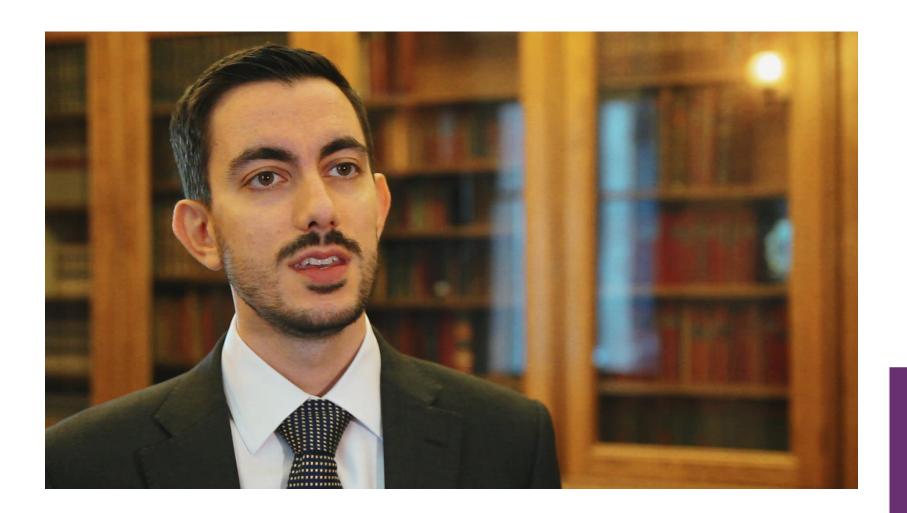**TEACHER DEVELOPMENT TRUST**

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

David Weston, 8th February
London

Please change table

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

What makes a great expert facilitator?

Take 60 seconds

Think of a *teacher trainer* – what do the most effective ones do?

(e.g. ITE mentor, consultant, lead practitioner)

Adult learning

NOVICE ⟷ **EXPERT**

Build concrete knowledge from structured examples: Watch, try, feedback

Break down and rebuild knowledge through enquiry: articulate, predict, try, evaluate, reflect

In your setting
How effectively do expert facilitators...

- Demonstrate
- Show other settings
- Translate generic to specific
- Provide expert feedback
- Provide tools to diagnose + recognise problems
- Provide tools for assessment & evaluation

- Provide expert tools
- Inspire / stretch vision
- Guide learning process
- Disrupt / challenge
- Build trust + confidence
- Translate and explain theory
- Develop CPD leadership

Two approaches

Version 1

Version 2

How can

- School leaders...
- Providers...
- Other stakeholders...

... move us toward more of Version 2?

A few bug-bears

This is painful

- Reading out the words on a slide is mentally painful. Your internal voice is reading the words at one pace, but I am reading them at another. You are constantly having to forcefully redirect your attention back to where I am. Sometimes your mind might wander.

You probably can't read this at the back

Sometimes people really like to fill slides with an enormous amount of text. This is a bit of a pain as it makes it pretty much impossible to read and the people at the back have no hope. Psychologically this is a very bad idea – you anticipate that the effort to try and deal with that enormous block of text is just so extraordinarily huge that you end up thinking it's not worth it at all and you end up tuning out. It also kinda strikes you that the presenter couldn't be bothered to simplify their ideas so that they just decided to dump a block of text on the screen and run with it. It suggests that they are more interested in telling you their ideas than helping you learn, doesn't it.

This is annoying.

Excessive use of animation really sucks. It is a massive distractor and makes for a frustrating experience.

Other issues

- Speaking skills
- Venue
- Refreshments

… what else?

Commissioning Expertise

Start with the end in mind

SCHOOL

- What outcome we want

PROVIDER

- What outcomes we are trying to change

- Awareness-raising
- Attitude
- Systems
- Procedural knowledge
- Outcome change

Evidence-based?

SCHOOL

- Challenge, check and compare

PROVIDER

- Content
- Delivery
- Authors / deliverers
  - Accreditation
  - Track record
- Evaluation

Resources / tools

SCHOOL
- Time
- Facilitation
- Resource
- Other pressures

PROVIDER
- Delivery tools
- Evaluation tools
- Follow-up ideas
- Background research / reading

Systematic search

What are the challenges here?

THANK YOU

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