



Guidance

Curriculum and  
Standards

*Leading and coordinating CPD  
– training*

**LEA CPD  
advisers and LEA  
strategy managers**

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# **Leading and coordinating CPD – training**

**Presenters' notes**

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# Leading and coordinating CPD – training

## Objectives

To help school CPD coordinators and school strategy managers understand:

- the implications for CPD of the Government's *Five Year Strategy for Children and Learners*
- what the research tells us about effective CPD
- how to make best use of the National Strategy to support CPD
- the role of CPD in school improvement and how to find the time for CPD
- how to make best use of the support materials provided in *Leading and coordinating CPD in secondary schools*.

## Resources

### For course presenters

- Digital projector and computer
- PowerPoint presentation slides 1–32
- Flipchart and pens or interactive whiteboard
- Word template for creating local information for insertion into the support materials
- DVD with video sequences 1–5

### For each participant

- *Leading and coordinating CPD in secondary schools*, including:
  - Handouts 1–9
  - The Teachers' Professional Learning Framework (GTCE)
- DVD with video sequences 1–5
- Paper glue-sticks or some means of fixing cards to paper
- Marker pens
- Highlighters (one per school attending) for use in session 1 on handout 5

## Session outline

<b>Introduction</b>	15 minutes
<b>Session 1: Effective CPD</b>	60 minutes
<b>Session 2: Making the most of the Strategy</b>	60 minutes
<b>Session 3: CPD and school improvement</b>	60 minutes
<b>Next steps</b>	

### Pre-course preparation

Presenters should be familiar with:

- *Pedagogy and practice: Teaching and learning in secondary schools* (DfES 0423-2004 G)
- Key Stage 3 National Strategy guidance and courses on offer
- *Sustaining Improvement* (Key Stage 3) (DfES 0565-2003 G)
- details of local support provided by the LEA
- which HEIs are willing to accredit the professional development of teachers
- information about which schools within the LEA have been involved in networking and collaboration, either through LIG (Leadership Incentive Grant), Networked Learning Communities (NCSL) or through LEA initiatives
- the GTC Teachers' Professional Learning Framework.

In addition it would be useful to make a note of:

- which schools have made effective use of the Key Stage 3 National Strategy
- which schools have effective infrastructures for CPD, and might regard themselves as a 'professional learning community'
- which schools have CPD systems that involve all staff (i.e. not just teachers).

### Planning to deliver the course

It is anticipated that both the CPD adviser and the LEA strategy manager will deliver this course together.

You know your schools, and where their strengths lie. It would be appropriate, therefore, to review each session carefully in the light of this and adjust timings and emphases to suit. It may be that you can use successful local examples to illustrate a point rather than a suggested activity. There are, however, some points which we would wish you to make. These are indicated by the phrase 'Say that' rather than 'Make these points'. In addition you will see some 'Notes for presenters' headings. These are to provide you with background information that will help you answer any questions or support the main points.

'Say that' and 'Make these points' statements are bulleted; 'Notes for presenters' are in prose and italics.

It is not intended for this training session to take participants through the support materials step by step. They will be referred to at various points, but the structure will be discussed briefly. You are encouraged to add additional pages of local information to sections to help support schools.

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## Introduction

15 minutes

This session briefly outlines the objectives for the course; the new emphasis on in-school CPD, collaboration and networking and a brief introduction to the support material.

You will need handout 1.

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## Session 1: Effective CPD

60 minutes

This session explores the nature of CPD in terms of:

- the purpose of CPD
- what can support professional learning
- methodologies that are effective
- the implications for schools.

You will need handouts 2–5, highlighters and the GTCE Teachers' Professional Learning Framework. There will be opportunity for discussion.

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## Session 2: Making the most of the Strategy

60 minutes

This session encourages both the school strategy manager and the CPD coordinator to consider how they might make best use of the Strategy to support in-school CPD. There is also an opportunity to include local information. The session poses the following questions.

- What does the Strategy offer?
- How might the *Teaching and learning in secondary schools* units be used to support the new CPD agenda?
- How can our school make best use of the resources available?

You will need handouts 6 and 7, and you may well wish to prepare and provide some local information to support this session. You may wish not to use the last activity suggested. If so you will need to consider which local examples you will need and prepare well in advance, e.g. briefing schools if you wish them to present.

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## Session 3: CPD and school improvement

60 minutes

This session considers the following questions.

- How can CPD contribute to school improvement?
- How can we make time for CPD?

The session explores an activity that can be used in participants' own schools with middle leaders, to help them appreciate the way in which school systems work together to support CPD. Use is made of a set of cards and handouts 8 and 9. Pens will be needed for participants to link ideas together and some form of fixing the cards to the A2 handout will be needed. You may also wish to use video sequence 1 from the DVD.

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## Organisation

It is suggested that you use a cabaret-style layout, with participants sitting in groups of six (with schools sitting together initially).

In Session 2 schools will be asked to work with other colleagues.

Show slide 2 and clarify the objectives for the day and sessions.

### Objectives

To consider:

- the implications of the *Five Year Strategy* for school CPD
- effective approaches to CPD
- how to make the most use of the National Strategy
- the role of CPD in school improvement and how to find the time

2

Say that:

- The purpose of the day is to help you, as CPD leaders and school strategy managers, to use the Strategy to build capacity for CPD within your own school.
- We will explore the implications for CPD of the Government's *Five Year Strategy for Children and Learners*, what is known about successful CPD programmes and the central role CPD needs to play in school improvement.

Make these points:

- It is important to recognise that all professions invest heavily in CPD and the teaching profession should be no different. We must learn from research and share expertise and innovations.
- We recognise that schools are at different stages of development in their approach to CPD. We need to learn from each other and to share ideas.
- The Strategy has already promoted many approaches to in-school CPD that are effective, such as through the coaching units in *Sustaining Improvement* (DfES 0565-2003 G).

Show slide 3.

### Programme

- |                |            |
|----------------|------------|
| ■ Introduction | 15 minutes |
| ■ Session 1    | 60 minutes |
| ■ Session 2    | 60 minutes |
| ■ Session 3    | 60 minutes |
| ■ Next steps   |            |

3

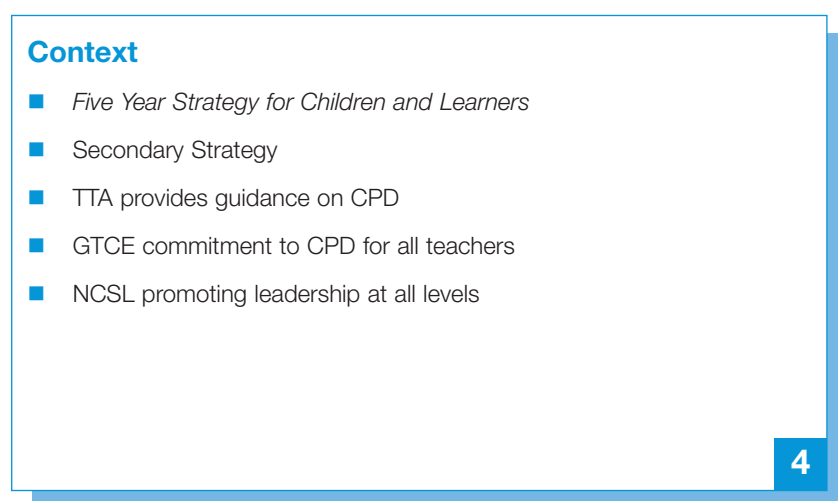
Say that:

- The programme is broken into three main sessions following an introduction.
- Following the three main sessions, you will have opportunities to consider and plan your next steps.

### Notes for presenters

*These materials are developed as a series of three modules, each of which takes about an hour. You are encouraged to add local content or examples to these materials to reflect and support what is happening in your schools. You may therefore wish to adjust timings accordingly. The Next steps section is for you to devise activities that allow schools to plan what they need to do next. There are some suggestions, but the planning is for you. There may be a range of different groupings you wish to consider, for example LIG collaboratives, including excellence clusters, specialist schools and training schools. You may wish to use time to showcase some specific school examples. Whatever you do, you will need to adjust timings on this slide to accommodate your plans.*

Show slide 4.



The slide is titled 'Context' and lists five bullet points. A blue box with the number '4' is in the bottom right corner.

**Context**

- *Five Year Strategy for Children and Learners*
- Secondary Strategy
- TTA provides guidance on CPD
- GTCE commitment to CPD for all teachers
- NCSL promoting leadership at all levels

4

Say that:

- This training and the accompanying support materials have been developed in partnership with other key stakeholders in teachers' CPD, including those mentioned here.
- They have also been developed in the context of the Government's *Five Year Strategy for Children and Learners*.

Make these points:

- The DfES' *Five Year Strategy* was placed before Parliament in July 2004. One of its five key principles is **a major commitment to staff development**, with high-quality support and training to improve assessment, care and teaching.
- This training day will explore the implications of this for the CPD of teachers in schools.
- The *Five Year Strategy* document also identifies the change in role from a Key Stage 3 Strategy to a Secondary Strategy for school improvement. The Secondary Strategy has a central role in supporting the professional development of teachers.
- In September the Teacher Training Agency was given the remit to develop guidance on CPD for schools and other matters to do with CPD. The Strategy has been

working with them and their proposals for further development were submitted to the DfES in January 2005.

- The General Teaching Council for England (GTCE) is committed to teachers' professional development and has produced a Teachers' Professional Learning Framework (which is included in your pack).
- The NCSL, also mentioned in the *Five Year Strategy*, is committed to promoting 'leadership at every point in the system'. This includes the leadership and coordination of CPD.

### Notes for presenters

The five key principles can be found on page 4 of the DfES Five Year Strategy document, available on the DfES website.

Show slide 5 and ask participants to look at handout 1.

#### A new teacher professionalism – the new CPD agenda

- Teachers taking more responsibility for their own CPD
- Accessing coaching and mentoring
- Sharing expertise through networking and collaboration both internally and externally
- Innovating through engagement in classroom-based research

5

Say that:

- The *Five Year Strategy* talks about a 'new professionalism for teachers'. An extract is provided on handout 1.
- Note that it ties professional development to career structure.
- Note it also talks about responsibility, about access to a coach or mentor, about sharing expertise across the system and action research.
- These aspects are not chosen by chance but, as we will see in the next session, they are some of the aspects of CPD that prove to be effective.
- On the second page of the handout are some suggestions about where you can find support for these different aspects.

Make these points:

- This shifting agenda concerning CPD is coming from research and reviews of research that suggest that there needs to be more emphasis on:
  - collaboration and networking
  - using external **and** internal expertise
  - in-school coaching and mentoring
  - teachers learning from each other
  - developing schools so they see themselves as professional learning communities.



## Discussion

5 minutes

Now invite participants to read the notes and, in groups, consider any other support areas they know about. Take some brief feedback and encourage participants to make a note of other ideas on handout 1.

At the end ask participants to insert this handout into the correct section of the support materials.

Following this it would be appropriate to introduce participants to the support materials.

Make these points:

- To support you in your roles at school we are providing each of you with a support folder. It is divided into sections:
  - an introduction, which sets the scene and provides an overview
  - a section that links CPD to school improvement, and contains some evidence about effective CPD gleaned from research
  - a capacity-building section that contains practical advice about how to develop systems for CPD in your schools.
- As an LEA we will add to these sections with local examples. Next year the Strategy may add further sections, including using ICT to enhance CPD and networking and collaborating to support CPD.
- The intention is that you can select, from these support materials, aspects to work on to help you build your own CPD programmes.

### Notes for presenters

*This session invites participants to consider a number of key questions and then asks them to relate this to their schools. It sets out some of the research evidence.*

Introduce the session by showing slide 6.



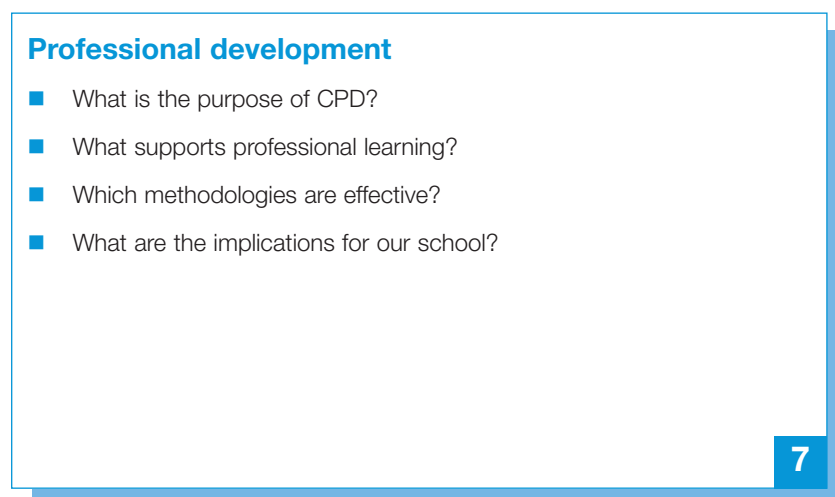
Slide 6 content:

**Session 1**

**What makes CPD effective?**

6

Show slide 7.



Slide 7 content:

**Professional development**

- What is the purpose of CPD?
- What supports professional learning?
- Which methodologies are effective?
- What are the implications for our school?

7

Say that:

- This session will explore four key questions about CPD.
- We will consider what the research evidence tells us.
- We will present you with the GTCE's Teachers' Professional Learning Framework and invite you to consider how this matches with what is happening in your school.

**Notes for presenters**

*The key points to make here are, firstly, that the main purpose of any CPD should be to improve pupils' learning and attainment, and so we ought to consider evaluating CPD by its impact on learning. Secondly, we can think of developing professional expertise in five categories. Thirdly, there is a range of different methods by which professional development can be supported and some methods might suit some categories better than others. Finally, by comparing what schools do now with the suggested list from the GTCE, schools can begin to consider what they might need to do to build their capacity for CPD.*

Show slide 8.

**Purposes of CPD**

- To develop professional expertise so that:
  - learning and rates of learning are improved
  - pupil attainment is raised

8

Say that:

- Improving learning and raising attainment should, directly or indirectly, be the key purpose of developing professional expertise.
- If this is so, what implications does this have on the way in which we evaluate CPD?

Pause for a moment and then take some brief feedback.

Make these points:

- This purpose is made clear in the *Five Year Strategy* and the GTCE's Teachers' Professional Learning Framework.
- Thinking about CPD in this way means that we need to think carefully about how we evaluate it. A number of researchers have pointed out that we need to think more about impact in the classroom rather than the superficial feelings about how effective it might be.
- Evaluating the impact of CPD is tackled in section 2 of *Leading and coordinating CPD in secondary schools*. This will help you establish systems in your school if you feel this is one aspect you need to develop further.

**Notes for presenters**

*You will know your schools in the LEA and it may be appropriate to ask how schools currently evaluate the impact of CPD. How many take note of impact on pupils and how do they do it? Hopefully participants will realise that, if they are to do this, the success criteria need to be identified before the CPD activity takes place. Section 2xi, *Evaluating the impact of CPD*, makes this point.*

Show slide 9.

### Professional expertise

- Acquiring new subject knowledge
- Honing or learning new pedagogical skills
- Learning new technologies
- Learning how to operate in a new role
- Exploring lines of enquiry, innovating and developing new approaches

9

Say that:

- It is helpful to think about the development of professional expertise in different categories. This point is made in the introduction of *Leading and coordinating CPD in secondary schools*, page ii. Invite participants to look at the categories, which are:
  - acquiring new subject knowledge
  - honing or learning new pedagogies, skills, strategies and techniques
  - learning new technologies
  - learning how to operate in a new role
  - exploring lines of enquiry, problem-solving, innovating and developing new approaches.
- It is very easy to see the impact of some types of professional development on pupils in classrooms, for example adopting a new teaching approach, or action research in the classroom. However, it may be less obvious in learning a new role.

Make these points:

- Developing professional expertise in these areas can and will have an impact on pupils' learning.
- It is important that, wherever possible, we continually evaluate the impact of CPD on pupils' learning.
- There are many different approaches or methods of developing expertise. One obvious example is that to learn a new skill you could attend an external course or be coached.
- As we will learn later, some methods can be more effective than others. But it is important to recognise that there is a range of methods by which the development of professional expertise can be supported.
- It is also important to appreciate that some methods may be more suitable for some categories than others.

## What supports professional learning?

20 minutes

Show slide 10.

### What supports professional learning?

- Which methods are you currently using to support professional learning and development of teachers in your school?

10

Invite participants to work in school pairs, at first, to consider which methods are predominantly used currently in their schools to support professional development (or learning). Ask them to use handout 2 to note the top ten of these methods, listing them in order of use. For example, if attendance at an external course is the most often used method in their school then this goes at the top of the list. Point participants' attention to pages 8, 9 and 10 of the Teachers' Professional Learning Framework (GTCE) in their packs and explain that the list there may help them.

After about 10 minutes, or when you judge that this task has been completed, invite groups on the tables to compare notes. Are they similar or are things very different across and between schools?

Invite discussion about these points. Some useful questions are:

- Are there any differences between your school and others that surprised you?
- Have the methods you use been changing recently? If so, why is that the case?
- Are there any changes you would like to make?

Draw the discussion to a close with a few final remarks and ask participants to look at handout 3.

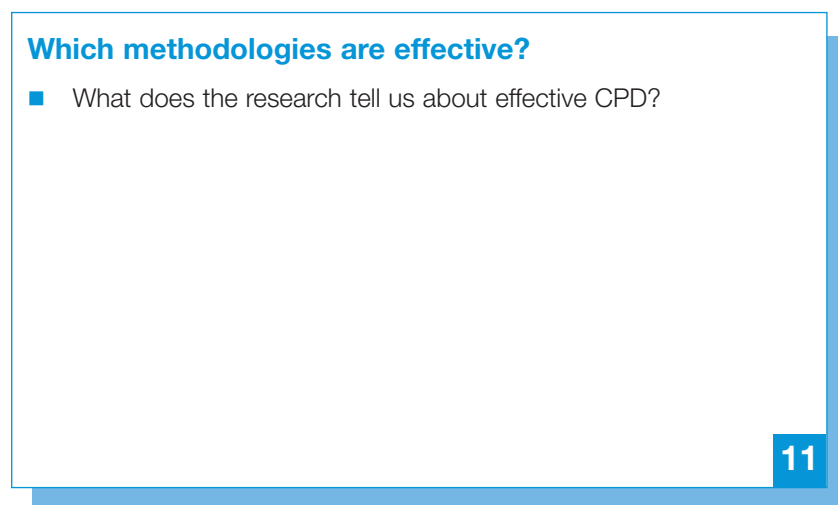
Say that:

- It is important that we keep an eye on the range of possibilities available to support professional development, be that access to a Strategy consultant or using internal expertise.
- Mature schools use a wide range of external and internal expertise appropriately to support professional development. They also recognise that some approaches suit particular types of professional development.
- These points are made in the introduction of *Leading and coordinating CPD in secondary schools* on pages ii and iii.
- Handout 3 will give you some further thoughts about the match between CPD methods and what they are most useful for.

## Which methodologies are effective?

15 minutes

Show slide 11.



**Which methodologies are effective?**

- What does the research tell us about effective CPD?

11

Start this session by inviting participants to discuss what they already know about any research they are aware of and what the implications are.

After about 5 minutes take some feedback from tables, flipcharting any ideas.

Make these points:

- You will remember the Government's *Five Year Strategy* makes a number of points about CPD, in particular having access to a coach.
- This is not accidental and is based on the findings of national and international research.
- Some of these findings are identified in section 1 of *Leading and coordinating CPD in secondary schools* on pages 5 and 6. Those responsible for a major review of the literature (the EPPI review) contributed to these support materials.
- Two of the key researchers in this area are Bruce Joyce and Beverley Showers. Their findings point to the importance of on-the-job support.

Ask participants to look at handout 4.

Say that:

- Handout 4 is taken from the leadership guide in the *Teaching and learning in secondary schools* materials and is based on research from Joyce and Showers. It underpins the ideas articulated in the *Five Year Strategy* and essentially says that unless feedback and coaching are in place there will be little embedded change.
- The 'evidence' statements in the table mean there is 'evidence of sustained change and impact on pupils' learning and achievement'.

### Notes for presenters

*Joyce and Showers' research indicates the need for coaching, feedback and time to practise in the classroom as being important.*

*David Hargreaves, in the DfES publication Working laterally (DfES 0825-2003), and others, such as the EPPI review, make the point that 'innovation' and dissemination can bring about rapid change. If a teacher tries out a new approach and has some*

success, then there should be opportunities to disseminate findings. Schools have found a 5 to 10-minute session in a daily briefing, or a brief feedback on a day closure, to be successful. Where these are planned and regular they lead to a real dynamism and interest from all staff.

The Evidence for Policy and Practice Information (EPPI) review points to the importance of peer coaching, sustained collaboration and the need for access to external expertise.

References relating to EPPI and website details are given on page 6 of section 1. Below is the background to the review.

### **Background to EPPI review**

This review grew out of established NUT initiatives in teachers' professional development. It was funded principally by the NUT and additional resources were provided by the GTC and the DfES via registration with EPPI-Centre. A systematic approach to research in CPD is timely because many national and international initiatives depend upon significant advances in teacher learning. For example, the UK Government's CPD strategy is aimed at enabling teachers to take more control of their own professional development, and also plans to give schools much more direct control of the funding for CPD. Teachers and schools need and want to know more about how professional development might help them develop professional knowledge, skills and careers at the same time as enhancing pupil learning.

The review was initiated in the context of an earlier, interpretative review of teachers' acquisition and use of knowledge (Cordingley & Bell 2002) which drew extensively on evidence about the importance of teacher experimentation, feedback and coaching (e.g. Joyce & Showers 1988). The review also drew on the work of various authors about the stages of teacher development, such as Hargreaves' (1993) modelling of the way in which teachers are able cumulatively to extend aspects of practice, and the work of Rich (1993) on the learning of beginning and expert teachers.

Show slide 12.

**Keys to successful CPD**

- Engagement with an appropriate knowledge base
- Access to a coach or mentor
- Time to practise in the workplace (e.g. classroom)
- Constructive feedback and reflection
- Collaboration
- Innovation
- Dissemination

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Say that:

- Taking account of these research findings, we can identify some key factors that contribute to effective CPD.
- These factors are shown on the slide.

Make these points:

- An appropriate knowledge base may include access to materials such as the *Teaching and learning in secondary schools* units or access to an expert.
- Coaches and mentors share some skills but they are not the same. These points are made clear in section 2v, Coaching and mentoring, in *Leading and coordinating CPD in secondary schools*, pages 21 to 28.
- Having time to practise and try things out in the workplace is important. Here the classroom is the workplace.
- Constructive feedback helps develop expertise. There is evidence from research that peer coaching and peer observation, rather than observation and feedback from a line manager, in the context of CPD is effective. Time to reflect is also important and needs to be planned for. Time needs to be provided for both coach and the teacher who is being coached to reflect on practice.
- Research clearly indicates that collaborative working brings many benefits. This includes collaboration within and between schools. Collaborative working is a cornerstone of LIG schools.
- The opportunity to innovate, perhaps through action research in the classroom, and the opportunity to disseminate and share best practice within and between networks, have also been shown to have a major impact on driving improvements.

## What are the implications for your school?

15 minutes

Show slide 13.

### What are the implications?

- For your school:
  - identify which of these aspects you have in place and for which groups
  - consider the extent to which they are being used
- Bearing in mind the *Five Year Strategy*, what are the implications for your school?

13

Draw participants' attention to handout 5 and ask them to highlight those opportunities that already exist within their own schools for each of the specific groups of teachers identified (allow 7–8 minutes).

### Notes for presenters

*The handout mainly focuses on teachers and there is only one section on support staff – we have not included all the different groups of school staff because the exercise would be too long and you could say that this is to stimulate participants' thinking rather than being the complete answer.*

*Allow groups to reflect on and discuss where they are (allow about 5 minutes) and draw the discussion to a close.*



Make these points:

- Coaching and collaborative ways of working are expectations of the *Five Year Strategy* and they have been proved to be effective.
- As schools, you may already be working in these ways with some staff. We need to be thinking about increasing capacity throughout the system to do this.
- The support materials contained in *Leading and coordinating CPD in secondary schools* provide you with part of the means to increase capacity, particularly by working on some key aspects of section 2 in the materials.
- You can select the most important aspects to work on.
- As an LEA we will support you in developing your approaches.
- In the next session we will look at how we can make best use of the Strategy to support CPD in your school.

## Session 2: Making the most of the Strategy 60 minutes

Show slides 14 and 15 to introduce the session.

Session 2

### Making the most of the Strategy

14

Session 2

- What does the Strategy offer?
- How might the *Teaching and learning in secondary schools* units be used to support the new CPD agenda?
- How can our school make best use of the resources available?

15

Say that:

- This session will address three main questions.
- The final part of the session will provide you with time to consider how you can make use of the resources available in the Strategy, from the LEA, through networks and within your own school.

## What does the Strategy offer?

15 minutes

Show slide 16.

**The National Strategy supports:**

- Whole-school improvement
- Subject departments
- Individual teachers
- Building capacity

16

Say that:

- The National Strategy supports schools in a number of ways. As it moves from Key Stage 3 to a Secondary Strategy, so it is moving towards encouraging schools to increasingly build capacity for sustaining improvement through professional development.

Make these points:

- The Strategy supports whole-school improvements through the offers of assessment for learning, ICT across the curriculum, literacy across the curriculum, and leading in learning. Most importantly it supports whole-school improvement through the suite of study guides *Teaching and learning in secondary schools* (DfES 0423-2004 G).
- Subjects are supported by core training days and the work of consultants.
- Individual teachers are supported by consultants and by the study guides in *Teaching and learning in secondary schools*.
- As the Strategy moves towards embedding and sustaining change, so its approaches, support and materials now reflect the need of schools to build their own capacity. In particular the *Teaching and learning* units, the *Sustaining Improvement* folder, this course and the LEA consultants' support for teachers to develop their coaching skills are measures of this.

Invite participants to look at section 2, Building capacity, in *Leading and coordinating CPD in secondary schools*.

Say that:

- The Building capacity section contains practical advice on how to develop systems for CPD in your schools. Each section focuses attention on key propositions, effective practice, provides some case study examples and suggests some key enquiries your senior management team may wish to explore in establishing your own systems.

Guide participants through the main sub-sections, explaining their structure and how CPD is built in to support various activities. Explain that the enquiries are designed to set them thinking and finding out about matters in their school. Say that they may wish to design their own enquiries to suit their particular needs.

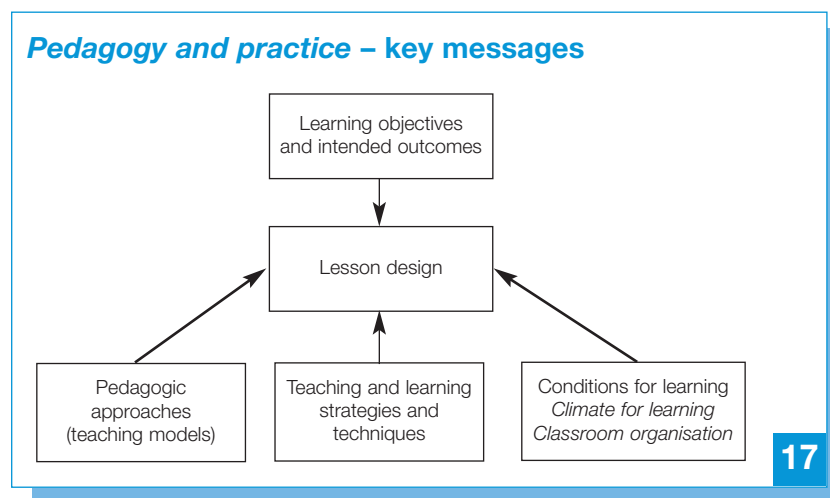
At this point you may wish to show part of the DVD video sequence 3, 4 or 5. Explain that the audience for the DVD is school leaders, initially CPD leaders and strategy managers, but you may wish to use these with other staff, for example when introducing coaching.

End this brief introduction to the materials by asking participants to skim-read section 2xiii, which outlines the ways in which the Strategy can support CPD.

### **How might the *Pedagogy and practice: teaching and learning* units be used to support the new CPD agenda?** 15 minutes

Show slides 17 to 21.

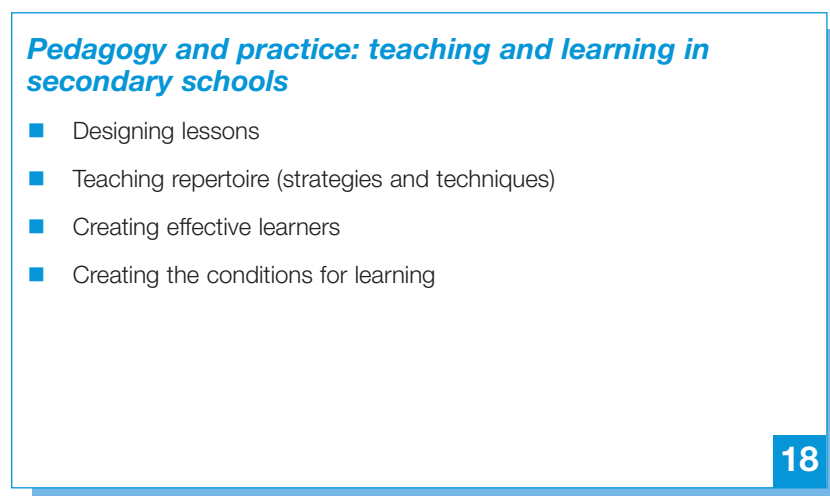
Talk through the slides to clarify how the pack is structured and what each unit contains.



Make these points:

Slide 17:

- The pack contains 20 study guides that build on the ideas expressed in the key messages leaflet *Pedagogy and practice* published in 2003.
- The materials and approaches suggested were piloted in the autumn term of 2003 in over 500 LIG schools in 125 LEAs.



Slide 18:

- The materials are divided into four areas that support the diagram on the previous slide.
- They are colour coded.
- The Designing lessons units deal with structuring learning, how to modify design to suit classes of predominantly lower attainers, how to structure learning for inclusion and how to introduce the idea of different teaching models.
- Unit 1 underpins all the units and explains the terminology that is used throughout other units. It talks, for instance, about structuring lessons into episodes.
- The units provide a common language to talk about teaching and learning.
- The Teaching repertoire units are about strategies and techniques. Unit 1 defines what is meant by strategy and technique as well as teaching model.
- The Creating effective learners suite contains four modules to support the whole-school offers and training provided by the Strategy.
- Each of these units can be used to follow up a day's training to encourage groups of teachers to practise ideas in the classroom.
- They can also be used as stand-alone units by those who have missed the training.
- The Creating the conditions for learning units deal with aspects of classroom organisation, the environment, class management, how to talk to pupils and how to accommodate learning styles.

At this point ask participants to look at handout 6.

Say that:

- All the units have something for everyone, but you may wish to use this sheet as a guide to where they might be most useful.
- This sheet is not intended for photocopying and general distribution, since it might be misinterpreted and mean that some teachers may dismiss units. It is for your purposes, to help you manage and lead on teaching and learning.

#### **Leadership guide provides:**

- Advice on school improvement and CPD
- A synopsis of each unit
- Guidance on effective CPD
- CPD Needs Analysis schedules

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Slide 19:

- The Leadership guide provides advice on a number of issues including how to use the units to support school improvement.
- There are three accompanying video sequences.

- There is a synopsis of each unit which can be photocopied.
- There is some brief advice about CPD which is consistent with what is being said today.
- There is a self-analysis schedule for each of the units.

### Units

- Capture the key messages of the Strategy
- Enable schools to build a flexible approach
- Enable a collaborative approach to CPD
- Encourage and make use of the pupil voice
- Focus on the classroom as the workshop

20

Slide 20:

- The units have been written as self-study materials so that they can be used flexibly.
- Teachers are encouraged in a number of units to involve pupils' ideas through the use of interviews, discussions and questionnaires.
- All the units require teachers to try out ideas in the classroom.

### Each unit:

- Contains
  - introduction
  - selected reading
  - tasks (including classroom assignments)
  - practical tips and case studies
  - summary of research
  - next steps (lines of enquiry)
- Is graduated in difficulty
- Provides consistency between units

21

Slide 21:

- Every unit is structured in a similar way.
- The introduction is structured in three parts.
- The Next steps section sets teachers to developing ideas further and following lines of enquiry. That is, it encourages teachers to test ideas further and innovate, which is an important difference between the pilot material and the final materials.
- Each unit, where possible, has been written in such a way that it is graduated in difficulty, where the first classroom assignment is a 'No fail' situation whereas work towards the end is more complex. Unit 10, Group work, is a good example of this.

Show slides 22 and 23.

### Findings from the pilot

- *'We had been looking for a way to share the skills staff already have – this provided it. More of our CPD will be like this now with staff working in groups rather than going out on courses.'* (Deputy headteacher)
- *'The pilot has been the trigger to make me look at alternatives – we have started a buddying system that works in lesson time.'* (Headteacher)
- *'We found it really good to work in pairs; for long-serving teachers like me it added real interest to planning.'* (Teacher of 20 years' experience)
- *'A really useful aspect of the pilot was the opportunity it gave departments to develop peer working. This was an area that was not part of our culture before – but it will be now!'* (SMT)

22

### The Teaching and learning units provide:

- An appropriate knowledge base
- The means by which groups of teachers can collaborate and work together in coaching situations and receive constructive feedback from peers
- Suggestions about how to practise ideas in the classroom
- Suggestions for lines of enquiry and innovation in the Next steps section
- Support for teaching and learning conversations

23

Talk through these two slides, saying that in the pilot we encouraged schools to use the units with groups of teachers working together, and that these are some of the comments received. The flexibility of the resource enabled schools to be inventive in the way in which they used it. For some school leaders this gave new insights into how school CPD could be organised. Slide 23 makes the point that using these units can provide a base you can use to develop a new approach to CPD – relate this to the list on slide 12.

### How can our school make best use of the resources available?

30 minutes

You can choose what you do in this session according to local need. One activity is outlined, but in the Notes for presenters there are some alternatives suggested.

Show slide 24 and draw participants' attention to handout 7.

Slide 24 content:

**How can our school make best use of the resources available?**

- National Strategy
- LEA
- Networks
- School

24

Say that:

- We are going to use the next 30 minutes to map the resources that are available to support your schools both locally and nationally. Some aspects have already been completed for you.

Ask participants to work in small groups to consider the resources that are available both nationally and locally. After about 15 minutes involve participants in a discussion about what is available locally and how one school may be able to support others.

### **Notes for presenters**

*The purpose of this session is to raise awareness of what is available at both a national and local level. It is important for school strategy managers and CPD leaders to work together on this, because they may well have different pieces of information. You may choose to organise this part of the session in a different way depending on local needs. For instance, if you have a large number of LIG schools, you may use this opportunity to inform all about what is happening through collaborative activity. You may wish to involve some schools who took part in the pilot to discuss how they made best use of the Teaching and learning in secondary schools materials. Alternatively you may wish to 'prime' a few schools to present how they have made good use of the Strategy to raise standards and improve teaching and learning. Injecting a local dimension into this session would be preferred. The slide and activity provide a fallback position.*



### Notes for presenters

*This session explores the relationship between CPD and school improvement. It provides the opportunity for participants to consider the principles of school improvement and the implications for CPD. It makes the point that the impact of CPD on school improvement is at its greatest when CPD addresses individual, team and school needs.*

*There is also an opportunity to consider a task that could be used with their middle leaders to help them gain an insight into how school systems could be integrated to support CPD. Finally there is an opportunity to consider how the time can be found to support CPD within the busy life of the school.*

Show slides 25 and 26 to introduce this session.

### Session 3

## CPD and school improvement

25

### CPD and school improvement

- How can CPD contribute to school improvement?
- How can we make time for CPD?

26

Say that:

- This session will provide us with an opportunity to explore how CPD can support school improvement, and how we can find the time to integrate CPD into the day-to-day work of the school.
- We will explore two key questions (shown on slide 26).

## How can CPD contribute to school improvement?

30 minutes

Show slide 27 and draw participants' attention to pages 4 to 7 of the support notes.

### Principles of school improvement

- Focus systematically on teaching and learning
- Base all improvement activity on evidence about relative performance
- Build collective ownership and develop leadership
- Involve collaboration with other organisations
- Create time for staff to learn together
- Embed the improvements in the school's systems and practices

27

Make these points:

- These principles of school improvement were drawn up by the DfES and have guided the work of the Strategy. Note the emphases on collaborative action and providing time for staff to learn professionally.
- These principles have implications for CPD. These are identified in the table on page 2 of section 1 in *Leading and coordinating CPD in secondary schools*.

Briefly talk through the table and invite participants to highlight those which they already have in place in their schools. Judge whether you feel it would be beneficial to share some observations or not, then move on.

Show slide 28.

### Impact on school improvement

- School needs
- Team needs
- Individual needs

28

Say that:

- CPD will have its greatest impact on school improvement when it addresses needs at all three levels. This point is made on page 3 of section 1 of *Leading and coordinating CPD in secondary schools*.
- Page 4 of section 1 of *Leading and coordinating CPD in secondary schools* provides some examples of how this might be achieved.

- It would be helpful to bear these thoughts in mind when we consider the next activity.

Show slide 29.

### School improvement and professional development

- School self-evaluation
- Team self-evaluation
- Individual self-evaluation
- School improvement plan
- Team improvement plan
- Individual objectives

29

Say that:

- We are now going to look at an activity that you can use with your middle leaders, to help them recognise how evaluation and planning processes integrate to support school improvement.

Make these points:

- The slide shows the activities with which the school engages throughout the year.
- There is often a range of cycles where schools focus on different aspects at different times in the year.
- Schools will only improve if the CPD for the school workforce really meets their agenda for improvement.
- Self-evaluation is expected at all levels throughout the school: evaluation that is based on evidence and that leads to planning.
- Considering how these cycles mesh together is important. It is also important for the school workforce to see their role in whole-school improvement.

Show slide 30.

### How does it fit together?

- Use handout 8 and the cards to create a model that shows how all these elements fit together

30

Ask participants to use handout 8 with the card resource to design a model that shows how all these elements fit together. Ask participants to use marker pens to draw arrows to show how the various activities link together.

### **Notes for presenters**

*The purpose of this activity is to cause colleagues to reflect on the way in which performance management (the annual teaching and learning review), departmental and school improvement planning are linked.*

*Explain that on handout 8 the left-hand circles represent the evaluative activities that take place at three levels in the school, and the right-hand circles show the improvement plans that result from these evaluations. Their task is to add to the diagram any representations that show how the circles are linked. In effect, how does performance management link to school improvement planning?*

*Explain that the words on the cards are a prompt to help them recall the range of activities, information and data that inform the evaluation. There are also words that prompt consideration of the outputs from the improvement plans. This is not an exhaustive list – there may be other things that the participants wish to add.*

*Allow discussion within the group and prompt participants to draw their ideas on the handout.*

At the end of this session allow participants to post their ideas on a wall so that others can view them. Also ask them to look at handout 9 which shows an example based on one generated by Brighton and Hove LEA, where the view is that we can regard each of these processes as a series of cogs, one driving the other.

Draw this part of the session to a close and say that:

- In many schools assumptions are made about how middle leaders see the processes of school improvement.
- Where time has been given to sharing insights with middle leaders, they are more able to understand what their role could be and how they can support the professional development of others.
- Leading on, and coordinating, the professional development of school staff is a large task and requires all to play their part.
- We recognise, as does the DfES, that the leadership and coordination of CPD should be happening at all levels throughout the school.
- In the final part of this session we will consider how we can find the time for CPD activity to promote school improvement.

## How can we make time for CPD?

30 minutes

Show slide 31 to introduce this session and draw participants' attention to pages 3 to 7 of section 1 of *Leading and coordinating CPD in secondary schools*.

### Making the time for CPD

*'The two main areas that have had the biggest impact on our improvement have been the focus on teaching and learning and the professional development of teachers. We set out a strict priority to become a professional learning community.'*

Richard Martin, headteacher, Woodlands School

31

You may wish to show video sequence 1 at this point which shows a headteacher talking about the emphasis they have placed on becoming a professional learning community.

Make these points:

- Many schools, through a number of initiatives over the years, have been looking at ways in which they can integrate teacher learning into the work of the school day.
- A number of schools have promoted themselves as professional learning communities.
- Making such statements can induce a sense that the school is a place for learning not only for pupils but also for adults.
- This can help shift the view of professional development to something that should be happening all the time.

Show slide 32.

### Making time for CPD

- Timetable for pupil and teacher learning
- Make best use of existing time
- Develop systems to support CPD
- Make use of the workforce reform

32

Make these points:

- Schools have made time for in-school CPD in a number of ways.
- Some timetable groups of teachers to work together, such as teaching and learning groups, coaching pairs and trios, where they can visit each other's classroom and have time when they can review and plan together. Some schools have a late start on one period on a Wednesday.
- Many have reviewed the way they use existing time and have made better use of what is available, for example insisting that departmental meetings are not about giving information but have a developmental, teaching and learning agenda.
- Some schools make time by paying attention to developing systems such as the use of ICT to support CPD. A number are using videoconferencing to support networks of teacher learning.
- Making effective use of the workforce reform also frees time for professional development.
- Further examples in these four key areas are provided in section 2i, pages 3–7 of *Leading and coordinating CPD in secondary schools*, and have been generated as a result of piloting the *Teaching and learning in secondary schools* materials.

### Activity

Allow 20 minutes for this activity.

Ask participants to work in small groups (about 6) and invite them to quickly skim-read section 2i for further examples and then ask them to consider what other ways they could devise (or have tried) to ensure that time is provided for CPD.

After about 10 minutes ask each group to identify three other methods which can make time for CPD activity in school. Encourage participants to add ideas to section 2i.

Round this session off by making these points:

- Good CPD coordination requires leadership and coordination at many levels.
- It needs the school leadership team to understand the principles of good CPD and the importance of developing coaching and mentoring skills amongst staff.
- CPD activity requires timetabling. This means thinking about matters well in advance and making a commitment over a longer period than usual, perhaps even thinking about matters 18 months in advance.
- It requires the school to take the long view and make plans, whilst at the same time remaining flexible.
- Finally it needs schools to make the best use of all available resources and networks.

## Next steps

### Notes for presenters

*This session is for you to plan in the way which you think will most benefit your schools. The intention is to provide time for you to build in a local dimension and to explore together how you can best support schools in building capacity for CPD and making the best use of the Strategy.*

Some suggested questions to consider when planning your session:

- How as an LEA can we best support schools in meeting this new agenda and prepare them for the implications of the *Five Year Strategy*?
- What networks do we have to support the work of the LEA? Do we collaborate with other LEAs?
- What networks are available within the LEA and beyond to support schools? For example, which schools are involved in the NCSL networked learning communities, and what are they working on?
- What can we learn from our LIG collaboratives?
- How might we further use ICT to support networking?
- What might be the benefits of supporting collaboration between schools across LEAs?
- How might the LEA's existing teams and structure best support school leaders in developing an appreciation of what effective CPD looks like and the importance of developing coaching teams in school?
- Where is the really good practice with in-school CPD in our LEA and can we use this in this session?
- Could we use the experiences of the LIG pilot schools (of the teaching and learning materials) in this session?
- If we are involved with the GTCE pilot concerning CPD, what can we use from this experience?
- What external organisations can we draw on locally and nationally to support?
- What next steps do we want to see our school CPD leaders and school strategy managers take on returning to school? What are our expectations of them and how will we check on progress?

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