



**TEACHER
DEVELOPMENT
TRUST**

Securing Effective Teaching For All: Expert Views on the new CPD Standards

**David Weston, 8th November
London**

Welcome

■ Introductions

- Name
- Role
- Organisation
- Your career-best CPD moment so far... in 10 words max!



The Teacher Development Trust





Over 200 schools and college members of the Network

Cutting edge staff development in every school and college:

- Access to research
- Audit tools
- Collaborative CPD & Lesson Study



<http://TDTrust.org/network>



TDT Network

CPD Audit

TEACHER DEVELOPMENT TRUST NETWORK

Home Dashboard My Profile Child Password CPD Owner Log Out

1 Culture and Wellbeing 2 Focus 3 Needs Analysis and Evaluation 4 Theme Support and Challenge 5 Use of Deont Knowledge 6 Processes and Structures of CPD 7 Research, Innovation and Evidence

x1 x2 x3 Hide All

Emergency Bronze Silver Gold

A Teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

Bronze :
Some teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

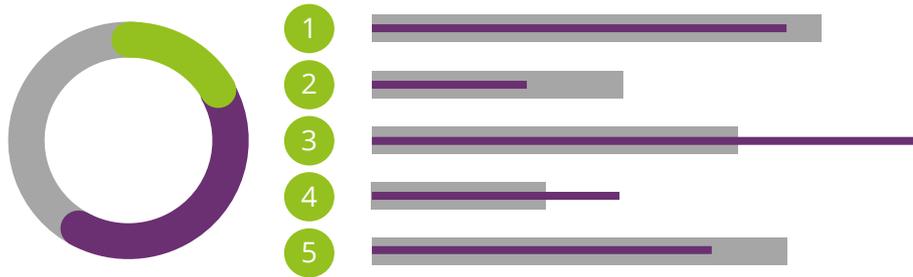
Silver :
Most teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

Gold :
All teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD

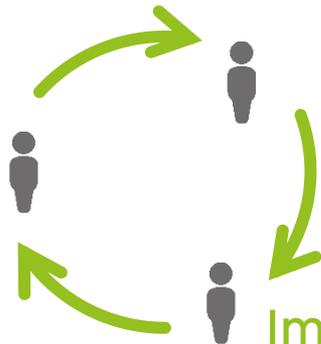


School Clusters

Support for MATs, TSAs, Federations and LAs

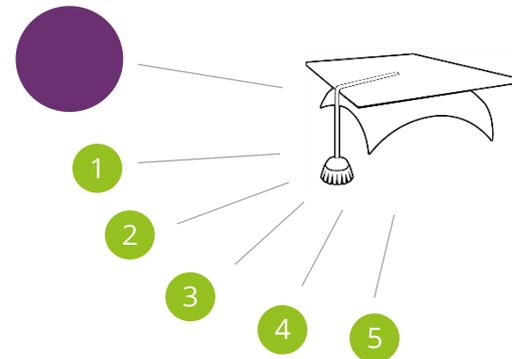


Audit development culture & practices across your cluster



Implement shared collaborative development models

Research and training shared across your cluster



Events, training and accreditation

Cutting edge updates and ideas

Date	Event Name	Location
08/03/17	Webinar: School Spending on CPD	Online
29/03/17	Lesson Study: One Day Seminar	Culcheth High School, Manchester
17/05/17	Planning your 2017 CPD Provision	Rossett School, Harrogate
23/05/17	Lesson Study: One Day Seminar	Elthorne Park High School, London
11/07/17	Teacher Development Trust Annual Conference (Network Members only)	London Nautical School

<http://TDTrust.org/eventslist>



DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



- A **'trip advisor'** for professional development services and courses.
- >500 providers and >3000 listings
- Links to and from the EEF Teaching & Learning Toolkit.
- Prioritised listings for providers supplying research, evidence and evaluation information.



The CPD Standard

The CPD Standard

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam



CPD Expert Group

- DfE: Nicky Morgan, David Laws, Nick Gibb
- Civil servants: Stuart Mathers, Henry Clarke, Kay Graham, Jonathan Savage

David Weston (Chair) Simon Knight

Alex Quigley

Hélène Galdin-
O'Shea (Vice Chair)

Stéphanie Lefort

Jonathan Sharples

Professor Rob Coe

Micon Metcalfe

Professor Jonathan
Shepherd

Philippa Cordingley

Dame Alison
Peacock

Sean Harford
(observer)



CPD Expert Group

- March 2015 → July 2016
- Meetings with teaching unions March → June 2016
- Call for Evidence Sep 2015 → Oct 2015
- Review of international evidence and standards
- Focus groups: Nov 2015
- Writing and finalisation, 2016.
- Publication: **12 July 2016**



DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



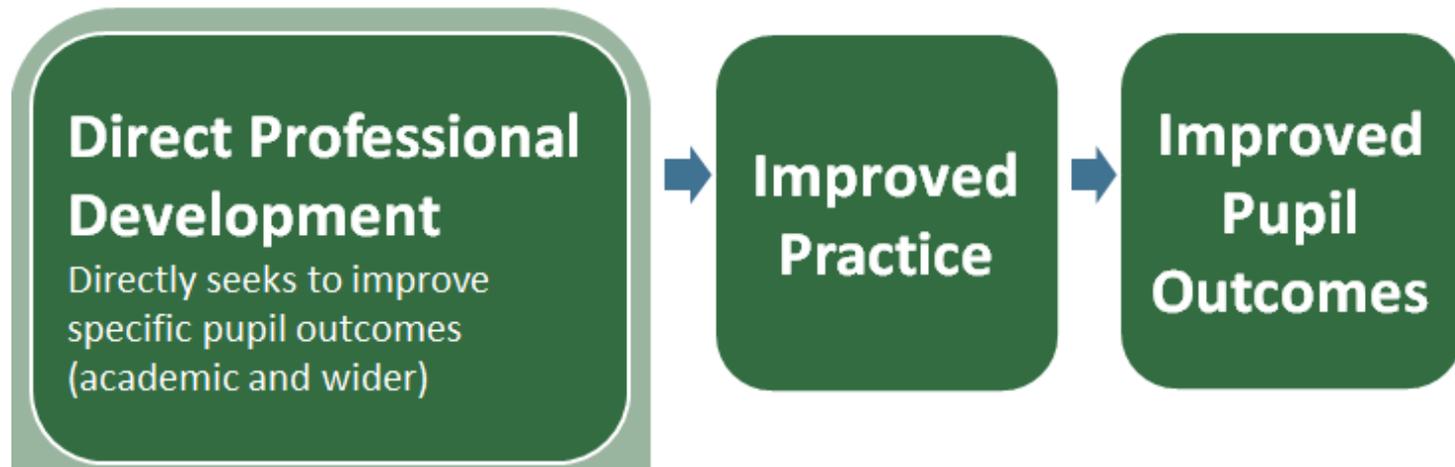
<http://TDTrust.org/dgt>



Cordingley et. al.



Standard for Teachers' Professional Development



Standard for Teachers' Professional Development

Part 5 – Professional development must be prioritised by school leadership

Professional development is most effective when it is led well as part of a wider culture of evidence-informed reflection and discussion of teaching practice. **In particular, effective leadership of professional development:**

- is clear about how it improves pupil outcomes;
- **complements a clear, ambitious curriculum and vision for pupil success;**
- involves **leaders modelling & championing effective professional development** as an expectation for all;
- **ensures that sufficient time and resource is available;**
- **balances** school, subject and individual teachers' **priorities**; and,
- develops **genuine professional trust**

Professional development is most effective when:



Standard for Teachers' Professional Development

Professional development is most effective when:

School leaders:	Teachers:	Providers of professional development:
1. Make evidence-informed development a major leadership priority.	1. Take responsibility for their own professional development.	1. Help schools and participants to develop effective school leadership systems and processes.



Standard for Teachers' Professional Development

1. Professional development should have a focus on improving and evaluating **pupil outcomes**.
2. Professional development should be underpinned by **robust evidence and expertise**.
3. Professional development should include **collaboration and expert challenge**.
4. Professional development programmes should be **sustained over time**.

And all this is underpinned by, and requires that:

5. Professional development must be **prioritised by school leadership**.



How are you doing?

What are the pain points?

- ... for school leaders?
- ... for teachers?
- ... for professional development providers and higher education?



CPD Spending

NEWS

Home | UK | World | Business | Politics | Tech | Science | Health | Education | Entertainment

Education | School Report | Global Education

Schools have no funds to train teachers, says study

By Sean Coughlan
Education correspondent

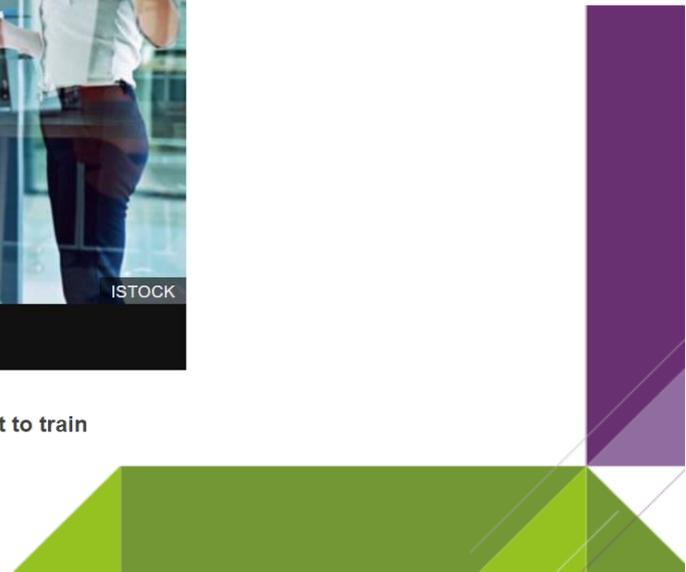
3 February 2017 | Education & Family

Share



Cutting training budgets is short-sighted, say researchers

There are 20,000 teachers in schools in England without any budget to train them, according to research by the Teacher Development Trust.



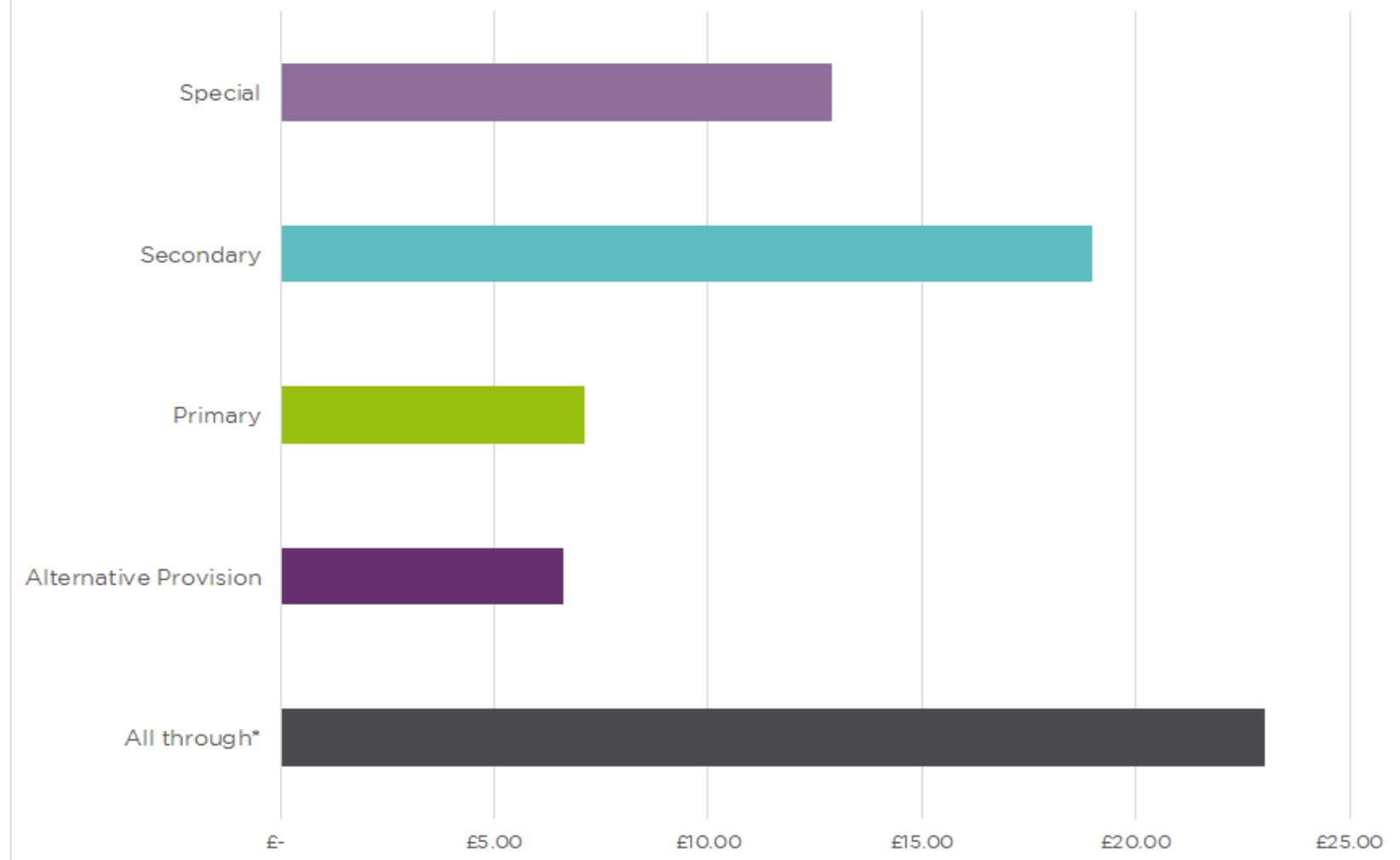
CPD Spending in England

Analysis of 2014-15 figures

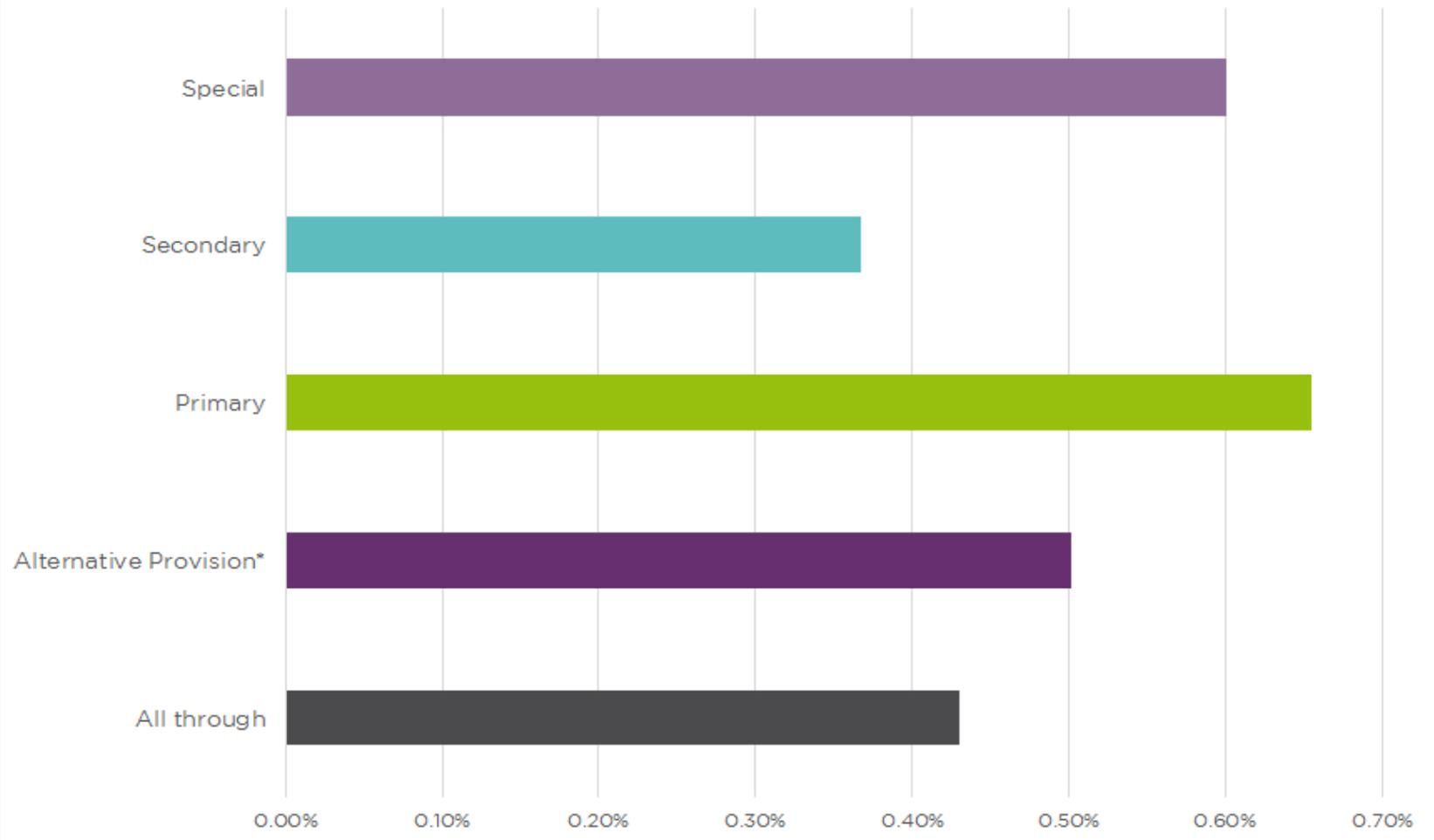
- Total budget: £255 Million
- Median spend: 0.7% of a school's budget
- Average spend per pupil: £33
- 714 schools report zero or near-zero budget
- Around 21,000 teachers!



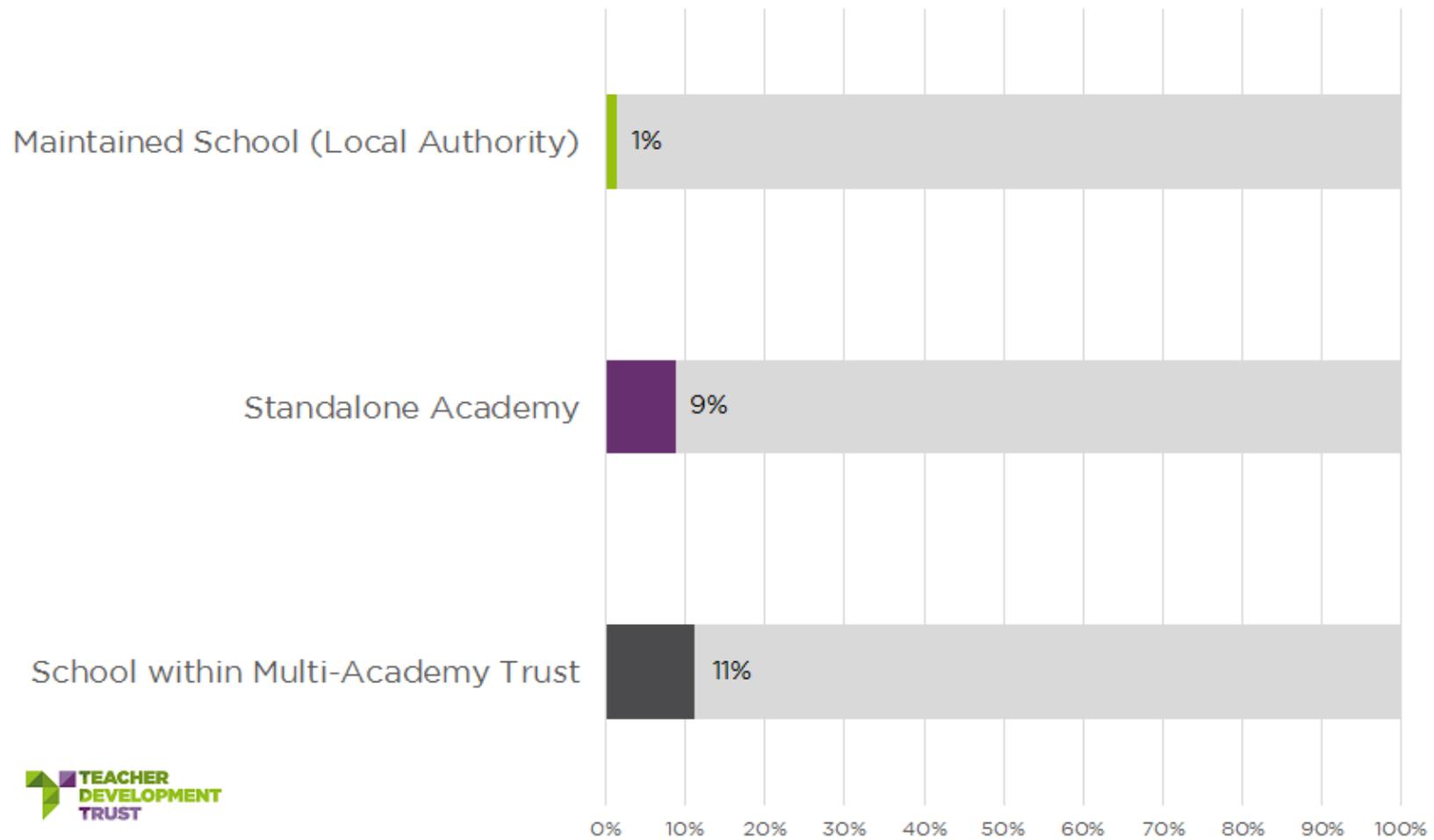
MEDIAN CPD BUDGET BY SCHOOL TYPE (£1000s)



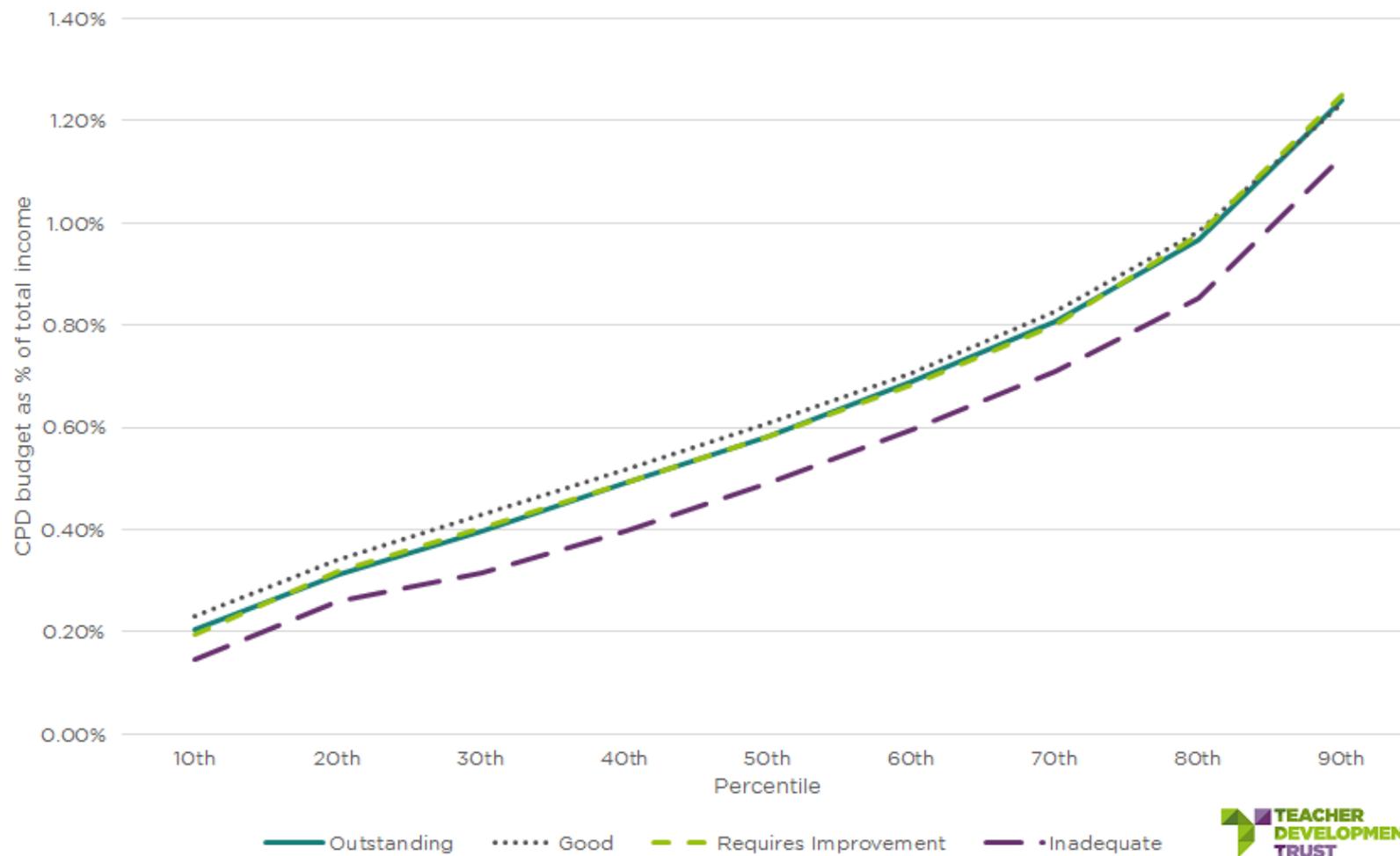
MEDIAN CPD BUDGET AS A % OF TOTAL SCHOOL INCOME, BY SCHOOL TYPE



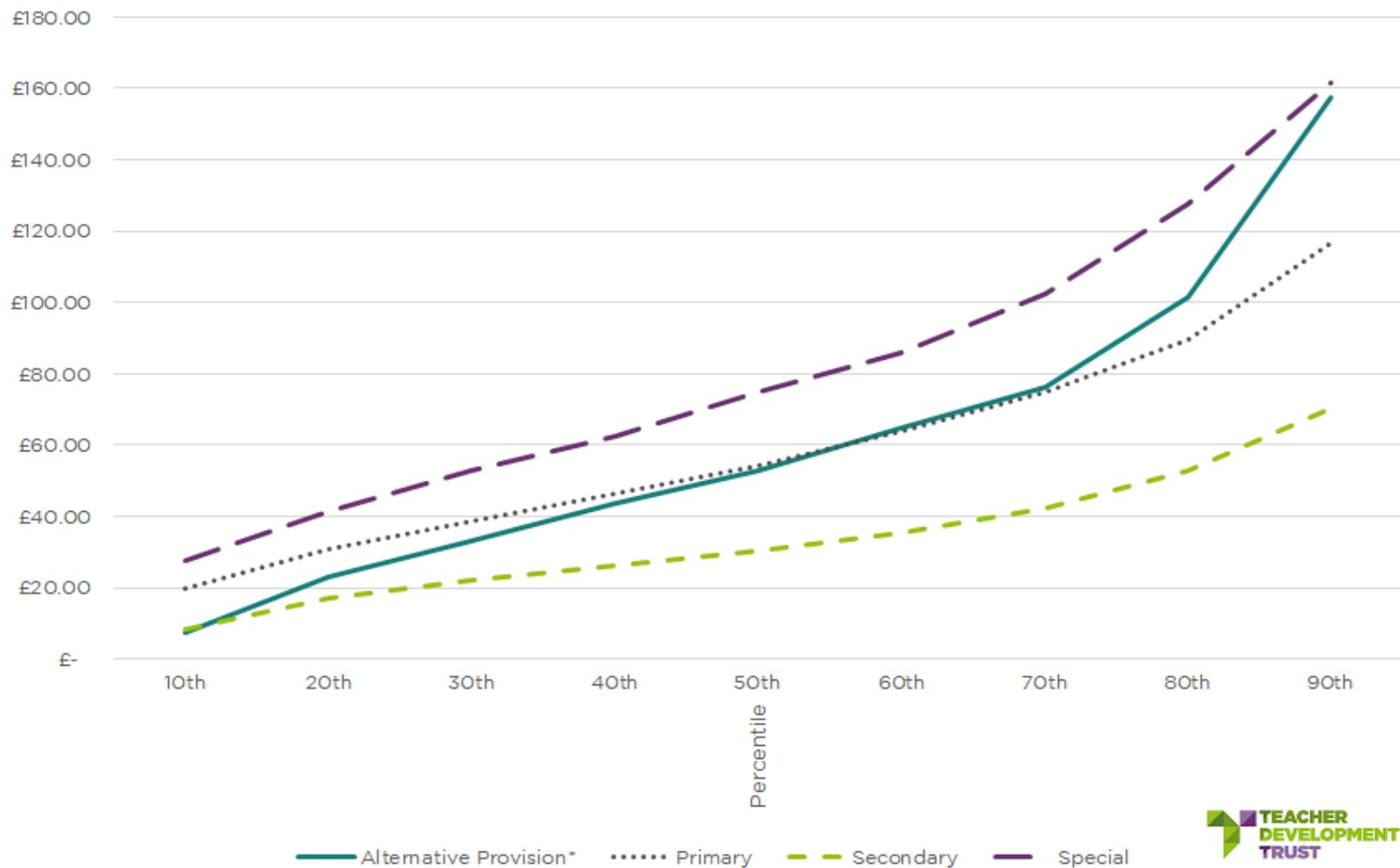
PROPORTION OF SCHOOLS REPORTING ZERO OR NEAR-ZERO BUDGET FOR CPD BY SCHOOL STATUS



DISTRIBUTION OF CPD SPENDING AS A PROPORTION OF OVERALL INCOME, BY OFSTED GRADE



DISTRIBUTION OF CPD BUDGET DIVIDED BY TOTAL TEACHERS



Questions?



CPD Culture

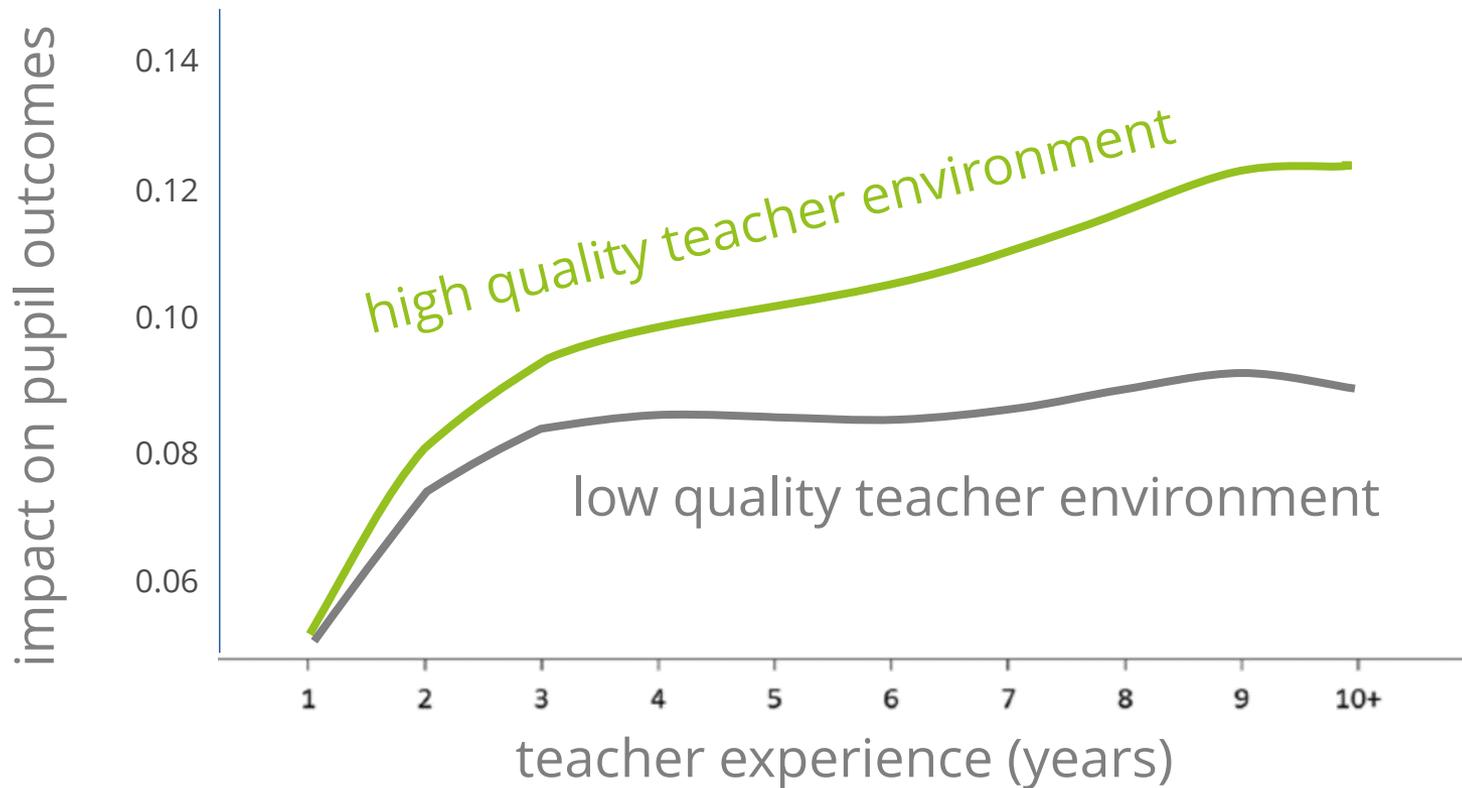
What makes professional learning?

It ain't what you do,
it's the way that you do it.



Helping teachers to help pupils

Support, trust, feedback & culture



What makes an effective professional learning culture?



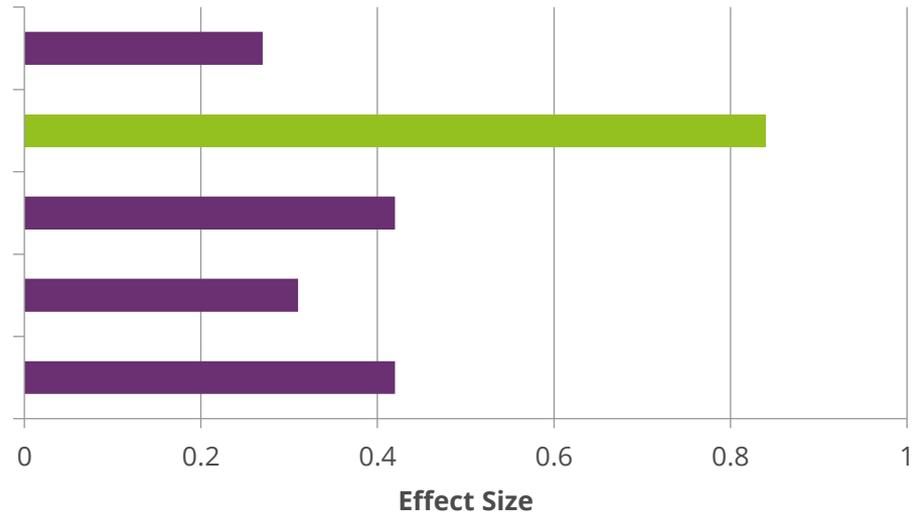
The school environment → outcomes

Kraft & Papay 2014 → North Carolina

- **ORDER & DISCIPLINE:** the extent to which the school is a safe environment where rules are consistently enforced and administrators assist teachers in their efforts to maintain an orderly classroom;
- **PEER COLLABORATION:** the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;
- **PRINCIPAL LEADERSHIP:** the extent to which school leaders support teachers and address their concerns about school issues;
- **PROFESSIONAL DEVELOPMENT:** the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teachers' instructional abilities;
- **SCHOOL CULTURE:** the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement;
- **TEACHER EVALUATION:** the extent to which teacher evaluation provides meaningful feedback that helps teachers improve their instruction, and is conducted in an objective and consistent manner.

The effect of leadership

What types of leadership help most?



Leadership that not only promotes but directly participates with teachers in formal or informal professional learning.



Source: Robinson (2009) - <http://ow.ly/OYCSO>

DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



<http://TDTrust.org/dgt>



Cordingley et. al.



Audits of over 120 schools

Self-analysis



- WELCOME
- DASHBOARD
- MY PROFILE
- CHANGE PASSWORD
- CPD SURVEY
- LOG OUT

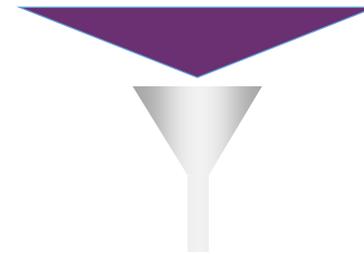
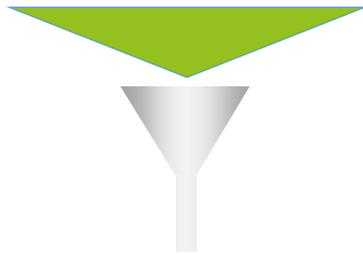
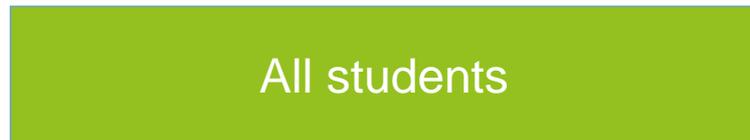
CPD QUALITY AUDIT SELF-EVALUATION

Please select the descriptor that best fits your organisation and its context. Please add any notes that will further explain your choice. You also have the option to add files which evidence your choice.

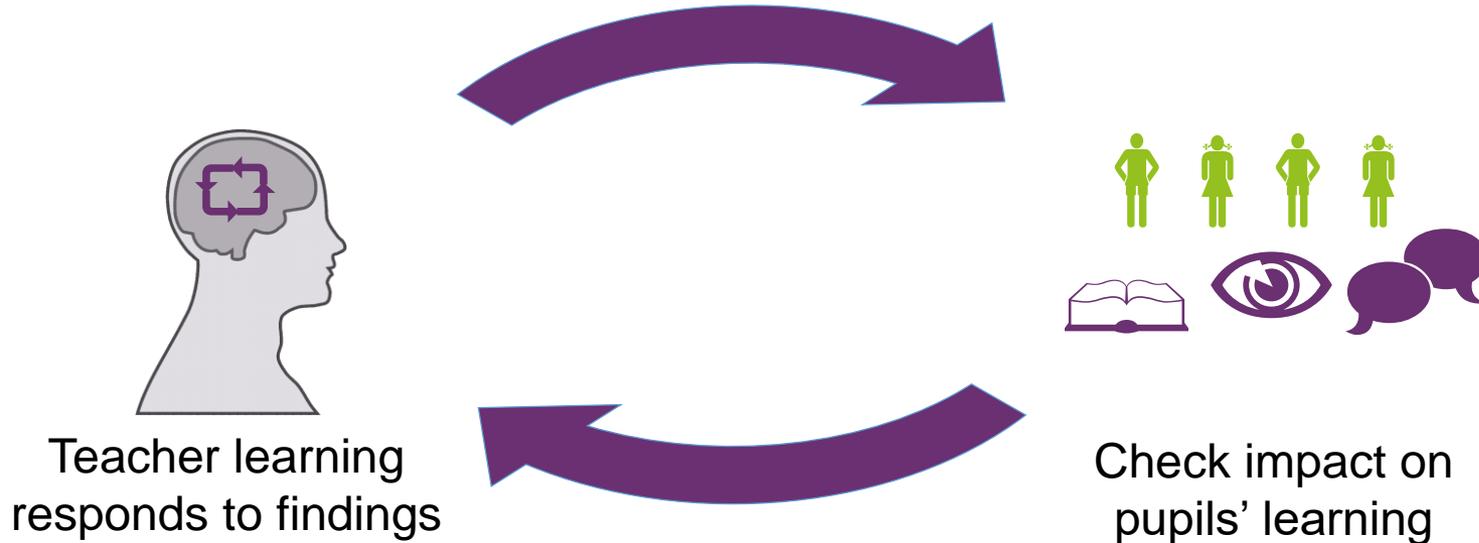
	✓ Culture and Wellbeing	✓ Focus	✓ Needs Analysis and Evaluation	✓ Internal Support and Challenge	✓ Use of Expert Knowledge	✓ Processes and Structures of CPD	✓ Research, Innovation and Evidence			
	<input type="checkbox"/> = x1	<input type="checkbox"/> = x2	<input type="checkbox"/> = x3							
							Show All			
A	There is a clear vision of effective professional development in the organisation and its positive impact on pupil outcomes.						<input type="checkbox"/> Emerging	<input checked="" type="checkbox"/> Bronze	<input type="checkbox"/> Silver	<input type="checkbox"/> Gold
B	Leaders model and participate in CPD both formally and informally.						<input type="checkbox"/> Emerging	<input type="checkbox"/> Bronze	<input type="checkbox"/> Silver	<input type="checkbox"/> Gold
C	Staff feel that they have an input into the decisions made around the vision of the CPD across the organisation.						<input type="checkbox"/> Emerging	<input type="checkbox"/> Bronze	<input type="checkbox"/> Silver	<input type="checkbox"/> Gold
D	Staff feel free to take risks and innovate in their practice.						<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Bronze	<input type="checkbox"/> Silver	<input type="checkbox"/> Gold
E	There is a culture of teaching and support staff welcoming peer observation and feeling welcomed to peer observe.						<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Bronze	<input type="checkbox"/> Silver	<input type="checkbox"/> Gold



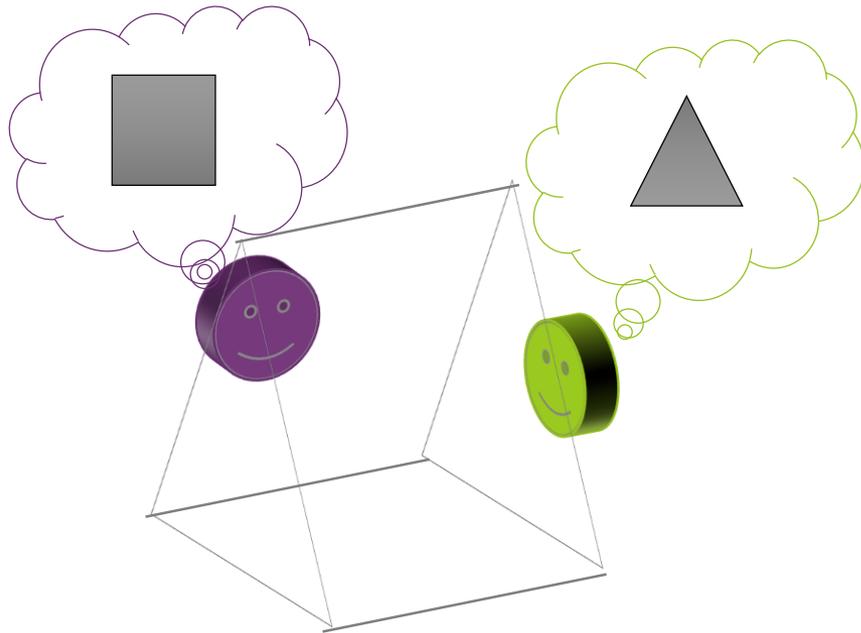
Responsive professional learning



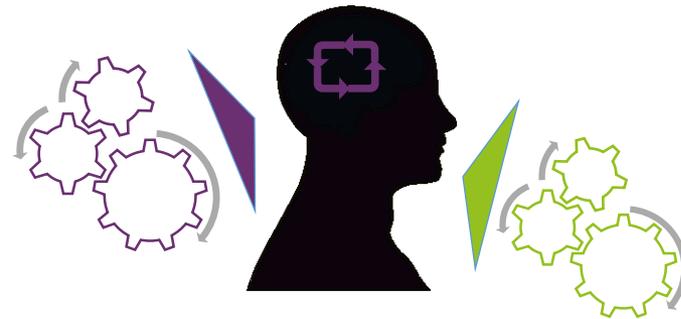
Responsive professional learning



Responsive professional learning



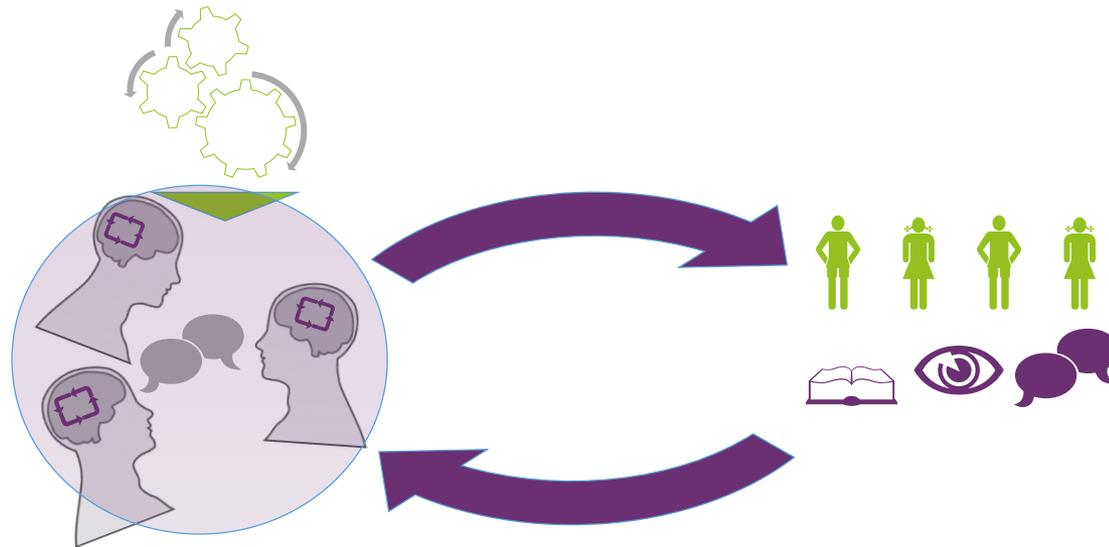
Offer different perspectives
& disrupt group-think



Bring implementation knowledge
& examples from other settings

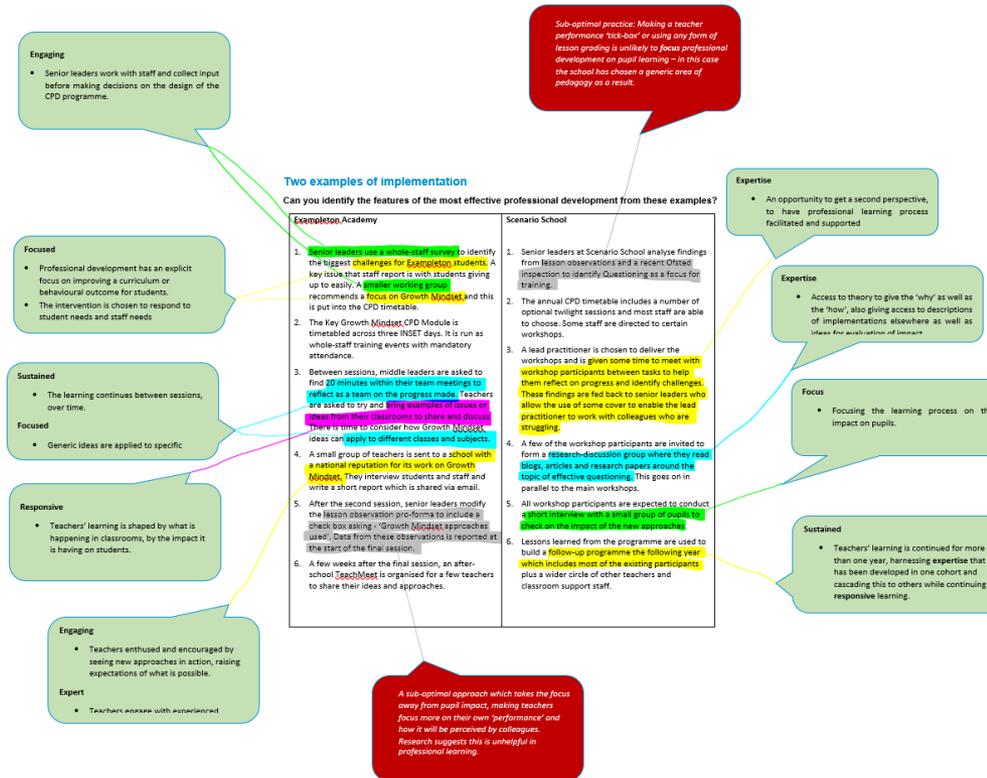


Responsive professional learning



Activity

Compare two approaches



In my second session

- What makes a training session effective?
- What makes an effective facilitator?
- The best ways for schools and providers to find each other and work together

