

How linkages can be improved between continuing professional development, school development plans, performance management and raising standards.



...Rhagoriaeth i bawb... ...Excellence for all...



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE

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1. Introduction

- 1.1 This report outlines the interrelationship between continuing professional development (CPD), school development plans, performance management and raising standards. In particular, it looks at how linkages between these can be improved. It also explores how performance management and school development plans interlink to identify the development needs of individual teachers and schools, how these needs are met and the impact this can have on raising standards (Annex 1).

2. Definitions

- 2.1 A number of terms are used to describe the professional development of teachers. These include staff development, in-service education and training (INSET) and continuing professional development.
- 2.2 Staff development and INSET are largely about the development of school staff at a particular stage. However, CPD is about improving practice and applies to all teachers throughout their careers.
- 2.3 The General Teaching Council for Wales (GTCW) defines CPD as encompassing all formal and informal learning, which enables teachers to improve their own practice.
- 2.4 The Department for Education and Science (DfES) states that '*CPD includes any activity that increases teachers' knowledge or understanding and their effectiveness in schools and can help raise children's standards and improve teachers' job satisfaction. CPD is for all teachers, at any stage of their career*'.
- 2.5 CPD is an ongoing process that builds upon initial training and induction and includes the development and training opportunities that teachers receive throughout their career. It is about the improvement of individuals and schools with a view to the raising of standards.

3. Background

- 3.1 Educational reforms have always highlighted the need for teachers to receive good quality training on a range of important issues.
- 3.2 The Welsh Assembly Government (WAG) has set the context for CPD in schools in Wales. In 'The Learning Country', WAG has committed itself to giving teachers the training and support they need to do their

jobs well and to progress in their careers. The document also states that *‘the performance management scheme for teachers will provide a consistent approach to setting objectives; getting regular feedback; and structuring professional development andthat CPD will increasingly be tailored to individual needs’*.

- 3.3 In her research Barbara Lee states that *‘The pressures on teachers to respond to new initiatives and take on new responsibilities stimulates the need for professional development.... support for teachers is essential if they are to take up the professional development opportunities offered. It is required in the form of funding for training and for supply cover, and in whole-school commitment to continuing professional development’*.¹
- 3.4 Teachers undertake training and professional development activities that relate to their individual development needs and also reflect, in many cases, school and national priorities.
- 3.5 The best schools create conditions where both staff and pupils are active learners. In these schools, pupils and staff feel valued, motivation is high and staff development is viewed as a professional responsibility and entitlement.

4. CPD activities in schools

- 4.1 Teachers most often describe activities concerned with professional development as courses, with local education authorities (LEAs) providing many of these. However, schools are increasingly taking a more comprehensive view of CPD activities and those that are now considered appropriate take a variety of forms (Annex 2).

5. Aspects of CPD covered in the report

- 5.1 Estyn has produced a substantial amount of information on CPD issues. Some of this work relates to induction, early professional development and WAG’s leadership programmes. Those elements of CPD are excluded from this survey.
- 5.2 This report describes and evaluates school practice in CPD in a variety of different educational settings. It draws on:
- school inspection reports;
 - discussions with headteachers, staff development co-ordinators, teaching and non-teaching staff; and

¹ Barbara Lee (2000) ‘Continuing Professional Development: Teachers’ Perspectives’

- visits made by Her Majesty's Inspectors to a range of primary, secondary and special schools and LEAs across Wales.

6. The main findings of the report

6.1 Linkages between continuing professional development, school development plans, performance management and raising standards can be improved by:

- schools and individual teachers becoming increasingly aware of the CPD activities that lead to significant changes in practice and improve standards of achievement;
- staff development and school development plans reflecting how CPD and training activities will influence standards in both the short and long term;
- individual and groups of teachers or whole school staff setting well-focussed, small step success criteria at the outset of training;
- objectives identified through the performance management scheme being supported by training opportunities;
- schools disseminating the outcomes of staff development more effectively, and, in particular, when the information would benefit all teachers;
- headteachers having more funds to support the development needs of supply teachers, who receive very little training on teaching methodologies and initiatives;
- schools getting better at evaluating the impact of training and CPD, even when standards are high;
- schools reducing the time delay in disseminating the outcomes of training;
- senior management looking at the full range of factors that may affect raising standards. These may include CPD, changes in staffing, pupil cohorts and funding;
- better long term planning of funding for CPD;
- ensuring that funding for CPD is being fairly distributed to schools and teachers; and

- schools having a climate that supports applications to GTCW and where senior staff are proactive in this.

6.2 In schools, CPD is most effective when:

- raising the standards of pupils' achievements is stated as the main priority for the schools' development and good use is made of a wide range of evidence to identify staff development needs;
- staff or school development plans clearly link individual activities with whole school or departmental priorities;
- whole school priorities are considered as the main focus for development, although this may mean that some subjects may rarely be supported through BSF allocations;
- CPD and performance management are more closely linked as long as objectives for teacher development are supported through training opportunities;
- they make a good attempt at disseminating CPD information as this is vital if CPD is to have a significant impact on raising standards;
- they recognise the importance of developing support staff; and
- LEAs support CPD and have a good overview of developments. As a result, they are able to help schools network and disseminate effective practice that can help to raise pupils' standards.

7. Recommendations

In order to improve linkages between continuing professional development, school development plans, performance management and raising standards Estyn recommends that teachers, schools and, where appropriate, LEAs should:

R1. analyse pupils' needs to help determine what continuing professional development activities are needed to raise standards and improve pupils' skill development;

R2. reflect on how CPD and training activities will influence standards, not only in the short term, but also in the longer term;

R3. set success criteria at the outset of training activities that state clearly what gains might be expected;

R4. relate the intended outcomes to:

- gains in knowledge and skills; and
- raising pupils' standards;

R5. ensure that the outcomes of training activities that would benefit all teachers are shared with all staff;

R6. take account of the needs of supply teachers; and

R7. help the development of support staff by providing them with appropriate training activities.

In addition, there are a number of funding issues that need to be resolved in order to improve these linkages.

WAG should ensure that:

R8. there is enough funding in Better Schools Fund and tell LEAs and schools what they will receive for training for a 3 year period.

WAG, GTCW and LEAs should ensure that:

R9. there is a fairer distribution of funds between teachers and schools; and

R10. funding is made available for the training of supply teachers.

Schools should:

R11. be more proactive in accessing CPD funding from all sources; and

How linkages can be improved between continuing professional development, school development plans, performance management and raising standards

R12. target CPD resources better to address identified priorities.

Furthermore Estyn recommends that WAG:

R13. carries out a longitudinal study on the impact of CPD on raising pupils' standards.

Annexes

Annex 1 CPD in schools and LEAs – additional information regarding the current situation. Procedures for identifying individual training needs, including those of support staff

- 1.1 Schools generally make good use of a wide range of evidence to identify staff development needs. This includes:
 - the monitoring of plans by subject leaders;
 - sampling pupils' work;
 - first-hand monitoring of standards and quality in classrooms;
 - analysis of assessment information, particularly at the end of the key stages;
 - discussions with staff;
 - key issues from the most recent inspection of the school;
 - external reviews undertaken by LEA advisers; and
 - the views of pupils and parents.
- 1.2 In most cases, the evidence collected is used to identify staff development needs during the course of the performance management cycle, a key feature of which is the identification of objectives relating to the teacher's own professional development.
- 1.3 Teachers' objectives are often linked to issues that have immediate application and relevance in the classroom and often link with wider school objectives.
- 1.4 In a few cases, teachers identified professional development needs that were not directly related to their current work, but which might contribute to their future work.
- 1.5 In too many cases, CPD objectives merely state the courses to be attended or the activities to be followed. Teachers do not always identify the intended outcomes of the training in terms of gains in knowledge and skills or in terms of raising standards.
- 1.6 Headteachers are not in a position to support the development needs of supply teachers because of limited funding. A small number of schools that employ particular supply teachers on a regular basis provide opportunities for them to identify their needs. If these match with an aspect of the school's development, they are usually addressed through in-house training. However, many supply teachers receive very little training and may not be well informed about up-to-date teaching methodologies and initiatives.

The interrelationship between individual and whole school training needs and local and National initiatives

- 1.7 In all schools, the headteacher or a senior teacher has oversight of the school's needs that can be addressed by continuing professional development, and plans how they will be met.
- 1.8 In most cases, raising the standards of pupils' achievements is the main focus of the planning for the schools' development.
- 1.9 The balance between individual staff, departmental and school objectives and local and national initiatives differs from school to school, dependent on the school's priorities. However, in the best schools, training activities are well matched to the overall priorities for improvement.
- 1.10 CPD co-ordinators identify training opportunities for groups of staff who have identified similar needs especially if they link closely with the school development plan. These needs are usually met by providing in-house training through an external consultant or LEA adviser. In an individual case, funding is often given to the member of staff to attend an external course and then to disseminate or take a lead in what they have learned.
- 1.11 Some teachers feel that their individual training needs are not being met because of a lack of:
- support from senior managers;
 - funding;
 - time; or
 - relevant courses available.
- In some cases, teachers have little wish to attend CPD activities.

Links between plans for staff development, school development plans and performance management

- 1.12 Most schools have staff development policies. These generally identify:
- the aims of staff development;
 - the range of activities;
 - the link between CPD, performance management and school development plans;
 - the roles of the key players in CPD, and in particular, the role of the CPD co-ordinator;
 - how CPD is planned; and
 - how the outcomes of the training will be monitored and evaluated.

- 1.13 In the best schools, staff development plans, or sections in the school development plan that refer to staff development, clearly link individual activities with whole school or departmental priorities. These are costed and often identify the outcomes of the CPD for the individual and the school.
- 1.14 Many schools prioritise opportunities for staff training by:
- matching individual staff needs with the priorities of the school and departmental development plans;
 - meeting the needs of performance management; and
 - ensuring fairness between and within departments/teams.
- 1.15 In every school visited, whole school priorities were considered as the main focus for development, with departmental and individual needs coming second. In practice, in the majority of schools, the priorities in the school development plan often interlink with individual and departmental priorities.
- 1.16 In most schools, CPD and performance management are becoming more closely linked. *'In some schools, GTCW funded activities have become embedded in their performance management policies, but this is far from being universal practice'*.² Many schools are unsure, however, within the current climate of financial uncertainty in the funding of CPD, that this can be achieved.

Programmes for staff development, including training courses

- 1.17 The GTCW is producing a Professional Development Framework that will:
- ensure that professional development is central to a career in teaching;
 - identify and support teachers' needs for development; and
 - provide professional recognition and/or accreditation.
- 1.18 Most schools are now keen to promote CPD as an entitlement for all and many are developing as 'learning communities'. In these schools there is an emphasis, not only on the learning opportunities that exist for pupils, but also on support for the development of all staff, including support staff.
- 1.19 Traditional external course attendance still has an important part to play in the training of teachers, especially where courses are well-

² Professors R James & D Egan (2004) 'Evaluation for the General Teaching Council Wales of the Phase 3 Professional Development Pilot Projects'.

planned and well run, with appropriate content. Importantly, such courses provide teachers with the opportunity to meet staff from other schools.

- 1.20 Most schools use some of the five closure days available to them each year to undertake training activities. In some schools, all five days are used effectively for training activities. However, in other schools, only one or two of the days are used for training with the content not determined by the priorities of the school development plan nor by the individual needs of teachers. This is not an effective use of these days.
- 1.21 WAG sometimes makes additional school closure days available to support national priorities, specifying the content of the training activities that will be undertaken on those days. In Wales, the organisation and timing of the closure days is left for individual LEAs, governing bodies and schools to determine.
- 1.22 The range of CPD opportunities for individual teachers has increased with the availability of funding from GTCW.
- 1.23 Some of the activities that teachers have engaged in have had a limited impact on practice and standards. In particular, one day training courses that are not related to school or individual priorities for development.
- 1.24 In a small number of secondary schools, on some occasions, headteachers have to decide whether the gains derived from sending teachers on training activities are outweighed by the disruption caused by their absence. In some circumstances, headteachers say that supply teachers may have an adverse impact on curriculum continuity, standards and pupils' behaviour.
- 1.25 In primary schools the problem is less acute as there is often a local supply of teachers, who are well known to the school and pupils who are able to cover effectively for staff training.

The dissemination of training issues

- 1.26 Many schools make a good attempt at disseminating CPD information. However, in some schools, dissemination of outcomes is limited, even when the information would benefit all teachers in the school.
- 1.27 Common ways of disseminating the outcome of continued professional development in school are:

- weekly bulletins. These usually state the key points of the CPD and who to contact if further information is required. Weekly bulletins are often placed on the school intranet;
 - staff meetings;
 - school closure days. In a number of schools, teachers who have attended external courses disseminate information to the rest of the staff on these days. This is cost effective training and, where it is well planned and delivered, is having a positive impact on staff development.
 - 'twilight' sessions;
 - 'learning forums' for CPD. In a few schools, teachers have set up voluntary 'learning forums' to which all staff are invited; and
 - to the school's governors to inform them of progress in certain areas;
- 1.28 Dissemination of the outcomes of CPD outside the school are less common and quite often it is only in relation to substantial pieces of work where the CPD has led to a whole school or departmental activity.
- 1.29 Examples of where dissemination takes place outside the school are:
- to LEA groups. LEAs sometimes invite teachers to present the outcomes of an activity to a group of their colleagues. This happens most commonly where the LEA has provided the CPD and has followed up activities with the teacher in school;
 - through professional development networks supported by the LEA or funded through a GTCW bursary. Teachers from different schools comprise the members of a professional development network and come together to learn of developments in each other's schools; and
 - to a wider audience of education professionals through education research journals, subject association journals and/or education conferences.
- 1.30 The GTCW has extensive archive reports on CPD projects. It is developing ways in which it can disseminate the outcomes of teachers' work across Wales through the production of its E-journal in which it refers to the outcomes of substantial CPD projects.

Procedures for measuring the impact of CPD on the quality of teaching and the standards pupils are achieving

- 1.31 In most schools, development plans show how the school will monitor the impact of CPD activities on individual teachers and on the standards pupils are achieving over time.
- 1.32 If schools are performing well, they often feel that the measurement of CPD impact is relatively unimportant. However, the difficulty of

evaluating the impact of training should not be underestimated. Where schools have attempted to do this, there is inevitably a time delay between the activity and any consequent impact on standards. This delay may be so marked as to make any sort of link between the CPD activity and rising standards, at most, tentative. Also, there are a number of diverse factors, such as changes in staffing, pupil cohorts and funding that have an influence on raising standards; CPD is only one of these.

- 1.33 In many cases, teachers fail to set clear enough success criteria/intended outcomes for the professional development activity. Those who do set success criteria often limit these to the benefits for the teacher and the impact it may have, for example, on the production of schemes of work. They rarely relate to raising pupils' levels of achievement. This is sometimes because teachers feel that relating pupils' outcomes to changed methods of teaching is too difficult. Those teachers who are most successful are those who set well-focussed, small step success criteria that state what gains might be expected.
- 1.34 The outcomes of many CPD activities are often to raise enthusiasm and motivation amongst pupils. Teachers often make subjective evaluations of pupils' responses to new methods. In the best cases, teachers seek pupils' views on what might help them to learn better in a subject prior to introducing new methods. They then have a period of time when they use new methods and seek pupils' views again. Teachers analyse these responses and reach some conclusions about the success of the new approach.

Training for support staff

- 1.35 Schools are beginning to recognise the importance of developing their support staff. In the best cases, they consider what their needs are, they are observed at work and provided with feedback.
- 1.36 In some LEAs, specific training for support staff is provided to support curriculum initiatives, for example, literacy and numeracy programmes and to support pupils with special educational needs.
- 1.37 Estyn's report on 'Good practice in paraprofessional and other support for teachers' in 2003, identifies good practice in the training of support staff and also barriers to effective training (Annex 3).

Financing staff development

- 1.38 There are three main funding streams that finance almost all CPD in schools:
- BSF;
 - GTCW funding; and
 - individual school budgets.
- 1.39 BSF is by far the biggest source of funding and has been used historically to finance the majority of CPD and training activities undertaken in schools and LEAs.
- 1.40 WAG allocates BSF monies to LEAs on an annual basis. Some of this money is then distributed to schools and some retained by LEAs to support centrally organised initiatives. However, substantial reductions in 2004/2005 have meant that schools are increasingly looking to other funding streams for CPD. Reductions in BSF allocations to schools in the last year varied across LEAs in Wales from 30% to 50%.
- 1.41 The majority of schools and LEAs feel that the current reductions in BSF are particularly badly timed in that schools are being asked to support a range of staff objectives identified through the performance management system.
- 1.42 A substantial number of schools, especially secondary schools, are using more money from their general budget for staff development activities. In some small primary schools, however, there may be little or no surplus funds to support staff development. In some of these schools, headteachers are taking classes to allow teachers to attend CPD activities in order to save money. This adds to the workload of these headteachers.
- 1.43 GTCW has made new funding available to individual teachers. However, this funding is not equitably distributed to schools and teachers in that individuals have to apply for resources. In most schools, applications to GTCW are dependent on support from senior staff and a positive school climate that is conducive to a wide range of CPD opportunities. Most schools believe there has been a shift in CPD funding from BSF to GTCW and, as such, are increasingly anxious to access money from this new source.
- 1.44 In one large primary school, the headteacher was very much aware of all GTCW opportunities for CPD and the school had benefited significantly over the last two phases receiving 16 bursaries, one international visit and involvement in a whole school initiative and network project. In contrast, in other schools, little or no GTCW funds have been accessed. In some of these schools, teachers' perceptions

of GTCW funding are that the applications and reports required are too complicated and time-consuming to complete and that, in any case, there is little funding available. In some schools, non-acceptance by GTCW of applications for support has left the staff feeling demoralised and, in a few cases, these teachers have not applied for further support.

- 1.45 BSF is used in most schools to support training for whole school or national priorities while GTCW funding, where it is accessed, is generally used to support individual priorities.
- 1.46 There are few funding sources for the training of support staff. Schools realise the value of training support staff alongside teachers but funding is limited. If schools wish to train support staff, many will finance this from their own budgets. However, because such staff often have part time or limited contracts, schools have to pay them to attend on these days.
- 1.47 A number of secondary schools are keen to have teachers paid to train outside of school hours. Headteachers in these schools stated that this would minimise disruption during the day and still provide for good quality training opportunities on evenings or weekends.
- 1.48 Currently, BSF funds for schools are only allocated on an annual basis and there is uncertainty among teachers regarding GTCW allocations. If schools are to be encouraged to view staff development as a professional responsibility and entitlement and to reflect on how CPD and training activities will influence standards in the longer term, then CPD funding arrangements must be more certain and transparent – schools need to be able to identify broadly what they will receive from the various sources, what they must pay for and over what period.
- 1.49 Estyn has previously stated in its report on Middle Management that *'the diverse and complex ways of funding teachers' continuing professional development through Grants for Education and Training (GEST) money, GTCW bursaries, school budgets and from teachers' own resources makes it difficult to track the effectiveness of training.....there is no common agreement or processes in place across the funding bodies to monitor and evaluate the impact of training upon teachers, schools and pupils' standards or to monitor the amount of funding available'*.

LEA support for CPD

- 1.50 Most LEAs ensure that high quality CPD activities and opportunities are available for schools. They develop their training and support programmes to match key priorities for their schools and also national

priorities. Some LEAs also create a range of opportunities to allow the outcomes of CPD to be effectively disseminated amongst other teachers. In addition, LEAs are often proactive in advising schools where staff can observe good practice in certain curriculum areas.

- 1.51 In the best practice, LEAs have a good overview of significant CPD developments in schools. They are able to help schools network. In some cases, LEAs that border one another also share good practice and may hold joint events.
- 1.52 Some LEAs assist staff and subject departments to improve by providing support and training. The schools or LEAs identify the staff that will benefit from this strategy through their monitoring processes.
- 1.53 LEAs administer BSF allocations and monitor the use schools make of it. Most schools have service level agreements with their LEAs for support and training.
- 1.54 Until very recently, LEAs have been largely unaware of the successful applications teachers and schools have made to GTCW for funded training activities. This means that they cannot include these activities in their CPD plans. The GTCW is now working better with LEAs to overcome this difficulty.

Annex 2 – The range of CPD activities

GTCW provides a range of examples of CPD activities that include:

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| <ul style="list-style-type: none"> • induction activities; | <ul style="list-style-type: none"> • national programmes, for example, literacy and numeracy; |
| <ul style="list-style-type: none"> • developing subject knowledge; | <ul style="list-style-type: none"> • partnership between schools and Higher Education Institutions and LEAs; |
| <ul style="list-style-type: none"> • developing pedagogic knowledge; | <ul style="list-style-type: none"> • external courses and conferences; |
| <ul style="list-style-type: none"> • developing school knowledge; | <ul style="list-style-type: none"> • whole-school and departmental meetings for the purposes of self-review and curriculum development; |
| <ul style="list-style-type: none"> • whole school and cluster based activities; | <ul style="list-style-type: none"> • pursuit of further qualifications; |
| <ul style="list-style-type: none"> • subject leader and co-ordinator meetings; | <ul style="list-style-type: none"> • classroom enquiry; |
| <ul style="list-style-type: none"> • extended programmes based on National Standards with opportunities for accreditation; | <ul style="list-style-type: none"> • action research; |

| | |
|---|--|
| <ul style="list-style-type: none"> • leadership programmes; | <ul style="list-style-type: none"> • developing an innovative approach to teaching a series of lessons/modules; |
| <ul style="list-style-type: none"> • mentoring and peer observation; | <ul style="list-style-type: none"> • use of resources relevant to the professional development such as books, videos, software; |
| <ul style="list-style-type: none"> • sharing good practice within and between schools; | <ul style="list-style-type: none"> • classroom observation within a school or between schools; |
| <ul style="list-style-type: none"> • visits to schools outside the LEA; | <ul style="list-style-type: none"> • work shadowing; |
| <ul style="list-style-type: none"> • international exchanges; | <ul style="list-style-type: none"> • exchanges between similar posts in different schools; |
| <ul style="list-style-type: none"> • shadowing of colleagues; | <ul style="list-style-type: none"> • working in teams to solve real school problems; |
| <ul style="list-style-type: none"> • short term placements in industry or business; | <ul style="list-style-type: none"> • secondments to LEA and national posts; |
| <ul style="list-style-type: none"> • subject and professional association activities; | <ul style="list-style-type: none"> • sabbaticals; |
| <ul style="list-style-type: none"> • school-based support and curriculum development; | <ul style="list-style-type: none"> • higher degrees. |

Annex 3 – Estyn’s report on ‘Good practice in paraprofessional and other support for teachers’, 2003.

3.1 This states that the training of support staff occurs best when schools and LEAs:

- identify clearly their roles and responsibilities and the precise nature of the support work that support staff will undertake;
- identify the range of training needs;
- offer suitable professional development courses;
- offer courses that are suitably located, in terms of distance from their home or school;
- offer courses that are suitably timed to fit in with their working arrangements;
- provide training, on some occasions, alongside the classroom teachers they work with;
- provide follow-up training in classrooms to refine new skills;
- provide accreditation for the training undertaken;
- maintain a professional development profile for each support staff member; and
- evaluate the effectiveness of the training and its impact on standards.

3.2 It also states that there are a number of barriers that reduce the training and development opportunities for support staff. These include:

- difficulties schools have in determining the training needs of support staff;
- few suitable courses available;
- lack of information on suitable courses for support staff;
- the location and timing of some courses, in terms of distance from their school or home;
- their working arrangements and conditions of service;
- limited school funding for training and supply cover; and
- difficulties schools often have in finding suitable replacement staff.

Annex 4 – Case studies

Raising standards

Case study 1

In one large junior school, a school closure day organised by the LEA was held to support the dissemination of an initiative on language teaching amongst all staff, including support staff. This initial training was followed up by twilight sessions in the school where the methodology for language teaching was discussed. The school closure day and twilight sessions were led by the two school trained tutors.

The progress of the initiative was monitored in the school by the headteacher and the subject leader for English. School staff were made aware of how it was intended that the initiative would improve language development, particularly writing, in the school.

The school has recently submitted a Network bid to GTCW in order to discuss, share and develop the outcomes of this initiative amongst teachers in the local cluster of schools.

This case study shows how a school has used a range of staff development opportunities to support a new initiative and to raise standards. It is a good example of how links are made between CPD and raising standards.

Case study 2

In one comprehensive school, evaluation of training has tended to focus on the quality of the experience and the intended outcomes of the training. However, this school has now focused more on the actual impact of the training on pupil progress and development. To do this, the evaluation of training activities is undertaken a term after the activity has taken place. On

the basis of evaluations received, the staff development co-ordinator is able to gauge the impact of the training on pupils' standards and presents a cost-benefit analysis of staff development activities to the governing body.

This case study shows how one school is trying to establish the impact that training can have on standards and the links between the two.

Case study 3

One advisory service organises action-research approaches to investigate best ways of teaching.

Staff who attend this form of training spend the first day looking at the principles and strategies for teaching their subject area with an emphasis on developing pupils' thinking skills and approaches to learning. There are opportunities during the day for participants to discuss issues and plan a series of lessons/activities.

The second day of the training is school-based with the course tutor/adviser providing individual support to the teacher in his or her own class situation. All course participants meet for the third day to share their findings with the rest of the group.

This case study shows how training can combine theory and practice effectively and how this can be linked to the improvement of standards in the classroom and how teachers can learn from each other.

Planning CPD

Case study 4

The CPD co-ordinator in one large junior school records the different priorities for training needs. Whole school priorities in the school development plan are also identified, along with performance management objectives for individual teachers and other areas of personal development. The CPD co-ordinator identifies where school priorities for training and individual priorities for teachers overlap. It is then considered good value for money to pursue these within the funding available for training.

This case study shows how a CPD co-ordinator plans for a range of priorities for training and identifies where school and individual priorities overlap. In this case there are good linkages between the school development plan and individual priorities for training.

Case study 5

In one school, all staff have to complete a 'learning log' in which they set out clearly what they hope to achieve from the training. Following attendance at the training activity staff document how successful it was, when they will use what they have learned and how this will impact school development.

Furthermore, staff are asked to consider whether further training or support is needed. This simple method of recording the details of training encourages staff to think about what they hope to gain from the training they attend and to reflect on the impact of the training on their teaching and on school development.

This case study shows how a school sets clear success criteria for training and considers how the outcomes will impact school development and raising standards.

Case study 6

An LEA in North Wales requires its schools to identify annually the professional development needs of teachers and the origins of these. These needs may be, for example, performance management objectives, post inspection action plan priorities, school based review issues or school development plan priorities. The LEA collates and analyses the information and provides professional development opportunities and support for teachers. The LEA asks schools to suggest the most appropriate mode of delivery for teachers from a very wide-ranging list of activities.

This case study shows how an LEA and its schools identify the training needs of staff. These needs come from a variety of different sources.

Dissemination of CPD

Case study 7

In one large inner city primary school, a twilight programme for INSET activities is planned on a termly basis. Each term, six after-school sessions focus on course dissemination and other activities linked to training.

These after-school training activities are often based on a particular theme for the term; for example, in one term the school spent the sessions looking at ways to improve ICT in the school. The twilight activities involved training sessions by two teachers trained in the use of interactive whiteboards and by the LEA Information Technology adviser.

This case study shows how a school arranges for dissemination following training activities so that all staff in the school are aware of developments that can link to raising standards.

Case study 8

In one large comprehensive school, staff disseminate CPD issues and keep up-to-date through a variety of means including:

- a newsletter;
- a resource room for staff development; and
- website space.

The newsletter contains details on:

- the main staff development activities taking place;
- feedback from staff development activities including a synopsis of the main findings;
- subject developments; and
- a list of relevant CPD resources.

The school has also set aside a room for staff development that contains:

- four computers with internet capabilities;
- a digital video recorder area;
- displays relating to teaching techniques; and
- a filing system for photocopied documents relating to teaching and learning.

In addition, the school website displays teaching technique materials, records INSET activities and contains subject sections for different departments in the school.

This case study shows how one very large secondary school informs its staff on a regular basis about CPD issues and activities. In this way staff can keep up-to-date regarding new developments.

Impact of CPD

Case study 9

A teacher research bursary for one teacher in a South Wales secondary school was extended to involve all staff in the school.

An initial one-day course on learning styles prompted the head of department for history to further research this issue, particularly for key stage 3 pupils. Funding from GTCW enabled all the teachers in the history department to work together on learning styles and approaches. It also provided time for assessing pupils before and after the changes to the subject schemes, providing an objective measure of improvement. The work on learning styles in this department was so successful that it was felt appropriate to involve all staff.

This initiative has since expanded to involve a number of secondary schools working together as part of a GTCW funded Network Initiative.

This case study shows the impact that individual CPD can have on the whole school's attitudes to learning styles.

Case study 10

In one comprehensive school, teachers are clear that staff development is the main means by which they can improve the quality of teaching and learning experiences for pupils. However, senior managers are also aware that CPD

is expensive and are therefore keen to establish value for money principles when planning training.

In order to consider value for money issues with regard to staff development, all activities are carefully costed, including the 'cost' of school closure days. In this way, the total cost for staff development in the school can be calculated. A report is then produced to assist senior staff and governors in assessing value for money issues.

The report includes clear costs of all staff development activities set against the benefits of the training on improvements in teaching and learning and the impact on staff and pupils. The report contains both qualitative and quantitative judgements of the value and impact of staff development on school performance.

This case study shows how one school considers the benefits of CPD activities on the development of teachers and pupils.