What makes an effective CPD tool?

English UK
Management Conference
March 2017
“The three little pigs attended a professional development seminar on dealing with bullies and they were never bothered by the big bad wolf again.”
Contents

- What are the challenges?
- Why do it?
- What does the research say?
- What makes CPD effective?
- What we are trying to achieve?
- How it works
- Feedback from Managers
- Feedback from teachers
What are the challenges?
Is this true?

You know what they say:

Purractice makes purrfect.

FALSE
What is the difference?
What does research say?

- Reaction
- Learning
- Behaviour
- Student outcomes

RK Wade: What makes the difference in inservice teacher education? 
*Educational Leadership* 42(4) (1985)
What does research say?

7 key facts for professional development

- Time
- Experts
- Teachers
- Conceptions about learning
- A professional community
- School support
- Funding

John Hattie: Visible Learning 2009
What does research say?

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Impact Description</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishing goals and expectations for teachers</td>
<td>0.42</td>
</tr>
<tr>
<td>2</td>
<td>Resourcing strategically</td>
<td>0.31</td>
</tr>
<tr>
<td>3</td>
<td>Planning, co-ordinating and evaluating teaching and the curriculum</td>
<td>0.42</td>
</tr>
<tr>
<td>4</td>
<td>Promoting and participating in teacher learning and developing</td>
<td>0.84</td>
</tr>
<tr>
<td>5</td>
<td>Ensuring an orderly and supportive environment</td>
<td>0.27</td>
</tr>
</tbody>
</table>

Robinson 2009

Twice the impact of any other activity
What makes CPD effective?

‘... all the current evidence shows that the high-achieving systems invest heavily in the learning and Professional Development (PD) of their teachers. It is through this good quality professional development that real improvements in teaching and attainment take place.’

What makes CPD effective?

- Personalised
- Situated in practice
- Sustained over time
- Collaborative

The Sutton Trust Report: Developing Teachers Jan 2015
What are the challenges?
What would success look like?

Building a CPD Plan that would:
- recognise and promote good practice
  - Reflection
  - Collaboration
- encourage variety of methodology
- encourage experimentation
- be personalised and meaningful
- would be sustained over time
- be able to evidence and record
But what is CPD?
But what is CPD?

- Teacher conferences – IATEFL / EnglishUK/BELTE
- Local CPD groups - i.e. Oxford House / NATESOL
- In-house CPD sessions – attending and running them
- DoS Observation – working with DoS to identify areas for improvement
- Peer Observation
- Pop-in observations – short observations to see a variety of types of lesson
- Self Observation
- Development check lists

- Reflection
- Online support – blogs / portals / publisher sites
- Idea sharing groups – in school and online
- Mentor / buddy system
- Trial a new activity one day a week
- Shared board /corner for ideas
- Reading
- New projects, courses, levels, teaching ideas
- Action research
- Writing articles
- Collaboration
How does it work?
Teacher Needs Analysis

- Integrated with
  - School audits
  - Compliance requirements
  - Updated Teacher Standards
  - Lesson observation sheets

- For complete transparency
- To generate ideas for areas to develop

Each cell has a drop-down menu where you choose either ‘very experienced’, ‘further development desired’, or ‘need more development’. 
Personal Objectives

- Personalised
- Sustained over time

<table>
<thead>
<tr>
<th>Example</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Find alternative ways to provide feedback to students to improve their perception of the progress they are making</td>
</tr>
<tr>
<td>1. A measurable improvement in feedback from my students regarding ‘amount they have learnt’</td>
<td></td>
</tr>
<tr>
<td>2. Hold a workshop for the teachers in the school</td>
<td></td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Action research – by doing some peer observations, reading and trying out different options in class and following up with feedback from students</td>
</tr>
<tr>
<td><strong>DoS Feedback</strong></td>
<td>There has been an increase in the Amount learned score of xx</td>
</tr>
<tr>
<td></td>
<td>The workshop was well received and had some really nice ideas</td>
</tr>
<tr>
<td><strong>Main Lesson Learnt</strong></td>
<td>I realised I need to be more explicit and varied in my communicating of objectives for each lesson and task in order for students to really perceive they are learning.</td>
</tr>
</tbody>
</table>
CPD activities available for points

- Encouraging variety

<table>
<thead>
<tr>
<th>CPD Activity</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend an in-centre workshop</td>
<td>2</td>
</tr>
<tr>
<td>Read an article, book or blog</td>
<td>1</td>
</tr>
<tr>
<td>Complete an Interactive Whiteboard Training session</td>
<td>1</td>
</tr>
<tr>
<td>Complete a Development Checklist</td>
<td>2</td>
</tr>
<tr>
<td>Do a Peer Observation based on DoS recommendation</td>
<td>2</td>
</tr>
<tr>
<td>Attend an EC webinar</td>
<td>3</td>
</tr>
<tr>
<td>Attend an external workshop/presentation*</td>
<td>3</td>
</tr>
<tr>
<td>Lead an Interactive Whiteboard Training session</td>
<td>3</td>
</tr>
<tr>
<td>Lead an in-centre workshop with a partner</td>
<td>4</td>
</tr>
<tr>
<td>Attend a one-day conference*</td>
<td>4</td>
</tr>
<tr>
<td>Lead an in-centre workshop on one’s own</td>
<td>5</td>
</tr>
<tr>
<td>Do an Action Research Project</td>
<td>6</td>
</tr>
<tr>
<td>Present at a conference</td>
<td>8</td>
</tr>
<tr>
<td>Create Training Materials</td>
<td>5</td>
</tr>
</tbody>
</table>
### Setting Standards

<table>
<thead>
<tr>
<th>Average Teaching Hours per Week</th>
<th>18-22.5 hrs/week</th>
<th>15-17 hrs/week</th>
<th>Less than 15 hrs/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>More than 30 points</td>
<td>More than 20 points</td>
<td>More than 15 points</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>30 points*</td>
<td>20 points*</td>
<td>15 points*</td>
</tr>
<tr>
<td>Does not meet Standard</td>
<td>Fewer than 30 points</td>
<td>Fewer than 20 points</td>
<td>Fewer than 15 points</td>
</tr>
</tbody>
</table>

This means you teach a core and elective class most days of the week.

This means you teach a core class most days of the week.

This means you don’t usually teach every day.

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*The points are indicative and may vary based on specific criteria.*
Recognising Good Practice

- Situated in practice
- Collaborative

<table>
<thead>
<tr>
<th>The most effective CPD is done with reflection and collaboration - so at EC we encourage you to enhance any CPD activity with collaborative or reflective practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application of new ideas, reflection and feedback</strong></td>
</tr>
<tr>
<td><strong>Working Collaboratively</strong></td>
</tr>
</tbody>
</table>
# Recording and Evidencing

<table>
<thead>
<tr>
<th>CPD Session/Activity</th>
<th>Date</th>
<th>Points</th>
<th>Reflection and implementation</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Day presentation</td>
<td>03/02/2017</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>workshop on lexical approach - trial ideas in class</td>
<td>10/02/2017</td>
<td></td>
<td>completed</td>
<td>2</td>
</tr>
<tr>
<td>workshop on lexical approach - work with Sarah</td>
<td>10/02/2017</td>
<td></td>
<td>completed</td>
<td>3</td>
</tr>
</tbody>
</table>
Feedback from users
Do you feel the CPD tool facilitates development autonomy for your teachers?

(15 responses)

- Yes: 53.3%
- No: 26.7%
- Don't know: 20%
Feedback from Managers

Do you feel the CPD tool encourages best practice for teacher development?
(15 responses)

- Yes: 66.7%
- No: 20%
- Don't know: 13.3%
Feedback from Managers

Do you feel the CPD tool encourages teachers that were not previously so engaged in CPD?
(15 responses)

- Yes: 60%
- No: 13.3%
- Too early to tell: 26.7%
Feedback from Teachers

Has using the CPD tool......

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>made you more conscious of how day to day activities can contribute to your development?</td>
<td>100%</td>
</tr>
<tr>
<td>encouraged you to be more collaborative and reflective?</td>
<td>100%</td>
</tr>
<tr>
<td>encouraged you to personalise your development plan to meet you specific needs and interests</td>
<td>83%</td>
</tr>
</tbody>
</table>
## Feedback from Teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you find the needs analysis useful to identify areas you need or want to develop</td>
<td>92%</td>
</tr>
<tr>
<td>Do you think the CPD records help you plan your development and include more variety of activities?</td>
<td>83%</td>
</tr>
</tbody>
</table>
Feedback from Teachers

The IT tool is clunky.

It would be good to have more time to go through this with my DoS.

Because it seems just about getting the most points.
Feedback from Teachers

Yes, Helps you to choose interesting topics.

the list of goals and teaching skills is very helpful to identify areas to develop.

It made me aware of CPD opportunities I was already taking and motivated me to look for more ways to gather experience eg running training sessions.

it is a great tool to assist with CPD. It is useful to have all the resources accessible.
“Since we initiated regular staff development sessions, we've turned the school around 360 degrees.”
Who dares to teach must never cease to learn.

John Cotton Dana