

# Securing Effective Teaching For All:

EXPERT VIEWS ON THE CPD STANDARDS

**Follow us on Twitter @TeacherDevTrust**  
and share your thoughts using the hashtags:

#CPDStandards

#TDTConf

WiFi code for Durham Town Hall

**L1braryPubl1c**



**TEACHER  
DEVELOPMENT  
TRUST**

# Securing Effective Teaching for All: Expert Views on the New CPD Standards

**Bridget Clay, 31<sup>st</sup> January 2017**

# About me



**Bridget Clay** - *@bridget89ec*

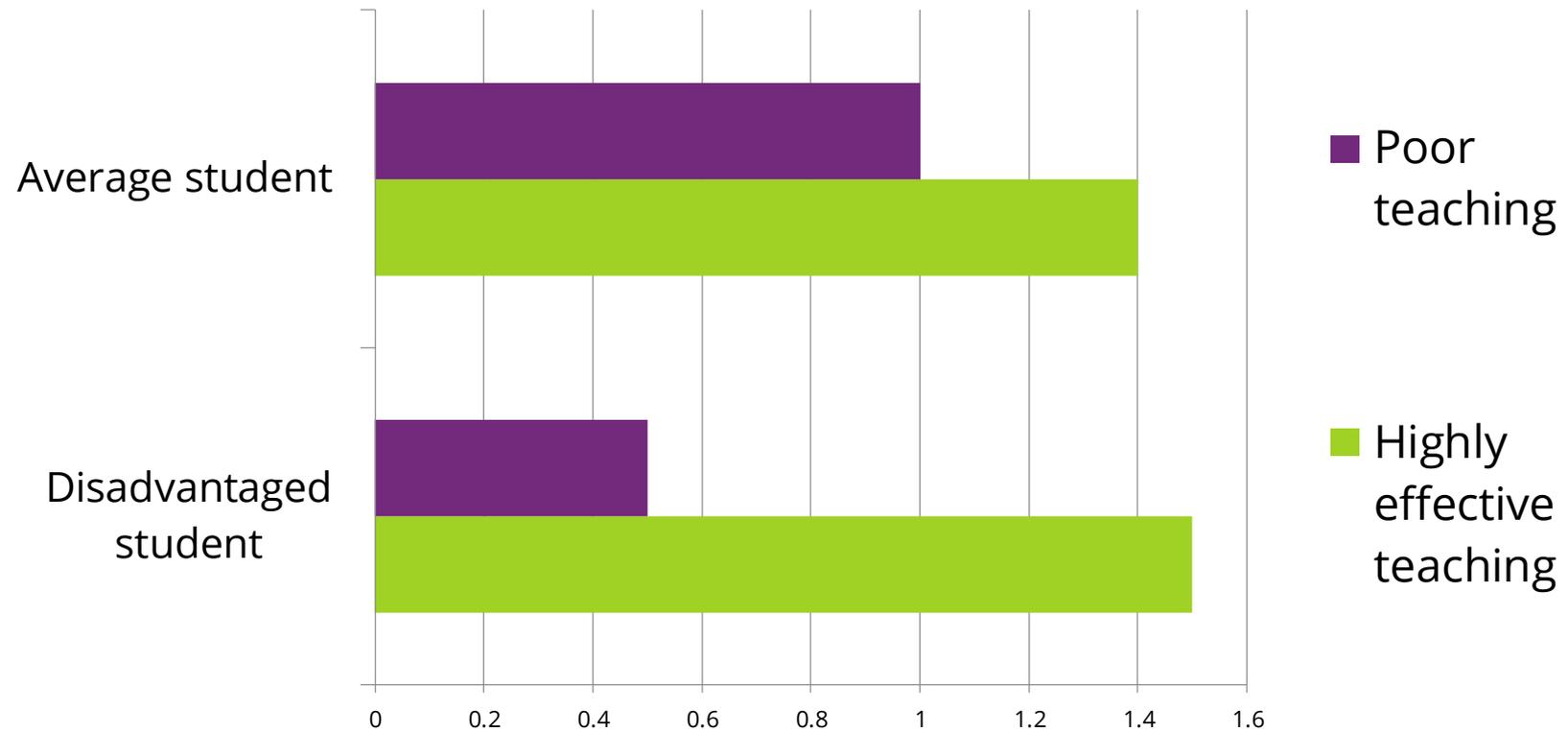
Director of School Programmes, Teacher Development Trust. Former Maths teacher and education consultant for CfBT Education Trust.  
[Bridget.Clay@tdtrust.org](mailto:Bridget.Clay@tdtrust.org)



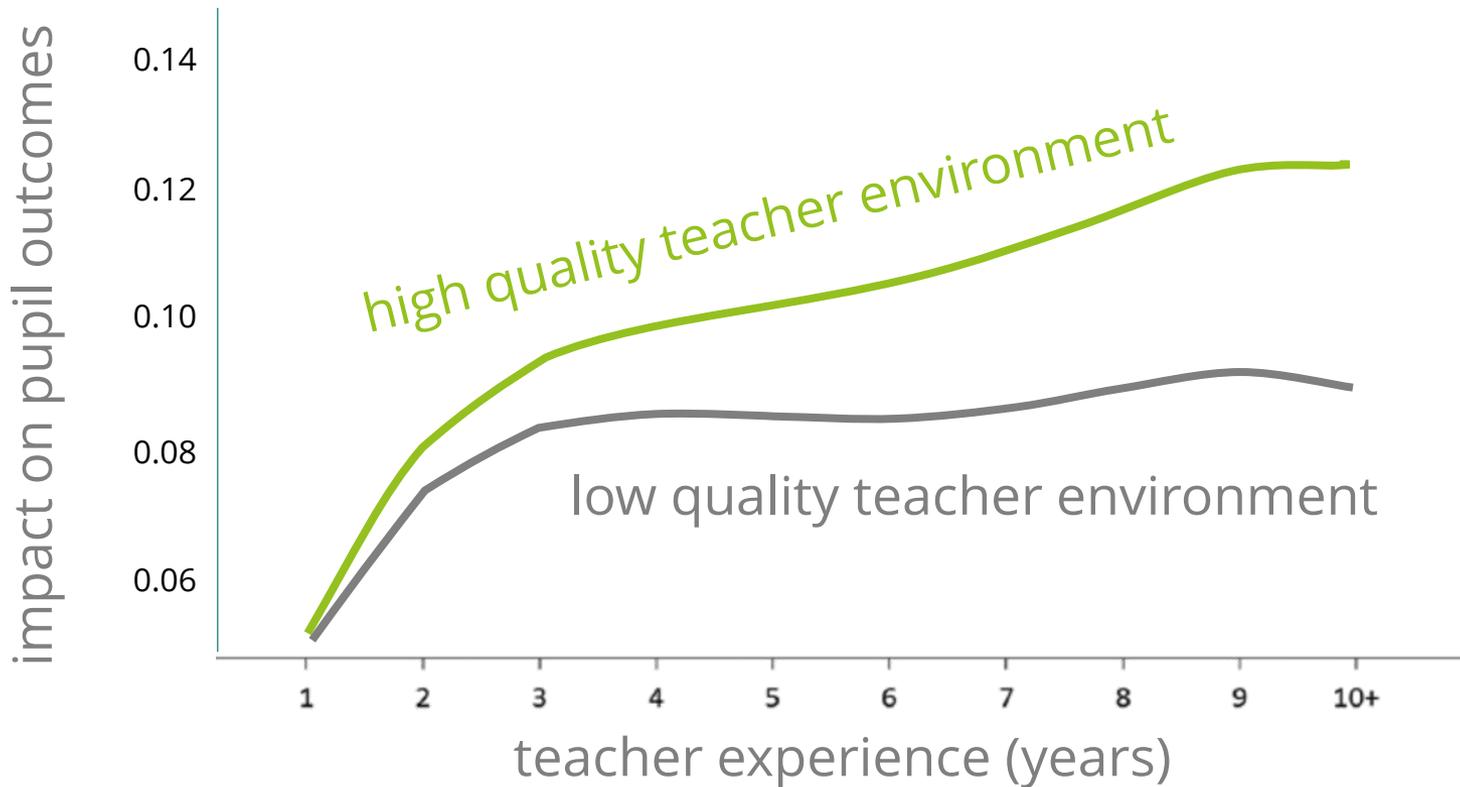
# Research on professional development

# Effect of teaching on students in years of progress

Source: Sutton Trust (2011)

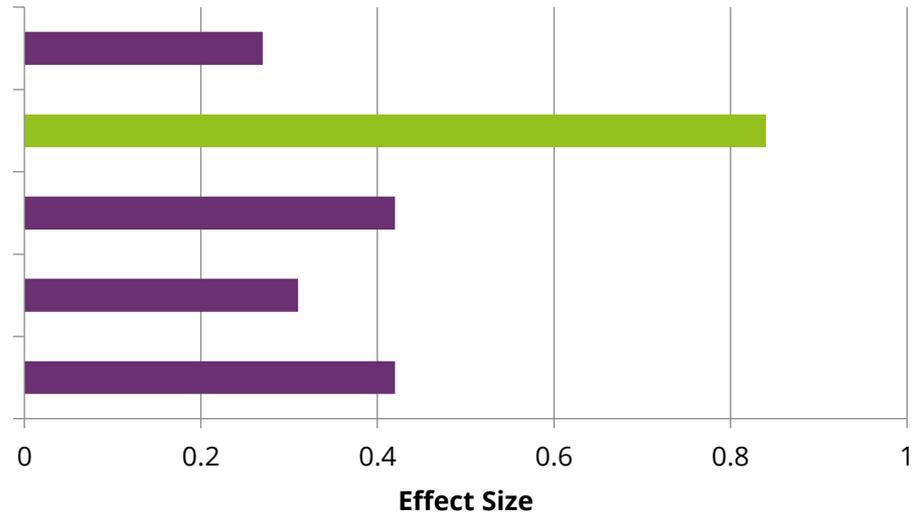


# Improving teachers



# 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>



# Professional development in exceptional schools

- Extensive formal coaching and mentoring
- Collaborative professional learning
- Higher buy-in, higher financial investment
- More use of internal expertise and ASTs
- Subject knowledge a higher priority
- Two pronged: whole-school sustained foci & personal student-focused.
- Clearly evaluated

*Source CUREE (2013)*



# DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



<http://TDTrust.org/dgt>



Cordingley et. al.



# Great leadership

## *Developing Great Teaching*

### **Developing Vision**

... includes helping teachers believe alternative outcomes are possible and creating coherence so teachers understand the relevance of the CPD to wider priorities

### **Managing and organising**

... includes establishing priorities, resolving competing demands, sourcing appropriate expertise and ensuring appropriate opportunities to learn are in place



# Great leadership

## *Developing Great Teaching*

### **Leading professional learning**

... includes promoting a challenging learning culture, knowing what content and activities are likely to be of benefit, and promoting “evidence-informed, self-regulated learning”

### **Developing the leadership of others**

... includes encouraging teachers to lead a particular aspect of pedagogy or of the curriculum



# 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

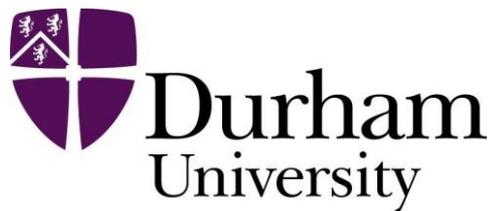
Lessons from the international reviews into effective professional development



<http://TDTrust.org/dgt>



Cordingley et. al.



# Standard for Teachers' Professional Development

## Direct Professional Development

Directly seeks to improve specific pupil outcomes (academic and wider)

### Indirect Professional Development

Links to pupil outcomes less clearly, and may contribute by helping to improve the running of a school or by developing teachers in other ways. Indirect professional development could include, for example:

- leadership development;
- training in operational or procedural tasks;
- attending education conferences to increase awareness of new ideas; or
- statutory training around particular approaches.



Improved Practice



Improved Pupil Outcomes

#### Briefing and administrative information exchange

There is an important place for briefing, administrative information exchange and statutory updates; however, this is not the same as professional development and should not be seen as part of the time or resource allocated to it.

#### Appraisal and monitoring of teaching

Systems for appraisal and monitoring of teaching are necessary, and can help to determine starting points for professional development. In themselves, however, they are not direct teacher development processes and should not be seen as part of the time and resource allocated to them.

Care should be taken so that these systems do not impede effective professional development by reducing motivation, undermining trust or generating excessive workload.



# 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:
<ol style="list-style-type: none"><li>1. Make evidence-informed development a major <b>leadership</b> priority.</li><li>2. Build a culture of <b>trust</b> professional engagement and challenge with evidence and knowledge.</li><li>3. Ensure that <b>school, subject, phase and individual development plans</b> are coherent and supported.</li></ol>	<ol style="list-style-type: none"><li>1. <b>Take responsibility</b> for their own professional development.</li><li>2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of <b>trust</b>, respect and scholarship.</li><li>3. Fully <b>commit</b> to effective professional development practices and <b>challenge</b> poor or ineffective ones.</li></ol>	<ol style="list-style-type: none"><li>1. Help schools and participants to develop effective <b>school leadership</b> systems and processes.</li><li>2. <b>Challenge</b> school leaders and participants to be clear about their requirements, and offer tools and resources to support this.</li><li>3. Are explicit about the <b>role of teachers and school leaders</b> before and after the programme.</li></ol>

Table 5: Professional development must be prioritised by school leadership



# 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.



**Your turn!**

**- What are the challenges for school leaders, teachers and providers?**

# Recommendations

1. Everyone who works *in* schools and *with* schools need to use the Standard to continually improve the way they contribute to developing great teachers
2. All of those in governance, commissioning and quality-assurance roles need to put this Standard at the heart of their work, modelling effective practice to lead by example



# Recommendations

3. All those delivering and accrediting headteacher and school leadership training should make the leadership of teacher development, based on this Standard, a top priority
4. Every school leadership team should include someone with a good understanding of teacher development or work closely with someone else who does.



# Recommendations

5. Leading organisations, for example teaching schools and subject and professional bodies, should develop training and accreditation for the leadership of professional development.
6. There is a need for robust quality assurance of professional development.



# Recommendations

7. Leading subject, specialist and professional bodies should work together to develop this. In time, this activity could be a key role of the developing College of Teaching.
8. [Statutory training in special education] should be explored further to ensure that it doesn't displace professional development



**Two schools, both of which have show some examples of effective professional development. Which would you identify?**

# The Teacher Development Trust

# Teacher Development Trust

1. A non-profit or NGO
2. Independent of government
3. Supports the **leadership** of professional development
4. Tools to analyse quality of development in schools
5. Training and support for school leaders and providers
6. Research and information





# DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development



- **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

Digital tools and resource

New Search Publications Thesaurus Author Profiles More Sign In Folder Preferences Languages Help

Searching: Education Source | Choose Databases

assessment without | Search Create Alert

- assessment
- assessment tools
- assessment/iveness
- assessment for learning
- assessment in education
- assessing the impact of paternal involvement on racial/ethnic disparities in infant mortality rat...
- assessing
- assess
- assessis
- assessment methods

Mobile Site iPhone and Android apps EBSCO Support Site Privacy Policy Terms of Use Copyright

powered by EBSCOhost

© 2016 EBSCO Industries, Inc. All rights reserved.

DNT RK

WELCOME | DASHBOARD | MY PROFILE | CONTACT SUPPORT | OPD SURVEY | LOG OUT

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

=x1 =x2 =x3 Hide All

Energy Score

Bronze Silver Gold

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

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

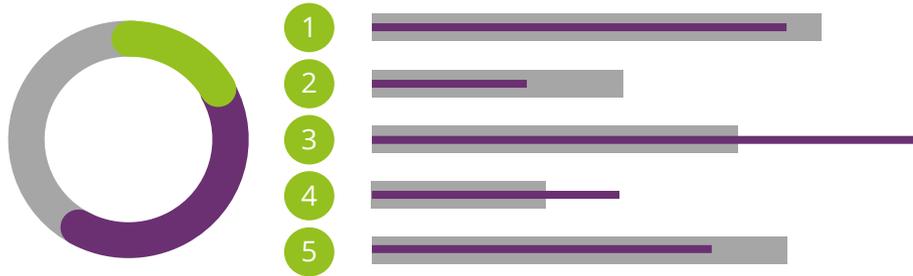
**Silver :** Most teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's OPD

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

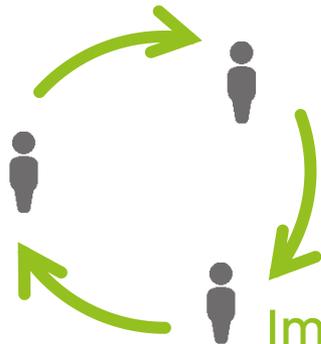


# School Clusters

Support for MATs, TSAs, Federations and LAs

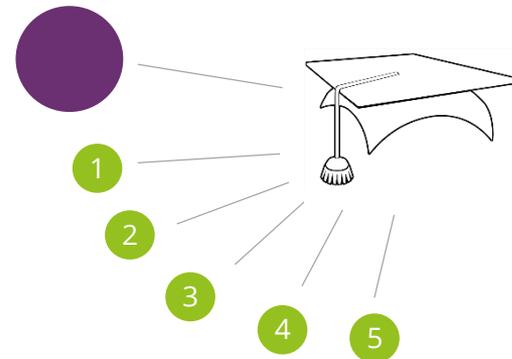


Audit development culture & practices across your cluster



Implement shared collaborative development models

Research and training shared across your cluster



# Events, training and accreditation

*Free cutting edge updates and ideas*

- One-day seminars:
  - CPD Standards
  - Lesson Study introduction
- Courses
  - Core teacher enquiry skills
  - Advanced enquiry facilitation
  - Professional accreditation co-designed with Sheffield Hallam



# 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.



# Find out more

- TDT blog: <http://TDTrust.org>
- TDT on twitter: @TeacherDevTrust
- Me on twitter: @bridget89ec
- Call us on 020 7250 8276
- Email me at Bridget.Clay@TDTrust.org

