#CPDConnectUp: Planning online CPD for your staff: Learning from the last 10 months

7th January 2021

Slides

Register: tdtrust.org/cpdconnectup

Thursday 7th January, 7.30pm-8.30pm (UK time)
Planning online CPD for your staff: Learning lessons from the last 10 months
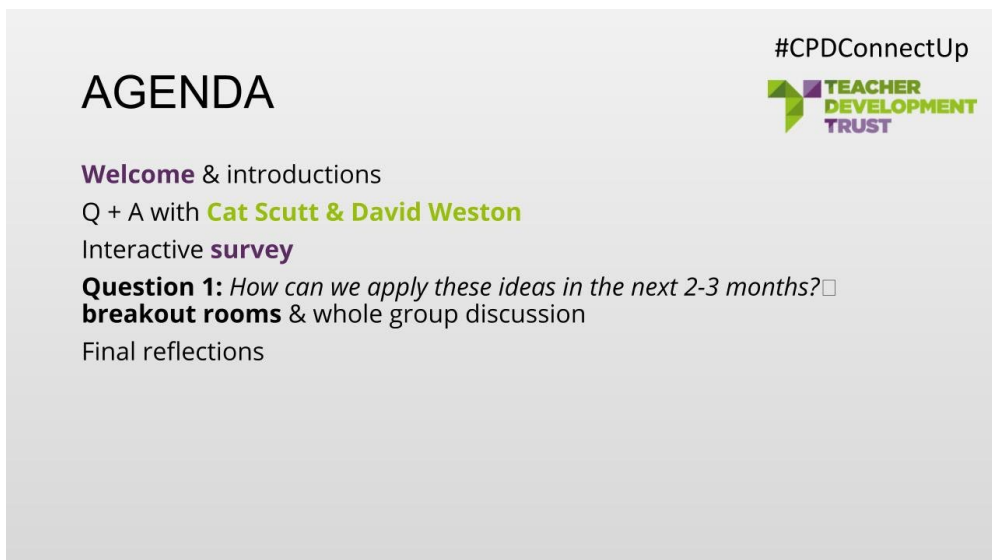
David Weston
CEO
Teacher Development Trust

Cat Scutt
Director
Chartered College of Teaching

#CPDConnectUP Free Video Conferences
Connect with other CPD professionals, leaders and enthusiasts during these unusual times

#CPDConnectUp

AGENDA

Welcome & introductions
Q + A with **Cat Scutt & David Weston**
Interactive **survey**
Question 1: *How can we apply these ideas in the next 2-3 months?*
breakout rooms & whole group discussion
Final reflections

LEARNING FROM LAST TIME

How much?

- Many schools have reported to us that staff, as a whole, surprised them in the amount of CPD that was 'consumed'
- For some, they heard that giving full choice was very motivating
- Others said that some staff, particularly those living alone and single, found it a welcome way to fill time; on the other hand, staff with families and caring responsibilities found it very hard to do
- There was wide variation – some staff dipped a toe in with 1 or 2 videos, others spent many, many hours

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LEARNING FROM LAST TIME

A thirst for learning

- We heard that staff sometimes had greater confidence to engage where leaders shared curated lists and offered some advice for engagement
- However where this was too centralised and inflexible, staff lost enthusiasm
- It sparked team-learning in some cases, where e.g. a group of TA's all watched a video and then had time to discuss together
- Some schools found a renewed appetite for personally-led learning when they returned in September, others found greater resistance to centralised PD offers
- In some of the best cases, senior and middle leaders could build on new learning and new thirst for learning and build morale

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LEARNING FROM LAST TIME

Coherence and alignment

- There was a great variety of approaches taken, from requiring staff to watch certain videos or sit in certain webinars, to offering multiple, large lists and giving free choice.
- In some schools, middle leaders were given resources and asked to suggest content for their teams – this varied with middle leader engagement, time, confidence and skill around CPD
- In other schools, CPD was themed to existing development plans – this *sometimes* met with resistance as it felt less relevant to immediate challenges
- In other cases, CPD was reactive to operational challenges, e.g. online learning.

LEARNING FROM LAST TIME

Sustained impact?

• Most schools struggled to ensure that learning from lockdown had a lasting impact

• Some had asked staff to keep a learning log and this offered some option to revisit later, though many struggled to do this well without perception of bureaucracy

• Some schools struggled with time and bubbles during Autumn – intentions to follow-up were often faced with a tougher reality

• There were few examples of using formative assessment and evaluation to focus and gauge impact

IDEAS FOR THIS TIME

1. Be flexible, give choice, while suggesting links to a) school plans, b) team plans, c) individual plans, d) urgent operational challenges

2. You could give a 'tight *and* loose' structure – e.g. one theme required from the school, one theme from the middle leader/team and then as many personal as you like… but be aware of parental/caring responsibility

3. Be flexible on timing: fewer 'all in the webinar' lectures where possible.

4. Plan *content* along with *discussion/reflection*: ideally support middle leaders to give time for staff to meet and discuss, perhaps thinking how to apply to a topic that's being taught online soon… which gives a chance to follow-up and reflect

5. Try a *light-touch* learning – you might want to make it voluntary and self-kept, not centralised. A simple list of 'what I engaged with', 'key learning', 'key follow-up to embed' would be a good start

DISCUSSION Qs

1. How can we apply these ideas now?
2. How can we apply and sustain these ideas for the future?

YOUR SUMMARY?

What are your top takeaways? Use the chat to share.

COMING UP

Wednesday 20th Jan, 7.30-8.30pm

Leading for effective communication during lockdown:
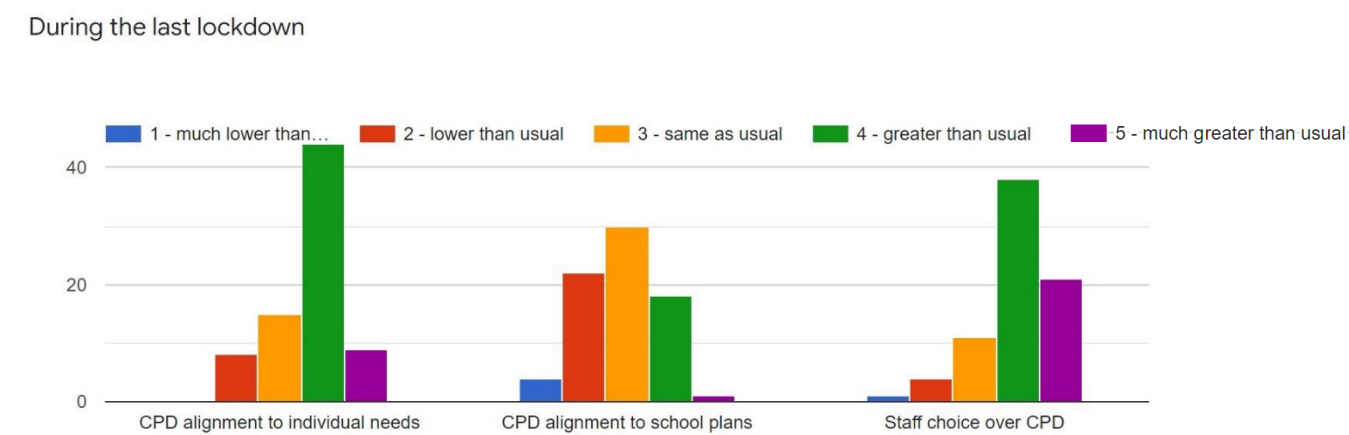bridging the gap between online and in-person communication

Also:
Tuesday 26th Jan, 4.30-5.30pm;

Monday 1st Feb, 7.30-8.30pm

Key points from the Survey

### During the last lockdown...

During the last lockdown
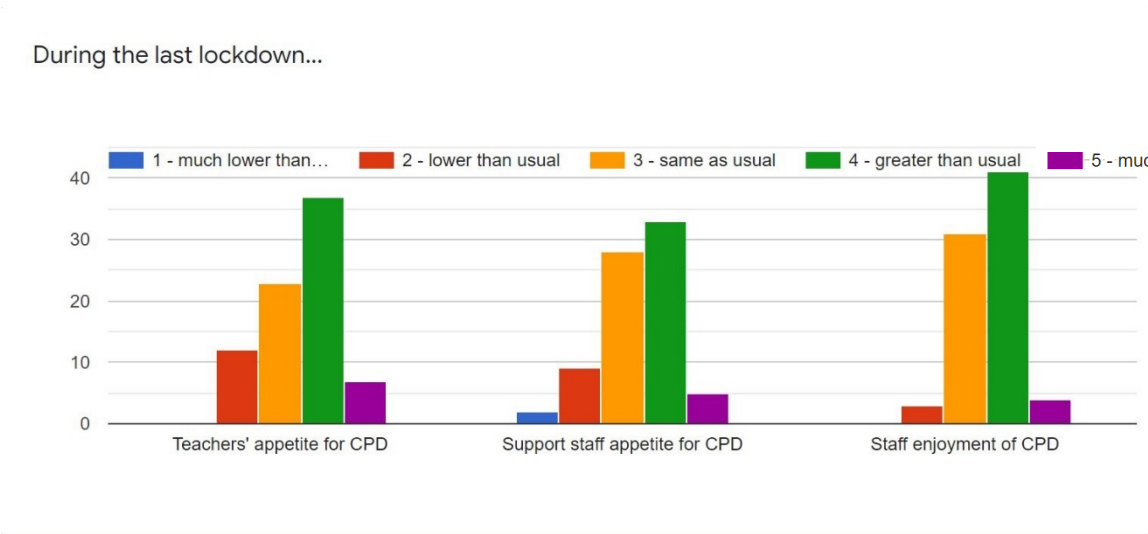
How well was staff learning from lockdown CPD embedded and sustained?

74 responses

- 1 - much less than usual
- 2 - less than usual
- 3 - about the same as usual
- 4 - more than usual
- 5 - much more than usual
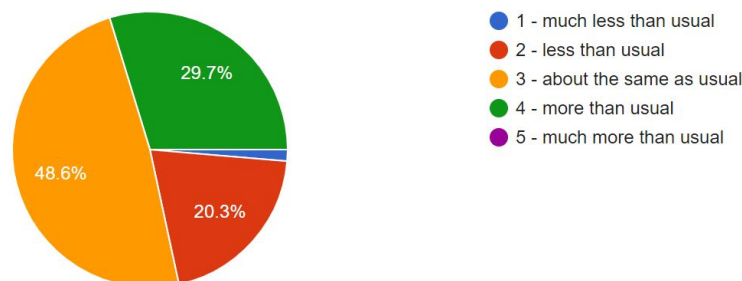
What insights and learning can you share about effective staff CPD during lockdown?

- When subjects were given direction from subject leaders this was much more effective.
- Personalised - small improvements with small team reflection.
- Making time to share best practice, ensuring all contribute in varying ways; making time for reflections.
- Must have examples of good practice - just theory not engaging.
- Blended worked really well - e.g. pre-videos were watched to allow more time to talk when we did come online.
- Use of CPD in own time, e.g. National College.
- Curate but share widely.
- Ensure it's interactive.
- It was operational CPD to get staff equipped to run online learning.
- Small scale informal groups seemed to work well.
- Ensure it is personal to their own development.
- Sharing ideas between colleagues. We had a website with remote learning tips that was updated 2/3 times per week. Short pieces to camera made staff feel more connected.
- Allow people to share their learning.
- We had some high quality CPD but needed to prioritise the discussion and feedback to other staff.
- It was very tricky. A number of staff were on furlough, which meant that for much of the summer term, many were disengaged or offline for a long time. CPD organised by SLT was focused on online learning. There was a little buzz around free CPD but not sustained.
- I think that having the choices to do at home at their own pace, path was key.
- We had very little direction and so it was self-led- pluses an minus of that you've covered.
- We curated the online CPD for our staff and then pointed them in the right direction for more. Some more active than others, which is fine.
- Outcomes/impact own practice/Area of responsibility
- It seemed a little like everything was put on hold! I was on maternity leave so it's a little different for me, but staff CPD seems to have stopped.
- Great opportunities for sharing learning from CPD with a wider group of people.
- blend of asynchronous and online synchronous was critical.
- Some of Trust support staff tended to have things prescribed (to account for time WFH) and resented it - those given a choice and flexibility were more enthusiastic.
- It was more timely since it was responsive and flexible.
- Personal learning had tenancy to be lost on return due to lack of time to share due to operational challenges and blended learning for both staff and students.
- A plus was allowing staff to choose short sessions about their interests and reduced bureaucracy in sourcing/booking etc.
- Having made quite a few videos, I'd emphasise the value of making them short, and using multiple stories and examples that teachers are likely to recognise. Some online CPD gets very boring if it's too theoretical and too long.
- Our school focus was purely operational. There was no direction to engage with any other CPD (unfortunately!). But at a department level, staff have been willing to experiment with new ideas / strategies and to share / discuss their experiences.
- The importance of building in 'what next' and building learning communities to drive this work.
- Professional Learning means different things to different people. Capturing professional learning is important.
- Keeping logs and creating opportunities for sharing and discussion around key themes.
- Learning to use tools like Edpuzzle and Nearpod to do self paced (but relevant) and to encourage more participation through the tools included.
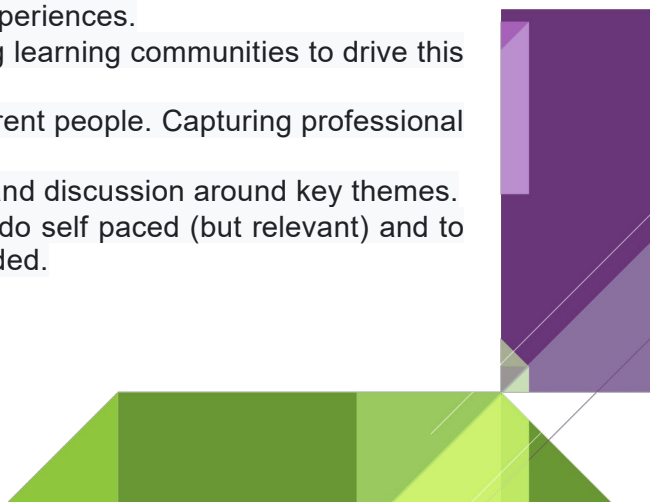
- We have covered similar topics to those that we would have covered. Because they have been tailored towards remote learning as we've had to upskill in this area staff have really bought in and engaged. Tying the pedagogy into the tech skills has worked well. Clearly there has been a recognised need and appetite by staff for this.
- Getting CPD as a habit is taking time.
- Choice was really important, as staff were able to explore what really interested them. I've tried to capitalise on this through Appraisal targets.
- The level of personalisation we offered during lockdown was a real lesson for me - we managed to reach some hard to engage and reach staff during lockdown- been great to embed this more into our normal programme too.
- Greater appetite and greater diversity of people engaging.
- CPD depends on the interest, appetite, so some are learning lots and others less.
- Staff enjoy having freedom to choose and find this empowering but do need guiding. We provide an ongoing CPD Opportunities document for staff that is regularly updated so high-quality CPD is easy to find and access.
- Use technology to encourage discussion and practice to use in the classroom.
- Flexibility was very important to high level participation.
- Personalised, clearly linked to PM to support staff with progression. Pick and mix of methods e.g. read/watch/listen and of sources which link to the SIP can creat a sent of teamwork as we all drive towards the goal.
- Bite sized sessions and opportunities for discussion/ Sustained ongoing programme of activities.
- We had a variety of opportunities which were shared with us, which is so much better than 'one size fits all'. However, the sheer volume of choice was almost too much, with staff having to trawl through lots of data.
- Make it bespoke to people's needs.
- This time a lot of people will be live teaching for part of the day and have less appetite to go online again. Need to use 'cold calling' with staff to ensure participation or many are unwilling to speak up.
- Staff will contribute to chat online more than speaking, staff love being able to pause a video and digest, meant two schools could join online during an inset day.
- Staff did enjoy the choice and they enjoyed the opportunity to discover their own CPD and do what was relevant to them. We gave them lots of options to choose from and didn't direct them to things they had to do.
- Using Google Drive to create an area for staff to share their learnings, teachers are more open to professional learning and can see it as more than just a workshop, they have an active role in the process.
- Need to talk about the new learning in application.
- Providing a range of options for staff to select from and giving time to participate in the CPD they opt for has been very effective in my setting.
- Real and relevant to the current situation is key. Cannot replace f2f but people have welcomed online. Perhaps blended learning going forward?
- We ran a brief weekly email newsletter creating a buzz around CPD with some key reading and a prize draw for colleague who contributed their tips.
- Good to find peer to peer shares - it was 'catching' in lockdown. Weekly shares at staff meeting are really good.
- Feedback and discussion, then embedding in staff practices.
- Technology meant that we could be far more responsive in terms of CPD, i.e. staff chat group resulted in us being able to put on bespoke events for staff to learn and share experiences of online teaching. Weekly bulletins were really well received and these included recorded videos of professional discussions with practitioners sharing resources and approaches.
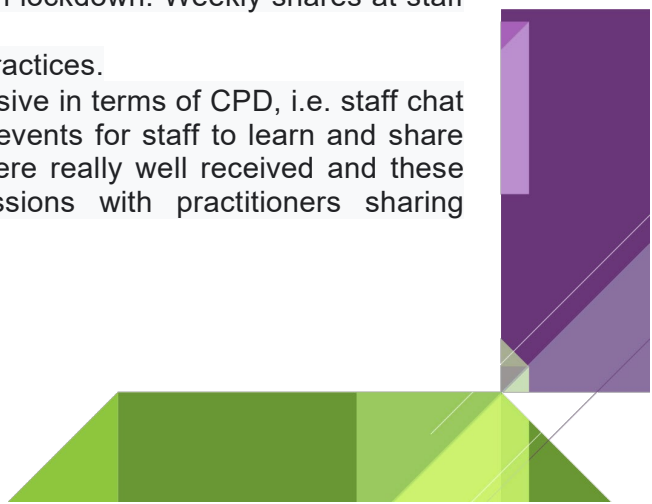
- Where I feel individual staff CPD was most effective was where it was guided, but not enforced and where having done some CPD those staff were able to share what they had done with others - However in many schools the pressures of getting bac into the classroom resulted in lots of the big idea that came from individual CPD was lost ...but it can be re-ignited if we recognise and plan for the challenges that will be faced when children return to school.
- CPD about online learning - delivery of live lessons - operational aspects. Personally, logged in and learned from ResearchEd, Seneca sessions.
- Collective efficacy is still vital, it still need to have a longitudinal aspect. . Grassroots organisations , subject associations and twitter played a great part in this during lockdown.
- We've made it more relevant to NOW and the skills that staff want and need so they can teach online / in the classroom (or at the same time) with COVID restrictions in place. We've encouraged participation across a menu (you have to commit to x number of the modules over a longer period of time) and the choices are yours.
- The importance of evaluation and thinking about how the CPD will impact practice over a sustained period of time.
- Importance of flexibility.
- We had new needs to address - how to teach/ deliver CPD online, produce distance learning packs, maintain contact with vulnerable families safely - so staff found this CPD themselves as well as being signposted to it. They also found online CPD on areas we usually prioritise but perhaps because they had found it themselves, they were keener to do it. That said, staff can always request any CPD and are usually supported to do it unless it's very expensive! Choice works well (have tried before) and led to sharing and new ideas.
- The access to such a wide range of CPD has been a great influence on our staff in terms of their ability to attend short courses without having an impact on the day-to-day job. Staff were encouraged to share anything they found through a weekly bulletin.
- Really depended on the individual. Some staff took the opportunity to complete including own choice, others found it overwhelming in the situation and stuck to the minimum expectation. Think a mix of approaches helps so can sit everyone. Feel we can learn from last time and looking forward to planning our CPD offer, next week's job to finalise!
- Because the situation was stressful, I needed things to be useful to support what I was doing or was about to do in my role. It needed to be practical and purposeful. I provided drop-in sessions for colleagues for IT issues and they appreciated that I was responding to their individual needs and questions.
- CPD addressing need which speaks to allowing for choice.
- Treating the planning for Zoom CPD a lot like you would a lesson for students in terms of considering interaction opportunities, sustaining attention from staff throughout the hour - using this approach led to brilliant engagement from our developing and Early careers staff during our zoom sessions.
- Giving a choice and the time to engage worked well. Some staff were keen to share what they had learnt and this really gained momentum.
- The need to be flexible and tailored to the needs of the individual. Reflection points must be built in to all CPD. Evaluation needs real though and development.
- People enjoyed whole staff sessions that were interactive (break out rooms / polls etc.) which helped rebuild / reconnect the sense of community. People also really enjoyed the 'menu' style approach to select from a collated list of CPD to engage with and then time to discuss these. Mixed experiences with online providers. Creating long term impact was harder.
- People had a strong driver to skill up in new skills around technology (teachers and professional services) and this took them into the regular briefings and training sessions that we ran. But there was also an openness across the system to share high-level opinion pieces and this was inspiring for people and we tried to curate this for people so that they could access if they wanted.
- It needs to make sense for the teachers.
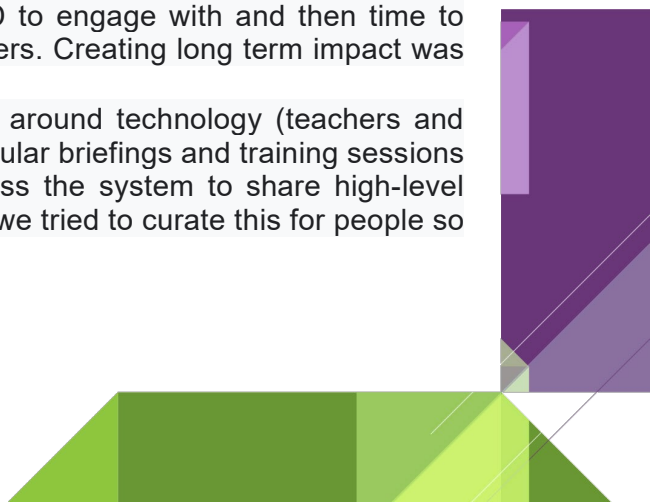
What challenges and worries do you have?

- Staff watching something online - thinking, 'great CPD is done', without considerations the implications for their practice, or embedding and reviewing any changes.
- Dictation of CPD at a Trust level.
- Barriers being observing each other.
- Having clarity so that we don't try to do too much; overwhelming staff; ensuring it isn't just the same people- is it the keen people now just doing more CPD?
- Time.
- So much CPD happened between 4-5.15pm - it didn't feel right and teachers was shattered.
- The impact of the CPD in the students' learning and outcomes.
- Having missed the last lockdown, I feel totally behind the curve in terms of learning from it and knowing what will work this time. Staff who are very experienced and a wide range of ages/ motivation for further learning.
- Engagement leading to impact.
- Overload - and people feeling overwhelmed.
- Basic and reactive CPD.
- There are some teachers who are resistant to learning! COVID may have entrenched this.
- That teachers have been in the profession for a long time are not engaging with CPD.
- Supporting middle leaders to use dept time effectively.
- This time there is less capacity for CPD as less rotas and more staff in school.
- Staff engagement with CPD- staff are already exhausted :(
- Tracking what teachers/admin accomplished in terms of completion.
- Less so this second time- feel like we have moved to pt where unwillingness to engage is gone.
- Some staff do too much while some staff do very little and feel under pressure. Time given over to staff is the key ingredient.
- Re-engaging staff in this current climate, encouraging them of its value against time constraints.
- Initial motivation waned - will this continue?
- Teacher release for synchronous (online) CPD.
- Glut of free or '£25' courses that have no QA.
- Our system has put a hold on Professional Learning requirements and I worry we will not be growing.
- Being forced to do set CPD and prove that it has been completed by a set deadline while I'm trying to also teach from home and home schooling. Lack of SLT flexibility.
- I'd like to learn more about best practice for making video CPD.
- That the focus remains on operational challenges with no encouragement to staff to engage in anything further.
- Turning knowledge into practice (supporting implementation).
- When there is a need teachers can learn quickly however sometimes in the current climate the professional learning has focussed on what the tech does rather than how it supports learning.
- Lost opportunity for sustainability.
- Informal conversations less frequent (although regular emails and calls are happening).
- How to implement a CPD properly.
- Now we are teaching on teams, teachers don't have as much time as they did in the previous lockdown to explore and engage with CPD.
- The balance between flexibility and alignment.

- The maintenance of learning. 'Free choice' CPD sounds good but how does ensure that areas needing development are addressed as well as areas of interest?
- CPD gap.
- Will we have the time, this academic year, to embed and sustain learning from online CPD during lockdown?
- Curriculum v teaching and learning.
- Support staff who have greater pressures at home/ work. Use CPD effectively in classroom
- Embedding it as some techniques learnt were not possible to put in place due to having to teach from the front. A big bag between CPD and putting it in practice.
- The online environment- engagement/ that we never escapes from Zoom classrooms/ confidence when using technology.
- Less time seems to be available, even though you would think that would not be the case.
- Mainly the tech not working.
- Teachers unwilling to take on any more thinking and learning.
- Making sure CPD fits the context of the school.
- I think staff will be focussed on the tasks in hand and the challenges that they are currently facing. Some will engage because they want to or are compliant but I worry that some will think that CPD is less important at this moment in time.
- Ensuring that teachers are finding time and energy considering other constraints (e.g. other duties and commitments).
- Lots of downloaded stuff in storage not used.
- How to select the right focus for CPD when teaching remotely.
- Missing the incidental conversations to prompt and guide colleagues- face to face can count for so much!
- Limitations of technology skills to make the most of a training session. 6 weeks of lockdown - not a lot of time.
- Time in staff meetings taken up with rewriting courses for lockdown/planning for new lockdown.
- Getting the balance right between sufficient support choice and overloading staff.
- Ensuring that in this second lockdown teachers have the energy to engage - the first time it was a novelty - this time we know what difficulties will be faced and we have seen how hard it was to keep hold of the ideas we got from the CPD we did. How can we ensure we are ale to utilise the CPD we do this time.
- Time, teachers buy-in to CPD.
- That CPD is 'dropped' and some people feel they fall behind due to immediate priorities. This very much depends on personal circumstances, the stage of career too.
- We need more time to come together and reflect together. Some staff find the isolation when completing the CPD very hard and difficult.
- 'Sweet shop' style of picking and choosing what sparks interest, rather than selecting CPD based around areas of development (school improvement and also individual need).
- How to get started as we did very little CPD that wasn't just reactive to during the last lockdown.
- Time to do CPD.
- Similar to what has been said in terms of embedding when staff have accessed such a variety of courses.
- Challenges - some support staff are not as tech savvy, or at least use this as an excuse! Can be hard to get them motivated when they are at home. Ensure I keep a balance for staff and not overload.
- I want to know everything, all at once so I can do the best job I can.
- Leader CPD as well as teacher CPD.
- Meeting the needs of all staff's professional development during this time (due to the pressures you spoke of earlier, variation in people's responsibilities at home).
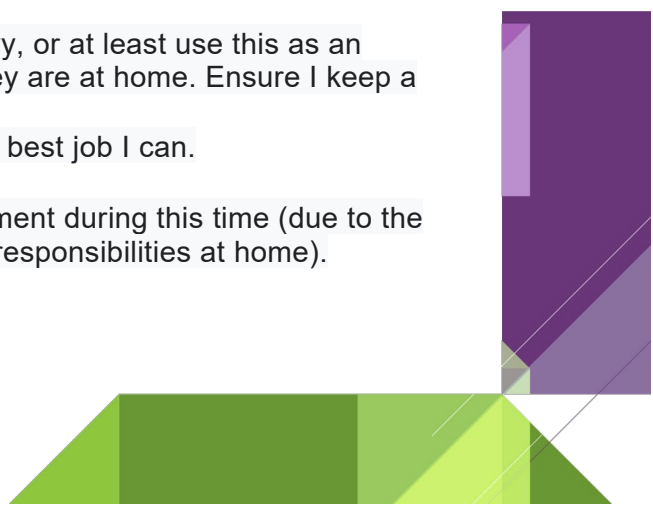
- That staff are losing motivation because they are not now able to test and apply what they have learnt what.
- The pressures that all staff are under during this time.
- Different personal context and experience is a bigger issue than before. Some people wanted to read lots of blogs and videos, others were struggling juggling childcare / home schooling etc. In terms of content, some are ready to explore subtle pedagogy issues with remote learning, others are still struggling with technology. The trick will be to create a programme that aligns school needs but provides purposeful challenge and engagement for all individuals.
- We might lose the benefits of the learning with the operational challenges we are face
- teachers may not find the time to connect.
- As a provider we do not want to overload schools - we need to know what they want, when and how... Also not knowing the capacity in schools to access on line in a decent learning environment ie quiet, uninterrupted, decent kit and connection.

Chat Log

Jill Berry: Hello everyone - and Happy New Year....
David Weston: Hello everyone!
David Weston: We'll start in 2 minutes
Iain Simper: Hi David. Hi All
Jill Berry: I'm dancing.
Michael Surr: Cheers
Jan Gallon: Shakira!
Jill Berry: "I can see your body moving..."
Darren Leslie: Happy New Year. Enjoying David's music choices once again!
Cat Scutt: Good evening all!
Michael Surr: Hi Catt
Phil Spoors: Hi everyone. Happy New year
Jill Berry: I'm a keen tweeter....
Cat Scutt: Jill, you are THE keen tweeter! Thanks for reminding me earlier what I said at the last one of these!
Katherine howard: Hello! Jill is definitely THE tweeter...
James Calleja: Hello everyone and good evening from Malta. Happy New Year!
Angela Harrison: Happy New Year James.
Jill Berry: I spend a disproportionate amount of my life on Twitter. Hello, James, in Malta. I'm in Newark....Not quite as interesting.
Eylem Denli: Hello. Happy New Year. Eylem
Christina Whittaker: Evening All- a long day- I have just left the ASE National Conference - Happy New Year from Primary Science CPD landscape
Lizzie Sansam: Evening all. I'm in the Peak District. Academy Teaching Coach in Manchester.
Tom Barnes UCL Academy London: can we have those links on chat please?
Cat Scutt: https://tiny.cc/schoolculture
Cat Scutt: https://chartered.college/international-teacher-cpd-report
Michelle Prentice: Cannot recommend joining highly enough!
Cat Scutt: https://my.chartered.college/2020/03/online-distance-and-home-learning-selected-reading/
Angela Harrison: Thank you Cat.
Jill Berry: Thanks, Cat.

Eylem Denli: Thanks Cat

Tom Barnes UCL Academy London: thank you

Tara Harper: Yup!

Christina Whittaker: Is this evidence that can be shared- schools struggled to ensure that learning from lockdown had a lasting impact? Would really help my current DfE funded project

David Weston: http://tdtrust.org/cpdconnectup

David Weston: https://bit.ly/cpdcu-23

Abby Bayford: I thought I was the chose one then David lol!

Cat Scutt: You are, Abby!

Abby Bayford: :-)

David Weston: https://bit.ly/cpdcu-23

simon murray: just seeing that screen populate data live is enlightening for me :)

Jill Berry: I am in the bath now, David.

Catherine Brooks: Absolutely - it has been liberating to be able to access a wide range of online CPD rather than being restricted to the offer in school - normally focussing on a whole school priority

Jill Berry: It was a fib.

Carmel Bones: Choice is motivational for adults and learners.

crystelle edwards: Build in time for discussion/ reflection

Helen Topping Shaw: We still miss meeting with people in the same room - we need people around us to really feel connected in CPD.

Darren Walkerdine: How best to develop relationships online with other colleagues?

David Marshall: Opportunities for a hybrid - being physically back in school + online learning.

Claire Badger: support middle leaders, think really carefully about what whole staff compulsory inset is required.

Natalie Packer: Follow up after the CPD - time and best way to do this

Nicki Ashton : ensuring opportunities for collaborative reflection

Hazel Knight: such a simple thing - move the weekly CPD session to earlier in the day during Lockdown while we have the flexibility to do so!

Emma Holmes: Ensuring that the variety of professional learning that takes place is recognised.

Tom Barnes UCL Academy London: teachers are a mixed ability group

Phil Spoors: Tying the pedagogy and what we want teachers to improve at and marrying it with the tech training

Jill Berry: Key ideas - flexibility and balance: how can we give people choices while ensuring there's a helpful structure?

Clair Mills: Mix of approaches to suit everyone

Emma Holmes: Have a number of ways to share

Catherine Brooks: A balance needed between whole school priority and mLT being encouraged to develop their staff

Catriona Jenkins: building in time for discussion with others following any CPD that staff have done

Beth Greville-Giddings: Risk of less time for CPD this time round as so much time spent on online learning - plus need for time to switch off.

Kat Howard: Q that is lingering- how do we create a sense of sequence in what feels a little fragmented when considering impact?

Angela Harrison: A key focus on how to evaluate the impact.

Carmel Bones: Lovely breakout group, teachers are ace, so professional, respectful and realising the need to celebrate everyone's bespoke experiences. Thank you!

Kat Howard: *impact!

Tom Barnes UCL Academy London: we need to recognise direction of travel

Lizzie Sansam: Offering choice to staff but fewer choices, encouraging groups of staff to collaborate on a topic suitable to their development, making CPD more bespoke to a large staff body

Richard North: Get staff of all experiences to actually present some CPD, e.g. modelling, questioning, etc

Andrea Smith: share further what staff have looked at

Alison Halford: Because people got so comfortable with being on zoom technology there were more people prepared to do little videos of their practice.

Nicolette Sorba: Important for me to help create more collaboration and feedback opportunities in school.

Kat Howard: *Impact...

Helen Langsam: Team CPD sessions based on discussions and reflections

Tara Harper: Think about how we can use online learning after we are back to normal - whenever that might be.

Kelly Poulton: It's good to give people choice where possible and provide opportunities for reflection and discussion

Joanne Tiplady: I came in really late - sorry so can't comment but really sorry to have missed most of it. The conversations at the end were really interesting though.

Helen Topping Shaw: Flexible choice from a menu works well.There is control over the options but people still feel engaged and empowered

Abby Bayford: Build in time for follow-up and to explore implementation of ideas

Phil Spoors: Keeping it very narrow in focus on the things we know will make a difference. Keep it as low maintenance as possible for teachers to protect

Michelle (TDT): Some really interesting thoughts about impact and sustainability being linked to the mixed ability starting points of those taking part and how additional choice with guidance might support

Gemma Marks: Plan follow-up opportunities to ensure learning is deepened, reviewed, discussed and embedded to have an impact

jane kennedy: that this time round people are fully aware of the challenges they will face going back and the expectations that remote learning will this time in place has put huge pressures of teachers. therefore CPD is going to need to be shorter and much more focused on what teachers - need the novelty value has gone

Clair Mills: We had some CPD plans in place so going to see how we can still use them during lockdown - we will hopefully just adapt the delivery!

Jill Berry: Key ideas: Think about impact and ask 'What difference has this made?/will it make?/could it make?'

David Howell: Autonomy was definitely motivational - we need to seek our teachers' views more frequently about what they want to learn and put middle leaders in a key position to coordinate this.

Christina Whittaker: My take -away- more links to existing wheels- not reinventing wheels- but… More thinking on how we create the professional safe space for reflective thinking with **peers** that you do not work with- cross school sharing is important but we need to have build the relationships

Natalie Packer: Keeping it focused on main priorities eg for school or individual development

Mark Steacy: Thanks David and Cat - ensure that staff have a menu of choice and have plenty of ways through which they can be supported. It is additionally important for teachers to be thinking about the impact of what they are doing
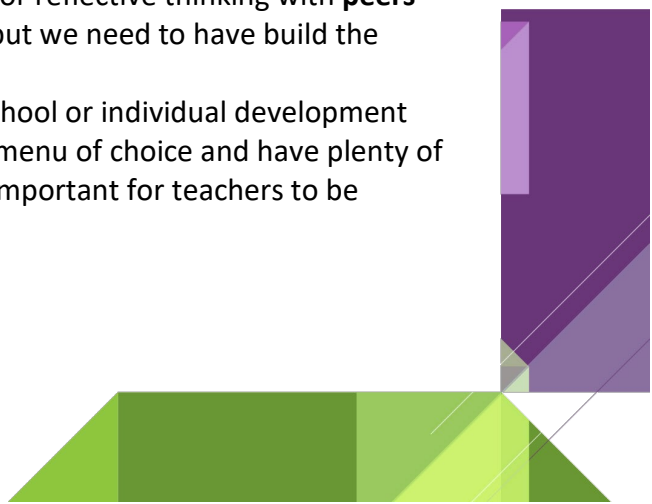
Nicky Hawkins: Ensure we strike a balance so that CPD is responsive to teacher need whilst promoting evidence informed approaches cross college

Darren Walkerdine: Research bites, which can be researched/reflected on by teachers?

Phil Spoors: Using tools like Edpuzzle and Nearpod to allow self paced 'but' maintain engagement and get feedback

Alison Halford: great opportunities to do subject specific learning and to capture some of the great resources in one place so that it had longevity

Tara Harper: We've talked about continuing to have business meetings online even when we are able to be face to face because they are more efficient and we get stuff done.

Beth Greville-Giddings: Need to take the opportunity to slow down and focus on less but in more depth.

Helen Topping Shaw: Follow up is absolutely needed. Some cpd that we HAVE to do (Safeguading, CP?) can be bought in so you know you have covered the legalities well. This worked for our whole staff body (teaching and non) so we all did the course and got our certificate together.

Phil Spoors: Agree on meetings - so much more efficient online!

Darren Walkerdine: Developing links with schools in similar contexts. How are they tacking literacy? Improving outcomes for white working class boys?

Angela Harrison: A superb session. Many thanks.

Abby Bayford: Great topic!

Kat Howard: AND ensure we keep a focus on pedagogy rather than technical aspects. How can we use what we already know about learning within a remote setting?

Rob Clifford: I want to make a real focus on long term impact of CPD - lots of online materials to engage with but how will it impact on students is key focus? Staff at all sorts of levels - some still learning technical skills, some focused on quite subtle features of pedagogy of remote learning, but all movement forward needs to be recognised and acknowledged to share best practice and build motivation. Most importantly tho - structures of CPD to ensure that this development is embedded and consolidated within school aims for the future.

Lisa Gorman: A really helpful session thank you TDT!

Iain Simper - Learning Partnership: Enjoyed this session. Look forward to the next one #cpdconnectup

Angela Harrison: Ditto Rob.

Iain Simper - Learning Partnership: Thanks to TDT!

Nicki Ashton: Thank you!

Abby Bayford: Thank you Cat and David!

David Marshall: Thanks so much!

Darren Walkerdine: Thanks for this session.

Tom Barnes UCL Academy London: thank you so much

Jill Berry: Many thanks, David and Cat - good to be here and back in the #CPDConnectUp bubble....

Kelly Poulton: Thank you Cat and David

James Calleja: Thanks for this opportunity

Kat Howard: Thank you Cat and David!

Ingrid Seifert: Thank you.

Kirsty Macdonald: Thank you. This has been fantastic!

Carmel Bones: Thank you everyone and David and Cat. Loved the breakout group, survey and seeing immediate results

Helen Sizer: Many thanks

Rebecca Raybould: Coaching very powerful in enabling people to sustain learning and embed it in leading/ teaching. Been working with headteachers involved in peer coaching and they noticed that more impact on school improvement

Caroline Greer: thank you

Laura Formosa: thanks so much

Karine Myers: Thank you

Cat Scutt: Thanks everyone, sorry for talking too much and do get in touch with any qs - cscutt@chartered.college

Rob Clifford: Thank you, very useful!

Hazel Knight: Thanks! Great session

Andrea Smith: Thank you, that was really useful.

Alison Halford: Thank you - very focused on my area of interest

Melissa B: Thank you very much, really useful!

Helen Topping Shaw: Just so you know: TDT has become my CPD choice (we can chose something and record that we have done it - it goes towards our CPD folio and is discussed at Appraisal meetings) - really enjoyed this past hour. Thank you.

Gemma Marks: Thank you David and Cat!

Phil Spoors: Thank you David, Thank you Cat! Great stuff and great ideas in the chat too!

Claire Badger: 👍

Tara Harper: Thanks folks.

Catherine Brooks: Thank you - plenty to think about

Thomas Bird: thank you

Michael Surr: Cheers both.

Clair Mills: Thank you!

Julie Rimmer: Education Durham : Thanks

Tricia Taylor: Thank you so much for the session. came really late (sorry) but interested in learning more about ensuring all people are included and motivated to take part in CPD. Loved the focus on follow-up as well.

Nicolette Sorba: Thanks so much

Jessica Russo: Thank you :)