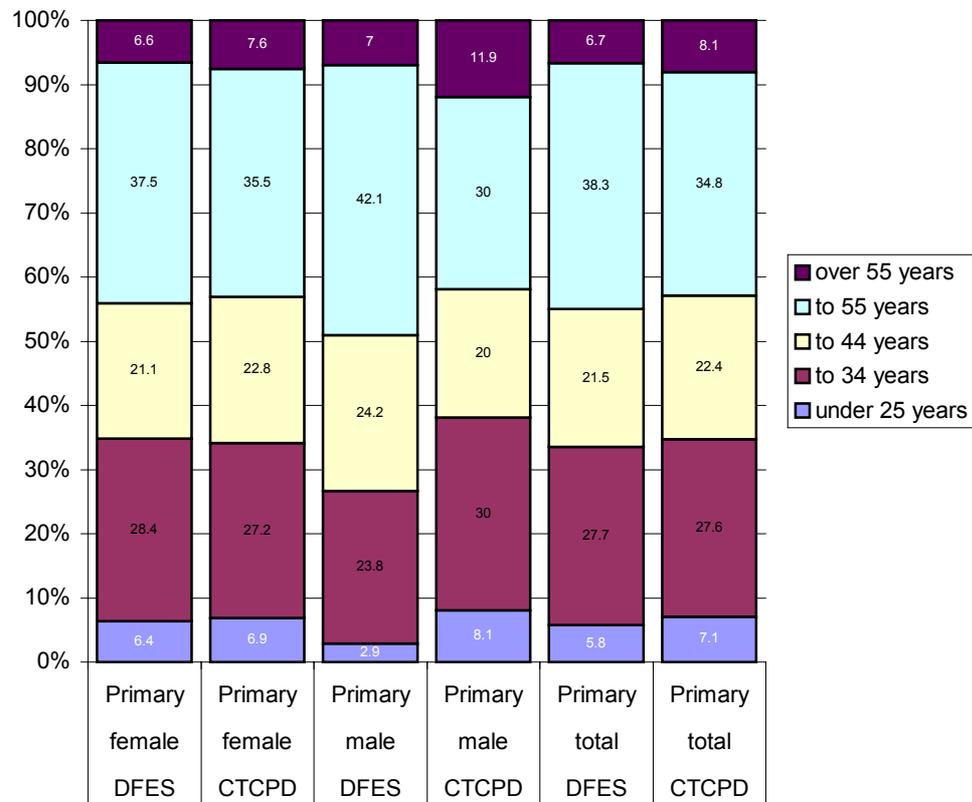| Category	Special female DFES	Special female CTCPD	Special male DFES	Special male CTCPD	Special total DFES	Special total CTCPD
over 55years	9.3	26.4	5.7	26.3	8.4	26.4
to 55years	49	35.8	48.6	36.8	48.9	36.1
to 44years	27.1	22.6	31.4	21.1	28.2	22.2
to 34years	13.5	9.5	14.3	15.8	13.7	11.1
under 25years	1.1	5.7	0	0	0.8	4.2
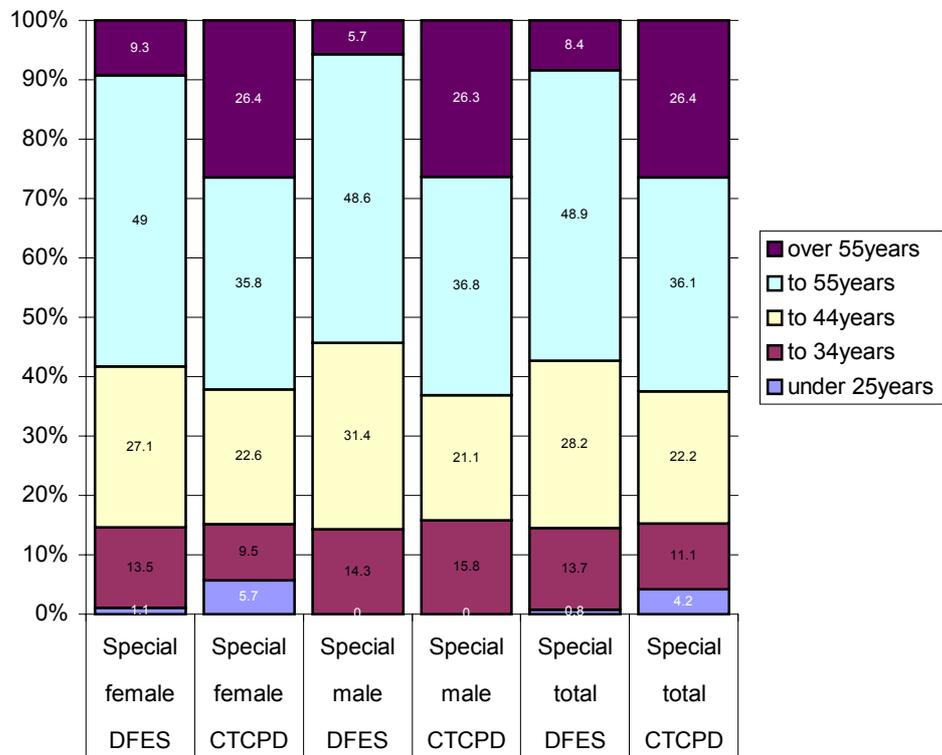
Source: DfES figures from DfES Volume of statistics- teachers 2001 (Appendix 1.3).

Chart 16: A comparison of the profiles of special school teachers who did not return their questionnaires and the teaching force in England.

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Section 7. CTCPD website, online questionnaire and other contacts

7.1   CTCPD website

The project has had a website since its inception at http:// www.mmu.ac.uk/ioe/ctcpd. This site had links from the MMU Institute of Education website and was always specifically mentioned in our correspondence, print advertising and press releases. The website proved to be popular, featuring in the Institute of Education's top 10 most requested pages for February 2002. An online version of the questionnaire was also included on the website. This was intended for use by teachers who were not in the selected sample, but who nevertheless wanted their views recorded. In addition, the project team received a few requests (via the project email) from interested teachers for copies of the questionnaire.

7.2   Online questionnaire and other contacts

Publicity highlighting the project website was sent to the teachers associations, unions and Local Education Authorities. Furthermore, two way links were made with the DfES and the General Teaching Council in England. In addition, the website was advertised in the Times Educational Supplement (TES) and also online, on the TES website at http://www.tes.co.uk. The latter featured 'flashing' alternating banners and all teachers were invited to complete the questionnaire. The final number of hits during the advertising campaign were 418 which was considered a valuable outcome and a useful way of increasing the public awareness of the project. Total hits recorded on the 24 September 2002 were 856 hits on the questionnaire and 51 online questionnaires have been completed. The online questionnaires were not included in the analysis as part of the main sample. Analysed separately, these materials displayed no significant differences from the main sample.

PART 2. CASE STUDY

Section 8. Construction of the sample

8.1 Sample design (case study)

8.1.1 Schools

23 schools and 100 interviews were the targeted figures. Of the 429 schools completing the survey, a sub-sample of 24 schools (12 primary; 9 secondary; 3 special) were selected, randomly within region and urban/suburban/rural location as follows:-

| Phase of Education: | Location and number of schools targeted | | | Total |
	North	Midlands	South	
Primary	2 urban 1 suburban 1 rural	2 urban 1 suburban 1 rural	1 urban 2 suburban 1 rural	12
Secondary	1 urban 1 suburban 1 rural	1 urban 1 suburban 1 rural	1 urban 1 suburban 1 rural	9
Special	1 urban	1 urban	1 urban	3
Total	8	8	8	24

NB: The schools came from different LEAs.
Table 14: The location and number of targeted case study schools.

A spread check was made against other school features/variables. The most recent OFSTED report for each sample school was also utilised. A detailed table could breach confidentiality, but it can be noted that the final set of 22 schools visited comprised of:

Number of schools	Characteristics of school
2	Beacon schools
2	Foundation
10	Community
1	Education Action Zone
1	Excellence in Cities (EiC)
7	Schools with Investor in People status
2	Specialist Status schools/colleges

Table 15: Features of the case study schools.

All secondary schools were comprehensive and all were mixed gender. There were no schools currently in Special Measures although 2 schools had recently emerged from Special Measures status. The school size range and FSM % spread was:

	Phase of education Response of teachers	
	Primary	Secondary
School size (pupils)	34 – 355	301-1870
Free School Meals	1-29%	3-24%

Table 16: The range of school size (pupils) and FSM percentages.

All schools were invited by letter in a rolling programme to participate in the case study work phase of the project. Letters were followed within a few days by a telephone call to 22 of the schools. An unsuccessful attempt was made to replace two secondary schools (with good matching features to other sub-sample schools) with two schools in Special Measures. All 22 schools agreed to participate in a programme of one day visits which ran from mid May to late July 2002. After the visit had taken place, the sum of £150 was paid to each school to contribute to arrangement costs.

8.1.2 Teachers

Requests were made to each school for interviews to last approximately 45 minutes each with at least 4 teachers (but up to 6 if feasible), to involve a set of interviewees including:-

- An NQT or teacher in the first 2/3 years of teaching;

- A mix of subject/curricular specialisms;

- A very experienced teacher in terms of years in the profession;

- The CPD coordinator or person with equivalent responsibility;

- A mix in terms of judgements which might be made about perceptions/attitudes/enthusiasm regarding CPD.

104 individual teacher interviews were conducted in total, and interviewees conformed well to the above requested categories.

Where the headteacher wished to speak with the visiting researcher regarding any matters concerning the school and CPD, this was welcomed.

Numbers of teachers interviewed by phase and urban/suburban/rural location were as follows:-

Group composed of:	Location of the school			Total
	Urban	Rural	Suburban	
Primary school teachers	32	11	10	53
Secondary school teachers	15	10	13	38
Special school teachers	13			13
Total	60	21	23	104

Table 17: The interviews composition within phases of education.

8.2 Interviewing Procedures

The central concern of the case study interviewing procedure was to generate materials which would allow for construction of accessible and credible pen-portraits. There was therefore a strong interest in developing a schedule and an interviewing context which established an appropriate balance between the need for adequate standardization and transparency of approach, and sufficient resources within a short time-scale for encouraging particular exampling responses documenting teachers' CPD perceptions (and moving beyond bland generalities). The major themes for the interview work, derived from the contractual specification, were further developed from the literature review and initial issues (and areas of ambiguity) emerging from the survey findings:-

a) Teachers' definitions/ways of conceptualising CPD.
b) Teachers' experiences and perceptions regarding their early professional development.
c) Memorable experiences and perceptions of CPD, linked to subject knowledge, classroom practice and pedagogy, management roles (and issues relating to performance management), professionalism more generally.
d) Constraints and facilitators for CPD involvement.
e) Issues relating to individual needs/school needs/government needs, including CPD opportunity identification processes.
f) Career development/progression and CPD.
g) Perceptions regarding the management of CPD within the school.
h) Current and envisaged challenges/needs *vis-à-vis* CPD support.
i) Awareness of current CPD provision on offer.
j) Key features of effective CPD.

An initial draft schedule, adjusted following comments from the project Steering Group, was utilised with pairs of researchers in three early pilot visits. This

followed interviewer training and orientation to the distinctive requirements of this form of pen-portrait case study work. These pilot visits were deemed successful and the schedule was amended so as to make the schedule more explicit for the next set of single researcher visits, and one element to the ordering of the schedule was changed. After 5 more schools had been visited, the schedule was again amended with some minor additional probes made more explicit for the purposes of transparency. The central themes of the schedule remained the same throughout the programme. Attached to this Appendix is the finalised schedule, together with the interviewer preamble which was utilised.

All interviews were tape-recorded. Individual interviewees, as well as schools, were guaranteed confidentiality.

8.3 Analytical Procedures

All 104 interviews were fully transcribed and the data were assembled by the team of interviewers. A framework was devised for analysing key features and key issues. This approach was based on the methodological approaches developed by Campbell (2000), Fairbairn (2002) and Clandinin and Connolly (1995, 1996).

The approach involves using transcripts of semi-structured interviews with teachers, as the basis for amalgamating identified key features and issues and 'critical incidents' (Tripp 1993), in order to create pen portraits. An analysis of the interview data was undertaken to illuminate and illustrate the range of experiences, perceptions and opinions of interviewees. This framework consisted of the following key stages:

- Team reading of all the transcripts and a series of meetings to compile a typology of critical incidents, common experiences, key quotes which exemplified anecdotes and key issues arising from the transcripts of interviews.

- Comparison and amalgamation with key issues from the survey findings.

- Consideration of the different issues in the different phases of schooling and agreement by team of the key issues for each phase.

- Discussion of the format and structure of the pen portraits in relation to authenticity and representation of key features and issues.

- Triangulation of perceptions of team members through discussion and reference to data in interviews and in survey data.

The pen portraits were constructed, through the process, above as amalgams of characteristics, views, opinions, anecdotes and experiences expressed by teachers during the interviews. By creating fictional characters, it is possible to use characteristics, verbatim reports, and stories from a number of respondents in one account.

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In addition, the interview data was analysed in conventional mode as it related to the major survey analysis themes. Interview analysis was utilised here to develop further or illustrate in more detail, particular aspects of the analysis in Chapters 3-11.

APPENDIX 1.1

Dear Colleague,

We are conducting a national survey into teachers' views about Continuing Professional Development (CPD) on behalf of the Department for Education and Skills and we are interested in knowing what CPD you have experienced over the last few years and what your thoughts are about it. Your opinions are vitally important - they will help the government develop future CPD policy. We want the views of all teachers. Whether you are an NQT who has just joined the school, have taught for many years, are a part-time teacher, or are retiring this year we still want your views! Below are the views of some teachers about the strengths and weaknesses of CPD – do you agree?

CPD generally meets the needs of the school rather than me personally	agree ☐	disagree ☐
Needs identified in my performance reviews have been met through CPD	agree ☐	disagree ☐
I feel that I have a part in setting the agenda for the school INSET days	agree ☐	disagree ☐
I feel that too many training days are driven by national agendas	agree ☐	disagree ☐
CPD providers think of it mainly as a commercial activity	agree ☐	disagree ☐
I am given a real opportunity to improve my skills in this school	agree ☐	disagree ☐

Your school is receiving a small sum of money in acknowledgement of the time and effort you and your colleagues have committed to this very important consultation exercise:

- please help us by completing this questionnaire which should only take about 20 minutes;
- after completing the questionnaire please return it in the envelope provided to your liaison teacher (or post it directly to us);
- you may notice a number above the return address; it is for administrative purposes and will not be recorded with your responses, so your anonymity is assured.

May we take this opportunity to thank you for your time and effort in completing the questionnaire.

Dave Hustler and Olwen McNamara, Manchester Metropolitan University
John Howson, Education Data Surveys

First a bit about yourself - please complete the following details

I am: ☐ Female ☐ Male	At some point during calendar year 2001	
	I was: ☐ an NQT	
I work: ☐ F/T ☐ P/T	☐ a leading teacher	
	☐ an Advanced Skills Teacher	
I am aged: ☐ Under 25 ☐ 45-54	☐ an Induction Tutor	
☐ 25-34 ☐ 55 +	☐ an ITT Mentor	
☐ 35-44	☐ on a management point	
	☐ on the leadership scale	
I have been in teaching…	☐ a CPD coordinator	
	☐ other (please specify)	
☐ 0 - 5 years ☐ 16- 25 year		
☐ 6 -15 years ☐ 26 + years		
My contract is: ☐ Permanent ☐ Fixed term/supply (one month to one year)		
☐ Fixed term (one year or longer) ☐ Other (please specify)		

The main questionnaire starts overleaf and is divided into 3 sections. Section A covers your experiences of CPD in 2001. Section B covers your more general experiences of CPD and Section C looks forward to your future needs.

SECTION A

This section relates to the **five statutory INSET days (or equivalent) that you attended during the calendar year 2001** (you will have been supplied with a list of dates). Some teachers will have attended an additional day(s), but if you attended less than five, or simply can't remember the details of some, we still want your views on the ones you did attend and do remember. It doesn't matter if they were at 2 or even 3 different schools. Please complete below as appropriate.

1. How much of calendar year 2001 did you teach? All ☐ 2 terms ☐ 1 term ☐ none ☐

How much of 2001 did you teach in your present school? All ☐ 2 terms ☐ 1 term ☐ none ☐

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Additional DAY(S)
2. What was the main object of the day?						
Teaching and learning methods						
Subject knowledge						
Curriculum and development planning						
Management /administration						
Assessment/moderation /report writing						
Special group needs (e.g. SEN, gifted and talented)						
Pastoral and pupil management						
Personal activities						
Other (please specify)						
3. Who was the main provider?						
School staff						
Staff from other schools						
Local authority staff						
University staff						
Private sector/consultant						
Other (please specify)						
4. How valuable was the day? 4= very valuable; 3=valuable; 2= little value; 1= no value						
5. How much impact did the day have on your professional practice? 4= great impact; 3= some impact; 2= little impact; 1= no impact						

6. In your experience what factors contribute to successful or effective INSET?

………………………………………………………………………………………………….………

………………………………………………………………………………………………………

7. In your experience what factors result in unsuccessful or ineffective INSET?

………………………………………………………………………………………………….………

8. This question is about OTHER CPD activities you have undertaken during the calendar year 2001, apart from the statutory INSET days. To help you we have tried to list most types of possible activity. Please use the following coding:

Timing:	Day (D), Twilight (T), Evening (E), Weekend (W), Holiday (H), Other (O)
Frequency and length:	Give frequency (e.g. weekly) and/or length (specify hours or days)
Location:	School (S), Training centre (T), Hotel (H), University (U), On-line learning (OL), Distance learning (not on- line) (DL), Other (O)
Training provider:	School staff (SS), Staff from other schools (OS), LEA staff (LEA), University staff (U), Private sector consultant (PS), Charity (C), Professional association (PA), Other (O).
Was it valuable?	Very valuable (4), valuable (3), little value (2), no value (1)

	Timing (see above)	Frequency and length (see above)	Location (see above)	Training provider (see above)	Was it valuable? (see above)
Literacy training					
Numeracy training					
NQT induction training					
ICT (e.g. NOF)					
Headteacher training (e.g. NPQH)					
ITT mentor/Induction tutor training					
Training activities within regular staff/departmental meetings					
Other courses/ workshops / conferences					
Award bearing courses (please specify)					
Best Practice Research Scholarship					
Other research					
Secondment/Sabbatical					
Visits to other schools/teachers					
Peer coaching - as mentor - as mentee					
International visit/exchange					
Exhibitions e.g. Education show, BETT					
Personal reading – books, journals, education press etc					
Personal on-line learning					
Other (please specify)					

SECTION B
This section relates generally to CPD activities you have undertaken **over the last 5 years** (or less if you are new to teaching).

9. Below are some immediate responses from teachers when asked what they thought of as CPD activities. Please RANK them in order from 6 (your most likely immediate response) down to 1 (your least likely immediate response).

Courses/conferences/workshops	[ ]	Other responses you may wish to add
Watching and talking with colleagues	[ ]	
School INSET days	[ ]	
Personal research and reading about education	[ ]	
On-line learning	[ ]	
Training	[ ]	

10. To what extent have the following impacted overall in the last 5 years upon your access to CPD? Please RATE each of them on a scale from 5 (has facilitated access) to 1 (has inhibited access).

	Facilitated……...Inhibited					Comment
	5	4	3	2	1	
Financial cost						
Location of provision						
Timing of provision						
Suitability of provision						
Workload						
Personal circumstances						
Knowledge of opportunities						
Senior management						
LEA advisory staff						
School policy						
Supply staff (availability/lack of)						
Other (specify)						

11. How much impact has your experience of CPD activities over the last 5 years had on the following? Please RATE each of them on a scale from 5 (very significant impact) to 1 (no significant impact).

	Significant…. Not significant					Comment
	5	4	3	2	1	
Your professional development						
Your promotion prospects						
Your teaching skills						
Your self-confidence/ self-esteem						
Your desire to learn more						
Your pupils' learning outcomes						
Your leadership skills						
Other (please specify)						

12. How have CPD activities over the last 5 years impacted upon your motivation to teach?

very positively ☐   positively ☐   no impact ☐   negatively ☐   very negatively ☐

13. Thinking about your CPD activities over the last 5 years, please RANK from 6 (the greatest) down to 1 (the least)

(a) the amount of time you have spent on the following		(b) the reasons you have undertaken the activities	
Increasing subject knowledge		Personal interests	
Improving teaching skills		Performance management targets	
Extending leadership/management skills		School development plan /headteacher	
Developing other professional skills		OFSTED/post OFSTED action plan	
Personal career development		LEA or local priorities/initiatives	
Reflecting on values		National priorities/initiatives	

14. Generally speaking how satisfied have you been with your CPD experience over the last 5 years?

very satisfied ☐   satisfied ☐ neither satisfied nor dissatisfied ☐   dissatisfied ☐   very dissatisfied ☐

15. In what ways, if any, has the CPD available to you failed to meet your professional needs?

…………………………………………………………………………………………………..

16. To what extent do you believe CPD has, over the last 5 years, raised the following?
  Please RATE each of them on a scale from 5 (very significantly) to 1 (not at all significantly).

	Significant... . not significant					Comment
	5	4	3	2	1	
The standard of teaching in your school(s)						
The standard of pupil learning in your school(s)						
The level of commitment to CPD amongst teachers in your school(s)						
School improvement generally						

SECTION C
This section relates generally to your perception of your CPD needs **in the future.**

17. Over the next few years what do you see as your two key CPD needs and what specific type of activities would be necessary to meet them effectively?

Need…………………….....….…………………………..…………………………………………
Met by…………………….………………………..…………………………………

Need………………...….…………………………..….…………………………………….…
Met by…………….….………………………...….………………………………….

18. How would you improve CPD?…………...….………………………….…………………………
…………………………………………………………………………………………………..

Thank you again for taking the time to complete this questionnaire.

APPENDIX 1.2

DfES Source: Volume of statistics- teachers 2001

All Schools Data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	All	13400	69500	56400	91400	16300	247000
CTCPD	Female	All	114	487	409	619	113	1742
DFES	Male	All	2500	24900	29200	48400	8000	113000
CTCPD	Male	All	27	169	171	245	73	685
DFES	Total	All	15900	94400	85600	139800	24300	360000
CTCPD	Total	All	141	656	580	864	186	2427

Primary data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Primary	9000	40300	29900	53100	9400	141700
CTCPD	Female	Primary	68	268	225	350	74	985
DFES	Male	Primary	800	6500	6600	11500	1900	27300
CTCPD	Male	Primary	13	48	32	48	19	60
DFES	Total	Primary	9800	46800	36500	64600	11300	169000
CTCPD	Total	Primary	81	316	257	398	93	1145

Secondary data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Secondary	4300	27900	23900	33600	6000	95700
CTCPD	Female	Secondary	42	200	159	234	31	666
DFES	Male	Secondary	1700	17900	21500	35200	5900	82200
CTCPD	Male	Secondary	12	119	129	179	48	487
DFES	Total	Secondary	6000	45800	45400	68800	11900	177900
CTCPD	Total	Secondary	54	319	288	412	79	1153

Special school data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Special	100	1300	2600	4700	900	9600
CTCPD	Female	Special	4	19	25	35	8	91
DFES	Male	Special	0	500	1100	1700	200	3500
CTCPD	Male	Special	2	2	10	18	6	38
DFES	Total	Special	100	1800	3700	6400	1100	13100
CTCPD	Total	Special	6	21	35	53	14	129

All phase of education (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	All	5.4	28.1	22.9	37	6.6	100
CTCPD	Female	All	6.6	28.1	23.4	35.4	6.5	100
DFES	Male	All	2.2	22	25.9	42.8	7.1	100
CTCPD	Male	All	3.9	24.6	25	35.8	10.7	100
DFES	Total	All	4.4	26.2	23.8	38.8	6.8	100
CTCPD	Total	All	5.8	27.1	23.9	35.6	7.6	100

Primary school (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Primary	6.4	28.4	21.1	37.5	6.6	100
CTCPD	Female	Primary	6.9	27.2	22.8	35.5	7.6	100
DFES	Male	Primary	2.9	23.8	24.2	42.1	7	100
CTCPD	Male	Primary	8.1	30	20	30	11.9	100
DFES	Total	Primary	5.8	27.7	21.5	38.3	6.7	100
CTCPD	Total	Primary	7.1	27.6	22.4	34.8	8.1	100

Secondary school (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Secondary	4.5	29.2	25	35.1	6.2	100
CTCPD	Female	Secondary	6.3	30.1	23.8	35.1	4.7	100
DFES	Male	Secondary	2.1	21.8	26.2	42.8	7.1	100
CTCPD	Male	Secondary	2.5	24.4	26.4	36.7	10	100
DFES	Total	Secondary	3.4	25.7	25.5	38.7	6.7	100
CTCPD	Total	Secondary	4.7	27.7	24.9	35.8	6.9	100

Special school (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Special	1.1	13.5	27.1	49	9.3	100
CTCPD	Female	Special	4.7	22	27.5	38.5	8	100
DFES	Male	Special	0	14.3	31.4	48.6	5.7	100
CTCPD	Male	Special	5.2	5.2	26.3	47.4	15.8	100
DFES	Total	Special	0.8	13.7	28.2	48.9	8.4	100
CTCPD	Total	Special	4.9	16.3	27.1	41	10.8	100

DfES Source: Volume of statistics- teachers 2001 *All Schools Data (non participating teachers).*

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	All	13400	69500	56400	91400	16300	247000
CTCPD	Female	All	90	380	294	404	108	1276
DFES	Male	All	2500	24900	29200	48400	8000	113000
CTCPD	Male	All	37	235	209	282	97	860
DFES	Total	All	15900	94400	85600	139800	24300	360000
CTCPD	Total	All	127	615	503	686	205	2136

Primary data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Primary	9000	40300	29900	53100	9400	141700
CTCPD	Female	Primary	29	61	54	81	23	248
DFES	Male	Primary	800	6500	6600	11500	1900	27300
CTCPD	Male	Primary	4	15	6	9	2	36
DFES	Total	Primary	9800	46800	36500	64600	11300	169000
CTCPD	Total	Primary	33	76	60	90	25	284

Secondary data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Secondary	4300	27900	23900	33600	6000	95700
CTCPD	Female	Secondary	58	314	228	304	71	975
DFES	Male	Secondary	1700	17900	21500	35200	5900	82200
CTCPD	Male	Secondary	33	217	199	266	90	805
DFES	Total	Secondary	6000	45800	45400	68800	11900	177900
CTCPD	Total	Secondary	91	531	427	570	161	1780

Special school data

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Special	100	1300	2600	4700	900	9600
CTCPD	Female	Special	3	5	12	19	14	53
DFES	Male	Special	0	500	1100	1700	200	3500
CTCPD	Male	Special	0	3	4	7	5	19
DFES	Total	Special	100	1800	3700	6400	1100	13100
CTCPD	Total	Special	3	8	16	26	19	72

All phase of education- non participating teachers (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	All	5.4	28.1	22.9	37	6.6	100
CTCPD	Female	All	7	29.8	23	31.7	8.5	100
DFES	Male	All	2.2	22	25.9	42.8	7.1	100
CTCPD	Male	All	4.3	27.3	24.3	32.8	11.3	100
DFES	Total	All	4.4	26.2	23.8	38.8	6.8	100
CTCPD	Total	All	5.9	28.8	23.5	32.2	9.6	100

Primary school (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Primary	6.4	28.4	21.1	37.5	6.6	100
CTCPD	Female	Primary	11.6	24.6	21.8	32.7	9.3	100
DFES	Male	Primary	2.9	23.8	24.2	42.1	7	100
CTCPD	Male	Primary	11.1	41.7	16.7	25.0	5.6	100
DFES	Total	Primary	5.8	27.7	21.5	38.3	6.7	100
CTCPD	Total	Primary	11.6	26.8	21.1	31.7	8.8	100

Secondary school (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Secondary	4.5	29.2	25	35.1	6.2	100
CTCPD	Female	Secondary	5.9	32.2	23.4	31.2	7.3	100
DFES	Male	Secondary	2.1	21.8	26.2	42.8	7.1	100
CTCPD	Male	Secondary	4.1	27	24.7	33	11.2	100
DFES	Total	Secondary	3.4	25.7	25.5	38.7	6.7	100
CTCPD	Total	Secondary	5.1	29.8	24	32	9.1	100

Special school (percentage)

Data originator	Gender	School type	Under 25	25-34	35-44	45-54	55+	Total
DFES	Female	Special	1.1	13.5	27.1	49	9.3	100
CTCPD	Female	Special	5.7	9.5	22.6	35.8	26.4	100
DFES	Male	Special	0	14.3	31.4	48.6	5.7	100
CTCPD	Male	Special	0	15.8	21.1	36.8	26.3	100
DFES	Total	Special	0.8	13.7	28.2	48.9	8.4	100
CTCPD	Total	Special	4.2	11.1	22.2	36.1	26.4	100

APPENDIX 1.4

CTCPD Teacher Interview preamble

- Thank you for agreeing to see me I know how busy you must be. I'm xxxx from MMU and I guess you know why I'm here but I'll just go over it briefly (project outline sheet to be made available).

- we are finding out about teachers' perceptions (and experiences) of continuing professional development for the DfES. The first stage of the research was a large national survey – did you see the questionnaire? It is a baseline survey - we had to include everything – thanks if you completed it. We are incredibly grateful to all the teachers who took the time and trouble to fill it in.

- what we are trying to do now in this interview phase is to put some flesh on the bones of that survey by talking to a few teachers over the county as a whole about their personal perceptions and experience of CPD and getting a detailed picture of what the professional development profile of a school as a whole looks like.

- what we will do then is to amalgamate the accounts we collect and write them up as 'fictional' case studies so that the teachers and schools will be anonymised in any reports we feed back to the DfES or any other reports….confidentiality is guaranteed. This approach will also we believe, provide another way (from the survey) of helping to make your perceptions and views known…..policy-makers ARE listening.

Request to tape-record; preview interview process, plus any questions.

CTCPD Interview schedule – teacher

1. Can you tell me a little about yourself - your career history

Probe as required and use as check-list:- -age/length of experience overall and in this school/ career history / route into education/ what subjects have you taught and do you teach now / what roles and responsibilities have you held and do you hold.
                              -additional career facts/experiences which you think may be relevant to CPD

2. How would you describe/define CPD? What do you think of as CPD? Others' views of and expectations of CPD ?

Probe as required:-   -other colleagues/SMT/LEA personnel/governors
                      -what activities count as CPD?

3. Can I take you right back to the beginning to your early professional development.
What support/professional development did you have when you started to teach?
Does anything about it strike you as important or particularly valuable?

Probe as required:-   -did you have a mentor? How did that relationship work?
                       -how did your early experience of CPD influence your views about CPD?

4. Starting from a very broad notion of CPD <u>– in fact thinking of any activity which increases teachers' knowledge, skills and understanding</u> – can we look at some particular areas of CPD you may have been involved in since those early teaching days. <u>I'd like you to focus on your perceptions about your experiences with any examples that have been memorable – particularly good or bad! What makes CPD come alive for you?</u>

Firstly - your <u>subject knowledge</u> – have any CPD activities influenced or impacted upon that?

Probe as required:- -provider/length/timing of course?
                    -in what way did the activity impact on your practice?
                    -perceptions linked to examples
                    -impact personally and on personal thinking
                    -impact on pupil performance
                    -see above broad definition: more informal professional development
                     activities ?
                    -what about ICT CPD?

Repeat for: * <u>classroom practice and teaching style</u> [plus probe on LSA/NTA]
          * <u>management roles / performance management</u>
                * <u>professionalism</u> [probe:_so for example have you been involved in any CPD
                  activities that have caused you to look at educational values, your role as
                  educator, the curriculum …]

What have been the main constraints/facilitators for your activities? [probe:- give examples]
How do you view the amount of time allocated to CPD?

5. Right I want to move you on now to talk about your needs in the context of school development needs – do you ever feel there is a tension between what you would like /need to do and what your school/your head/the government needs you to do?

Probe as required:-   -pursue each of above list separately
                       -can you give examples?

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What would you say has largely driven your professional development activities – you/ the school/ the government/ performance management targets etc?

Probe as required:- -pursue above list
                      -has the balance changed over the years?
                      -importance placed on CPD/support given: school/LEA/Government ?

Who identifies opportunities/activities for you to participate in? How do you identify needs? Views on this.

Probe as required:- -have you ever sought out any professional development to help your
                      career progression ?
                      -have you been involved in CPD which you have initiated (alone or in
                       collaboration with others) or funded yourself?

6.   How has CPD affected your career progression if at all? Can you point to any CPD experiences which did contribute to your career development?

7.   How is professional development managed within the school? Do you think an appropriate balance is struck between onsite/offsite provision? What changes would you make?

Probe as required:- -who decides on the focus of the inset days?
                      -who decides which outside courses you attend?
                      -how do you get to hear of them?
                      -views/perceptions on the above

8.   Just quickly because I know you may have answered this question on the questionnaire. What professional challenges are you facing in the immediate future? What kind of professional development and support do you need/would you like?

Probe as required:- -what would you like CPD to offer?

9.   What government CPD provision do you know of on offer presently? (Illustrate: re Govt funded/National Initiative training). Perceptions of current arrangements (probe: school/LEA/Government levels)? What kind of structures/ provision would you put in place if it was up to you? What providers would be best placed to deliver it? What advice would you give providers about the key features of effective CPD?

Probe as required:- -what government CPD have you been on, had access to? Benefits and learning?

10.   Finally. As we have said, it is our belief that policy-makers are really listening ...are there any other perceptions about CPD which you think we need to take account of ? What is, from your point of view, the central message(s) which you would want us to pass to government about your perceptions of CPD and what you would like to see in the future.

Thanks.

Appendix 2   Five Full Pen Portraits

The full individual teacher portraits are presented in the order:- Primary (2 portraits); Secondary (2 portraits); Special (1 portrait).

A2.1 Full individual teacher portraits

(i)   "Pat"
Aged 45; taught in 4 schools and has been at her present inner city large primary school for 4 years.

I came late into the profession. I was PA to a large public company, had a super job and used to fly all around the world. I decided to go and get a degree and did a teaching qualification while my children were at school. I've been teaching now for 10 years, and have worked in four different schools. My degree was in English and History and I've been here four years. We have three form entry, and I coordinate for Year Three, and Literacy as well, which is quite a lot of work.

I love my job…I probably love it too much really. I took a dive in wages going from what was in those days an excellent salary, to nothing and my family thought I was mad. I still have an interest in what my degree was in, in fact I'm doing an Open University Masters course as well at the moment... just out of interest really. I get no funding from the school for it, although I am looking to start a course for special needs because I've applied for a special needs post in school. Obviously the school would support me.

My early professional development was non-existent; I went into a school which had problems with management. As a newly qualified teacher I never had any time off. Because I was a mature student I think they just presumed that I would cope. I had 32 in my class, and in the afternoons I used to have 6 fully statemented children dumped in my class with no support. Because I was newly qualified of course I didn't know anything different. Looking at what goes on now, looking at the experience in this school, it's absolutely wonderful for the newly qualified. They are mentored, they have time. So comparing my experience to theirs, it's just poles apart.

I've worked in different authorities that had differing approaches to professional development. XLEA actually was very strong. The courses were very relevant. My judgement of a course is if I have got something I can bring back and use with the children, and it's effective, then it's been a good course. CPD for me is about making yourself better at what you do so that you can help the children. I think we learn more from each other than we ever learn from most courses, and in this school we talk with each other a lot. A lot of the courses, I have to say, that we go on in our LEA here are not very good. I meet a lot of people I trained with who are in different LEAs. You'd be surprised how differently LEAs support what is going on in schools.

Of course I think maybe they have been under restraints, because obviously years ago there wasn't such an emphasis on paying for things. A lot of the courses were free. Now we pay for everything, I think the school even pays for the twilight

sessions after school. That is really quite an issue I think, because here for example to get to the XLEA Centre, where everyone else is, by 4.30, to have done your marking, to be set up for the next day, it's quite an issue to get there. Also the courses are often not relevant, an example of this is all those courses you go on with 'lets share what we're doing in school'. That's alright, but you have made an effort to get there and you expect something new and useful to take away.

I suppose to balance that view I've been on excellent courses, a lot of work which has impacted, I believe, hugely in class, such as the research work that XXX from the University has been doing with assessment and teacher focus. It's like an advanced agenda to your lesson, and also giving the children criteria of what we think good work _will_ be like. We bring back and let the staff know, but again that's an issue because there's often not a lot of time. But because a few people talked about it, it then became a school approach now and we all use that and we've all found it has made a great impact because the children clearly know what they've got to do.

In my last school we had lots of visiting speakers who came into the school. Here, I don't think I've ever had one. We went to another school to see XXX, who is absolutely wonderful…you come out absolutely inspired. We joined two schools together and shared the costs. People with any reputation charge a lot. I think it's like a breath of fresh air…..it does lift you. You are just plodding along and you also remember that the children, who are only 8 years old, do actually have another side from the maths and literacy. I always go to the education show every year off my own back-I know I'm a sad person! As literacy co-ordinator, I haven't got time to have one rep in after the other. I go round the Show and look. I can actually see, and talk to people. You can say 'have you tried that?' And you take a lot of what they say on board, and therefore you are able to start making a list of things that have worked. Anyway, I had seen XXX do a demonstration, it was so good, and I was so looking forward to it because he was doing it then with Number. I'd told friends who work in other schools, but it was booked up solid and I couldn't get on.

One good thing at the local authority is the 'literacy person'. At one meeting we looked at literacy targets, which were very child friendly, target sheets that the children would be able to fill in themselves. I really quite liked these, because they can see their own progress, and it also helps teachers because we have this big issue about targeting individually. Individual targets take a lot of time to do, so in a way it kills two birds with one stone. When I came back I met the staff whilst we were having lunch, talked about this super course, because it's such a rare event to say this is the one that's going to save us TIME.

The head is very good. We have a business meeting on a Wednesday, so we can flag up issues there. We are quite a good staff for agreeing things. But because time is limited it often takes a while then to get onto the main inset of the school.

I think obviously teachers work in concrete examples, and that's why we're so good at talking to each other, because they do 'oh that was good because I did this,' they don't just say 'that was good.' The inset, for example, here is far superior than what I have ever had from other schools, because I think we are quite a professional staff. We evaluate every week on our plan. We also have a yearly evaluation, which goes

to the head, and then we send a copy to the co-ordinators, so then we have to, as a co-ordinator, pick up on those issues. One of the big issues for me in year 3, was that I couldn't understand why in a school like this we were still having a problem with spelling. Then we looked at the national test results and found that, of all the areas, it was the spelling actually that was the weakest. That led us then to actually look further, and look at the way in which we were teaching phonics. That's been my sort of management of my literacy side. It's to look at all the ways in which phonics are taught in different schools, look at the huge amount of government publications. That is actually part of the problem, you get swamped with too much and you haven't got the time to read it.

We've become more of a culture relying on classroom assistants, years ago we didn't have another adult. It's great to have an assistant but I reckon I need training to help me cut down on the extra workload they can involve. If I give a group to a teaching assistant I've got to be sure that that she understands what I've planned. It's more rather than less work for teachers. For example I had a statemented child the year before last, and they have to have individual plans for every lesson. Well, I can write all these laborious plans that I write every night for them to be able to see the curriculum has to be diluted down. But sometimes the words just can't get over the practice to someone who hasn't had the background of teaching.

It can be an issue with other teachers as well. As year group coordinator, I can stick my management hat on if you like. I've had 2 new members of staff this year, and I suppose I assumed that they understood the curriculum and <u>how</u> things are taught. I've had to give a lot of support to those two members of staff. All the year group co-coordinators feel in this. I <u>have</u> tried to explain that I feel I'm taking away others' professional integrity. Where we all have to work the same, and because someone is in the management role, maybe they are intimidated. I have said 'You've got to try to have a to go at planning maths this week,' and 'you've doubled up planning <u>this</u>, this week,' to give it some sort of shared responsibility. But there doesn't seem to be the confidence to do that. Now I don't know whether that's because they feel I can do it better

I have said that I don't want to become a deputy head, or anything like that. I <u>just</u> want to be an effective classroom teacher. The head is very supportive of that. I have talked about this special needs course. I am fully supported in that area, they would pay for the course, so in that respect definitely I never feel held back from wanting to do something that I personally want to do for myself. I have now applied for the special needs role. Obviously I would need to be supported with that because there is a code of practice, it has changed, and there have been a lot of changes. There's always change in these things. Also I do not know every type of special needs, the whole spectrum of special needs, only the ones I have come across myself, and the general. That would be a huge professional development for me.

The problem with the LEA INSET folder, which is a list of courses, is that we have to say what we want to do too much in advance. Well, I can't think that far ahead. I feel for example you could be in a different year group, so you would have different needs. You could have a different job. But there is only so much money in the pot, so you have to do your co-ordinators' role. But sometimes that's your strengths,

your weaknesses may lie in another area. Sometimes you do think to yourself 'I wonder if I could just sneak that one in.'. Also, I hate thinking that far ahead, but the local authority has these awful deadlines that you have to get in. .

Most of my CPD has been curriculum led really. It's been the curriculum because you've got to translate that, and I am the sort of person who has to feel confident that I am translating it well, and so you evaluate your own shortcomings. I couldn't do all those fancy things.

I am annoyed about performance management targets. They are sort of, 'what can I do that's easy?' Not every thing fits into a perfect cycle...if I was monitoring spelling in this school to see whether an improvement is made, I would want to be monitoring it from say reception until they have finished in year three. It doesn't always fit into a box and a tick. Everything seems to have to be measured. I am in to measuring myself, but I just feel that sometimes things just have to go on gut instinct, about what is going on, and what is right. That side of it is never taken into account. Have we been consulted about performance management and how we would like it? I can't remember ever being consulted.

(ii) "Anna"

Anna is 23 years old and a NQT; she works in a medium sized primary school in the inner city.

I love teaching! Since I started here last September in my first job, I have loved every minute of it. I get plenty of job satisfaction. My class are just wonderful – every one of the 30 has made terrific progress this year. I know not everybody likes Reception children but I think 5 year olds are at a very interesting stage of their educational development, they haven't yet formed a real opinion of school and are open to all sorts of experiences. They have such enthusiasm for everything they do and they are thirsty for learning- or at least my 30 are.

I did a B.Ed at XXX University, which I think really got me ready for teaching. We spent a great deal of time in schools on block placements and serial placements and I worked in all kinds of different schools. That experience allowed me to make a more informed choice about the sort of school I wanted to work in- I chose this one because I like working with children from minority ethnic backgrounds. They bring a great deal of richness to the classroom- different languages and cultures and the children learn to appreciate differences in ways that are not available to other children in mainly white ethnic background schools.

I'm particularly interested in language and literacy – that was my specialism at university. Next year I am going to share the literacy co-ordinator role with another more experienced teacher- actually she has been my mentor this year so I'll continue the mentoring relationship next year. I've had so much support from her. She and I team teach my class for a half day each week which means we get to plan together, discuss the children's progress and assessment and review and evaluate together afterwards. She says it has been the best staff development she's ever had, which is a nice compliment for me. She says I've been like a breath of fresh air – sometimes when I get carried away with ideas she says it's more like a whirlwind!

We've been sort of coaching each other, trying strategies and feeding back to each other. I suppose I have brought in new ideas from my training course and from other schools where I've seen good practice. I've got so used to working with others in my classroom- all the way through my course and then this induction year – that I would miss it if it didn't happen. I've already decided that I am going to enrol on a postgraduate course next year, start working towards my Masters degree. I want one that will allow me to carry on investigating and improving my teaching. I like courses that are both practical and challenging intellectually. There are so many changes in education that you need to know the theories behind the changes, especially in English and literacy teaching.

I've been attending sessions for NQTs this year both at university and with the LEA in my half-day non contact time. It's really good to meet up with friends from university – we have a riot when we get together and talk about our schools. Some of the sessions have been brilliant, especially when we had Dr. XXX, you know the expert on gifted and talented children, he's so wonderful, you come out inspired and knowing so much more. I've also been to some of the literacy co-ordinators meetings with my mentor, Fatima, that's been really useful. Fatima has been really good and I am glad that we will be continuing to team teach and work together next year. I would hate just to be left alone to 'get on with it' like some of my friends will be doing. Having a mentor or buddy is essential if you want to keep developing and learning.

This school is very open to new ideas and to supporting teachers whether they are experienced or not. The Professional Development co-ordinator is the deputy head and she also looks after students and all newly qualified staff as well as all staff. In staff meetings I am able to bring up issues we want raising or ideas for INSET. It's really good when we all agree and get on with things.

Not all the INSET I've been on has been good. Last week I went on a course all about dyslexia. I was really looking forward to it because I knew very little about it and so many parents have been talking about it that I thought I'd better find out. I chose an 'outside' course as word has it that the LEA courses were not very good. It was very expensive, about £160 for the one day, which is a huge amount of money especially when you add the supply cover costs on too. It's a big investment for the school. Really the course was absolutely awful. It was advertised as a course for classroom practitioners and for Special Education Needs co-ordinators but basically it was an optician telling us about machines that can measure a child's perception. The machine hasn't been patented yet and is still on trial. I got nothing from the course at all, certainly nothing practical for my children or anything which made me think about my work.

There has also been the INSET on ICT that all staff had to do. I felt that I should have been exempted as it was really a course for basic beginners- like how to switch on and using the internet for the first time- I've had a computer since I was four and got really skilled up at secondary school. And of course we had to pass it on my teacher training course – at quite a high level, not just your own personal use of ICT, but how to use it in your teaching.

I've been keeping a detailed file of my professional development during my induction year, partly because I've always been used to keeping one at university, but also because I can use it to gain some exemption credits when I enrol on my postgraduate course. My mentor has shown it to the Professional Development co-ordinator and she would like to adapt the format for using with staff to record and document their professional development activities.

I am planning to stay for another two or three years at this school to consolidate my work with early years and maybe get experience in year 3 or 4. Staff are encouraged to move age groups every two years in the school to help increase continuity and provide variety of experience. I'll also get a lot of experience of the literacy co-ordinator role when I work with Fatima. My other aim is to get more experience of working with children with special educational needs. I also hope to do some units at university to really get to grips with assessment and support issues that are crucial when teaching all children. I have asked for a student next year as I experienced such good support and mentoring that I would like to continue the process. It's good to have the opportunity to discuss and review teaching with someone who has been in the classroom with you.

Looking further ahead, I want to stay in the classroom but have opportunities to work in other schools and to do classroom investigations with other teachers, and perhaps take on the role of Professional Development co-ordinator when I have more experience. I enjoy helping others to see how they can improve their teaching and how they can spread successful practice. I think I have learned a lot this year. It's expected at this school that everyone has to be concerned about their professional development and that there are many different ways of accessing it- short one off sessions, opportunities to work alongside other teachers, and longer term more in depth development. I think teachers need different things at different times in their career. I think CPD is a mixture of things ranging from going on courses to school based work with colleagues. It is important to meet individual, personal needs as well as needs identified in the School Development Plan for all staff. Good CPD is well organised and is led by people who are well prepared and don't waste your time. CPD needs to be evaluated and teachers need to give feedback about how effective they found the CPD.

(iii) "Julia"

Julia is aged 30; she has been teaching in a small suburban secondary school for 4 years.

I came into teaching via PGCE and I've been here 4 years, in the History department, but before my PGCE I went travelling for a year, then did a PR job and worked with adults with learning difficulties and challenging behaviour for about 3 years. That's what got me interested in teaching really, and being interested in History. I look after the history basically, and I'm head of year 7 at the moment.

When I first came here, there was a lot of bumpf about meeting other NQTs, but I'd already got some pretty good experience and didn't go to any NQT meetings. There was a fantastic bloke who helped me out a lot in my first year here, watched me teach and we talked about things. He's left now. I think some of the people from

my PGCE, working in London, found it tougher than I did; their experience was that they were thrown into unmanageable classes, finding older members of staff or existing members of staff very unfriendly and unhelpful…a sort of 'I had to find out the hard way and so should you' attitude. One of my best friends left last year, because she felt totally inadequate and decided if it was going to be for the rest of her life, forget it…make the break now rather than you know…because she actually went to another school where nothing changed. So that was two schools and that was London again.

CPD to me means advancing my skills, keeping up to date with current developments, finding new ways of teaching, using different resources…those types of things, but I haven't been on all that many courses. I think if we want to go on a course here, we generally get to go. There is obviously a financial ceiling, but it is not like other schools where they say, 'well, no sorry'. The problem for me has been time really, with all the stuff you have to get on with every day. You also have to have a life.

The stuff that has annoyed me has been some of the 'government imposed' requirements like the NOF thing. It was a complete and utter waste of time. I didn't learn anything…it was just extra paperwork. I think it is very difficult with a national strategy like that saying this is what everybody should be doing…god knows how many teachers there are and they all need different things. I went on a history and ICT course in London with XXX who still does some history teaching, specialising in ICT and I got far more out of that. He knew the practical issues when you have got 30 kids and 15 computers. I brought resources from it and incorporated it in lessons. What made that great was that he was a historian and therefore subject specific and you could use it with the children. What was also good about it was that you felt you had learnt something new, and it wasn't just sharing what we all do in our schools at the moment. There was one history course, which was absolutely appalling. She gave us no ideas, there was no material, she relied totally on one of the other girls who had obviously been on a previous course to feed her with ideas. I feel very strongly that someone delivering a course shouldn't be relying on the audience to be part of that delivery.

The best training days are the ones when you are left alone to prepare, to organise everything, prepare your rooms, get your books ready, file resources. For me, one of the good things is how much is around on the net now, so any time I can get for that is useful. We also had OFSTED a couple of years ago. So that was the first thing that I had to go through. It was in my second year after Christmas. Pretty much got through my NQT and was straight in the deep end preparing for that. A lot of the training then was all about getting through OFSTED. Which in all fairness focused me a little bit into making sure I was on target. One of the problems that I don't see going away is that the government will always set the agenda for professional development while we are so target driven. I'm not saying I'm 100% against league tables, but what do they do? When you have a child in your class who is really emotionally disturbed, the fact that Henry V111th was a Tudor monarch does not mean much. Anyway, some of the people who have come in to give presentations since then have been an absolute waste of time. They've been no help for my subject. The worst was the really patronising tone that came across from one presenter…talking as if we had no intelligence whatsoever.

By contrast, the whole school went on one course recently, last term, on 'good classroom practice' and 'behaviour management'. We went out to a conference centre and XXX came to talk to us. That was a good day out. I think some people just see it as a bit of fun, especially the more senior or mature members of staff. But in all fairness I think it was possibly more aimed at people like them rather that me. Having come from university not so long ago, and for me having worked with adults, I'm probably more up-to-date about these new strategies. It was about being able to defuse situations, creating a good atmosphere within the classroom, how to stay positive. It was a good course, everyone enjoyed it and it was fun, it was fast paced. All the same, for me, I could have used the time for other things like more time on the computer. Quite a few of the things he was doing I already do.

It's difficult for me, in a small school like this, getting new ideas, so I rely on things like the history group, which meets once a term in the LEA, and we go to that and pick up ideas from people and find out about good courses. One course we went on they paid for a proper historian and he was fantastic, just had so many ways of making things come alive in your lessons. Also I had a student this term and she's been good, bringing ideas from other schools. There's no-one in the school who can really help much on that. I think it's a lot better in Maths for example, because they seem to have more going on there and seem more of a close-knit community. They are also involved in some big projects, and they are a sort of flag-ship for the school, even though we are a pretty much bog-standard comprehensive, albeit a small one. In Humanities we are a lot more scattered, not much of a sense of pulling together, perhaps it's because we've had more staff come and go. What's interesting is that the CPD coordinator, has been pretty good when I've asked about going on courses, but he's never come to me with any suggestions. Well, actually that's a lie, he has recently, because of some of the pastoral stuff I am now picking up on…being head of year, induction, that sort of thing and I'm going on a child protection course soon.

Overall, I don't really know much about how the whole CPD gets organised here. There is a group that lays on the stuff we all have to do because of the government, and there are always notices up about courses, notes are put into trays about things. It's not that management aren't supportive when you ask for something. You have to be involved with this profession. You are going to have to be taking on extra responsibilities and learning new management skills. That sort of thing, I think, needs to be offered to people at my level because it's only fair. There's not much room for development for me at the moment other than to keep bobbling along on the history. There are a lot of members of staff here that have been here fifteen, twenty years. Not taking anything away from them, I personally wouldn't want to end up at the same stage. I think you need to acknowledge the fact that people obviously are going to have to take on and develop new skills, or be offered new opportunities. Yet again I feel that within this school it's very much if you are interested in a course that's fine, but it's another question as to whether people are interested in you.

It's probably partly down to me being pretty much overwhelmed with all the planning and marking, and to be honest I'm not prepared to lose out on having a life…in fact I'm not really sure I will stay with the job. Perhaps I'll look at PR again, or even something like M&S, because that's where my friend went and she

loves it. Jim, my husband, can't easily get a business move and there are no schools nearby which really appeal much…or where I think things would be much different.

There have been some good things though. I thought the bursary scheme was quite good. I used that to go over to Auschwitz on a course there, which was fabulous because it has inspired teaching the Holocaust and I've got so many new resources and I've got photographs that I can use on the computer. Something like that is useful because the school said you've got your own money, you can go and do these things.

(iv)   "Paul"

Paul has been teaching for 20 years and is 43 years old. He is Head of Technology in a secondary school.

When the Deputy asked me to come and talk to you about professional development, we both smiled, he knew that I held a slightly prejudiced view about such matters. He's been trying to send me on all these courses about becoming a better manager, using discipline assertively and all that kind of development for a long time. I have probably become a little cynical about their direct value to me.

I work in an environment where machines are on and off all the time, and you need eyes in the back of your head. That 'let's stay calm and work it out together' is no good, they need to know who's in charge and expect trouble when they're behaving stupidly. What I want to know from the senior management is how much money I'm going to get to replace worktops and worn out machinery. I fail to see the value in prioritising spending on professional development and behaviour management courses when you don't have the tools to deliver the lessons adequately; a case of mixed values. I've been teaching woodwork on these workbenches for as long as I've been in the school.

I became Head of Technology when Dave retired more by default than design because that way they saved some management points for a new ICT post. I have the responsibility of running a faculty and dealing with a grafted on ICT department whiz kid full of ideas for changing the way that we work. My idea of professional development is what makes you a better teacher in a fully equipped workshop. Her idea is a complete range of assessment and evaluation sheets, which give you an accurate summary of every single thing that a child has done in the time he is in your classroom. Supposedly that feeds back into the planning cycle to make spending more directly accountable. It is a fine idea in practice but comes a cropper with last lesson on a Friday with Year 11 bottom set. Then its just survival of the strongest. No amount of professional support beyond the help and guidance of your colleagues help prepare you for the classroom.

The best training day I ever had was when Shell offered us (other Heads of Technology) the use of their training facilities for a training day. It was fantastic; we worked in groups and talked about what went well, and what didn't work. Somebody brought their lesson assessment package that they had from an outside speaker, and we all took it away to use in our schools. That saved me hours of wasted time looking through all these government directives about what I should

and shouldn't be doing. The catering at the centre was out of this world; they really look after their workforce, not like the people in the infantry trenches back in school. I do feel annoyed about the piecemeal and third-rate training from superstars who got out of teaching as quick as they could to come back and tell us how it's done.

Our best school training days are when they let us get on with our moderating of exam classes. When we plan our training days I always vote for the time to be mainly given to Departments, that's where the time is best used. With these kids it's a nightmare just keeping track of all their assignments and practical work. They never leave it in the right place and take it home to finish off. They've got no tools there and little brother just wrecks it; they're back in on Monday asking me to fix it. Mind you, I don't mind staying behind for those who want to work on. I feel sorry for them, there's no apprenticeships out there, just more of that vocational training on technical equipment they haven't got a clue about. It's just like that 'wonderful' stuff they made us do on computers. I know the basics and can design with our programmes. It was unrealistic to try to pitch ICT training at a level to fit everyone's needs.

In my role as Head of Faculty, the theory is that I have to audit the training needs of my Faculty colleagues so that the Deputy-Headteacher can set them against the school and personal training needs to develop a professional development plan for the school and the individual teacher. It's just a paper exercise, which looks good in the policy handbook. The reality is that the ones who shout the loudest are more often heard. If your area is a priority area either in terms of the Government or the school plan then you clearly take priority over others. I have sympathy for the History teachers; people like them are so far back in the priority queue for inset.

LEA training fits a similar mould; it's usually too general in nature with the idea that one cast fits all moulds. It's also increasingly focussed on government requirements rather than structured to fit the individual needs of the school; you cannot just overlay one model. Sometimes the best approach is to target the funding to the school, and let them choose how to spend the money. The professional development budget is so squeezed here by all the demands made on it that only the favoured few really benefit from it. The old idea of 'cascading down' rarely reaches the bottom levels. We were supposed to transfer savings from the supply budget to boost the training budget. That was lost as we had one or two people with long-term illness issues. Money is so tight nowadays split up into little boxes, which can't be touched. We are looking at Specialist college applications to try and bring in additional funding

INSET, I suppose, should give us an opportunity to improve our skills in certain areas and work in cooperation with other teachers in the school. I have some problems there because the new ones are so fixated about their portfolios and downloaded lessons that they forget the job's all about the children, not them, lots of the others are busy showing what efficient managers they are, and what great handbooks they had for our last Ofsted. I know we have to keep up to date with new initiatives and directives. Wouldn't it be nice if they actually gave us the time to absorb the changes before piling on even more ideas? I never get the chance to see one initiative all the way through before everything is up in the air again like a

game of musical chairs. The problem is all the excess baggage we are dragging around with us. I get labelled as the thick woodwork teacher, the dinosaur who won't change, but what is the point of change for its own sake?

I have no ambition to leave this school or try to get promotion. We live about ten miles away in a nice little town, the kids are happy in the school there and my wife, Beth, does some part-time library work in the town. We've got a comfortable lifestyle in a lovely semi with a big garden. I wouldn't change that for working in a bigger school in the city for more money and even more grief. Our kids can be quite difficult but I'm so much part of the furniture here that I don't have problems with my discipline. Ofsted said I was satisfactory and lacked ambition, but what does that mean? It's all too easy to keep on pursuing new initiatives all the time, but at some point you just run out of energy and others around you are left to pick up the pieces. That's what happened when we all did 3 days on assertive discipline; then, just as we were going to implement it, the Deputy in charge of it, disappeared off to some LEA consultants' group and has never been seen again. It was all left up in the air.

When I started teaching, I didn't get any support. The Head of Department was always off sick, and the LEA person supposed to come and see me teach never turned up. I developed my 'portfolio' in the pub on a Friday night with some of the others, that's where I picked up the best help in coping with kids when we laughed about some of the daft things that had happened in the week.

My concern for professional development is that it becomes too prescriptive. People are losing their sense of flexibility and have become too fixated with the notion that if we all build up these areas of expertise either together or as individuals then we somehow become better teachers. Perhaps I've just been here too long, I just sense activity for its own sake rather than it being of value.

(v)   "Doreen".

Started teaching in a Secondary school as a PE teacher for 5 years but then joined a Special, all-age MLD school where she has been for 15 years.

I think that when you work in a special school like ours, the classic problem is trying to match our training needs, which can be quite specialised, against mainstream and national initiatives. I always think we're busy playing push the square peg into the round hole and making a best fit of the situation.

As part of my responsibility post, I organise professional development in the school with the Head. I think the last year has probably been one of the most useful ones, in terms of training, because we're working in a cluster organised by our local Secondary School, which has Beacon School status. We've had some excellent training days looking at behaviour management, managing individual needs within the cluster, and some really first-class cross-phase, cross-school type training has been delivered. We used a consultancy group, which had been recommended, and they put together a superb training package with a combination of full days and part-time sessions.

The beauty of it was that they used our school as the base because we have the spare capacity, the catering facilities (our cook is really very good, and laid on excellent catering), and the flexibility within the school day to make use of ICT facilities (although the Secondary school did have a big input into that, bringing over a lot of materials. It was the simple things that worked well: good communication, a carefully thought out programme, and finance for releasing teachers with supply cover. I remember my early Secondary days when the Head of Department didn't like anyone going out on training because it disrupted the lessons and the school teams.

In my role as CPD coordinator, I was able to talk to all our staff, and identify which sessions would best benefit which individuals. All this was taken from our professional development needs which the Beacon School coordinator helped us to put together. I know I'm a bit of a sucker for the 'expert' coming in to show you the right way but sometimes when you are so immersed in day-to-day affairs then you lose sight of what can be done. I think I was asked to do the CPD coordinator job as a way of justifying my responsibility points. A special school can be a little bit of a safe sanctuary if you're not careful. We are getting a difficult over-age profile in terms of our teachers, and it's getting harder to attract young teachers into separate site special schools. That's why this link with the Beacon School is so important; it wakes people up again and sharpens up their sense of professionalism.

When I first started teaching, I got a whistle, a record book, and a list of children's names, that was it! The Head of Department's idea of staff mentoring was to give you a cheap box of chocolates and a second-rate Christmas card. That was his idea of staff motivation. But I loved PE so much that I just got really involved in running teams at all times. My then boyfriend got fed up with never seeing me. I think I started to become disillusioned with PE when I saw other people who had started at the same time as me, moving on to promotion posts and training days, and funding for secondments. A husband and wife team ran my department, and they were there for the duration.

I didn't have much luck in finding other jobs until this post came up in the Special School just across the fields from us. I had done some after school activities with their children, and enjoyed the challenge, I felt I was really teaching my subject to some purpose and not acting like a glorified playground minder. The job had a responsibility point so I went for it. The rest is what you see now. We did a lot of ongoing training amongst ourselves, unlike the big school we used to share information about children and other issues all the time. I led the PE provision as well as working with PSE with the older classes. Although there was a time commitment, it wasn't the same as taking teams everywhere all week. The school used to identify training needs when someone said they had read about an idea, and shouldn't we try it? I think we were left very much to ourselves. It was the introduction of the National Curriculum and Ofsted inspections, which really brought it home to us. In the last ten years we had a lot of people leave as our numbers went down. There was talk of closure but I think we're now in the situation of being an all-purpose school for the provision of a variety of individual needs. This has guided our inset days, as we improve our skills across a wide range of identified areas. We're into 'brain-gym' at the moment; we're all drinking water like mad!

The worst training I have ever received was from this so-called guru who came to talk to us about this wonderful individual learning programme. It turned out he was the friend of our ex-adviser who had retired early and persuaded our Head he had something to offer. This training provider had only worked in Private and Grammar schools; he did not have a clue what to do with low-attaining children with real behaviour problems. The day was a disaster, it taught us all a lesson about choosing outside speakers very carefully.

When I talk to the Head about our INSET, we use a big chart identifying what we have to do (national initiatives etc), what we need to do (as a school from our development planning), and what individuals would like to do. The budget is not very big so a lot of soul-searching has to go on to balance between all the demands. If I bring you back to a point I made earlier; when you are working in special education, a range of additional needs are placed on you as well as the ordinary requirements placed on us by the Government. Our first Ofsted was very critical about the fact we had not properly identified training needs in the school. That was when I got the responsibility added to my job as PE and PSE coordinator, and had to look around for help. Both the Secondary and Primary schools nearby were very helpful; we've developed some excellent links just by talking and listening to each other.

When the big school got Beacon status, they were very keen to share some of their success with us, and that's worked very well. We're even talking about teacher exchanges at some points in the year, their children do work experience in our school and some of the local primary schools. The key to the success is the joint identification of training needs. We each separately have inset days but some staff come together at mutually agreed times in the year. There's also a joint-steering group, I represent our school that meets regularly. Sometimes I feel that nationally imposed training makes too many demands, as it has to be so broad in nature to take everyone into account. If cluster arrangements like ours are allowed to flourish, and are adequately funded, they are far more effective than artificially bringing together people to follow a broad-brush training programme.

Smaller schools do find it hard to keep up a professional development programme on the same level as the larger schools. If we are not careful, a real sense of separation between all the schools is being encouraged. Our second Ofsted gave us a reasonable report but still identified areas for improvement that we are not really going to be able to pursue unless we take teachers off timetable for significant amounts of time. You can't impose the same standards on all schools.

We have nightmares about getting all our children to access the National Curriculum across all subject areas. If the Secondary school has a little slack in its timetable, we can offer reciprocal time to work with some of their lower attainers, and they offer specialist teachers for our older children in ICT and Design Technology. We can't match their technological provision, but we are expected to meet the same guidelines. Professional Development is the same, we are expected to provide suitable training in all subject and all other related areas across the age-phases. Special schools have slightly different needs, and this needs to be taken more into account when guidelines for statutory provision in training are laid down.

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I do like the idea that professional development is an ongoing commitment though, and not just something you take up when you are new into the profession, or just ambitious to pursue your career. The school inspections were quite unpleasant affairs but on reflection they did have some value in waking up certain teachers who had become too comfortable, and were just not delivering in the classroom. It's all a question of striking the right balance so that people don't feel that professional development is just another imposition being put on them from above. It should be a shared experience to help benefit all the participants.

The Government seems to be moving into this idea of breaking schools down into smaller units, disbanding the local education authorities, and offering guidelines from the Centre. What worries me is that the evaluation and monitoring will become more important than the delivery and implementation. My school is a small organisation with seven teachers; it doesn't need a super-structure the size of a barn door to keep it running smoothly. There needs to be more trust from the DFES that teachers are delivering. Yes, we do often need a 'wake-up call', but it should be done with gentle chimes, not the sound of Big Ben ringing in our ears.

A2.2 The 5 full portraits: an illustrative analysis

Individual features:

a.　There are some interesting variations across the portraits regarding how CPD is conceptualised**.** Perhaps surprisingly, it is with Anna the NQT that we find perhaps the most comprehensive and embracing perception, linked to a strong notion of appropriate variation in relation to differing career stages. Pat's position is also clearly articulated, though more locally entrenched. Here we find an emphasis on improving oneself as a teacher (where concrete examples count), associated with impact on children. Doreen recognises professional development as an ongoing commitment (something which Paul seems to doubt given his own career stage). It is not too surprising perhaps, as a CPD coordinator in a special school, that most of Doreen's comments regarding CPD generally are laced with the need for balance between differing priorities (individual/school etc) and the need to recognize the distinctive situation in special schools. If we pursue the portraits in more depth, contradictions appear…after a generally negative picture, Julia throws in (almost as an afterthought) the benefits gained from her Bursary. Even for those who seem to operate with a pretty embracing notion of CPD, the actual examples they speak to are usually of the traditional 'course' variety.

b.　The portraits all display similar points regarding effective versus ineffective CPD. There is an emphasis on added value, in personal terms, in the provision of 'new' practical possibilities for use in the classroom with children, and most are opposed to course provision, which fails to go beyond group 'sharing'. The mentoring process excites Anna, whilst even Paul has good memories of a subject focussed course (which saved him time and led to resources to use in school). For Julia, like Paul, worthwhile CPD experience is very much centred around her subject and her own individual classroom practice in relation to that. For Pat a recurring issue, perhaps not surprising given her school responsibilities, is how her own CPD experiences feed into

the work of other colleagues. Doreen, with her CPD responsibility notes the need to set up systems through which CPD can be targeted (utilising cluster arrangements), so as to avoid the failings of the broad brush approach. There is of course a clear differentiation between the pen portraits regarding the sense of enthusiasm we get about CPD and for the job more generally, but it is also clear that, for all, certain CPD experiences have had a powerful and exciting influence. Most point up the importance of a somewhat informal teacher network for finding out about the quality of CPD provision, and for tracking down the charismatic providers of excellent CPD that retain impact and importance over a period of time. Julia also noted the importance of personal reflection as a form of CPD, the allocation of quality time to review personal practices.

c.   The portraits flag up the range of differences in valuing effective CPD according to which school sector the teacher might be working in, the differing career stages they have reached, and their individual circumstances. Pat, when discussing her first year in teaching, illustrates a recurring issue to do with how mature entrants may be treated somewhat differently from younger entrants. This contrasts with the impressions given by Anna and Paul on life as an NQT. Such perceptions invariably offer a sharp contrast in notable experiences as a new entrant to the profession. Julia touches on ways in which being treated in similar ways to other colleagues, as regards training day attendance may be inappropriate given her recent experiences before joining the school. Anna, Julia and Paul are more than comfortable with ICT and here there is some exampling in the ICT area of CPD provision which is seen as insufficiently targeted (at least as far as their needs are concerned). Several portraits sensed that an inappropriate attendance at a training day, due to previous knowledge and skills, denied them the opportunity to use the time for more personally rewarding, in professional terms, activities. With Julia the impression is gained of a sense of a lack in direction or even possible direction regarding her professional development and prospects within the school, and this is linked to issues of motivation and retention more generally reinforced by peer comparisons. All have doubts about certain aspects of government agenda setting, and for several of the older colleagues this seems to be all the more troubling because it is taken as a 'no-change' scenario. For Pat, as an established experienced and well-informed professional, we develop the sense that her collaborative teaching activities brings with it some possible colleague dependency features with potentially negative consequences for the professional development of those colleagues. With Doreen, given her coordinator position, we are led to wonder if the generally positive picture painted in terms of procedures and systems is reflected in the views of colleagues.

Structural and Cultural Variations

a.   The contrasts between the pen-portraits in terms of apparent school culture and structure relating to CPD go beyond a simple phase difference, linked to career stage differences. Pat and Anna are embedded in, and seemingly strong contributors to, what might be characterized as powerful 'learning communities'. The nature of the discourse relating to the sharing of CPD

experience revolves around the detailed articulation of good practice examples at a meaningful concrete level; there is a sense here of collegial accountability to feed back externally derived CPD experience into the schools, and there are formal structures through which this is done as well as the more informal professional community features. Doreen too, has recognized the need to compensate for possible isolation problems to do with the size of the school and it's special school status, by establishing a set of cluster arrangements and linking in with nearby excellent provision. By contrast, Paul senses an over-emphasis on the relative value of professional development vis-à-vis other resource issues. Julia is isolated structurally by her subject identity, and by cultural features of the faculty in which she is located (in comparison to other parts of the school it seems). Both Paul and Julia share isolation features reinforced by their apparent 'in limbo' career stages. For Julia there are additional features of the school reinforcing her weak CPD position, perhaps linked to a lack of a sustained and proactive CPD needs identification from the SMT and the CPD coordinator, as well as the relatively small size of the school. It is clear that financial resources do not always appear to be a matter of concern in the given context. It is also important to note how much value Julia gained from her bursary allocation (whilst noting again that, for Julia, this seems to remain boxed off from how she is positioned and positions herself regarding CPD within the school). Paul's position seems to be a matter of personal choice in part, but also opens up issues to do with how CPD perceptions may be shaped by staffing profiles and career stage mixes within departments and Faculties (Paul has the dynamic ICT whiz-kid to contend with). There is of course a very clear structural and cultural variation associated with special schools as argued continually by Doreen.

b.   A heightened awareness of the variation of inter-LEA and external providers of CPD in the provision for and approach to CPD is apparent. Pat appreciates the additionally high expectations expected from an LEA in terms of quality and appropriate CPD course provision. This is particularly the case in offering twilight sessions and other awkward delivery times. Interestingly (and not typical for this sort of subject area) we find that Julia has found a support group in her own LEA, which compensates to some extent for her school situation. Doreen outlines what local/regional clusters can offer, but clearly only where there is a proactive approach (and where such clusters are available/feasible).

Chapter 12 (12.3) draws on the above analyses in discussing the major themes from the portraits.

Appendix 3

School Quantitative Profiles

As part of the arrangement with schools, it was agreed that on request schools could have access to a quantitative breakdown specific to their own school. It was felt that this might be of use to the school and was one small way of providing a more direct return to the school for their access agreement and the time and trouble taken.

Two examples of these quantitative profiles are provided below for illustrative purposes.

The profiles also had and have project specific uses as well. Such profiles were prepared for all Case Study schools, as one further device for visit preparation.

As an outcome, however, the quantitative profiles have some potentially interesting virtues as data in their own right, which might be deserving of more sophisticated and extended analysis than there has been time for. Clearly, any analysis must be qualified by overall school-specific return rate proportions, but by way of illustration we can note features of this data which: a. point to between school variations; b. for the case study schools provide useful triangulation with the interview materials.

To briefly illustrate with reference to the two primary school profiles provided below:-

Comparing the 2 primary schools we note:

(i)   a sharp contrast with primary school 1 having much larger proportions feeling that school needs dominate and they had less of a part to play in setting the INSET agenda. Interestingly though primary school 2 had 86% who felt that training days are driven by national agendas.
(ii)   For primary 2 school staff were the main deliverers, with minimal LEA input, whereas in primary 1 the LEA were at the top.
(iii)   On impact on professional practice primary 2 was much lower.
(iv)   Workload was an important inhibitor at primary 2, but not an issue at primary 1.
(v)   The School Development Plan was higher up the scale as the reason for undertaking CPD at primary 2.
(vi)   Funding appears as an issue at primary 2, but not significantly at primary 1.

These crude comparisons must be taken carefully, but they do begin to suggest very different approaches to and views of CPD for the two schools, with differing cultural atmospheres surrounding thinking about CPD. Limited triangulation with the interview materials complements this conclusion.

PRIMARY SCHOOL 1

There were 8 completed questionnaires from this primary school situated in an urban area. 1 respondent was male and 7 female. Two female respondents worked part time, all the others worked full time.

Age groups

Age Group	Male	Female
Under 25	0	1
25-34	0	2
35-44	0	3
45-54	0	1
55+	1	0
Total	1	7

Length of service

Length of service	Male	Female
0-5 years	0	2
6-15 years	0	4
16-25 years	0	1
25+ years	1	0
Total	1	7

Contract

All contracts were permanent.

Responsibilities of teachers

During 2001, 1 teacher was a leading teacher, an Induction Tutor, had a management point and was on the leadership scale, 1 had a management point, 1 was on the leadership scale and had a management point and 1 was an NQT.

7 teachers taught for all of 2001 and they all taught at the same school during 2001. 1 teacher did not teach during 2001.

General views of Continuing Professional Development

As an introduction to the theme of the study teachers were initially asked whether they agreed or disagreed to a range of six statements concerned with Continuing Professional Development (CPD).

> Needs identified in my performance reviews have been met through CPD.
> CPD generally meets the needs of the school rather than me personally.
> I feel that I have a part in setting the agenda for school INSET days.
> I feel that too many training days are driven by national agendas.
> CPD providers think of it mainly as a commercial activity.
> I am given a real opportunity to improve my skills in this school.

Statement 1. CPD generally meets the needs of the school rather than me personally.

6 (75%) agreed and 2 (25%) disagreed.

Statement 2. Needs identified in my performance review have been met through CPD

4 (50%) agreed and 4 (50%) disagreed.

Statement 3. I feel that I have a part in setting the agenda in the school INSET days.

3 (37.5%) agreed and 5 (67.5%) disagreed.

Statement 4. I feel that too many training days are driven by national agendas.

4 (50%) agreed and 4 (50%) disagreed.

Statement 5. CPD providers think of it mainly as a commercial activity.

2 (25%) agreed and 6 (75%) disagreed.

Statement 6. I am given a real opportunity to improve my skills in the school

All teachers agreed with this statement.

INSET days

Teachers were questioned about the five statutory INSET days that they attended during the calendar year 2001. They were asked about the types of activities undertaken during those days.

Percentage distribution of activities on INSET days
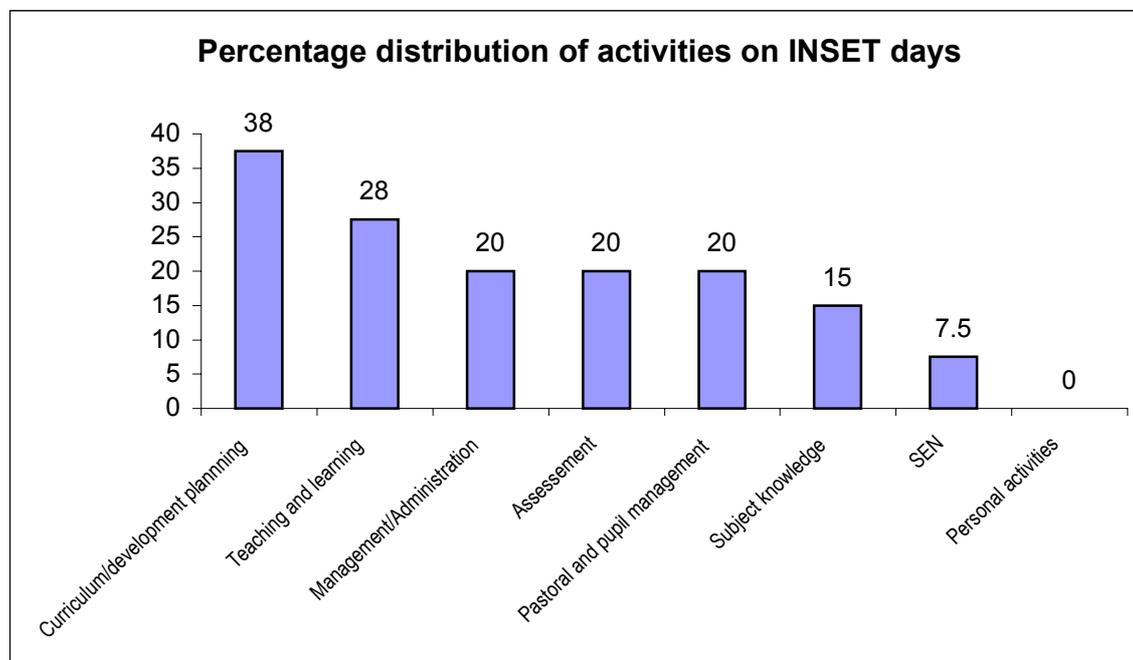
Most of the time spent on INSET days was dedicated to curriculum and development planning but also a large proportion of time was given to teaching and learning methods. Little time was given to activities related to subject knowledge or special group needs.

The percentages do not total 100% as more than one activity often takes place during a single INSET day.

INSET day providers

School staff were the main providers for INSET days being responsible for 75%. Staff from other schools were responsible for 11%, private sector/consultants were responsible for 7%, local authority staff for 4% and other (not specified) for the remaining 3%.

INSET day and value

Teachers were asked how valuable were their INSET days. This was scored on a Likert type scale with 1 = no value, 2 = little value, 3 = valuable and 4 = very valuable.

Overall teachers rated their INSET days at 3.21 which indicates that generally they found the INSET days valuable. This is slightly higher than the average for the survey which was 3.06.

INSET day and impact

Teachers were asked how much impact their INSET days had on their professional practice. This was scored on a Likert type scale with 1 = no impact, 2 = little impact, 3 = some impact and 4 = great impact.

Overall teachers rated the impact at 3.21 which indicates that they felt their INSET days had some impact on their professional practice.

Factors contributing to successful INSET

Most teachers commented that relevance to their needs was most important. In particular, relevance to key stage and setting was mentioned. Teachers also wanted new information that could be applied to their own teaching.

Factors contributing to unsuccessful INSET

Teachers mentioned that unsuccessful INSET occurred when the agenda had been set by outside agencies and when they were expected to be passive receivers of information. Teachers also commented that they felt reading through large amounts of paperwork was unproductive.

Other CPD activities

Below is a table outlining types of CPD activity undertaken by teachers at this primary school. Also included is the mean value score given to the activity. These were ranked on a scale of 1 – 4 where 1 = no value and 4 = very valuable.

Activity	Number of Participants	Mean value
Literacy training	8	3.13
Numeracy training	7	3.00
NQT Training	1	3.00
ICT training	5	2.20
Training activities within regular staff meetings	7	2.71
Courses/workshops/conferences	4	3.00
Award Bearing courses	1	4.00
Visits to other schools	3	3.67
Peer coaching as mentor	1	3.00
Personal reading	2	3.00
Personal online learning	1	3.00

Section B

This section was concerned with identifying teachers' perceptions of the CPD activities they had undertaken over the last 5 years. It was divided into 4 different areas and involved ranking items in order to identify what teachers mainly thought CPD involved, rating items in relation to the amount of impact they had on access to CPD and how CPD has affected development in areas such as promotion prospects and learning outcomes. Finally teachers were asked how CPD activities had impacted on their motivation to teach.

What do teachers think of as CPD activities?

Teachers were given a set of possible responses and asked to rank in order what they thought of as CPD activities. The responses they chose from were:

- Courses/conferences/workshops
- Watching and talking with colleagues
- School INSET days
- Personal research and reading about education
- On-line learning
- Training

Analysis of the data showed that overall teachers were most likely to think of courses, conferences and workshops in connection with CPD activities and least likely to consider on-line learning.

The table below shows the rankings. Teachers were asked to rank 6 for their most likely immediate response down to 1 for their least likely immediate response.

Activity	Mean rank
Courses/conferences/workshops	4.00
Training	3.88
School INSET days	3.88
Watching and talking with colleagues	3.13
Personal research and reading about education	2.88
On-line learning	2.88

What factors have impacted on teachers' access to CPD?

Teachers were asked to rate a number of items on their impact on access to CPD. The items were:

- Financial cost
- Location of provision
- Timing of provision
- Suitability of provision
- Workload
- Personal circumstances
- Knowledge of opportunities

- Senior management
- LEA advisory staff
- School policy
- Supply staff (availability/lack of)
- Other (please specify)

The scales were rated 1 – 5 with the extremes of the scale meaning 1 = most inhibited and 5 = most facilitated. Results overall were as follows:

Facilitator	Mean rating
Senior management	4.00
Knowledge of opportunities	3.75
School policy	3.63
Supply staff (availability/lack of)	3.50
LEA advisory staff	3.38
Timing of provision	2.88
Financial cost	2.88
Location of provision	2.75
Suitability of provision	2.63
Personal circumstances	2.63
Workload	2.50

Staff at this school felt that they were most facilitated by senior management but most inhibited by workload and, to a lesser extent, personal circumstances.

How much impact has your experience of CPD activities had on teaching and learning?

Teachers were asked to rate how much impact their experience of CPD activities over the last 5 years had impacted on a range of teaching and learning skills as follows:

- Your professional development
- Your promotion prospects
- Your teaching skills
- Your self-confidence/self-esteem
- Your desire to learn more
- Your pupils' learning outcomes
- Your leadership skills
- Other (please specify)

The rating scale ranged from 5 (very significant impact) to 1 (no significant impact). The results for teachers overall is as follows:

Skill	Mean score
Your professional development	4.00
Your desire to learn more	3.63
Your teaching skills	3.63
Your pupils' learning outcomes	3.50
Your self-confidence/self esteem	3.13
Your leadership skills	2.86
Your promotion prospects	2.63

CPD activities and motivation to teach

Teachers were asked to rank on a Likert type scale their view on how much CPD activities over the last 5 years have impacted on their motivation to teach. The 5-point scale ranged from very negatively through to very positively.

Overall the mean score on this scale was 3.75 indicating that teachers generally felt that CPD had impacted positively on their motivation to teach.

CPD and amount of time spent on activities

Teachers were asked to rank in order from 6 (the greatest) down to 1 (the least) the amount of time they spent on a range of CPD activities. The activities were:

- Increasing subject knowledge
- Improving teaching skills
- Extending leadership/management skills
- Developing other professional skills
- Personal career development
- Reflecting on values

Results from teachers in the survey indicate that most time was spent on improving teaching skills and the least time extending leadership/management skills.

	Mean rank
Improving teaching skills	4.50
Increasing subject knowledge	4.13
Extending leadership/management skills	3.63
Developing other professional skills	3.25
Personal career development	3.25
Reflecting on values	2.13

Reasons you have undertaken the CPD activities

Teachers were asked to rank in order from 6 (the greatest) down to 1 (the least) the reasons they have undertaken CPD activities. The reasons given were:

- Personal interests
- Performance management targets
- School development plan/headteacher
- OFSTED/post OFSTED action plan
- LEA or local priorities/initiatives
- National priorities/initiatives

Results indicate that most teachers undertake their CPD activities because of the school development plan/headteacher and are least likely to undertake an activity because of an OFSTED/post OFSTED action plan.

Reason for undertaking CPD	Mean rank
Performance management targets	4.88
School development plan/headteacher	3.50
National priorities/initiatives	3.50
Personal interests	3.38
LEA or local priorities/initiatives	3.38
OFSTED/post OFSTED action plan	2.14

How satisfied have you been with your CPD experience over the last 5 years?

Teachers were asked how satisfied they had been with their CPD experience over the last 5 years. They were required to tick a box on a Likert type style question which ranged from 1 = very dissatisfied to 5 = very satisfied.

The overall score was 4.00 indicating that most teachers were satisfied with their CPD experience.

In what way has the CPD available to you failed to meet your needs

Teachers commented that courses tended to be driven by national agendas. A teacher commented that courses seemed to be aimed at KS2 rather than KS1 and another teacher felt that sometimes it seemed more important to have the time.

To what extent do you believe CPD over the last 5 years has raised standards?

Teachers were asked to rate, on a 5 point scale (5 = very significantly, 1 = not at all significantly) to what extent they believed CPD had, over the last 5 years raised standards in the following areas.

- The standard of teaching in your school
- The standard of pupil learning in your school
- The level of commitment to CPD amongst teachers in your school
- School improvement generally.

Overall teachers felt that school improvement generally had increased most significantly and the standard of pupil learning in the school had been raised the least.

	Mean score
Standard of teaching in your school	3.88
School improvement generally	3.75
Standard of pupil learning in your school	3.63
Level of commitment to CPD amongst teachers in your school	3.00

CPD needs

Teachers were asked – over the next few years what do you see as your two key CPD needs and what specific type of activities would be necessary to meet them effectively?

Teachers were mainly concerned with the availability of specific courses ie NPQH, SEN, Music and Assessment.

How would you improve CPD generally?

Suggestions for improvement of CPD included more local courses, more interactive courses and the possibility of groups sharing similar objectives getting together rather than general staff courses.

PRIMARY SCHOOL 2

There were 7 completed questionnaires from this primary school. 1 respondent was male and 6 female. 1 female respondent worked part time, all the others worked full time.

Age groups

Age Group	Male	Female
25-34	0	2
35-44	1	2
45-54	0	2
Total	1	6

Length of service

Length of service	Male	Female
0-5 years	0	1
6-15 years	1	2
16-25 years	0	2
25+ years	0	1
Total	1	6

Contract

5 teachers had a permanent contract and 2 were on a fixed term contract of 1 year plus.

Responsibilities of teachers

During 2001, 1 teacher was an NQT, 1 teacher was an ITT mentor and had a management point, 1 teacher was an Induction Tutor, the CPD coordinator and on the leadership scale and 1 teacher had a management point.

All teachers taught for all of 2001 at this school.

General views of Continuing Professional Development

As an introduction to the theme of the study teachers were initially asked whether they agreed or disagreed to a range of six statements concerned with Continuing Professional Development (CPD).

Needs identified in my performance reviews have been met through CPD.
CPD generally meets the needs of the school rather than me personally.
I feel that I have a part in setting the agenda for school INSET days.
I feel that too many training days are driven by national agendas.
CPD providers think of it mainly as a commercial activity.
I am given a real opportunity to improve my skills in this school.

Statement 1. CPD generally meets the needs of the school rather than me personally.

3 (43%) agreed and 4 (57%) disagreed.

Statement 2. Needs identified in my performance review have been met through CPD

5 (71%) agreed and 2 (29%) disagreed.

Statement 3. I feel that I have a part in setting the agenda in the school INSET days.

3 (43%) agreed and 4 (57%) disagreed.

Statement 4. I feel that too many training days are driven by national agendas.

6 (86%) agreed and 1 (14%) disagreed.

Statement 5. CPD providers think of it mainly as a commercial activity.

3 (50%) agreed and 3 (50%) disagreed.

Statement 6. I am given a real opportunity to improve my skills in the school

4 (67%) agreed and 2 (33%) disagreed.

INSET days

Teachers were questioned about the five statutory inset days that they attended during the calendar year 2001. They were asked about the types of activities undertaken during those days.

Percentage distribution of activities on INSET days
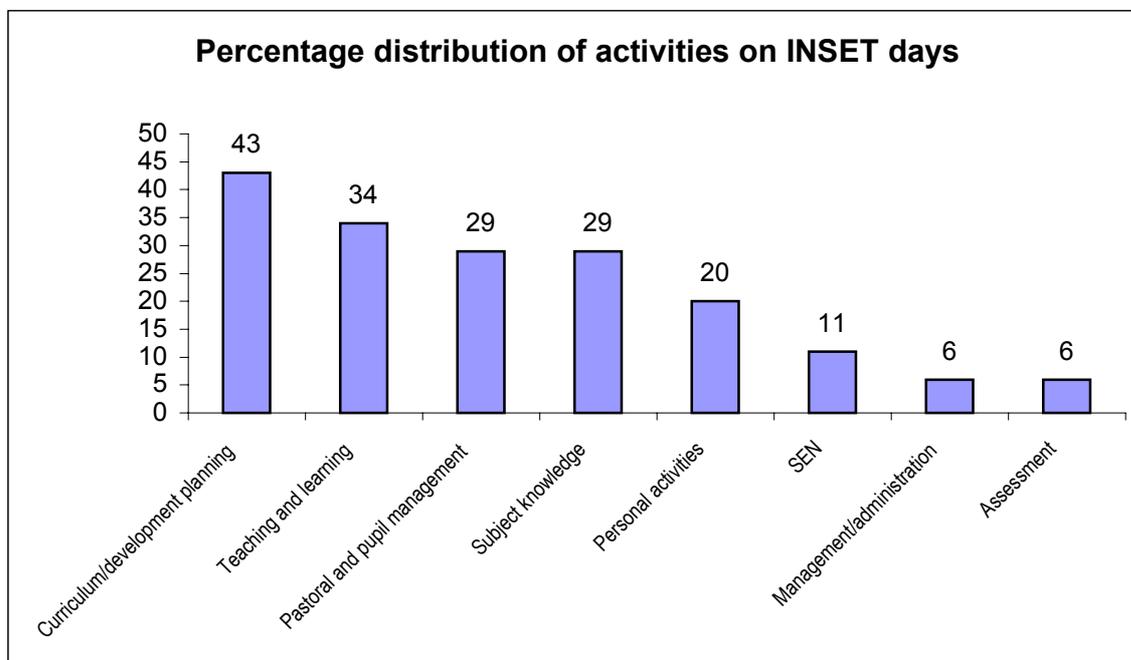
Most of the time spent on INSET days was dedicated to curriculum and development planning but also a large proportion of time was given to teaching and learning. Little time was given to management and administration and assessment/moderation/report writing.

Percentages do not total 100% as more than one activity often takes place during a single INSET day.

INSET day providers

Local authority staff were the main providers for INSET days being responsible for 54%. School staff were responsible for 40% and the remaining 6% was provided by private sector/consultants.

INSET day and value

Teachers were asked how valuable were their INSET days. This was scored on a Likert type scale with 1 = no value, 2 = little value, 3 = valuable and 4 = very valuable.

Overall teachers rated their INSET days at 3.11 which indicates that generally they found the INSET days valuable. This is slightly higher than the average for the survey which was 3.06.

INSET day and impact

Teachers were asked how much impact their INSET days had on their professional practice. This was scored on a Likert type scale with 1 = no impact, 2 = little impact, 3 = some impact and 4 = great impact.

Overall teachers rated the impact at 2.80 which indicates that they felt their INSET days had a small impact on their professional practice.

Factors contributing to successful INSET

Most teachers commented that relevance to their needs was important but also INSET should be relevant to the school development plan. They would like to be actively involved and have an experienced speaker.

Factors contributing to unsuccessful INSET

Teachers commented that they thought cluster groups of school were too large, that INSET should be relevant to children's learning and that they should be interactive.

Other CPD activities

Below is a table outlining types of CPD activity undertaken by teachers at this school Also included is the mean value score given to the activity. These were ranked on a scale of 1 – 4 where 1 = no value and 4 = very valuable.

Activity	Number of Participants	Mean value
Literacy training	5	2.60
Numeracy training	3	3.67
ICT training	6	2.83
Courses/workshops/conferences	5	3.00
Award Bearing courses	1	4.00
Visits to other schools	2	3.50
Peer coaching as mentor	1	3.00
Peer coaching as mentee	1	4.00
Personal reading	4	3.50
Personal online learning	1	4.00

Section B

This section was concerned with identifying teachers' perceptions of the CPD activities they had undertaken over the last 5 years. It was divided into 4 different areas and involved ranking items in order to identify what teachers mainly thought CPD involved, rating items in relation to the amount of impact they had on access to CPD and how CPD has affected development in areas such as promotion prospects and learning outcomes.

Finally teachers were asked how CPD activities had impacted on their motivation to teach.

What do teachers think of as CPD activities?

Teachers were given a set of possible responses and asked to rank in order what they thought of as CPD activities. The responses they chose from were:

- Courses/conferences/workshops
- Watching and talking with colleagues
- School INSET days
- Personal research and reading about education
- On-line learning
- Training

Analysis of the data showed that overall teachers were most likely to think of courses, conferences and workshops in connection with CPD activities and least likely to consider on-line learning.

The table below shows the rankings. Teachers were asked to rank 6 for their most likely immediate response down to 1 for their least likely immediate response.

Activity	Mean rank
Courses/conferences/workshops	5.14
School INSET days	5.00
Training	4.00
Watching and talking with colleagues	3.43
Personal research and reading about education	2.14
On-line learning	1.29

What factors have impacted on teachers' access to CPD?

Teachers were asked to rate a number of items on their impact on access to CPD. The items were:

- Financial cost
- Location of provision
- Timing of provision
- Suitability of provision
- Workload
- Personal circumstances

- Knowledge of opportunities
- Senior management
- LEA advisory staff
- School policy
- Supply staff (availability/lack of)
- Other (please specify)

The scales were rated 1 – 5 with the extremes of the scale meaning 1 = most inhibited and 5 = most facilitated. Results overall were as follows:

Facilitator	Mean rating
Senior management	4.00
School policy	3.57
Location of provision	3.57
Personal circumstances	3.43
Workload	3.29
Suitability of provision	3.29
LEA advisory staff	3.14
Timing of provision	3.14
Knowledge of opportunities	3.00
Supply staff (availability/lack of)	2.17
Financial cost	1.71

Staff at this primary school felt that they were most facilitated by school policy and senior management but most inhibited by the lack of supply staff and financial cost.

How much impact has your experience of CPD activities had on teaching and learning?

Teachers were asked to rate how much impact their experience of CPD activities over the last 5 years had impacted on a range of teaching and learning skills as follows:

- Your professional development
- Your promotion prospects
- Your teaching skills
- Your self-confidence/self-esteem
- Your desire to learn more
- Your pupils' learning outcomes
- Your leadership skills
- Other (please specify)

The rating scale ranged from 5 (very significant impact) to 1 (no significant impact). The results for teachers overall is as follows:

Skill	Mean score
Your professional development	4.14
Your desire to learn more	4.00
Your teaching skills	3.57
Your self-confidence/self esteem	3.29
Your pupils' learning outcomes	3.29
Your leadership skills	2.80
Your promotion prospects	2.67

CPD activities and motivation to teach

Teachers were asked to rank on a Likert type scale their view on how much CPD activities over the last 5 years have impacted on their motivation to teach. The 5-point scale ranged from very negatively through to very positively.

Overall the mean score on this scale was 3.71 indicating that teachers generally felt that CPD had impacted positively on their motivation to teach.

CPD and amount of time spent on activities

Teachers were asked to rank in order from 6 (the greatest) down to 1 (the least) the amount of time they spent on a range of CPD activities. The activities were:

- Increasing subject knowledge
- Improving teaching skills
- Extending leadership/management skills
- Developing other professional skills
- Personal career development
- Reflecting on values

Results from teachers in the survey indicate that most time was spent on improving teaching skills and the least time extending leadership/management skills.

	Mean rank
Improving teaching skills	5.00
Increasing subject knowledge	5.00
Developing other professional skills	3.83
Extending leadership/management skills	3.50
Personal career development	2.50
Reflecting on values	1.50

Reasons you have undertaken the CPD activities

Teachers were asked to rank in order from 6 (the greatest) down to 1 (the least) the reasons they have undertaken CPD activities. The reasons given were:

- Personal interests
- Performance management targets
- School development plan/headteacher
- OFSTED/post OFSTED action plan
- LEA or local priorities/initiatives
- National priorities/initiatives

Results indicate that most teachers undertake their CPD activities because of the school development plan/headteacher and are least likely to undertake an activity because of an OFSTED/post OFSTED action plan.

Reason for undertaking CPD	Mean rank
School development plan/headteacher	5.17
Performance management targets	4.17
OFSTED/post OFSTED action plan	3.50
LEA or local priorities/initiatives	3.17
National priorities/initiatives	3.00
Personal interests	2.00

How satisfied have you been with your CPD experience over the last 5 years?

Teachers were asked how satisfied they had been with their CPD experience over the last 5 years. They were required to tick a box on a Likert type style question which ranged from 1 = very dissatisfied to 5 = very satisfied.

The overall score was 3.57 indicating that most teachers were satisfied with their CPD experience.

In what way has the CPD available to you failed to meet your needs

Teachers felt that they had been prevented from attending courses because of financial cost.

To what extent do you believe CPD over the last 5 years has raised standards?

Teachers were asked to rate, on a 5 point scale (5 = very significantly, 1 = not at all significantly) to what extent they believed CPD had, over the last 5 years raised standards in the following areas.

- The standard of teaching in your school
- The standard of pupil learning in your school
- The level of commitment to CPD amongst teachers in your school
- School improvement generally.

Overall teachers felt that school improvement generally had increased most significantly and the standard of pupil learning in the school had been raised the least.

	Mean score
Standard of teaching in your school	4.00
Standard of pupil learning in your school	3.71
School improvement generally	3.57
Level of commitment to CPD amongst teachers in your school	3.29

CPD needs

Teachers were asked – over the next few years what do you see as your two key CPD needs and what specific type of activities would be necessary to meet them effectively?

Teachers would like to attend courses on ICT and its use in the classroom, developing management skills, student mentoring and a breakdown of the literacy strategy into yearly objectives.

How would you improve CPD generally?

Suggestions for improvement of CPD were focused on more funding.

Appendix 4.

Some Development and Consultation Uses of the Pen Portraits

One consequence of the adoption of the pen portrait approach was to provide resources for possible consultation processes (in combination with the more conventional materials from the main survey) and for development purposes. One ambition of the case study part of the project was to produce lively, colourful accounts that will illustrate the diversity and reality of teachers' experiences and perceptions as of 2001-2002, and to use these accounts to facilitate easy access to research data and stimulate discussion amongst teachers themselves, as well as other stakeholders, about the nature of Continuing Professional Development, current provision and the dilemmas faced by practitioners in the field at various levels. Through fictionalising the data it has been possible to address moral and ethical issues and to respect the confidentiality of the respondents in relating personal experience. We would also envisage that the use of the pen portrait materials would encourage teachers and schools to discuss, identify and make more visible, successful practice at classroom, school, LEA and provider levels.

In this section we outline, in illustrative mode, some possible uses of the materials.

Clearly the whole set of individual pen portraits is too overwhelming to be used without careful selection for specific purposes, though we would imagine that for certain consultative purposes and for planning purposes as used by professional development coordinators it is important to have the set to hand. There are of course a variety of criteria for selection built into the materials themselves, for example: - the focus could be on a primary, secondary or special schools; on people in the first 5 years of teaching; by gender or school size or location; by degrees of enthusiasm; by specific issues such as matters to do with balancing individual, school and national priorities and needs. However, there are clearly a variety of mechanisms through which the materials (or portions from the materials) could be made available for further development work: -

- Focus groups comprised of teachers, providers of CPD, and other stakeholders could be invited to trial the materials by using them in discussion groups. These groups would be asked to discuss the existing questions and to generate more questions to stimulate further discussion.

- Alternatively draft materials could be posted on a website for selected teachers, with a comment/evaluation sheet to complete on using the materials for discussion. Feedback would be used to add to the issues for discussion.

The Pen Portraits could be organised into a booklet under the school sectors, primary secondary and special, although teachers may wish to read and discuss the issues arising in sectors other than their own as these issues may be common to all schools. An introduction and guide to usage would be provided for teachers. It is intended that each Pen Portrait will be a stimulus for staff discussion to raise awareness of CPD and to aid the development of policy and practice in schools. A set of more developed issues and questions following each pen portrait could provide initial prompts for discussion. Teachers will be encouraged to relate issues to their own context and to generate more relevant questions for their own schools and colleagues. By way of example, we provide a possible list of discussion questions linked to the 'Pat' pen portrait.

Pat   Issues for discussion

Difference in provision

Are there acceptable differences in quality and costs for CPD in the different LEAs? Is there anyway of improving these aspects? Is it right to have to expect to pay for your own CPD? How could teachers be supported financially? How can courses be more responsive to teachers' needs and be more flexible in pre-planning for attendance?

Teaching and classroom assistants

Are teachers prepared and trained to manage and work collaboratively with other adults in their classrooms? Should they be? What kind of training should that be? What kind of roles should teaching assistants undertake in the different sectors, primary, special and secondary?

Collaborative work with other teachers

Is it right to assume that collaboration and joint planning are beneficial to teacher professional development? Are there some contexts where collaboration results in dependency? How can this be avoided? Is development always linked to sharing good practice? Consider the different learning styles of individuals and how they could be met in CPD provision?

Performance Management

How closely should performance management link with CPD needs and provision? If it links too closely does this result in a mechanistic approach to meeting CPD needs? If it links too loosely does this result in untargeted school development plans and school improvements? How does it work in your school context?

Appendix 5

Teachers' perceptions of their continuing professional development experiences: A review of the research literature relating to England

1.   Introduction

This literature review was conducted to inform the DfES funded research project: 'Teachers' perceptions of continuing professional development (CPD)'. The review of the research literature on teachers' perceptions of CPD is somewhat brief for three reasons. First, the review is primarily restricted to studies conducted in the last 10 years; second, the research considered relates only to teachers in England; third, and most revealingly, the robust evidence base is sparse. There are a large number of published commentaries on CPD, of critiques relating to policy, practice and implementation, and many exhortations and suggestions. Those empirical studies which we do report on are themselves often over-informed by particular persuasions regarding CPD. There are a large number of small-scale evaluations of this or that aspect of CPD; many of these are not especially robust in terms of methodology, but we draw on some of these studies to illustrate the nature of the field. We also draw on some of the evidence generated through consultative exercises.

The review falls into 6 parts. The initial section establishes some aspects of the context, both in terms of the current interest in teachers' perceptions of CPD, and in terms of some of the more recent debates concerning CPD. It is important to at least overview some of these debates, since many of the studies reported on draw, implicitly or explicitly on strands within those debates. Also, in doing so, we move towards the loose definition of CPD which has informed our own literature search. It should be recognised however, that the studies considered have operated with a variety of definitions.

The second section considers the small number of fairly generic investigations looking at teachers' perceptions of CPD. The third section, operating in illustrative mode, looks at some individual research reports (not exclusively tied to 'subject' concerns). The fourth section, again operating in illustrative mode, pursues a sample of 'subject' based studies. We move in the next section to some studies which had a particular interest in recommendations for CPD practice and policy, an interest in 'ways forward'. In this section we also move into an overview of some of the studies which have a central interest in developing models and/or analytical machinery for considering CPD. The final section is in no way designed to present a concluding summary. It will have been noted by then that studies of teachers' perceptions of CPD provide, and CPD itself, is a fragmented and somewhat incoherent field. We pursue here some matters of structure, coherence and organization. We do conclude then with some general comments going slightly beyond our research review brief.

2.   Context, Debates and Definitions

The CTCPD project links back strongly to the government's recognition of the vital role of teachers in raising standards in the Green Paper 'Teachers Meeting the Challenge of Change' (DfEE: 3/12/98) and the associated central aim to engender a strong culture of professional development. Almost thirty years earlier *The James Report* of 1972 had made "official" the requirements of in-service education for teachers (INSET) in order to develop their knowledge and skills. Although this report is primarily concerned with research and evidence of change facilitated during the last decade, it is crucial that some earlier initiatives and government interventions are briefly discussed in order for this study to be contextualised. Early developments gave primacy to the needs of individual professionals: paving the way for programmes associated with school-based curriculum development and school-focused INSET. Although paying greater attention to the needs of schools, it has been argued that they were largely controlled by and for teachers (Bolam and Wallace, 2000). However, developments such as TRIST, GRIST and GEST clearly had a system-focused and school focused emphasis. The 1991 Appraisal Scheme attempted to interrelate teachers' professional needs with schools' requirements and, importantly, made teachers accountable for their performance. Devolution of funding to schools and the introduction of the five INSET days gave schools funding which could be used in part to decide on, provide and buy in training and consultancy for CPD. It is possible that this made the greatest impact at a national level, as it was devised to bring regulation to an otherwise somewhat *ad hoc* and pragmatic provision. As will be discussed later, teacher views on the diverse usage of these days is contentious.

Further changes relating to the ' provision' of CPD involved a refocusing of the capacity of Local Education Authorities (LEAs) to provide and deliver training and heralded an increase in private training schemes, including consultants specialising in leadership, and an increased involvement with industry. These changes, coupled with more 'flexible' and market driven university structures (Bolam, 2000), brought changes culminating in more systematic programmed and professionalised CPD opportunities (Law and Glover, 1998). The focus of this present analysis is concerned with teachers' own perceptions of what is required of the CPD agenda that could take us forward in to the 21st Century. There has been much research relating to pupil achievement, both nationally and internationally, during the last decade with a considerable gap in the literature primarily concerned with listening to the teachers themselves:

The debate on educational research and the initiative (teachers-as-researchers) concerned serve as a reminder that there are serious gaps in the knowledge base about CPD (Bolam, 2000, p. 275).

Bolam pursues this further and concedes that few studies published in the *Journal of Inservice Education* (as a leading journal in the field) have made reference to the design and reportage of such evaluation studies. It was the absence of any strong evidence base on teachers' own perceptions of their professional development, which informed the establishment of the baseline study of which this research review is a part.

Much of the recent debate regarding CPD has been concerned with who and what is being developed, by whom and, most importantly, in whose interests (Nofke, 1997, p.334). The complexities of interpersonal and micropolitical circumstances within schools further determine the tensions between so-called 'centrally imposed' and 'institutional' based models of development. Relatively little research has been concerned objectively with teacher preferences as opposed to a concern with what some would characterise as a 'top down' model of CPD which has been perceived as a narrowing of teachers' professional practice and offering few opportunities to exercise professional judgement (Parsons, 1999). Bolam (2000) maintains that the CPD agenda has been determined largely by the needs of centrally imposed reform rather than addressing the professional development needs of individual teachers.

Currently, an EPPI-Centre Review Group (http://eppi.ioe.ac.uk/review-groups/cpd-home.htm (hereafter EPPI-Centre, 2002)) has proposed conducting systematic reviews of research relating to the outcomes of CPD. The proposal came from the 'users' (i.e. the teachers themselves) and was developed from a National Union of Teachers (NUT) initiative that focused on teachers professional development based on interpretive review of research literature. It followed a sustained period during which Government and schools had concentrated teacher development resources upon educational initiatives such as the Literacy and Numeracy strategies, individual school development plans and post-OFSTED action planning and dissemination. This EPPI-Centre review is concerned with distilling and making accessible a knowledge base in an area where research evidence is diverse and difficult to secure. It is intended that this process will be continually informed and researched by teachers and hopefully serve to help 'select development activities that are likely to have the greatest impact on teachers and their teaching' (DfEE, 2000). Both the NUT and the general teaching Council (GTC) are represented on the Group because of a shared interest in how the both the process and content of the review can support teachers.

The GTC wants to give teachers access to research so that it can feed through the culture of teaching … we are working with organisations like the TTA and the NUT who already have put programmes in place to harness research for teachers (Adams, 2001 in Cordingley, 2001).

There is a connected debate here, of some relevance, about the appropriate or possible relationships between research and teaching and crucially the impact it could have for teachers – either in their capacity as researchers or recipients of the research. Woodhead's (1999) Annual Lecture did little to encourage teacher researchers in his indictment that the notion of teachers, as professionals who are capable of initiating or leading research, as problematic - or disruptive - in that it had the potential to disrupt the power distribution in schools. The Hargreaves Lecture on 'Teaching as a Research-based Profession' (1996) had acted as a catalyst in its stand against existing research (Bolam, 2000 p.273). Responses and counter arguments to this (see, for example, Hammersley, 1997) in turn led to policy initiatives which included:

- the TTA's programme to fund teachers research (Cordingey, 1996, 1999; TTA, 1999);

- the Campbell Collaboration to focus on education and social policy and adopt systematic reviews as its central policy (EPPI-Centre, 2002);

- the ESRC Teaching and Learning Research Programme;

- the EPPI-Centre Reviews mentioned earlier; and

- a policy statement on educational research and the setting up of the National Forum for Educational Research (Sebba, 1997, 2000; Blunkett, 1999).

The Green Paper *Learning and Teaching: A strategy for professional development* (DfEE, 2001) drew on and further stimulated discussions regarding the relationships between research and teaching and teachers. Hargreaves (1998) refined his definition about the nature of CPD exploring the need for better professional knowledge that a transition towards a 'knowledge society' requires. He argues that knowledge transmission in the past has failed partly because university-based researchers were not very successful in either knowledge creation or dissemination. He argues that new knowledge transmission models are required which involves a "radical reconceptualization of knowledge creation and its dissemination in education, and the consequent restructuring that is necessary to support it" (p. 1). Central to this new model, for Hargreaves, is the 'knowledge-creating school'. This would involve schools conducting a *knowledge audit, managing the processes* of creating new professional knowledge, *validating* the knowledge created, and *disseminating* the created knowledge (p. 2). The support and co-ordination of schools and networks of schools engaged in this new form of knowledge creation and dissemination would require a rethinking of the nature and role of CPD. He argues that 'education' could learn much from the ways in which 'high technology firms' operate in this domain, where the boundaries between knowledge creation, knowledge dissemination and knowledge use are much less distinct and much less formalised, here "the processes are enmeshed in principle and practice" (p. 10). Hargreaves' reconceptualized CPD would build on these fuzzy boundaries to form an alliance between the externalisation of CPD and school-led professional knowledge creation, so that the knowledge which teachers bring with them to CPD is seen as a collective resource rather than being side-lined or ignored. Welsh (2002) endorses this framework of collaborative professional development which could bridge research, policy and power, at the same time recognising the potential for elements of political conflict inherent in restructuring teacher and school development. He suggests that that the linking of Universities and Colleges of HE to individuals and schools could integrate both individual professional and school development providing a strategy that enables teachers to initiate and sustain change by becoming active change agents rather than objects of change. Similarly, Barber (1996) argues that professional development should not be founded on ' narrowly conceived ideas about INSET but the idea of the teacher as a life long learner who is a member of a research base profession.' A side issue here concerns the fact that Universities and Schools of Education are now making a much reduced contribution to CPD, noted by Bolam (2000, p.276) as suggesting that, as initial teacher training income is being severely diminished by the requirement to pay schools for school placements at the same time as they were competing in a regulated CPD market, HEI short courses and award bearing courses have all but ceased.

One reason is that there are few, if any, incentives for staff to engage in such work in research rich universities … they are more likely to concentrate on their research and publications which in the overall RAE-dominated economy of the university are more likely to produce gains for the department (Bolam, 2000).

A more general debate revolves around what we understand by or should understand by CPD. It has been suggested that 'continual development' is a relatively straightforward concept to accept but, in the present context the term 'professional' is much more problematic (Bolam, p.280). Bolam suggests that professional development is the process by which teachers learn, enhance and use appropriate skills and knowledge, and the essence of such professional development for educators would presumably be therefore the 'learning of an independent, evidence-informed and constructively critical approach to practice within a public frame-work of professional values and accountability, which are also open to critical scrutiny' (Bolam, 2000, p.272).

Earlier Craft (1996) had identified that in a world of 'postmodern kids', where lives are increasingly being fractured and becoming more flexible, the demands on teaching are such that teachers need to be able to construct a story of the 'future for now' (Robinson, 2002) which allows them to express their views about their own professional needs and development alongside their own personal needs and development. Teachers are people, and their needs as people are inexorably bound up with their identities as professionals. She argues that unless teachers are given the 'social space' (Coldron and Smith, 1999) to develop an holistic understanding of their development needs then their abilities to support learners will not be enhanced.

Bottery and Wright (1996) argue that two important issues have been neglected in teachers' professional development, and, therefore, by extension, the development of the standing of the profession has been neglected. These two areas are the development of an understanding of the 'public' dimension of teaching, by which they mean that public sector teachers have duties and concerns that transcend those of the private sector, because of the 'collective life' of public sector teachers. Secondly, that a deeper understanding, by professionals, of their own profession, as public sector teachers, would be enhanced by an appreciation of what they refer to as the 'ecological' context of teaching, that is the location of practice within wider social and political issues.

In the current climate of professional issues in teachers' lives relating to teacher workload, shortage and retention it has been increasingly argued in some quarters that the focus for CPD should both be more structured and be more teacher-led, offering opportunities, not just to minorities, but to all, irrespective of factors such as geographical constraints and the size of the school. Carol Adams, Chief Executive of the GTC, voices her concerns 'I think my biggest worry is about how to ensure we have a proper, structured programme and to avoid lots of little pilots with only short term horizons and limited impact' (quoted in Cordingley, 2001, p.82).

As can be seen the debates around CPD have been numerous in recent years. As regards what we might understand by CPD, Day's (1999) definition of CPD seems

to draw on elements which many stakeholders increasingly appreciate and which are relevant to current issues:

> professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives' (Day 1999, p. 4).

We have drawn broadly on this definition in our literature search, yet, as noted, the robust studies we can report on are not numerous.

3.   General Studies

The literature search was designed to map existing studies generated by, about or for teachers that investigated their current thinking and perceptions with regard to CPD. In this section we focus on generic issues. It must be stressed that these are samples of evidence and inevitably there will be areas that are not covered. However it is consistent with the focus of the review to give as broad and relevant a recent picture as possible without making the study unwieldy.

The TTA (1995) undertook a comprehensive review of CPD activities to submit to the, then, Secretary of State. The evidence was gained from questionnaires sent to a sample of 7,800 schools, gathered during1994/1995 and sought:

- to survey the cost and nature of CPD;
- to identify priorities and strategies for targeting funds; and
- to formulate longer term strategic approaches for managing CPD.

The findings sustained the view that CPD was still of an *ad hoc* nature with inconsistencies in terms of expenditure, usage of the five closure days for CPD activities and little or no means of evaluation. Primary sector teachers maintained that CPD was based on teaching and learning while Secondary teachers saw the focus mainly concerned with issues relating to Key Stage Three. Overall, teachers considered the main targets to be management (22% of respondents), SEN (19%) and English (17%). Provision was usually by LEAs (48%), followed by schools themselves (40%). Only 10% were provided by Higher Education Institutions and 8% by private consultancies. Few courses were accredited, reinforcing from the teachers view, the need for this to be addressed. A majority of teachers were positive about activities linked to appraisal (61% of respondents felt appraisal activities to be 'very useful' compared to 53% considering activities linked to OFSTED Inspection plan to be very useful). Other areas of usefulness were identified as:- greater awareness of own practice; deepening subject knowledge; awareness of continuity between key stages; better planning skills and better management of classroom practice (a listing of the categories is to be found in the

tables, see Appendix 1). Teachers were also asked what other activities, not identified in the questionnaire, have helped in their CPD. Responses included: discussions with other staff – either within their own schools or other institutions; work for professional associations or as external examiners; school processes such as working groups within a relevant curriculum area; and reading publications/relevant material.

The National Foundation for Educational Research (NFER) (2000) study, *CPD: Teachers' Perspectives*, was initiated after talks with the GTC, who also contributed to the funding. The aim of the study was to gather information from a representative sample of teachers concerning:

- their previous experience of CPD;
- their current plans for CPD activities; and
- the kinds of professional development activity they regarded as most beneficial in meeting both their needs and those of their pupils.

This smaller scale study involved questionnaires sent to 300 primary schools and 300 secondary schools. Responses most frequently mentioned for CPD were the development of knowledge in the teachers' own subject area; the use of ICT and the Internet in the curriculum; assessment and support for pupils with special educational needs and leadership skills. LEAs were the most common providers, followed by colleagues in respondents' own schools. Respondents felt that effective provision had an impact when they could use the knowledge, ideas and teaching and learning strategies in their own classrooms. They also felt that effective provision led to personal gains associated with increased self-confidence and encouragement to reflect more on their own teaching. Asked to comment on poor provision during the past year the teachers cited inappropriate or irrelevant content and poorly planned and badly focused courses. The overall message from the study was that teachers from the sample did want to continue to update their skills and knowledge, both for the benefit of themselves and their pupils but that they were reluctant to give up their time to training which did not meet their criteria i.e. focused, well structured, presented by people with recent and relevant knowledge and provision for active learning.

ORC International (2001) was commissioned by the Association of Teachers and Lecturers (ATL) to carry out and report on six discussion groups with primary and secondary teachers. This was in response to increasing concern about teachers' workload. It complemented both the Governments' initiatives in the area and also the workload study carried out in 2001 by PricewaterhouseCoopers (PwC). The intention of the study was to investigate aspects of work which teachers value for contributing most to their job and how to make sure that these aspects could be protected and at the same time reduce their workload. Although not solely concerned with CPD, the review obviously had implications for teachers' feelings and concerns relating to it. A total of 38 teachers from a wide range of backgrounds took part in the discussion groups. They were designed to ascertain teachers' views on their workload through discussing the work-related interactions they had, the impact of these interactions on their roles as teachers and how they could work more effectively by focusing on aspects of their job that contributed most to the quality of teaching. After analysis the results showed that sharing of good practice

was valued very highly. Teachers wanted to explore new ideas through discussions with teachers in their own and other schools, and with education advisers. They felt that there was neither the time, money nor opportunity for this to take place in the present climate. It was considered that for some class teachers and senior managers, management skills did not come naturally and frequently they had no expertise. It was felt that professional development focusing on aspects of line management would enable teaching staff to organise limited resources more effectively. Being required to report back to staff after external training (cascading) was reported as being counter productive as there was little or no quality time to do this satisfactorily. The main problem expressed regarding 'courses' was the availability of resources; supply cover being notoriously difficult to fund even when supply teachers of the right calibre were available, making senior managers reluctant to allow staff out of school. Furthermore teachers felt that being out of the classroom for even a day could be problematic and time consuming, as it required preparing work for the supply teacher and then having to 'sort out' the classroom the next day.

The GTC came formally into existence in September 2000 with a specific remit to promote teachers' professional development. Teachers across the country participated in debates regarding their feelings about CPD in order to inform the Council's thinking and ultimately formed a basis for the GTC's advice to the Government. Participants strongly recommended that entitlement should be defined in all school policies in order to ensure equity of provision across the profession. Areas that had to be reconciled were identified as:

- central/local government initiatives;
- school needs; and
- individual needs.

Whilst it was recognised that these needs were competing, was recognised but it was felt that they could become complementary if strategic planning was in place. Importantly it was noted that access should be for all teachers. This was particularly salient for those in small schools who felt that CPD opportunities were far more readily available in large schools. In considering issues relating to some general types of CPD, the following were considered:

- some teachers felt that the recently improved induction period should be extended beyond the induction year;
- recognition was given that mentors of training teachers and induction tutors were seen as good opportunities for professional development;
- sabbaticals were the most popular form of CPD discussed. Although some teachers were not keen to leave their classrooms, most extolled the virtues of a period away from school, for example to develop/update skills or work in a different sector; and
- peer review was valued highly where colleagues could work collaboratively to develop each other's teaching and learning skills and professional development.

There was strong support for developing an international dimension to the professional development of teachers, both for teachers from abroad spending time

here and also for secondments abroad being encouraged for British teachers. The need was acknowledged to recruit and retain minority ethnic teachers and, importantly meet their professional development needs.

Within the above context and that of teachers being unwilling to leave their classrooms unless supply cover was satisfactory, the GTC commented that schools had a responsibility for the professional development of supply teachers, and that their role should be more valued as they are key to the raising of standards. The view was expressed that there was not currently a comprehensive source of information concerning opportunities for professional development and that it would be useful to have a CPD review in order to disseminate good practice. There was a suggestion that the GTC could consider ways in which this might be made possible.

In February 2000 the Government published its consultation document on professional development (later the Green Paper, DfEE, 2001). The document set out a framework for professional development and a set of underpinning principles. It argued that good professional development required time to reflect and set objectives, recognition and commitment, opportunity, particularly for work based learning, a focus on schools and teachers and high quality provision. It also argued that professional development should reflect three perspectives - individual teachers needs and aspirations, the needs of the school and national strategic priorities. It invited members of the profession to complete the document. Key responses from over 600 individual teachers showed that:

- 90% agreed with the suggested principles for professional development;
- 85% thought there would be benefits in establishing an entitlement to CPD alongside a contractual obligation;
- 95% said the bulk of decision-making about development activities should take place at school level;
- 89 %thought that identifying standards of good teaching would be helpful to seeking to benchmark their progress and plan their professional development;
- 87% thought that professional development should be recognised and celebrated systematically for example, through a development portfolio;
- 95% said experienced teachers should be given a sabbatical period away from the classroom for developmental activity and research; and
- 90% said it was important to improve the opportunities to gain new experience through working with other schools.

Responses, however, also reflected widespread concern about the need to find ways of making more time available for teachers to undertake professional development:

- 49% said that teachers needed time to reflect back into classroom practice the experience gained from work based learning;
- 47% thought that teachers needed more non-contact time to help them set objectives for their professional development;
- 53% said that increasing the number of teachers in schools was the best way of minimising the use of supply teachers to cover absences for training and development.

4.   Individual studies.

McMahon's (1998) study into 'What teachers think of professional development' reported on a study into teacher perceptions of CPD and what kind of model would be needed to address current demands – ie: a model of training for specific tasks and purposes, or something broader and more open ended. Data was gathered from secondary teachers in 1995-7 and funded by the Leverhulme Trust. This study, funded by Leverhulme trust, involved a survey of CPD provision in secondary schools across four contrasting LEAs, followed by 59 interviews with teachers and heads and 3 case studies. Conclusions from the study showed that for the majority of teachers CPD consisted of short training courses which did little more than raise awareness of innovations, professional development in the form of longer award bearing programmes being neglected. Further, the management of CPD was frequently not given high priority by head teachers; the infrastructure to support teacher development was rarely in place and planning for school development days was often poor. Further evidence suggested that the agenda for professional development was skewed by the need to implement centrally imposed innovations and so, in practice, schools had little scope to choose the content of their professional development programme. Consequently, the opportunities for teachers to engage in development activities, which would promote their professional growth, were very limited.

Flecknoe (2000) describes the evaluation of a teacher CPD programme where 58 teachers participated to learn about school improvement and school effectiveness issues. This TTA funded research, was based on interviews with the teachers involved. More than 80% of the teachers whose work had progressed to a conclusion of some sort were able to present evidence that their participation in the programme had raised pupils' achievement. The report concluded that this programme had contributed to increased achievement by pupils, however there were questions about whether greater access to such programmes would have wider benefits or whether teachers who would benefit from this type of scheme are only a minority. Questions were also raised about teachers' effectiveness for demonstrating competence (ie as in performance related pay application) and the efficacy of combining programmes of study with increases in non-contact time. Flecknoe acknowledged that the teachers concerned were not a representative sample of teachers in that they were sufficiently keen to improve their professional competence and that they gave up considerable 'free' time to work on the programme and in some cases had to pay for the privilege. He questioned how it is possible to engage with those teachers who are not so motivated about their own professional development. For those who dropped out of the programme, under 25% are more likely to be primary teachers and class teachers without other leadership responsibility in the school than secondary teachers, and those with leadership responsibilities. The study illustrates that there are associated possible institutional or personal agendas which readers need to take account of, and thus problems of representativeness

The debate about classroom effectiveness and pupils' achievement, was examined by Waters (1996) in research in the West Midlands. 15 primary schools, in an area that had undergone significant decline, were involved in a project which provided

the LEA with help to target resources through a school improvement focus that combined staff development and in-school support. This support consisted of:

- a taught course for two teachers from each school;
- in school support with a curriculum focus;
- twilight courses for any teachers in the project schools;
- a project support team of two teachers to help implement issues arising from the project; and
- a limited amount of money to finance recourses and support the work of the project.

The class teachers involved in the project were asked to plot their levels of competence in various classroom organisational skills on a ten-point scale. This was done at the outset and an average score calculated creating a profile of teacher perceptions. Teachers were asked to repeat the process after two terms and also to plot their levels of competence at the outset but this time on reflection. This showed in almost all cases up to 50% improvement by the end. Children in the schools concerned were also asked to respond to what 'they' were doing better, allowing comparison. Ultimately the research suggested that schools could also succeed receiving structured support from their LEAs. This study serves to illustrate the priority on pupil outcomes and somewhat marginal concern for teachers' own perceptions of CPD which characterize many of the studies considered (as is the case with the following study).

A larger study based on intervention of an LEA and concerned with raising standards was that of the *Quality Start* school improvement project (1995-2000) (Gill and Wrigley 2001). Single Regeneration Budget (SRB) funding provided the opportunity for Sandwell LEA to target resources to schools with the aim of raising standards through a school improvement project which involved a packet of support linked to key school priorities. The project took place over a five year period with all primary schools involved. Each school joined the project for two phases of intensive support. As in the previous project (Waters, 1996) there was a taught course for two teachers from each school and money for resources plus in-class support from a project teacher. *Quality Start* was not a 'quick fix' support programme but a project that gave teachers practical support in developing effective strategies' time to reflect on their own practice and support for senior management in embedding developments within school practice. Teachers felt that one of the most important facets of the projects' success was the relationship between the class teacher and the Project teacher.

> "*It was such a rare occurrence to have two qualified teachers working in one classroom- we have appreciated the support and also being able to step back and observe another professional*" (Year 6 teacher, quoted in Gill and Wrigley, 2001, p. 370).

Project teachers were also given opportunities for professional development and accreditation that in turn opened up a variety of career changes. There was considerable evidence that the project made a difference in terms of enhanced teaching and learning strategies within classrooms increased enthusiasm and raised morale within schools.

> "An *excellent inspiring project which raised the morale of, jaded, shell-shocked teachers*" (Teacher comment for External Evaluation Report, January 2000, quoted in Gill and Wrigley, 2001).

During the course of the project both the National Literacy and the Numeracy Strategies were introduced and Sandwell LEA was also a pilot for the National Literacy Project. The project team and LEA advisers have contributed to national conferences to disseminate information and curriculum materials have been produced and are available nationally. Ultimately 'success ' was seen to be the due to the close and coherent links between the taught course, the support of the project team and the work of visiting subject specialists plus the extended nature of the project.

5.   A sample of subject based CPD studies.

In general, middle-level leaders in schools receive surprisingly little attention from training providers. This is even more alarming given the fact that research has consistently identified the crucial role of subject and specialist leaders in the implementation of school policy (Du Quesnay, 2002, p. 47).

Turner-Bisset and Nichol (1998) examined the impact of two 20 day subject (history) courses on the professional development of primary teachers. One course in particular had, it was suggested, a powerful effect on the teachers' thinking, classroom practice in all subjects, and sense of professionalism. The study highlights the complexity of teachers' professional knowledge and the value that they perceived in receiving particular kinds of in-service training. The research was set up to determine the effectiveness of 20 day GEST courses offered by two LEAs. Each course had 16 members but the mode of delivery was different. Course 1 had a single 'charismatic' tutor who stressed the use of primary sources but links to the classroom were implicit rather than explicit. Course 2 had two tutors, who built the course around an action research model. The programme was longitudinal, extending over two years, the first phase based on a questionnaire with a selected group interviewed regarding beliefs and attitudes towards history and the teaching methods used. The findings draw heavily on transcripts of the teachers' own perceptions, describing the impact of the courses on their teaching, planning, organisation, subject knowledge and on themselves. The analysis of knowledge bases mentioned by the teachers in their discourse was utilised as a framework for interpretation of the complex issues concerned with teaching. From the research, the information suggests that substantial in-service courses in subject matter can have a significant impact on practice. Secondly, the action research model employed by the second group seems to have had a greater impact both in the subject and across the curriculum, and on the teachers' sense of self as a professional. The teachers who experienced the second model felt well informed, with expertise equal to if not exceeding, some of the external professionals with whom they came into contact with. This study is especially interesting for the ways in which it built in a comparative pedagogy model. The issue of representativeness, however, remains. The following study also has a comparative dimension.

Wray and Medwell (2000) reported on the results of an enquiry into the professional development experiences of teachers identified as effective in the

teaching of literacy. The research was designed to identify key factors in what effective teachers of literacy knew and understood about literacy teaching and what they did in their classrooms, as well as to examine the professional development experiences which had contributed to their effectiveness. The research was by means of a questionnaire survey to ascertain the qualifications, experience, reported beliefs, practices and preferences in teaching literacy of a group of 228 Primary teachers identified as effective on the basis of a range of data including pupil learning gains. Observations were made of 26 of these teachers' lessons followed by interviews with the same teachers about the content, structure and about the knowledge underpinning them. Similar data was collected from a sample of 'ordinary' teachers, in order that the findings from the effective teacher sample could be compared to and validated against those from the other teachers. The results, taken from the teachers themselves, showed that a clear distinction emerged between the effective teachers and the other group in terms of professional development experiences that they had had. The former group had been offered opportunities far beyond those provided by the school to extend and develop their knowledge. Implications emerging from the research were that the benefits of developing and strengthening teaching expertise in literacy occurred when teachers are brought together in structured discussion groups, such as English co-ordinators groups This had also been evidenced as contributing to the success of the National Writing Project and the National Oracy Project. The opportunity given to a number of effective teachers who had experienced extended courses was felt to be crucial. The teachers felt that the opportunities, in addition to giving them access to sources of extensive expertise (both personal and resource-based), had also given the time and space to reflect in a structured way upon individual approaches to literacy teaching and helped them to develop their own personal philosophies.

Askew (1997) undertook a study, funded by the TTA, into the links between primary pupils' learning gains in numeracy and teachers' knowledge, beliefs and practices. From an overall sample of 90 teachers, 18 were selected for detailed case study. Three types of belief orientations were identified: connectionist, transmission and discovery. In the overall sample, there was found to be a strong correlation between belief orientation and pupil gains, with 'connectionist' teachers linked to higher gains. Participation in extended courses of professional development in Mathematics was strongly related to belief orientation and with pupil gains. In-school professional development only appeared to flourish in favoured circumstances.

A year-long evaluative study of the effects of professional development courses for teachers of primary science and design technology was carried out by Buzzard and Jarvis (1999). Data were collected from 21 participants about their pre-course qualifications, course experiences and course-related conceptual development. In-depth visits to 10 of the participants' schools were carried out. Although progress was identified in all teachers, greater progress was achieved by the teachers on the science course. This appeared to be related to how constant changes in the Technology National Curriculum inhibited the learning of the technology teachers. Also, the technology course was provided by several experts, whereas the Science course presented a consistent model of teaching. An additional finding was that conceptual change was only noticeable after 10 days indicating the importance of providing long-term professional development and support.

Rose (2001) describes a small-scale study of teachers and head teachers in primary schools that attempted to gauge their opinions of the necessary conditions for greater inclusion of children with special needs. Successive governments in the UK had affirmed a commitment to reduce the numbers of children educated in segregated special schools, and to moving these children into mainstream education. Increased inclusion was emphasised with more collaboration between special and mainstream schools. Implicit in this was that teachers should embrace a change in attitude towards children with Special Educational Needs (SEN) and for schools to reconsider some of their original practices. Hence the research focused on identifying teacher perceptions of the conditions and training needs required. Semi-structured interviews were used with 20 primary teachers and head teachers of 7 primary schools. The results identify the need for additional training and concern for lack of personal professional experience was consistently voiced and the teachers noted that their current knowledge was inadequate to support increased inclusion. Importantly the head teachers who were interviewed said that inclusion was a whole school issue, with whole school training implications and that it was crucial to recognise that it was not the sole responsibility of the class teacher who was receiving the included child.

Concern about the lack of preparation given to teachers in areas that they may have no expertise is also voiced by Martin (1999). The paper presents the two main approaches to understanding literacy and explores the dominant discourses which teachers are familiar with about literacy and being bi-lingual in England. The paper argues that teachers need to reflect on the principles of teaching and learning which build on the experiences of learners, to make their practice effective and children's learning effective. She contends that although professional development courses are available for interested practitioners there are areas that teachers still feel need addressing. She argues that the situation would need to have a degree of empowerment for teachers in that it would mean challenging the pedagogy of developing literacies and their appropriateness for bilingual learners. Many teachers it was suggested felt that the prescriptive nature of the National Literacy Strategy (NLS) excludes other literacy experiences which bi- lingual children may have encountered through the multilingual oracy of their family and community. Furthermore she contends that the NLS offers teachers no guidance for working with bi-lingual children and therefore professional development for teachers in this area is neglected. As with many studies, the evidential base regarding the teachers' own perceptions is somewhat weak.

The UK Government has invested £1.7 Billion in the National Grid For Learning (NGfL). Their aim is to improve access to learning, to raise standards and to transform teaching. Preston et al (2000) undertook research to establish the opinions of about 100 teachers from a range of subject disciplines who already used ICT in the classrooms. The majority had their own on-line computer and e-mail and agreed that all students should have their own e-mail address. The average age of the cohort was 45 and most were senior managers, which challenged the view that it is the younger members of the profession who can take the lead in the ICT curriculum. Approximately 77% had attended some form of short ICT training although only one was trained to teach the subject and yet 3/4 taught ICT to other members of staff. Whilst recognising, in terms of enhancing their own skills, benefits of the courses they had attended the teachers felt that importantly none had

addressed the central issue of teaching style. The study identified the following that could create commitment and enthusiasm for new ways of teaching and learning despite the limited professional development of the sample:

- on-line courses to inform about the National Grid for Learning, use of sites to inform about current information provided by the educational press eg the Virtual Teachers Centre, BBC, BECTa;
- membership of ACITT (National Association of Co-ordinators and ICT teachers or the ICT professional development association, MirandaNet;
- membership of a professional association including a teachers' on-line support network;
- more support for CPD for those who have moved beyond basic ICT and want to
- embed new learning; and
- opportunities for teachers to work outside the classroom (rather than the current model of teacher bursaries from the TTA for Best Practice where teachers undertake research without leaving the classroom).

As a result of the study MirandaNet responded to the teachers and explored some of the learning opportunities that they seemed to value. These are:

- E-mentoring funded by companies;
- action research publications on line;
- appropriate accredited courses that support change in the workplace;
- more ICT CPD projects in partnership with companies;
- international workshops, seminars and conferences celebrating teachers' work;
- recognition, reward and accreditation for the change agents;
- inclusion of industrialists as equal members; and
- Website design, developed by paid and voluntary community leaders (Preston, 2001, p. 26).

The research highlighted that without adequate long term professional development for teachers, schools will seem increasingly irrelevant to the communities they serve.

Shallcross and colleagues (2000 and 1999) questionnaired 96 UK Primary schools in eight LEAs to explore the teachers' thoughts and preferences about the content and delivery of CPD related to Environmental Education and Education for Sustainable Development (EE/ESD). This work was part of a larger European wide project focused on Sustainability Education in European Primary Schools (SEEPS). Shallcross and colleagues concluded that CPD related to EE/ESD receives very little consideration in the literature concerning CPD, despite the view that EE/ESD is a crucial area of teacher development. They found that where CPD for EE/ESD was taking place, the delivery was dominated by an 'in house' process, with colleagues leading their own colleagues in CPD activities. The SEEPS team used this finding to develop a 'training the trainers' CPD pack for use in Primary Schools (SEEPS, 1997).

6. Ways Forward and Models

Burchall and Dyson (2000) examined the impact on teachers' practice of CPD in Higher Education. They identified some key implications for providers to ensure CPD makes a difference to teachers' practice. Research into teachers' perceptions of one course is used to illustrate key issues for consideration of impact on practice. The course involved part-time evening study, was modular and covered a range of professional development, including classroom practice curriculum development and management skills. An aim of the course was the impact that it would have on the teachers' classroom practice. After formal evaluation in 1998 and 1999 small-scale surveys of the teachers who had completed were taken to identify their perceptions of the impact their studies had had on their classroom performance. Out of the 51 teacher responses the majority could point to evidence of changes in the areas of relationships, aspects of their roll, and the development of new skills. To a lesser extent they suggested improvement to the development and use of teaching materials and policy or curriculum developments. However, the responses also suggested that there was frequently a failure to build on the personal and professional developments of course members for the wider benefits of the institution. In many cases the teachers were not financed by their school and opportunities to disseminate newly developed expertise were not given. This issue was felt to be crucial by the respondents and has obvious implications for senior managers. This study will become longitudinal and will involve follow up work to find more detailed evidence of impact and the quality and experience and standards of achievement of both pupils and course members. It is also planned to explore the views of other staff who have been involved in the implementation of any initiatives following the course.

A study reporting on a project to improve teaching and learning in a secondary school by the combined action of the head teacher and a professional development consultant from a Higher Education Institution was undertaken by Wood and Millichamp (2000). The initial intention had been to develop strategies to improve pupils' self image and independent learning. However, as the work progressed, it became evident that at the centre of the schools' problems lay the teachers' perceptions of the nature of learning and their understanding of the pupils as learners. An account is given of professional development activities which had the effect of radically transforming teachers' understandings of teaching and learning, the perceptions of themselves and, subsequently, of their own pedagogy. The research includes teachers' own accounts of their transformed perspectives and of the effects in the school. There is a discussion of the current priorities for school improvement and a critique of top down managerialist approaches. The results of this research may be indicative of the contrast in terms of dissemination and action when senior management are actively involved and there is whole school ownership.

Davey's study (2000) describes how a Community College tackled the issue of evaluating staff development to see what impact it had on the classroom. The college had a history of innovative practice through whole school review and staff development but it was felt that this was not sufficient, at times, to evaluate impact on practice. A questionnaire was designed to focus on the impact that teachers felt the activities had and how these had taken forward their practice. The findings were

then to be fed into the school development plan. Credence was given to the fact that some staff development exercises took individuals forward and some were designed to benefit the institution but that both have overlap and could assist in raising standards. Staff at the school particularly valued the opportunity to reflect on the their own development. The best way to tackle issues, for example, involved NQTs observing an experienced colleague followed by a discussion with the mentor in contrast to being 'sent' on a days class management course. Another outcome which was made use of in departmental reviews was the value of observations - now all staff in departments under review have an entitlement to observe colleagues teaching either in their own department or others. The findings also encouraged the College to continue with its model of cross-phase courses. The next emphasis was to be school improvement. This philosophy it was argued provides external inputs on topical issues, tutorial support and a research task on school improvement based within the participants' own practice. This is seen as providing relevance to an individual's own teaching and a direct benefit to the college while, at the same time, raising awareness of wider educational issues and allowing the participants to set the agenda for the course.

The strategy of Professional Development Placements (PDPs) in business and industry were designed to enable teachers to spend a period of time working with an employer other than their school in order to provide CPD opportunities that would augment their knowledge and skills and give participants a different dimension and breadth. NFER (Ireland, et al., 2002) carried out a review of the literature on PDPs to provide an overview of this area of CPD and its outcomes. The review presents an examination of the research evidence and policy and practitioner literature on the use of PDPs, focusing on their impact on schools, teachers and students. Responsibility for teacher placements, which previously lay with the Teacher Placement Service, now lies with the Learning and Skills Council (LSC). The majority of the research studies in the NFER Review showed that the PDPs were most successful for the teacher when they were seen as part of the teacher's continuing CPD with the full support of senior management before during and after the placement reported, gains being:

- Increased confidence, motivation and self-esteem.
- Increased technical knowledge; particularly by science teachers at key stages 3 and 4.
- Development of teaching materials/ resources.
- 'Hands-on' experience of a particular industry.
- Management and Leadership skills

However the research also highlighted the fact that the opportunities for such placements were most often undertaken by science and technology teachers and least frequently by teachers of art subjects.

Some of the more explicit model-constructing studies also draw on some empirical materials relating to teachers' perceptions of CPD. The following are illustrative and amongst the better known.

Eraut (2001) cites Grant and Stanton's (1998) review of literature. Grant and Stanton found that effective CPD does not depend on the learning methods adopted.

Secondly, there is no best learning method or approach to learning. Thirdly, the key to effectiveness in CPD is to ensure that the process of CPD is effectively managed. This involves clearly identifying the *reason* for the CPD. Secondly, clearly identifying the *method of learning* of the CPD activity. Thirdly, clearly identifying the *follow-up or method of dissemination* of the CPD. Eraut does not find these conclusions convincing. He argues that these are not conclusions, but, rather, justifications for a particular model of CPD. Eraut and Du Boulay (2000) identified three neglected areas in CPD thinking: the identification of the learner's individual learning needs; the prioritisation of those needs and matching prioritised needs to learning opportunities. Eraut's conclusion is that learning through CPD does not automatically trigger 'follow-through'. For effective 'follow-through' what is required, he argues, is a "great deal of further learning, usually much more than happened at the CPD event (itself)" (p. 10). What is also required for effective CPD is going beyond the routinised monitoring of CPD activities to the instigation of "substantial, but only periodic, reviews of CPD policy and practice" (p. 11).

For Coldron and Smith (1999) teaching can be considered as a combination of a 'craft tradition', a 'moral tradition', an 'artistic tradition' and a 'scientific tradition'. Much CPD, they argue, is dominated by the 'scientific tradition' – teaching is a technical-rational activity, educational problems can be isolated and solutions found. Good teachers are those who are 'trained' to copy good practice. But teachers become better teachers when they can construct their own identities within each of these traditions, which means being afforded the space to discuss and debate the impact of these different traditions on their practice as "mature professionals who are active participants in a rich array of educational traditions. Such participation will flourish when dialogue flourishes and when teachers associate with one another as passionate custodians and pioneers of a particular tradition open to new ideas and challenges" (p. 721). However, such an atmosphere for professional development and growth runs counter to the dominant ideology of ""centralized control, managerialist surveillance of teachers' work and the stipulation of itemized standards of competence" (p. 724).

Dadds (1997) pursues a similar line arguing that educational reform in England has been characterised by a technicist view of the curriculum and pedagogy, which assumes that 'expertise' located at the 'centre' can be transmitted to teachers who will then improve their practice. Her position is that reforms, which are predicated on these assumptions, take little or no account of the models of teachers' own expertise, levels of understanding nor judgements, all of which are central to effective change and reform. 'Delivery' or 'teacher as technician' models which underpin CPD are unlikely to achieve the programme goals of improving practice. What is needed is professional development "predicated upon the growth of personal understanding, judgement and agency" (p. x).

Harland and Kinder (1997) seek to develop a model of the effects of CPD which can be used to delineate more clearly the specific effects which may accrue from CPD. They take the work of Fullan (Fullan, 1993 and Fullan with Stiegelbauer, 1991) and Joyce and Showers (1980), to develop a nine element typology which they further refine. The typology includes: material and provisionary outcomes; informational outcomes; 'new awareness'; value congruence outcomes; affective outcomes; motivational and attitudinal outcomes; knowledge and skills

advancement; institutional outcomes and impact on practice. They refine this typology based on their research into teachers' accounts of CPD experiences which were juxtaposed with classroom observations of teachers' science practices. The refinement they add is to develop a hierarchy of the typological elements in order to plot individual teacher's own experiences of the trajectory of CPD. The hierarchy they propose is as follows:

Figure 1. An ordering of CPD outcomes

CPD input

3rd Order	**Provisionary**	**Information**	**New Awareness**
2nd Order	**Motivation**	**Affective**	**Institutional**
1st Order	**Value Congruence**	**Knowledge and Skills**	**Impact on Practice**

(Source: Harland and Kinder, 1997, p. x, slightly adapted.)

Harland and Kinder use this development to propose an 'analytical matrix' (after Joyce and Showers, 1980) which identifies forms of training (x axis) against specific desired outcomes (y axis). In this way 1st order, 2nd order and 3rd order outcomes for CPD can be identified and the most appropriate methodology for delivery can then be developed.

Watkins (1999) provides a perspective based on CPD within an interdisciplinary professional context. From this context certain elements of working practices can be identified. These include increasing role complexity, increasing skills requirement and increased team working. He also identifies that there are four levels of value added in professional knowledge from *cognitive knowledge* (know what to do), through *applying knowledge* (know how to do it) to *integrated knowledge* (applying in collaboration) to, at the highest level, *dynamic knowledge* (adapting the knowledge to major changes) (p. 62). His evaluation of seven 'company'[1] focused CPD schemes draws attention to several principles which should underpin effective CPD. These include: the need to prove the benefits of CPD to the recipients; that the introduction of compulsory CPD may jeopardise support; there is a problem of linking CPD to demonstrable gains in quality; there is a need to develop a more sophisticated approach to exploring the outputs of CPD rather than measuring the inputs; and the value of informal CPD needs to be recognised, recorded and rewarded. Watkins concludes that whilst CPD is vital for professional competence, the speed of change of context (political, social and economic) means that definitions of skills updating, professional practice and employment practices are in a constant state of flux and that CPD needs to take on board these changes with increased flexibility. In order for participants to gain from their CPD experiences

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[1] The Institute of Public Relations (IPR), the Incorporated Society of Valuers and Auctioneers (ISVA), the British Psychological Society (BPS), the Chartered Institute of Marketing (CIM), the Chartered Institute of Building (CioB), the Royal Institution of Chartered Surveyors (RICS), and the Institution of Electrical Engineers (IEE).

they need to feel that they are supported and that they have some stability. Effective CPD needs to be career development as well as technicist skills-focused training.

As can be seen there are some common themes of interest across the above, but the extent to which the models and analytical frameworks developed are grounded in materials on teachers' perceptions is variable to say the least.

7.   Concluding comments: structural issues

This final section will address the commitment made by schools to the CPD agenda and whether CPD is promoted as a high-status issue or the area that receives the least amount of pro-rata funding. Maidment (2000) gave a staff development co-ordinator's perspective on the DfEE Consultation Paper, 'Professional Development Support for Teaching and Learning. She applauds the 'good common sense practice and theory that illustrates a supportive stance for the development of the country's teachers' (p. 94) but felt that the intentions could well be 'still-born ' because the government works to agendas and time scales which have nothing to do with the management of change. She stressed as important the role of the development co-ordinator for CPD and need to re-evaluate and change this role 'and then on a fundamental reorganisation of school management in order to give it the kudos and time it requires to be done well. The devil is in the detail' (p.94).

The ongoing research of Law and Glover (1998) focuses on how schools manage CPD and importantly how they identify individuals' training and development needs. A series of nationally based school-based surveys was undertaken and supplemented by a series of interviews with staff in 14 case study schools. Responses to questionnaires were analysed from an average of 70 secondary and 60 primary schools each year in order to determine developing trends, issues and concerns as they arose. Law and Glover found that in many schools the organisation and management of CPD was more often that not integrated within the overall role of a deputy head and embedded within the generic management role. They suggest that there has been more evidence to support a shift of focus and the role of the Professional Development Co-ordinators (PDCs) has 'metamorphosed from that of administrator and pen pusher to that of facilitator and staff supporter' (p.72). They conclude that this has been due to, among other things:

- Appraisal;
- OFSTED Scrutiny;
- School Development Planning (SDP);
- Professionalisation of management structures; and
- Funding deprivation.

During recent years schools have had to utilise a range of strategies for determining their CPD portfolio and prioritising individual needs (rather than as shown in earlier surveys where the indication was that teachers had only to seek confirmation from heads or deputies). These strategies include allocation systems, development planning links (aligned to the SDP), value for money focus and more formalised decision making mechanisms within the school. Their research does suggest however, that whatever the complex of systems by which individual staff made

their needs known many teachers felt that the fundamental problem was the lack of a system which prompts the identification of need.

As has been previously discussed teachers in England have had, since 2000, their own professional body in the GTC which is answerable not to the government but to it's own members. Writing as a member of the GTC's policy team Robert Berkeley (2001) draws out some of the developing themes in the GTC policy and links them to the teaching profession's aspirations for equity in education. His article argues that the GTC is in a crucial position to support the transformation of the teaching profession through making the necessary links in education policy 'to empower teachers as professionals to lead in their improvement of teaching and learning for all' (p.508). The GTC, he maintains, seeks to engage with teachers and act as a voice for them, reflecting on their views and drawing on their 'expertise and current experience in the classroom' (p.503). Being able to commit to doing this through their website means that they are in a unique position of being able to be constantly updated and informed about issues relating to teachers' perceptions of CPD. As a result of this dialogue, advice was given to the government in February 2001. The main proposals included:

- Early years of teaching: during the second and third years of teaching ITT to be built on with individual teachers engaged in reflection and action on pedagogy, quality of learning, target setting.
- Equal opportunities: planning, assessment, subject knowledge and classroom management.
- Team teaching, collaborative inquiry and observation and demonstration lessons to be used as a means to achieve the above.
- ICT focus to pursue advanced technologies and evaluating the impact of ICT and developing content for digital curriculums.
- Funding for a minimum number of hours to engage in early professional development.
- Documentation of CPD activities to form the basis of career-long record.
- Sabbatical leave to foster teachers' professional and personal growth and reduce the risk of early exit.
- Experienced teachers to take extended non-teaching secondments and sabbaticals.
- Short secondments to allow teachers to spend time in another school where there is a particular specialism and/or expertise.
- ICT opportunities to sustain and enhance teachers' skills and creating new virtual learning communities.

Further proposals indicated that the GTC should work with the teacher associations, the National College for School Leadership, and the Government to identify and disseminate a range of models for the effective management of and use of time for CPD. It was suggested that schools that were seen or reported to be functioning effectively should be identified and their characteristics built into a cohesive national strategy.

The information given to the GTC on it's website and through the 'roadshows' conducted in 2001(see above) is in line with much of the evidence found from other sources in this study. The ORC International Report (2001), which responded to

increasing concern about teacher workload, made reference to the high value placed on teacher interaction and observation of colleagues, with time out of school to reflect on this being valued highly by teachers. In much the same way the GTC is advocating such a development. Concern about resourcing was high on the agenda especially the divisive distribution of resources and poor handling of supply cover. Concern was also expressed about supply teachers being marginalised in relation to their needs and professional development. Although Estelle Morris did pledge, when speaking in 2001, that

I want to see schools putting the professional development of all of their staff, teachers and support staff at the heart of their approach to school improvement. Today's strategy will be backed by £92million available over three years. This includes £25 million to fund sabbaticals, £25million for early professional development and an additional £30 million for the Professional Bursaries Programme.

Crucially such massive investment is irrelevant if an individual teacher's domestic situation is such that she or he is disallowed opportunities for development on the grounds of insufficient support. Given that the gender differential in the profession often mean that women teachers have less access to resources and that child care frequently is the domain of the female teacher this is an area that the GTC feels needs addressing in order that entitlement to CPD becomes possible: 'there needs to be recognition of the myriad of equal opportunities that affect teacher participation, for example, if CPD is in twilight hours there needs to be funding for child care' (Adams, quoted in Cordingley, 2001 p.80).

There have been of course a number of recurring issues revealed in this review, such as the perceived relative ineffectiveness of short courses (McMahon, 1998; Bottery and Wright, 1996; Buzzard and Jarvis, 1999; Wray and Medwell, 2000). This was especially so if then the teacher involved was expected to 'cascade' the information 'somehow' to other members of staff (ORC International, 2001). Teachers continually asked for corporate or whole school commitment (Rose, 2001) with investment from LEAs and Headteachers (Waters, 1996). The need for leadership development for middle managers was evidenced; frequently their skills as line managers or successful facilitators was insufficient or inappropriate to the post they held or the role they were undertaking (Du Quesnay, 2002). We return again then to issues to do with structure, coherence and overall planning, whether at the school, regional or national level.

In conclusion, it is interesting to quote the comment of a headteacher in the research of Law and Glover (1998): '(the) fundamental problem is the lack of a system which actually prompts the identification of need: after all, many staff will do as they are told without any form of reflection' (p.76). It is clear from several of the studies looked at that some teachers do feel disenchanted about the process of enriching their own professional development and furthering their 'entitlement' to life-long learning. It is this therefore that some suggest is at the crux of whether CPD can be effective. Watkins (1999) is one of a growing number he drawing attention to principles that should underpin successful CPD. These include, for Watkins as was noted earlier, the need to prove the benefits of CPD to the recipients. Secondly, that the introduction of compulsory CPD may jeopardise

support. Thirdly, there is a problem of linking CPD to demonstrable gains in quality. Fourthly, there is a need to develop a more sophisticated approach to exploring the outputs of CPD rather than measuring the inputs. Fifthly, the value of informal CPD needs to be recognised recorded and rewarded. Watkins concludes that whilst CPD is vital for professional competence, the speed of change of context (political, social and economic) means that definitions of skills updating, professional practice and employment practices are in a constant state of flux and that CPD needs to take on board these changes with increased flexibility.

Clearly these last few points go beyond the narrower brief of this review, given its' focus on research studies concerned with teachers' perceptions of CPD (in England). However, much of the data available is located in studies where the central focus is on other matters such as 'impact', 'strategy development', or 'professionalism' more generally. Given, however, the extent to which various stakeholders are arguing for the need to address CPD systemically, it may be that these studies and contributions (where they do draw to some extent on teachers' perceptions) are currently the most valuable resource, and we would include here the recent OFSTED study on the impact of CPD. It may also be useful to visit the more extensive studies and proposals emerging internationally (eg Garet et al, 2001 and Ingvarson, 2002).

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