Leading and coordinating CPD in secondary schools

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.
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Introduction

All professions invest heavily in the training and development of their employees throughout their working lives. People are a school's most valuable resource, and increasingly schools are taking the professional and personal growth of all staff seriously. The Investors in People award recognises this.

Continuing professional development (CPD) is central to school improvement. A well-resourced programme that is effectively led and coordinated, and involves people at all levels, creates a positive climate where professional development can flourish to the benefit of individual pupils. The programme needs to be linked effectively with performance management. In doing so, it also needs to build on and share the knowledge and skills of staff, and meet the needs of individuals and teams, as well as those of the whole school.

This can happen if the school ethos is one of openness, trust, respect and accountability, where individuals and teams work for, and with, each other and share collective responsibility for pupil achievement. The development of schools as 'professional learning communities', where everyone matters, can have a significant impact on standards, morale of staff and pupils, and on recruitment and retention.

The main purpose of professional development is to increase professional expertise so that pupils’ learning experiences and achievements improve.

Professional development has a number of aspects, including:

- **acquiring new subject knowledge** – keeping up to date with subject knowledge remains an essential feature of the teacher’s role; for example, keeping abreast of new science or new interpretations in history

- **honing or learning new pedagogies, skills, strategies and techniques** that lead to increased competence and efficiency; for example, developing one’s questioning skills, learning a new teaching model or how to conduct a risk assessment for health and safety purposes

- **learning new technologies** and how they can be used to enhance learning for others and oneself; for example, interactive whiteboards or the use of websites to share good practice

- **learning how to operate in a new role**, such as AST, coach, mentor, subject leader or senior leader and thus advance one’s career

- **exploring lines of enquiry, problem-solving, innovating and developing new approaches** that can lead to increased efficiency, motivation or effectiveness and can be shared with colleagues; for example, exploring different approaches to motivate boys.

The examples used above are predominantly for teaching staff, but the principles involved could apply equally to classroom assistants, administrative staff or any other employee.

Professional development takes many different forms. Leaders in CPD will need to recognise the wide range of opportunities available, the pros and cons of each, and how these can be matched to the type of professional development required; for example, acquiring new subject knowledge or learning a new skill so that most effective use is made of the time available. Most of the types of professional development cited above can take place in the workplace. Reviews of research
evidence have indicated that access to an appropriate knowledge base, together with on-the-job support through coaching and constructive feedback, can lead to significant improvements in performance. As adults, we are more likely to engage with learning if we know why we are learning, if it is experiential, set in the context of immediate use, and we have a say in the methods by which we choose to learn.

There is clear evidence that the variability in the quality of teaching within schools is greater than between schools. This means that in every school there is expertise that can be tapped, and in-school collaboration and networks that enable teachers and other staff to share expertise can be an efficient means of bringing about sustained improvement. It is equally important for schools to learn from each other through external networking and collaboration.

Mature schools have well-established development programmes that use both internal and external expertise, learning from and working with other schools, LEAs and higher education institutes (HEIs). They make the best use of national strategies, professional organisations such as subject associations, national centres, e.g. for science, the Teacher Training Agency (TTA), the General Teaching Council for England (GTCE) and National College for School Leadership (NCSL).

Becoming a professional learning community, where CPD is central to the life of the school and to raising pupil achievement, takes time. It requires individuals to take responsibility for their own professional development, and line managers to take responsibility for helping to identify existing strengths and individual needs, and suggest ways of meeting these needs. This is why building capacity within the school to meet this ideal is so important.

These support materials are intended for those involved in leading and coordinating CPD and for school strategy managers. They are designed to help you develop CPD systems that meet your needs and to help you embed and make the most of the Strategy.

**Using these materials**

These materials are divided into two main sections, each of which contains suggestions of good practice supported with examples of case studies, a number of suggested lines of enquiry to help you establish or improve your own systems and selected reading. There is also a DVD that accompanies these materials.

The first section sets out the central role of CPD in school improvement, explaining how systems can support each other. It represents the ideal to which a school can aspire and includes some opportunities to reflect on your own situation. The section also contains a brief summary of recent research into the impact of CPD on teaching quality, pupil experiences and outcomes.

The second section is divided into a series of subsections which explore what you might do to build capacity for CPD within your own school. It offers some practical ways of how, for instance, you can make better use of the time available or how to set up a teaching and learning group.

The Training handouts section contains materials for use during the training session.

The Seeking accreditation section contains a framework for teachers to create their own Critical Journal of Professional Development (see pages 26 and 27 of this section) and the guidance to help them do this.
1 School improvement and continuing professional development

The continuing professional development (CPD) of the workforce is at the heart of school improvement. This cannot happen without school staff recognising that the school has invested in their development for the betterment of both pupils’ and their own achievements.

Whole-school improvement is a strategy for educational change that focuses on the learning and achievement of pupils by enhancing classroom practice and adapting the management arrangements within the school to support the teaching and learning process.¹

The government’s agenda for transforming secondary education aims to have a dynamic and diverse education system built on high expectations and a commitment to meet the needs of every child, underpinned by a new teacher professionalism. Its intention is to transform educational achievement by ensuring that every school is a good school. It is about creating stronger links between professional development and career progression through the teaching and learning review process. Teachers who are continually developing their own expertise and are helping to develop expertise in other colleagues, for instance through coaching and mentoring, should receive recognition for the contribution they are making to school improvement. Improving the quality of teaching and learning is, after all, what lies at the heart of improving standards.

¹ Meeting the Challenge: An Improvement Guide for Schools Facing Challenging Circumstances, D Hopkins, DfES 2001
Principles of whole-school improvement

The DfES has set out principles for school improvement that are based on research evidence and the experience of many headteachers. These have implications for CPD.

<table>
<thead>
<tr>
<th>Principles of school improvement</th>
<th>Implications for CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus systematically on teaching and learning</td>
<td>The classroom is the focus and the primary site for improving teaching and learning. An effective system for CPD will involve both enquiry into and reflection on classroom practice, and opportunity to learn from good practice. There have to be opportunities for teachers to learn about different approaches, test them out in the classroom, evaluate impact and receive feedback.</td>
</tr>
<tr>
<td>Base all improvement activity on evidence about relative performance</td>
<td>Professional development establishes what learners already know and builds upon it. Thorough evaluation of the quality of teaching and learning will identify strengths and weaknesses. Needs should be identified at three levels: school, team and personal. School and team development needs are identified through self-review and evaluation. Personal needs are identified through performance management and/or other review processes.</td>
</tr>
<tr>
<td>Build collective ownership and develop leadership</td>
<td>CPD should draw in as many people as possible to build expertise across the school, enabling individuals both to contribute and to lead and so make the success of whole-school initiatives more assured. Professional development arising out of school and team priorities places individual development in the context of whole-school improvement. When staff are invited to lead an activity, the school needs to provide them with support to do so.</td>
</tr>
<tr>
<td>Collaborate with other organisations</td>
<td>Staff should have regular opportunities for collaborative working (joint planning, team teaching, observation and feedback, coaching). Successful collaboration will need time for staff to share their learning with colleagues. It may be necessary to go beyond the team or school to find colleagues to work with, who have appropriate priorities, skills or knowledge. Collaboration can enable sustained development.</td>
</tr>
<tr>
<td>Create time for staff to learn together</td>
<td>It is important to create opportunities, both internal and external through links with other schools, for staff to learn with and from others. The value of informal learning, as well as effective use of structured time, should also be recognised.</td>
</tr>
<tr>
<td>Embed the improvements in the school’s systems and practices</td>
<td>The professional development system should be integrated with other planning and review cycles. Individual professional development should endeavour to meet whole-school, team and personal needs.</td>
</tr>
</tbody>
</table>

2  www.standards.dfes.gov.uk/seu/coreprinciples1/core-principles.doc
Aligning CPD with school improvement

Professional development can only change the behaviour or knowledge of an individual. If this change also meets the needs of the team and those of the organisation, then the result of professional development will have the greatest impact on school improvement.

The effectiveness of CPD activity can be measured by its impact on the individual and separately by its impact on raising pupil attainment and thus school improvement. It is far more effective and efficient for schools to organise a system for professional development for the individual that is developed within the context of team and/or school needs.

In other words we need to build the capacity of a school to learn ‘in concert’ at individual, team and whole-school level, thus creating an effective learning community with a shared purpose, social cohesion and a whole-school focus on school improvement.

Where individual development needs are entirely different from those shared with the team or the school, and these needs are met, then teachers may well feel motivated and have renewed interest and be keen for further development. Whilst this is laudable and makes staff feel valued, which is good for staff retention and a good school climate, this may have only a limited impact on the school improvement agenda.

Balancing individual needs with the school agenda is important. Some schools achieve this by making one of each teacher’s performance management objectives an agreed school objective.

The table on page 4 shows some other ways you might approach this in designing a CPD programme for individual members of staff.
<table>
<thead>
<tr>
<th>Individual need</th>
<th>Team need</th>
<th>School need</th>
<th>Agreed CPD activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified as a result of career aspiration, classroom observation, gaps in meeting national standards, performance management.</td>
<td>Identified as a result of self-evaluation of subject performance, curriculum development, Ofsted, national developments.</td>
<td>Identified as a result of self-evaluation of school performance, national and local developments, Ofsted, and school aspirations.</td>
<td>Identified as a result of conversations within performance management meetings.</td>
</tr>
<tr>
<td>A teacher of 4 years’ experience wishes to develop their ICT skills so that they are able to meet threshold criteria in this area.</td>
<td>The subject needs to improve the amount of ICT in schemes of work identified by Ofsted as a weakness.</td>
<td>Motivation of boys in Year 8 identified as a need from analysis of the records of incidents of unacceptable behaviour over the year.</td>
<td>The teacher has opportunities to be coached by a member of another department who is skilled in using the interactive whiteboard. The developments focus on Year 8 classes. The teacher will then go on to develop a teaching module including new ICT lessons for use by everyone in the team.</td>
</tr>
<tr>
<td>A very good teacher wishes to become an AST but has little evidence for their portfolio that shows they have supported colleagues’ professional development.</td>
<td>The teaching and learning group has decided to focus on objective-led planning following discussions with Key Stage 3 AfL lead consultant.</td>
<td>The school recognises that achievement in English and mathematics is not satisfactory. Neither department is achieving its targets.</td>
<td>The teacher works with the consultant so that she can lead a twilight INSET for English and maths staff. She then works in a coaching role with a teacher in each department to embed objective-led planning in their lessons.</td>
</tr>
<tr>
<td>A good teacher of 10 years does not want to become a middle leader but feels ‘stuck’ and needs something new to feel re-invigorated.</td>
<td>The department has low achievement compared to others in the school. A significant number of pupils are not entered for GCSE after studying the subject.</td>
<td>Increase the proportion of pupils attaining 5+ A*-G grades, which is low compared to similar schools.</td>
<td>The teacher is given the task to work with an assistant headteacher to introduce GCSE Leisure and tourism in the following year. This involves collaborative work with a nearby school that is successful with this course.</td>
</tr>
<tr>
<td>A second in department thinks they may wish to retrain to become a SENCO, but has little knowledge of what is involved or of the specific needs of some pupils with SEN.</td>
<td>Needs to make best use of teaching assistant assigned to the department for two days each week.</td>
<td>Improve value-added measure at both Key Stage 3 and Key Stage 4.</td>
<td>The teacher first explores the requirements in the Teachers’ Standards Framework on <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>. Following a needs analysis, they then attend a training course introducing teachers to the role of SENCO. This is followed by some opportunities to shadow the SENCO. The teacher is given the task of managing the deployment of the teaching assistant and introducing intervention materials. She works with a consultant to introduce intervention strategies.</td>
</tr>
</tbody>
</table>
Effective CPD

Whilst addressing differing needs it is, of course, important to involve the individual in discussion about the best way that their professional development needs can be met, so that some form of choice is built in. However, it is also important to balance this with the recognition that some methods are more effective than others.

The effectiveness of a CPD activity should be measured by its impact on pupil achievement and thus contribute to school improvement. Evaluation of CPD is critical if it is to contribute to school improvement, so success criteria should be identified at the start.

Teachers’ own views on effective professional development

Teachers tell us that the development activities that have most impact on their classroom practice are:

- opportunities to learn from and with other teachers, in their own or other schools
- observing colleagues and discussing teaching with them
- through working together on real school improvement problems, drawing on best practice
- taking part in coaching or mentoring programmes
- high-quality, focused training on specific skill areas, underpinned by excellent teaching materials and direct support to apply learning back in the classroom.

Good professional development reflects the principles of good teaching and learning. The EPPI Review summarised the core features of effective collaborative CPD practice including:

- the use of specialist external expertise linked to school-based activity
- observation and feedback, especially teachers observing and learning from each other
- an emphasis on peer support rather than leadership by supervisors
- scope for participants to identify their own CPD focus
- processes to encourage, extend and structure professional dialogue
- processes for sustaining CPD over time to enable teachers to embed the practices in their own classroom settings.

The impact of CPD: summary of research

Bruce Joyce, with a number of associates, has led large-scale CPD programmes in the USA for many years and integrated evidence from his experience with theory. His book Student achievement through staff development, written with Beverley Showers, included one of the first attempts to connect in-service education with impact in classrooms. He demonstrated that traditional components of CPD, such as describing, explaining and demonstrating new approaches, do have some effect on teacher knowledge. However, this only translates into an effect in classrooms when accompanied by opportunities for teachers to experiment and practise, and

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3 Learning and teaching: a strategy for professional development, DfEE 0071/2001
4 EPPI – Evidence for Policy and Practice Information and Coordinating Centre, June 2003
opportunities to observe and be observed with appropriate, skilled feedback set in the context of sustained coaching.

A recent systematic review of research about the impact of collaborative CPD on teaching and on learning\(^5\) pulls together the best evidence we have to date which shows that CPD affects both teaching and pupil learning in positive ways.

In brief, for teachers there are positive links between sustained, collaborative CPD and:

- self-confidence, e.g. in taking risks
- knowledge and understanding of their subject and of pupils’ learning
- the capacity to draw upon and display a wide range of teaching and learning strategies to match pupils’ needs
- willingness to continue professional learning
- willingness and ability to make changes in their practice
- self-efficacy – their belief in their ability to make a difference.

For pupils there are positive links between collaborative and sustained CPD and their:

- motivation to learn
- performance as measured through test results and scrutiny of work
- responses to ‘unpopular’ subjects and curriculum
- questioning skills and responses
- organisation of work
- use of collaboration as a learning strategy
- skills in drawing on a range of learning strategies.

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**Enquiry**

**How do staff feel their professional development is contributing to school improvement?**

Select 2 or 3 teachers from different subjects, 2 teaching assistants and 2 middle leaders.

Interview them to establish their understanding of the contribution of their CPD programme to school improvement.

How do they feel the performance management process supports them and school improvement?

Reflect: Do you think that staff have a ‘feel’ for how they are contributing to whole-school improvement and where they fit in?

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\(^5\) Cordingley P, Bell M, Rundell B, Evans D (2003) *The impact of collaborative CPD on classroom teaching and learning*. Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education. The review was sponsored by the National Union of Teachers (NUT), the General Teaching Council (GTC) and the Centre for the Use of Research and Evidence in Education (CUREE). The research review and data from the contributing studies can be accessed via: http://eppi.ioe.ac.uk and select reviews. An interactive summary for practitioners that links the findings with case studies is available on the GTC website: http://www.gtce.org.uk/research/romhome.asp
2 Building capacity for further professional development

This section of the handbook deals with some of the challenges currently facing leaders and coordinators of CPD. It is not designed to be read as one continuous sequence but as a resource that is used as needs arise. Each section has approaches, based upon research and best practice, that schools can use to increase their CPD capacity and effectiveness. Most sections also provide links to further sources of support.

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Creating time for CPD

Propositions

• Professional development of staff creates the expectation that, because of the importance of CPD, resources will routinely be made available for CPD activities. It is likely to have the greatest impact when this expectation matches reality, particularly through the allocation of time.

• Effective CPD is strongly linked with a school’s ability to think creatively about their use of time.

• Time for CPD needs to be planned well in advance.

Issues

• Traditionally, schools have found it difficult to ‘find time’ to support in-school provision for the professional development of staff.

• In the past much professional development has taken place by attending external sessions, with little time to disseminate, implement and develop new practice.

• The challenge for current leaders of CPD is to find time for in-school CPD as part of the day-to-day functioning of the school.

Effective approaches

1 Timetable the school week for the learning of staff and pupils

Establishing professional learning as a feature of everyday school functioning requires staff routinely to work together. Effective schools adopt approaches which consider timetabling as an activity that is not only about timetabling the learning of pupils, but also includes timetabling collaborative sessions for the professional development of staff.

• Timetable key staff such as a ‘teaching and learning group’ so that they have time to work together, e.g. for two or three periods a week.

• Timetable staff in groups, such as coaching trios, so they have some planned time together and some time to observe each other in class (see video sequence 4).

• Timetable common non-contact time for departments so they can use this time specifically for professional development. Such time is best programmed in advance for the term or year.

• Timetable one session in the school week as a professional development session. Some schools plan for a later start on occasions, others plan a non-teaching session at the end of the day. In both situations all staff have the opportunity to work together in different groups.

• Timetable staff to develop coaching and mentoring teams and skills.
‘We have a late start on a Wednesday every two weeks. This provides staff with the opportunity to meet in groups and pursue their professional development programmes. The CPD groupings include Middle leaders (established middle leaders, new middle leaders and aspiring middle leaders), Experienced teachers, EPD (Early Professional Development) as well as particular interest groups.’

Deputy headteacher

‘After some negotiation as a school we timetabled some continental days into the school calendar with pupils finishing at 2.00 pm and staff engaging in CPD from 2.30 to 5.30 pm.’

Headteacher

Another school negotiated with its staff to have a short series of longer days starting at 8.30 am and finishing at 5.30 pm, but with no expectation of homework being set or marked during this CPD week. Crèche facilities were made available.

2 Make best use of existing time

There are many existing opportunities where time could be better used and focused on professional development.

**Staff meetings**

- Provide a starter session where a teacher models a teaching or learning strategy.
- Have a regular spot which enables a team or individual to report on one aspect of their CPD and its impact on pupil learning and achievement.
- Make all aware of CPD opportunities and resources available and who is doing what on a regular basis.
- Use staff meetings to create awareness of relevant research findings and distribute supportive articles to all staff.

**Team/departmental meetings**

- Ensure that agendas schedule sharing practice about teaching before the routine transmission of information.
- Make sure team meetings focus for at least $\frac{3}{4}$ of their time on professional collaboration and development, rather than on information dissemination which can be done by other means.
- Ensure CPD discussions address school, team and individual needs.
- Ask for minutes that include the evaluation of CPD activities (see pages 49–51) and share significant findings across the school.
- Encourage teams to suggest improvements to school CPD systems.

**School closure days**

- Use days to:
  - focus on the school improvement plan and the improvement of classroom practice
  - introduce and raise awareness of effective ways of raising pupil achievement
– use an external keynote speaker to inspire staff
– share expertise within the school by asking staff to report back on the impact of
  the professional development or research they have been doing
– ensure that across the year there is a balance in addressing school, team and
  individual needs.

• Involve representatives from different school teams in planning the days.
• Make sure ‘listening sessions’ are appropriately balanced by ‘thinking and doing’
  sessions.
• Differentiate inputs where appropriate so that staff do not waste time on aspects
  where they already have skills.
• Break the day into manageable sessions.
• Allow time for teams to consider the implications for themselves.
• Provide time for teams and individuals to action-plan and consider how they carry
  ideas forward.
• Provide time for an effective plenary to share thoughts from all teams.
• Plan for collaborative days on common issues with other schools so that similar
  teams can develop and share ideas together.

Case study 2

‘We wanted to introduce Assessment for Learning across the school because
we were aware of the impact it can have on lower attainers, of which we have
many on intake. We discussed this and the reasons in our CPD committee,
which has a representative from all school teams, including non-teaching staff.
The day was planned jointly, with team leaders planning how they would follow
up the keynote speech, and action plans were brought to the next CPD
committee where the implications for school and team development plans
were discussed. This gave us an opportunity to estimate the resources
needed to make implementation effective.’

Senior leader

Another school decided to disaggregate three of the traditional training days to
provide a series of fifteen one-hour after-school sessions spread throughout
the academic year under the theme of ‘Talking about Teaching’. The school
concludes: ‘The provision of regular sessions every few weeks gives greater
flexibility.’

3 Develop systems to increase access to CPD

• Provide systems for staff to access CPD materials in their own time: for example,
  the availability of, or access to, the school’s website, intranet, professional
  development library (electronic, DVD and books).
• Provide all staff with information about the Key Stage 3 National Strategy
  publication Pedagogy and practice: teaching and learning in secondary schools
  (DfES 0423-2004 G) and how they can use this in different ways to support their
  own development.
• Employ an administrative assistant to search and update information about access
  to professional development for school staff.
One school has established a Professional Development Centre (converting a small and underused classroom) to encourage action-based research amongst the staff. As well as the conventional display of information about educational developments, INSET courses and initiatives etc. on notice boards, this facility offers access to the Internet with weekly website suggestions posted by the CPD leader. The most exciting feature, however, is the school’s own website which has a dedicated section on research and good practice. Here staff involved in developing teaching and learning, for example, can post lesson plans, ideas, resources etc. There is also a FAQ section and a message board which is particularly well used by NQTs and those early in their careers. Another exciting possibility is a direct link with their closest HEI who will be asked to provide support to small-scale research projects of mutual benefit.

4 Make use of workforce reform

The issues of guaranteed planning, preparation and assessment time (PPA) will, in particular, give teachers the time and opportunity to work individually and collaboratively on professional activities – giving time for reflection, professional development, extending subject and pedagogical knowledge.

- Consider how cover supervisors can enable groups of staff to work together on CPD activities.
- Use support staff to improve ICT systems to support CPD.
- Integrate the deployment of support staff and teachers to increase flexible approaches to class timings and class sizes. This can include teachers leading seminars; giving lectures to larger groups of pupils; tutorials and one-to-one teaching; and self-directed learning supported by teaching assistants and ICT.
- Involve support staff in observing the impact of changes to teaching approaches and discussing findings with teachers.
- Plan CPD into some of the time during examinations when teachers are not required to teach.

Case study 4

‘As a department we wanted to improve our use of questioning, and used the Teaching and Learning unit 7, Questioning. We discussed this with our teaching support assistants and involved them in our training. At an early stage we asked them to spend some time logging how, as teachers, we used questioning, and the number of closed and open questions we used. We then discussed as a team what we should do to move forward and how we could collectively make best use of the Questioning unit. The CPD leader made sure that time was made available for us to achieve this.’

Subject leader
Enquiry 1

How do staff feel about the way time is currently used for professional development?

Review your school’s current use of time for staff development with a really critical eye to explore with the staff their perceptions of its best and worst use. This analysis could reveal deep-seated values and views. Leadership teams can make significant cultural shifts by recognising perceptions and making positive responses to concerns.

Enquiry 2

Reviewing the timetable

Consider with other members of the senior management team, in the light of the discussions generated by this material, whether your timetable for the next year could adopt some more creative uses of staff time. Consider this at different levels: whole-school, departmental and individual.

Enquiry 3

Workforce reform

Consider the implications of the workforce reform for your school. How might it help your school to find more CPD time for its staff without imperilling the quality of pupil learning or causing relational difficulties with professional associations?

You might like to explore what is said about the workforce reform on www.teachernet.gov.uk to help you.
Encouraging people to take responsibility for their own professional development

Propositions

School staff will be more prepared to engage in professional development if they recognise that:

- other professions invest heavily in CPD for all staff and that this professional development is often accredited and leads to career advancement
- the planned professional development addresses individual needs (e.g. for a particular career pathway) as well as that of the team and school
- individuals can have a say in how they engage in their professional development
- all school staff are involved in learning, including headteachers and senior leaders
- resources are marshalled to provide a range of relevant CPD.

Issues

- Whilst the benefits of all staff taking responsibility for their own professional development are widely acknowledged, achieving this requires effective leadership and management of CPD by school leaders. It is not always easy to move to a culture in which continual professional learning is an important part of teachers’ work.
- There is a view held by many that professional development is something that is done ‘to’ individuals. This needs to be challenged and replaced with the shared view that it is something that teachers can initiate, develop and manage for themselves.

Effective approaches

There are few if any quick-fix approaches to changing the internal culture of a school and creating pro-active attitudes towards CPD. Effective approaches in dealing with this issue are rarely structural or short term. They more usually involve long-term approaches with emphases on:

- meeting an individual’s declared needs
- making reality match rhetoric
- creating self- and team awareness
- building choice into CPD programmes
- making explicit the direct links between CPD, classroom practice and pupil achievement
- using a framework such as the Investors in People Standard to support culture change over time
- building explicit in-school CPD capacity, for example establishing teams of mentors and coaches.
The following have been found to be constructive in creating positive stances:

- ‘entitlement time’ to engage in sustained reflection and structured professional learning
- encouragement to use a range of methods, e.g. video, peer coaching, or pupil questionnaires, to help develop awareness of professional development needs as well as how to help others reflect on their development needs
- creation of a learning plan and a common portfolio for building a continuing professional development log, and a learning journal with the facility to build and maintain a CV (see www.teachernet.gov.uk for an e-portfolio that allows you to do this online)
- access to a mentor or coach (preferably of an individual’s own choosing) who can engage in a regular learning conversation and act as a critical friend to support professional development choices
- opportunities to make meaningful choices in the method of professional development; for example, by selecting from optional workshops, managing elements of one’s own professional learning, having time to observe other staff, engaging in online learning, capitalising on links with higher education, taking opportunities for sabbaticals or secondments, and pursuing in-class research and innovation
- opportunity to create learning opportunities from, and related to, everyday practice such as planning and assessing learning
- access to formal accreditation for those who value this form of recognition
- encouragement and resources to engage with subject or specialist associations
- regular discussions with line managers to explore the range of desirable career pathways, particularly within the school, and how CPD activity can support this (use the Teachers’ Standards Framework where possible – see www.teachernet.gov.uk)
- encouragement to take advantage of network opportunities, e.g. teacher exchanges; networked learning communities; contributing to workshops; participating in local or national steering groups; developing or moderating examinations or tests with boards; developing, testing and publishing resources
- setting up a CPD committee that includes representation from all school staff (and perhaps parents and pupils) and has a specific remit to respond to the range of individual needs.

**Case study 1**

One school allocated an individual budget for professional development to each teacher on a two-year cycle. They dedicated an in-service training day to professional development, working in coaching pairs, giving them time to reflect on how best to allocate their individual professional development budgets to meet their identified development needs as well as the needs of the school.
Case study 2

One school has developed an approach to CPD that encourages all staff to keep a learning log and CPD portfolio. An example of an e-portfolio can be seen on www.teachernet.gov.uk.

Teachers are invited to identify objectives with their line manager in their annual teaching and learning review. Together they discuss how these objectives may be met in the forthcoming year. These discussions often involve the strategy manager and the CPD leader in the latter stages of the review to help make the best use of what professional development resources are currently available. Once agreed, short notes about learning progress are made on a regular basis.

Everyone is encouraged to evaluate the impact of their new learning on pupils’ achievements in the classroom. These are also recorded to provide the agenda for progress meetings every half-term with line managers. Some of the time is provided in school INSET days where teachers can complete learning logs and discuss progress.

The school encourages staff to move towards accreditation and, through the involvement of a local HEI and the LEA, manages to support staff financially in doing so. The commitment of all (including the headteacher) to keep a learning journal, and to move towards further accreditation, has instilled in staff the notion that they are a ‘professional learning community’. This has created a climate where staff are often thinking ahead about their next steps in the profession within the school.

Enquiry 1

Interview a cross-section of staff and invite them to discuss what they see as their role in their own professional development.

- How might the school better support them?
- Does accreditation have an appeal for many?
- How would they feel about keeping a learning log to support their career development, for example to help with gathering the evidence to move towards threshold?

Enquiry 2

To give you a picture of the aspirations of the staff, use the Teachers’ Standards Framework (see www.teachernet.gov.uk) to construct a questionnaire for all staff that asks how they see their careers developing over the next 10 years and where they hope to be in the next 2, 5 and 10 years. It could be filled in anonymously.

You might also ask them (a) what they should do for themselves to get there, (b) what support they need from their team, and (c) what support they would need from the school. Agree a designated time when these will be completed, such as at the start of an INSET day, in a morning staff meeting or regular team meeting.
### iii Becoming a professional learning community

#### Propositions

- Leaders aiming to create learning communities will be committed to developing sustained professional relationships, with high levels of trust, high levels of mutual self-awareness, and a shared and negotiated set of purposes.

- Such leaders will therefore be committed to trying to understand themselves and their impact on others, and to lead by example – that is as a lead learner.

- If explicit attention is given to individual and group needs, to emotional as well as cognitive dimensions, and the group’s learning is seen to be part of the real work of the school, the work of leading a learning community itself develops leadership capacity.

#### Issues

- Many school leaders recognise their responsibility for the development of colleagues. However, they feel a sense of uncertainty about how to create the conditions in which a wide range of adults can work collaboratively to promote both their own learning and the learning of pupils.

- Professional learning communities sometimes do not become established because leadership teams do not make it explicit that they, too, are learning.

- Learning communities offer the prospect of significant professional development for individuals and groups, but they also represent a way of responding to new learning requirements and the changing nature of schooling itself.

- A learning group needs facilitation, rather than ‘chairing’ or leading in a hierarchical sense.

#### Effective approaches

There are a number of national leadership development programmes that provide opportunities to engage in both reflection and collaborative work (see Suggested further reading). Nonetheless, much of the real leadership learning takes place in the course of work.

Studies of leaders of learning communities in the NCSL Networked Learning Communities Programme have revealed some approaches which work by generating enthusiasm and energy whilst increasing the discipline and rigour of the learning. These increase the impact in school and develop the widespread leadership that is needed to enable the learning community to grow:

- **Create a community which benefits from diversity and multiple perspectives**, which includes more experienced and less experienced colleagues, and people from different positions in the school’s hierarchy, colleagues who teach and those who have other roles in the school.

- **Start with a group of enthusiasts** no matter how experienced or inexperienced in enquiry.

- **Be open** in early discussion about how the group can develop a culture of openness, trust and challenge. Create a working environment where people feel
not only that it is acceptable, but that it is also desirable, to take risks in order to learn from them; that is, a no-blame culture.

- **Lead by example (1) –** Make sure you have your own enquiry focus. Use your own mistakes as professional challenges or learning opportunities for yourself and the group.

- **Lead by example (2) –** Become a member of a learning community of leaders from other schools who are engaged in similar work.

- **Focus on improvement and development –** Make sure your learning community is focused on learning about issues that are important to the improvement and development of teaching, learning and achievement in your school.

- **Set ground rules** to ensure the group stays focused on learning; on listening to and questioning others; on allowing all members an equal part and on reflection based on evidence rather than anecdote.

- **Spread facilitation** – Involve others in facilitating the group as soon as you see that they are gaining in confidence. Use coaching strategies to support them as they embark on the new responsibilities.

- **Use the knowledge of group members** as well as external theory and research. Engage the group in discussions that challenge their thinking, support their reflective skills and deepen their understandings by relating their own practice to a wider knowledge base. This is a basis for moving towards developing new knowledge which can be applied and shared.

- **Access external knowledge** – Find ways of helping your community of learners to access the ‘knowledge-base’ easily and effectively. (Collect good websites, for example, and e-mail each other the URLs.)

- **Use established learning methodologies** such as action learning, peer observation and coaching, classroom action enquiry, research lessons, enquiry visits.

- **Make sure the learning is seen to be part of the real work of the school** – Plan regular sessions when members share their enquiry work with colleagues as part of regular school business. For example, include these on staff meeting and departmental meeting agendas.
**Case study**

**Video sequences 1 and 2**

Watch video sequence 1, which shows a headteacher talking about how the school thinks of itself as a professional learning community. Note how the school places professional development at the centre of its strategy for improvement.

Next watch video sequence 2, which is about a school focusing its development on learning styles. As you watch note:

- how the development was led by example
- how enthusiasts are encouraged
- how learning is seen as part of the real work of the school
- how the focus on improvement is maintained
- how openness is encouraged.

**Enquiry**

Consider each of the effective approaches suggested above in turn and ask yourselves:

- do we do this already?
- how do we do it and who does it involve?
- how might we improve this aspect?
- which of these aspects would be useful to focus on to improve our approach to CPD?

**Suggested further reading**


iv Setting up teaching and learning groups

Propositions

• Successful school improvement requires paying unswerving attention to improving classroom teaching and learning, and making accompanying changes in ‘internal arrangements’ so that any advances in teaching and learning are shared and spread.

• A teaching and learning group can be particularly helpful in improving ‘internal arrangements’ because it reinforces the focus on collaboration about classroom learning, it supports the sharing and spread of good practice and it plays a vital role in supplementing the internal capacity of the school.

• A teaching and learning group is a cost-effective way to provide effective CPD whilst enabling teachers to develop skills linked to the Teachers’ Standards Framework such as “working with colleagues” (www.teachernet.gov.uk).

Issues

• Variation in the quality of teaching and learning within a school is often greater than that between schools, and many teachers do not know where best practice exists within their school.

• In many schools teachers do not have the opportunity to share good practice and learn from each other, particularly between and across departments.

• Teaching and learning groups can fail and lose enthusiasm if they do not have a clear focus and the opportunity to regularly feed back and spread good practice.

Effective approaches

A teaching and learning group can prove particularly useful because it:

• helps to develop and maintain a focus on learning among teachers as well as pupils

• helps to create a critical mass of teachers in support of change

• creates in-built collaboration, giving teachers greater opportunities, both within the group and beyond, to learn from each other

• helps to give teachers greater confidence to trial new methodology and share their practice

• can help to foster an internal culture which increasingly values ongoing CPD

• can prove very effective in connecting the school with external learning from research, and best practice in other schools.

Setting up a teaching and learning group can be approached in a range of different ways. You should consider:

• establishing the main purposes of setting up a teaching and learning group in advance. For example, do we have particular weaknesses we are trying to address? Are there certain themes, which, if adopted, could unify the staff and create wider dialogue in search of improvement?
identifying the gains and specific outcomes you are expecting. For example, is the group to have an emphasis on training, research, sharing practice, informing policy?

what processes should be followed to decide on the composition of the group? For example, do we, as a school, co-opt certain skilled or influential people or do we use volunteers or elected representatives?

how will the group be supported to do its work, in relation to time, resources, advice, leadership support?

how will the group relate to existing arrangements and structures within the school?

Making the most of your teaching and learning group: factors to consider

- **Membership of the group:** Involve a good cross-section of all staff, preferably linking core and foundation subjects. Involve key players, ‘enthusiasts’ and, if possible, some ‘resisters’ who can be won over.

- **Leadership:** The group needs leaders with good people skills, key people who are respected by colleagues regardless of their length of experience or status. They need to lead by example, modelling good learning by being enthusiastic, prepared to collaborate, to trial new ideas and willing to be observed or videoed.

- **Senior leadership:** Support from the senior leadership team and recognition of the work of the group are crucial to success.

- **Culture:** The atmosphere in the group must be non-threatening, non-judgemental, supportive and be an open forum for sharing.

- **Clear achievable aims:** Have specific outcomes in mind; a vision for what the group will achieve. Deadlines should be set for things to be achieved. Outcomes should be achievable to give the group confidence, and a sense of value.

- **Time:** Meeting dates should be planned and advertised to all group members at the beginning of the year. This is likely to be most successful if written in to the school meeting cycle.

- **Challenge:** Activities of the group should be challenging and encourage risk taking. It is important to maintain challenge to give momentum and sustain the group. The involvement of someone with an external perspective can prove useful in this.

- **Funding:** Invest in resources, for example to buy books or to allow peer observations between meetings. A small amount of funding can go a long way.

- **Communication:** Between meetings, the team leader should ask questions, encourage, be approachable and send reminders of what to bring prior to meetings.

- **Impact:** Encourage reflection by investigating the impact of work, perhaps through small-scale research. Look for ‘soft measures’ through pupil interviews, lesson videos or teachers’ own reflections in addition to data normally used to assess outcome.
'The teaching and learning group emerged initially when a group of four staff were identified to lead development of the Foundation Subjects Strand. In a small school it made more sense for colleagues to work collaboratively. A teacher with four years’ experience was given a responsibility point to lead the group and to disseminate ideas more widely. A year later the voluntary membership of the group has grown to 15 – nearly half of the staff.

Leadership and structure were key to the success of the group. Clear deadlines for feeding back were supported by encouraging memos from the group leader and personal attention to teachers in the group between meetings. The group leader was supported through LEA-led training using the “running networks module”.

The group have focused their work around the Teaching and learning units, such as unit 5, Starters and plenaries, whilst also sharing ideas and concerns. It has now become a cohesive force for change.

**Timeline**

**July:** Group leader action planning with National Strategy consultant.

**Sept:** National Strategy consultant runs session on starters from the Starters and plenaries unit at first meeting.

**Nov:** Group bring three starters each to share.

**Jan:** Group leader runs starters training at whole-staff INSET. Group members demonstrate starters in break-out groups. All staff asked to provide three examples of starters by half-term.

**Feb:** National Strategy consultant runs session on plenaries from the Starters and plenaries unit.

**Feb:** Group leader collates starter ideas from whole staff in a file made available in the staff room.

**April:** Group bring plenary ideas to share.

**June:** National Strategy consultant gives brief input on AfL. Group leader shows own lesson video.

**Sept:** Group leader runs plenaries training at whole-staff INSET. Group members demonstrate plenaries. T&L group built into school calendar.
Case study 2  

Teaching and learning groups

Watch video sequence 2, which is about a school focusing its development on learning styles. As you watch note:

• how the development was led by example
• how enthusiasts are encouraged
• how learning is seen as part of the real work of the school
• how the focus on improvement is maintained
• how openness is encouraged.

Enquiry 1  

How well do the existing working groups in your school promote, support and meet CPD needs?

Reflect on your school’s current working groups or teams with a really critical eye. What changes might you suggest to increase the effectiveness of the groups in generating regular collaboration and instructive dialogue about learning?

Enquiry 2  

How well might a teaching and learning group meet your school’s development needs?

The senior leader should reflect on what can be gained from setting up a teaching and learning group.
v Coaching and mentoring

Propositions

• Coaching and mentoring are effective means of supporting the professional development of teachers in the workplace. They can encourage the development of professional learning and can provide a cost-effective method of supporting CPD.

• The development and agreement of a learning programme with a respected and experienced adviser, that is inherent in mentoring, make it particularly suitable for inducting colleagues into institutions, departments or leadership roles, or into the profession itself.

• The focus on developing specific skills within a supportive and challenging relationship with a professional colleague makes coaching particularly suitable for reviewing and developing established practice.

Issues

• Coaching and mentoring require a set of skills which teachers and school leaders may not necessarily have.

• The term ‘coaching’ may mean different things to different people, and some teachers may be reticent to being coached because of this.

• The line management relationships between coach and the person they are coaching can affect how effective the process is.

• Whilst coaching and mentoring have some skills in common, they are different.

Effective approaches

Mentoring and coaching both lead to the establishment of systems that connect specialist support with day-to-day practice and sustained learning over time.

• Mentoring is usually the support of teachers whilst they make a significant career transition. It concerns professional identity in the round and encompasses all aspects of the role. Mentoring is most common in the support of initial teacher training and education, in the support of induction for newly qualified teachers (NQTs) and in supporting teachers moving into leadership roles. Mentoring might well include coaching but will extend beyond it.

• Coaching is concerned with focusing deeply on developing a specific aspect of practice. It may be provided by specialists or peers, and can occur right across the system in a range of forms and contexts. It is particularly useful in building upon, and extending, specialist external inputs into day-to-day practice. It is a structured and supportive form of on-the-job support. It can be instrumental in developing a positive climate for adult learning across the school as a whole.

• Many teachers find these approaches attractive, and the reality of support from a mentor or coach challenging, supportive and sustainable. Such approaches, therefore, have the potential to increase a school’s capacity for supporting professional learning.
Mentors should:

- **develop** a broad and explicit learning agreement with the person they are mentoring. This will encompass a range of topics. Processes may extend from factual briefing about basic information, through shared planning linked to observation to, at the other extreme, providing access to personal counselling.
- **draw** upon the wide range of skills, expertise and opportunities available locally and broker access to such resources.
- **use** formative assessment to support progress towards goals and set clear expectations of both partners.
- **underpin** progress towards self-directed learning through planned, staged and agreed withdrawal of guidance and support as professional skills and confidence grow.
- **make sure** that learning programmes and activities take account of the need for trust to enable professional learners to take risks.
- **generate** an atmosphere of trust, boundary setting, particularly in relation to assessment or accreditation, and confidentiality.
- **make sure** there are opportunities to learn from observing the practice of others, as well as from being observed, receiving feedback and reflecting on evidence.
- **contribute** to a mentoring culture that recognises the learning benefits for mentors as well as those being mentored and builds upon these strategically.
- **recognise** that mentoring requires skill and experience and make sure that mentors have access to professional development opportunities both as they become mentors and as they enhance their practice on a continuing basis; consider ‘mentoring and coaching’ for mentors.

Coaches should:

- **establish** learning agreements between coaches and those whom they coach. These should make clear each person’s expectations, and set boundaries for the relationships and the confidentiality of the information being shared.
- **start** with developing shared understanding of learning goals that are largely framed by the person who is being coached.
- **develop** coaching cycles which include shared planning for integrating new approaches into practice, learning from observation, shared interpretation of experimental, practice and/or development experiences and joint reflection on next steps.
- **take turns** in peer coaching, to support each other. The commitment to reciprocal learning helps to establish the trust needed for risk taking. It also makes explicit the significant learning benefits inherent in both roles.

CPD leaders should recognise the skills involved in being a coach and in being coached: all coaching is reciprocal to some degree. Consider the need both for specialist support at the start and for coaching for coaches. Consider, too, deploying the benefits of the experience of mentoring and coaching for increasing pedagogic skills and for supporting other forms of CPD. For example, you might want to ask your coaches to help to create a learning forum or to lead school improvement projects in order to capitalise on their CPD skills.
The diagram shows similarities and differences between mentoring and coaching.

Mentoring and coaching are closely related strands of activity throughout initial teacher training (ITT). The Teacher Training Agency (TTA) is encouraging regional ITT partnerships to develop increasingly explicit approaches to mentoring and coaching, and to support and train those who take on the roles of mentor or coach. Their aim is for regions to share and cross-moderate practice, eventually resulting in increasing coherence of practice, first regionally and ultimately nationally.

**Mentoring and coaching newly qualified teachers (NQTs)**

NQTs draw upon the support of mentors and coaches depending upon their particular needs. There is a strong emphasis on moving away from dependency to a long-term cycle of continuing professional development that will enable them to pass through the teaching standards. As NQTs gain experience in practice, so their progress towards
increasingly active participation in coaching relationships grows. However, NQTs are still able and even required to work within both mentoring and coaching frameworks when experiencing difficulties.

**Mentoring and coaching to develop classroom practice**

Throughout their careers, teachers will encounter new understandings about teaching and learning, and developments in the curriculum that may require them to extend their teaching repertoire. Coaching is a strong feature of the Key Stage 3 and Primary National Strategies and has been used effectively in the introduction of new pedagogies such as CASE and CAME (Cognitive Acceleration through Science/Maths Education) and Thinking through Geography/History. Advanced Skills Teachers may use peer and specialist coaching when working with colleagues. Training Schools also often have well-developed mentoring and coaching frameworks.

**Mentoring and coaching in leadership development**

Mentoring and coaching both feature in several stages of leadership development. Mentoring is seen as a particularly important aspect of support for colleagues who are new to leadership roles. People who are starting to work as school leaders have significant experience of school leadership within the school community. This makes them better placed than trainee teachers to identify their own learning needs, although they too will rely more upon a mentor than a coach to identify their learning agenda. More established school leaders will draw on both coaching and mentoring as they tackle major new strategic changes. Many National College for School Leadership (NCSL) programmes include mentoring and coaching.

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**Case study 1**

**Coaching and mentoring**

Watch video sequence 3. This shows a school planning a day to develop more staff as coaches and mentors. Note how they consider the similarities and differences between each approach and the benefits it will bring to the new coaches and mentors.

**Case study 2**

**Peer coaching model for teachers**

In one local authority, Key Stage 3 consultants have been leading a locally designed CPD model that supports teachers as they develop the skills necessary to deliver effective assessment for learning and thinking skills lessons. The programme builds on extensive enquiry and development work conducted over a three-year period in the authority.

The Key Stage 3 Peer Coaching programme recruits from middle and upper schools across the authority, which has a three-tier system where Key Stage 3 is split across two phases, making liaison even more important than usual. Teachers participating in the programme collaborate with colleagues who work in subject areas, teach different age groups and are often based in different schools. Collaborative learning across the phases provides opportunities to strengthen understandings between schools and to build sustainable professional relationships.
Teachers work together in trios to develop their coaching and pedagogic skills during a period of one year. Trios have been found to bring stability to the model in a sometimes turbulent learning environment, to provide flexibility in designing creative learning partnerships and to optimise the benefits to participants of being both coach and professional learner.

Specialist support is provided from the local Key Stage 3 consultants. Imaginative use of additional support has enabled clusters of schools to work together to share leading practice in ways that value specific expertise in a diverse group of schools and which show potential to close achievement gaps. The experience of teachers who have been involved in previous years is also employed explicitly (e.g. as presenters at events) and implicitly through continued involvement in constantly evaluating and refining the provision.

**So what do they actually do?**

The Key Stage 3 Peer Coaching programme is designed around a six-stage process that supports participating teachers through the different phases of their professional learning during the year:

**Stage 1: Establish trios**

Teachers are brought together from different subject areas and from different schools. The trios are non-hierarchical.

**Stage 2: Knowledge acquisition**

Through active learning sessions, teachers are introduced to a wide variety of thinking skills approaches and to the key aspects of assessment for learning.

**Stage 3: Find a focus**

Teachers choose a teaching strategy or approach with which they are unfamiliar, but which could be used to deliver existing schemes of work. It is best if all three teachers in the trio work on the same strategy or approach.

**Stage 4: Planning**

Teachers meet together to plan a lesson. They generate the materials they need to support the lesson and agree times when the lesson will be delivered. In an ideal world, the planning session should be videoed.

**Stage 5: Lesson**

Each teacher delivers the lesson. They are observed and videoed. Usually, the lessons are observed by one member of the coaching trio and the pattern is as follows: Teacher A observes Teacher B; Teacher B observes Teacher C; Teacher C observes Teacher A.

**Stage 6: Reflection**

One-to-one feedback is given, which focuses on at least two successful aspects of the lesson and one aspect for development. There is a final feedback session involving all members of the trio.

‘Working with another member of staff outside of your own curriculum area was brilliant because it meant you were looking at the teaching and learning rather than sometimes getting bogged down in the content. The planning
stage was really important and we videoed the process which was really useful for us to actually reflect on that, to see what we get out of it and the way we develop things as a part of that discussion. The professional dialogue about lesson planning in such detail had a huge spin-off in terms of long-term planning.

But it was also really important to see the work in action in the classroom. Using video was really scary to start with but it is so integral to making the whole model work. You can never really see yourself, even with all the observations and feedback you usually get. Seeing yourself in the classroom from the point of view of the students was really important.’

Case study 3

Coaching trios

Watch video sequence 4. It shows one school’s approach to coaching trios, and how an English department applied this to develop their own professional development of the teaching of guided learning.

As you watch consider:

- how could coaching trios be established in your school?
- how could they make best use of the Teaching and learning in secondary schools study guides?

Enquiry 1

How can we build a committed core of skilled coaches and mentors – or build on such a core?

Try to establish how many colleagues have been, or would like to be, trained as coaches and/or mentors.

Find out how many of your experienced coaches or mentors see the benefits of that approach to professional learning. Investigate, too, their views on how their skills might complement each other and how they might be combined to support a specific aspect of the school development plan.

The responses should give you some idea of the potential for using coaching and mentoring to develop specialist expertise within the school.
Enquiry 2

How can we expand mentoring and coaching to support and encourage professional learning beyond natural enthusiasts?

Explore possible opportunities for peer and reciprocal coaching so that colleagues who are resistant to traditional INSET, or CPD or development, can see themselves as contributing to colleagues’ learning.

Investigate what the Sustaining Improvement (DfES 0565-2003 G) modules on Coaching have to offer your school. Also, consider other models of coaching and resources for developing coaching skills, for example investigate the suitability for your school of:

- the Strategy’s coaching offer for whole-school development in 2005–06
- the NUT peer coaching programmes where pairs or groups of teachers work with leading-edge researchers and learn to coach each other on a sustained basis (see also the A–Z of Peer Coaching on www.data.teachers.org.uk/story.php?id=3045)
- the ‘Leading from the middle’ programme run by the National College for School Leadership
- if you are in London, the London Leadership Challenge materials
- the GTC peer observations and learning conversation materials (www.gtce.org.uk/gtceinfo/plf.asp).

Enquiry 3

Coaching

If your school is not already involved in any form of coaching you could:

- seek support from your LEA Strategy consultant to establish a whole-school coaching programme
- use the Key Stage 3 Strategy Sustaining Improvement (DfES 0565-2003 G) materials to consider, with colleagues, how to introduce coaching in your school
- find out which Key Stage 3 consultants have been involved in coaching and explore with them the best model for your current situation
- identify a small nucleus of teachers interested in coaching, to create a critical mass of skills and enthusiasm – this would involve offering them the opportunity to train as coaches
- explore the possibilities of coaching with an Advanced Skills Teacher (AST) if you have one in school or within your local or specialist networks
- explore the benefits of coaching with NCSL as part of your own leadership development.
If your school is already using coaching as a strategy on a piecemeal basis you could:

- refer to the Sustaining Improvement materials to consider how to harness it for whole-school improvement
- explore whether the development of either peer or specialist coaching would enhance your current arrangements.

If your school is already making very active use of coaching you could consider enhancing your colleagues’ skills by offering them the opportunity to learn to train others in coaching or to train trainers in coaching.

**Suggested further reading**

The Teacher Training Agency (TTA) has funded a range of partnership programmes to explore and illustrate the benefits of mentoring. (See www.tta.gov.uk/php/read.php?articleid=1450&sectionid=211.)

The TTA’s Partnership Projects in the East Midlands (PPEM) programme is developing new and more effective approaches to partnership in initial teacher training (ITT). You may want to look at their website and make contact with the various projects identified there. (See www.tta.gov.uk/php/read.php?sectionid=35&articleid=571.)

The National College for School Leadership (NCSL) makes extensive use of mentoring and coaching within its programmes. The intensive participation in coaching and sustained reflection about the process that takes place within, for example, its New Visions programme and Leadership Programme for Serving Heads (LPSH), is seen as simultaneously providing training in acting as a coach. The NCSL provides a summary of the research literature related to mentoring and coaching for leadership at http://www.ncsl.org.uk/index.cfm?pageid=randd-litreviews.

The *A–Z of Peer Coaching* on the NUT website (www.data.teachers.org.uk) and the leaflet on peer observation published by the General Teaching Council (GTC) (www.gtce.org.uk/gtcinfo/plf.asp) are both identified as helpful resources in the meantime.
vi Using video to encourage reflective practice

Propositions

- Being reflective is a key aspect of professional development.
- For it to be effective this reflective process needs to be cyclical. One continues to act, review, plan and review again, reflecting on how effective a new teaching approach is in terms of its impact on learning.

- Using video in the classroom brings objectivity to reflection that overcomes problems of other methods that rely on memory and/or note taking, such as working with a coach or mentor, or reflecting on the lesson by yourself.
- Using video provides the means by which teachers can engage in conversation about teaching and learning. Research has referred to this as Video Stimulated Reflective Dialogue (Moyles et al., 2002).
- Videocing teaching and learning in your own school is more powerful than using external video because it is set in context and is about working with your own pupils, thus overcoming the comment ‘it wouldn’t work with our pupils’.
- Libraries of video of your teachers and pupils working together provide a valuable professional development resource that teachers can use in flexible ways.

Issues

- Child protection issues need to be addressed and some parents may have concerns about the use of video.
- Sufficient equipment, for the purpose of professional development, may not be available.
- Not everyone feels or may ever feel comfortable about being videoed, perhaps because they fear it may be used in review of performance or because they do not like watching themselves on screen.
Many staff are unaware of the research evidence that suggests that, when used in the right way, video can bring many benefits to professional development.

Staff will not necessarily have the skills to engage with each other in dialogue and analyse a video.

**Effective approaches**

Schools that use video to support professional development well:

- have a clear policy on the shooting and subsequent use of video within the establishment
- seek parental consent in advance of videoing and tell them how and when it will be used, such as it will only be used within the school itself and to support teacher training; it will not be used to gather evidence about pupil behaviour – some schools seek parental permissions on entry or at the beginning of each year
- in agreement with staff always agree the focus and purpose of the video before a session and use it to support a professional development process – the Key Stage 3 National Strategy suggests a cycle of at least three sessions within a coaching context (see coaching modules in *Sustaining Improvement* (DfES 0565-2003 G))
- always tell pupils the purpose of using the video, explaining how and when it will be used
- invest in equipment that will be predominantly used for the training and professional development of staff – some schools provide each department with at least one video camera; others make a set of video cameras, e.g. 5–10, available for use by teaching and learning groups, for use on a particular project in a department, or by coaching pairs or trios
- use video to support coaching and mentoring conversations
- invest in digital formats that are more flexible and provide the means by which video can be edited with technical support
- provide staff training in videoing in the classroom and on how to conduct ‘coaching conversations’ and analyse video (see coaching modules in *Sustaining Improvement*)
- allow teachers to set up the video in the room and let it run and observe it by themselves in the first instance; so that they can gain confidence in the technique
- look for the impact of teaching on learning by filming pupils’ responses to a particular teaching technique, and analyse the video by looking for and exploring causal links between the two
- compile libraries of video to support teacher learning and the sharing of good practice, for example of a particular specialism within PE, or a teaching approach such as inductive teaching across departments.

Plan in detail for a session, using your answers to the questions in the following table to make decisions about how the session will work.
The most effective use of video to support reflective practice follows a considered but flexible approach. Both the teacher and the mentor should be involved in making choices and setting the focus for the feedback.

**Case study 1**

Watch video sequence 5 which shows a coach and teacher deciding how to use video to support a coaching conversation; it also shows what pupils think of the use of video in the classroom. Notice the different purposes for which video is used in this school.

**Case study continues**
Video can also be used to support professional development of other school staff such as:

- staff training to be coaches or mentors
- lunchtime supervisors
- staff acting as team leaders.

Once again permission to film is needed from all those involved.

Case study 2

One school – a training and media arts specialist school – routinely asks parents to sign a form that says they accept that video will be used for training purposes of staff within the school. However, if the video were to be used outside the school, separate permissions would be sought.

These protocols are important and need to be established within, and accommodate, local conditions such as LEA protocols.

Many telephone companies now routinely state that ‘this conversation may be recorded for training purposes’.

Enquiry

Consider ways in which you could establish some initial trialling of the use of video as an aid to collaborative working, or as part of your school’s mentoring and coaching programme.

Some guidelines

- Decide how the video is to be used – to watch pupils or teacher.
- Agree on the audience for the video – e.g. focus group or individual.
- There should be a previously agreed focus for the observation which will impact on the video usage.
- During feedback, concentrate on the agreed focus (possibly through prior viewing).
- Ensure pupils are told that the lesson is being videoed.
- Decide whether the teacher or mentor will examine the video prior to the feedback session to agree points of reference, or whether they will both watch the lesson ‘raw’.

Suggested further reading


vii Developing subject knowledge

Propositions

• There are aspects of teacher development related to pedagogy that are shared by all subjects, for example developing questioning techniques or establishing effective group work, which can be supported through generic CPD. However, effective teaching is critically dependent on good subject knowledge.

• As well as knowing the essential information involved in a subject’s content, effective subject knowledge also requires a sound understanding of the conceptual frameworks and common misconceptions within individual aspects of the subject, and the particular pedagogy which best generates progression.

• Over time, subject knowledge itself can change. For example, new ideas in science or new interpretations in history may come to light, or new understandings about pupils’ specific misconceptions and ways of overcoming them.

• Keeping up to date with, and developing a deeper understanding of, the subject is vital. Regular access to subject expertise must be part of a teacher’s access to professional development. This subject expertise can be through interaction with colleagues within the department, through subject associations, professional journals and local experts such as LEA subject advisers.

Issues

• In a desire to develop consistent approaches to teaching, a school may target all its professional development resources on developing generic teaching skills at the expense of developing subject knowledge.

• Some approaches to teaching and some teaching models, for example inductive teaching or teaching through enquiry, may suit some subjects more so than others and this may not always be recognised.

• Assumptions are sometimes made that when teachers start teaching they know all there is to know about the subject.

• School leadership often leaves subject teams to find their own ways of developing subject knowledge. The team may not recognise this as important, particularly if subject leadership is weak.

Effective approaches

There is a range of different, highly effective approaches to developing teachers’ subject knowledge. Each brings challenges, particularly for subject leaders.
<table>
<thead>
<tr>
<th>Developing subject knowledge</th>
<th>CPD implications and lines of enquiry</th>
</tr>
</thead>
</table>
| A school needs to promote the importance of keeping up to date with, and building, subject knowledge as well as pedagogical skills, and balance the allocation of resources appropriately. | How does the school leadership team promote the importance of keeping up to date with subject knowledge?  
How do you balance the allocation of resources in your school? |
| Teachers’ most powerful learning experiences are usually the product of collaborative team working within a department. Joint planning, team moderation of assessment outcomes, mutual observation, investigations of common issues and day-to-day informal dialogue are all important ways of building and maintaining subject knowledge. | Does the CPD provision in your school ensure that middle leaders have the skills to promote and ensure ongoing subject-specific dialogue?  
Do you have an observation programme which encourages subject-specific skill and knowledge development?  
How do you know?  
Do you have alternative ways of catering for the needs of ‘single person departments’? |
| The individual teacher, such as a non-specialist, may have particular needs that cannot be fully met within the context of a department. This is where alternative networks may need to be accessed. The support for this may include a local network of teachers in neighbouring schools working together, for example under the guidance of a subject consultant. | Do you have ways of determining where subject needs are not or cannot be met within school teams or departments?  
Are individuals then enabled to be active members of other networks?  
Do you mobilise the expertise of your own lead professionals to build alternative internal networks? |
| LEA strategy consultants can provide subject-specific advice and point teachers in directions where they can gain further advice and guidance. | Do you have a means of identifying what subject-specific advice is needed?  
Does the school strategy manager know which consultants are available to provide subject-specific advice for both core and non-core subjects? |
| Although LEAs do not necessarily have a set of advisers with expertise across all NC subjects, they frequently have knowledge of additional sources of such expertise. | Are you using your LEA either as a source of subject expertise or as a broker to help you locate such support?  
Is the support you are accessing carefully targeted to your needs? |
| Subject associations and the QCA provide national conferences, a wealth of subject-based guidance, professional publications, and websites. | Does your school acquire and distribute materials from subject associations and QCA? Is that material effectively shared by those to whom it is relevant?  
Do staff see membership of a professional body as important? Are they supported by the school in that membership? |
Case study

ICT department (ICT— one specialist, 10 non-specialists)

The department has a large number of non-specialist teachers and one subject specialist. The subject specialist only taught at Key Stage 4 and has little experience of Key Stage 3. This subject knowledge of Key Stage 3 has improved over the last 2 years with his involvement in the core and optional training provided by the LEA Key Stage 3 ICT consultant. In the light of this, the SL is reviewing the curriculum in the department and has used the LEA lead teacher network to support this.

The senior leadership team has secured time for a guaranteed period so that long-term CPD can be developed for the team. The LEA Key Stage 3 ICT consultant is now working with four of the teachers in the team, developing their subject knowledge through in-class support and strategic planning within department meetings. The remaining six teachers are working in an LEA network group with a focus on developing and strengthening existing subject knowledge. The group works on the key concepts of the subject with a strong focus on progression through the subject. The timetable for department meetings allows the team to meet and share their individual developments within the subject and also raise issues.

The lead teacher and consultant from the LEA are booked to attend the meetings with a specific focus based on a department CPD strategic plan. The CPD leader reviews the progress each term against the original objectives identified by the individuals, team and school.

Enquiry

How do staff currently keep up to date with subject knowledge?

Discuss with team leaders across all staff how they keep up to date with their subject knowledge.

- Which are members of subject associations?
- How do they use local and national networks?
- Which are the most productive networks and why?
- How might the school support each team further and how much would it cost?
viii Classroom research as CPD

Propositions

• Teachers encourage their pupils to engage in enquiry systematically, and with a concern for evidence. These same principles apply to the learning of teachers themselves.

• The investigation of ‘lines of enquiry’ can promote rich collaboration and deep learning among groups of teachers.

• Researching an issue can generate motivation to initiate changes that will ‘stick’.

• Teachers researching their own schools and classrooms find that it:
  – is an energising professional activity
  – encourages them to reflect upon, question, explore and develop their own practice
  – becomes an integral part of their continuing professional development
  – brings new insights, new levels of understanding and new challenges
  – enhances the quality of their teaching and learning.

Issues

• Often teachers regard professional development as something that is ‘done to them’ rather than thinking of it as a means of becoming more effective and efficient.

• Many schools do not recognise the power of ‘enquiry’ as a form of professional development and therefore do not promote it. Staff may not recognise or respect the resulting evidence of an enquiry.

• Even if enquiry is recognised as a powerful means of professional development, it is not always properly resourced.

Effective approaches

1 Raise awareness of the benefits of teacher enquiry and research as part of CPD

• Begin with the experience of pupils. Demonstrate the learning gains that pupils have had from engaging in enquiry activity.

• Use teachers who have researched their classroom practice, and found tangible benefits for their teaching, to provide personal testimonies in a ‘witness’ session.

• Show how teacher enquiry and research provides a tool for school self-evaluation by gathering structured feedback from teachers on a school priority and using this overtly in the school development plan.

• Show the connection between teacher enquiry and the day-to-day reflection of good classroom teachers, by getting volunteers to systematically log their reflections and share these on the school website.
Case study 1

'A number of colleagues in my present school were interested in taking part in research, but were wary about its image, and felt it was beyond them. I had done a research project with another teacher, Brenda, in my previous school. With some help from my LEA adviser, who had also been my research mentor, we set up a “witness” session, with Brenda and I acting as “witnesses” to our research, working individually with two groups of staff.

This involved:

- the witness gave no more than a 10-minute talk on issues on the research problem, what she did, what she discovered, and what she learned from the enquiry
- staff discussed the witness input in groups and prepared questions for about 20 minutes
- staff then cross-questioned the witness for about 30 minutes; one person was nominated to make notes on issues identified from the group session
- each individual identified issues for (a) themselves and (b) the school to consider
- all notes were pulled together by the school CPD group, and a report summarising issues and making recommendations was presented at the next whole-staff CPD session.

It helped that one of the “witnesses” came from outside the school. This exercise helped to motivate a number of teachers to begin researching aspects of their practice.'

Deputy headteacher

Enquiry 1

How would you begin to raise awareness of the value of teacher enquiry as an aspect of CPD in your school?

Consider beginning with a short CPD session that gathers current attitudes to teachers’ research, so that caricatures and misconceptions are out in the open. Identify colleagues who are sympathetic or at least willing to give it a go. Consider areas of classroom and school practice where small “bite-sized” enquiry could quickly provide some insight.

2 Give teacher enquiry a status in the school

- Senior leaders demonstrate commitment to developing the research engaged in a school, fostering teacher enquiry, and promoting research communities through:
  - modelling enquiry as individuals, within the management team
  - welcoming challenge from outcomes of teacher enquiry
  - conveying and reinforcing the belief in the potential of all staff to make a valid contribution
  - identifying, exploiting and enriching the expertise within the school.
• Provide clear pictures of ways of engaging in research. For example:
  – using research – teachers using research done by others through reading easily accessed, user-friendly reports
  – participating in research – teachers taking part in research projects initiated by, for example, LEA, higher education or research foundation, but being able to contribute to design and approach etc.
  – doing research – teachers conducting systematic enquiries into their own classrooms and school.

• Provide non-contact time for teacher enquiry activity as a proportion of the school’s CPD budget; empower CPD management groups with the authority to allocate time for teacher enquiry linked to CPD outcomes of performance management.

• Schedule teacher enquiry seminars within the planned pattern of CPD time or days during the year.

• Promote enquiring communities through support for groups within the school, and through partnerships with other schools and agencies (e.g. LEA, HEIs).

• Incorporate enquiry and research into features of the job profile for key posts in the schools (particularly leaders of learning and teaching), and consider links with performance management and threshold assessment.

Case study 2

‘My secondary school has a strong interest in being involved in evidence-based research into effective learning and teaching. The aspiration to become a research-engaged learning community is a whole-school approach and involves people at all levels. The headteacher personally models the value placed on this by applying for and carrying out Best Practice Scholarship research into teaching and learning. He is also a member of the LEA research forum that seeks to promote enquiry and research. Many other staff are also actively involved, ranging from an AST helping to create a County Geography website, to the head of English collaborating with a Special school headteacher on research into the use of visual cues, mind-mapping and interactive presentation of materials.’

Senior leader

Enquiry 2

How ‘research engaged’ is your school?

Conduct an initial ‘health check’ audit to gauge the extent to which your school is ‘research engaged’ (e.g. see Handscomb & MacBeath 2003). Then consider what steps need to be taken to increase the degree of teacher enquiry in your school.

Enquiry 3

How would you begin to raise awareness of the value of teacher enquiry as an aspect of CPD in your school?

Consider what could be done to reinforce the message about the importance of teacher enquiry in your school through (a) the behaviour of school managers and key opinion formers, and (b) school procedures and organisation, particularly related to CPD.
3 Provide teacher enquirers and researchers with support and development

- Help to turn the intuitive and spontaneous judgements of teachers and other staff into more systematic investigations by starting with everyday professional questions like:
  - why do pupils behave the way they do?
  - why do some pupils find it difficult to learn?
  - why is my teaching sometimes effective and at other times not?
  - what would make a happier, more productive classroom?
- Take one such area of questioning and encourage colleagues to consider what kinds of information would help shed some light.
- Reduce the mystique of research, and increase teacher participation, through supplying an easy-step development guide. The ingredients of such a guide might include:
  - what do you want to find out? (the research problem and questions)
  - what information do we need?
  - what is already known and available within and beyond the school?
  - how will we obtain the information?
  - how will we check that the information gathered is sound, and the methods for gathering it effective?
  - how will we make sense of, and use, the information?
  - how do we draw secure conclusions?
- Provide systems for staff to access research digests in a form that is easily assimilated. Encourage staff to log-on regularly to key, user-friendly websites such as the GTC Research of the Month.
- Make time for staff to explore research sources and to carry out investigations.
- Consider creating a separate physical space within the school that is resourced for CPD research and enquiry.
- Forge links and partnerships with higher education, school research networks and national research forums to access expertise and broaden perspectives.

**Case study 3**

“We realised that there was a problem in the poor performance of boys at Key Stage 3 compared to girls in a number of subject areas. A group from across subjects proposed to senior management that we look at this. One of us had experience of carrying out some classroom research and had a contact with the local university. Another had been working with an LEA adviser who was keen to help.

We spent quite a lot of time trying to be clear about the nature of the problem, and what seemed like ages refining the question we wanted to answer! Looking back, this time was well spent. We then divided our efforts well, with two colleagues finding out information on the Internet. Eventually we pinned down the issue to teaching and learning styles, and together investigated this. Although lacking in confidence at first, we managed OK, with the outside advisers acting as mentors each step of the way.”

Senior leader
Consider what opportunities there are for identifying issues or problems in the school that could benefit from systematic teacher enquiry

Consider what arrangements could be made to support staff investigating aspects of their practice.

- What can be done to help staff develop enquiry skills?
- How can the fostering of teacher enquiry be integrated into the school’s whole approach to CPD?

Suggested further reading


ix  Supporting teachers at different stages in their careers

Propositions

• Thorough school CPD provides personalised provision which takes into account the differing needs of staff at different stages in their careers.

• Thorough CPD provision also identifies and responds to the needs of different staff groups such as NQTs and subject leaders as well as team and school needs.

Issues

• No single leader of CPD can meet the many different CPD needs of all the staff in a school.

• Collective leadership spread throughout a school can generate provision that acknowledges the contrasting needs of staff at different stages in their careers and with different roles.

Effective approaches

The Teachers’ Standards Framework (DfES 2001) outlines the expectations and responsibilities at different stages in a teacher’s career. It identifies the main elements in each of the standards under ten dimensions of teaching and learning within a school. These are:

• knowledge and understanding

• planning and setting expectations

• teaching and managing pupil learning

• assessment and evaluation

• pupil achievement

• relations with parents and the wider community

• managing own performance and development

• managing and developing staff and other adults

• managing resources

• strategic leadership.

As each teacher moves through their career the differing demands of these dimensions will change. The most effective schools and LEAs are those which create the capacity to meet the CPD needs of teachers in order to progress through the different stages and fulfil the Teachers’ Standards Framework expectations. Whilst one school may not be able to meet all of these development needs, it may be possible for a consortium of schools to be more successful. Similarly groups of LEAs working with HEIs have been able to provide an outstanding range of CPD opportunities.
Enquiry 1

With a group of colleagues, reflect upon the planning which currently underpins major training events in your school.

- Does that planning take into account the different needs of staff at various stages of their careers?
- Are days characterised by programmes with modules and options?
- What changes might you make as a result of your reflection?

Several LEAs have published a ‘guarantee’ or ‘commitment’ which sets out the opportunities available within a locality at each stage in a teacher’s development. Whilst useful in securing recruitment and retention of staff, such statements also go much further in rooting CPD at the core of school improvement.

Enquiry 2

The following framework is based on Sheffield LEA Guarantee CPD Opportunities Framework, which was part of a pilot sponsored by the GTCE. It outlines the stages in a teacher’s career and possible CPD opportunities.

- Copy and enlarge the table shown below.

<table>
<thead>
<tr>
<th>Career stages</th>
<th>Opportunities for the individual</th>
<th>Opportunities with your own school</th>
<th>Opportunities through links with other schools</th>
<th>Opportunities available through LEA programmes</th>
<th>Opportunities in regional and national programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQT</td>
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<tr>
<td>2nd to 4th-year teacher</td>
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<tr>
<td>4th to 5th-year teacher</td>
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<tr>
<td>Middle leadership</td>
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<tr>
<td>Advanced Skills Teacher</td>
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<tr>
<td>Leadership team</td>
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<tr>
<td>New headteacher</td>
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<tr>
<td>Experienced headteacher</td>
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</tbody>
</table>

- Work with two school colleagues. Begin to map the CPD opportunities available to staff in your school.
- Use the table you have created to identify significant gaps that may impact upon your provision.
- How could you improve your provision of CPD? Your LEA adviser will be able to help.
Making the best use of leading professionals

Propositions

- Schools with a high capacity for CPD make extensive use of internal and external sources of expertise.
- An extensive range of leading professionals is available to support schools with generic and subject-specific professional development.
- Effective use of lead professionals increases the school’s capacity to improve.

Issues

- The variation in the quality of teaching within a school is often greater than that between schools.
- The expertise to support change, innovation and to strengthen teaching and learning can often be found down the corridor, or in a neighbouring school.
- Time and resources both need to be provided to release professional teachers so that they can share the expertise they possess.

Effective approaches

Areas where leading professionals have been identified as being most effective include:

- leading professional learning groups
- advising and supporting other teachers on classroom organisation, lesson planning and teaching methods
- disseminating materials relating to best practice and educational research
- leading departments through specifically identified developments related to needs
- designing and delivering INSET
- planning individual CPD.

Examples of the roles of lead professionals and the outcomes of successfully planned support are examined in more detail below.

Advanced Skills Teachers

Advanced Skills Teachers (ASTs) are teachers who have been recognised through external assessment as having excellent classroom practice. They are given additional payment and non-contact time to share their skills and experience with other teachers and learn from them. They are not ‘super teachers’, as there are many other teachers with excellent classroom practice who do not undertake the additional duties of an AST. ASTs specialise in teaching and learning and their skills in this area are used within their own school and with teachers from other schools through agreed outreach work.

The LEA AST coordinator is responsible for establishing a mechanism for filtering and managing requests from schools for AST assistance. By the time a request reaches an AST it should already have been matched to their known skills or experience. The AST will then have an opportunity to evaluate the request and discuss it with their headteacher and/or the nominated contact from the other school.
An AST can reasonably be expected to undertake any of the following activities:

- producing high-quality subject-specific support
- disseminating materials relating to best practice and educational research
- providing ‘model’ lessons to a whole class, or a target group of pupils, with staff observing
- supporting a subject leader, for example in revising schemes of work or policies, or in exploring how different teaching models may best support their subject
- observing lessons and advising other teachers on classroom organisation, lesson planning and teaching methods
- coaching or mentoring teachers who are experiencing difficulties
- participating in the induction and mentoring of NQTs
- leading professional learning groups
- supporting a school’s CPD activities.

In every case it is good practice for the AST to model and teach good practice rather than simply act as provider. The key result of support should be higher levels of internal expertise, coupled with a greater internal inclination to undertake further development. The ‘outreach’ work can have significant benefits for the school providing the AST as well.

Case study 1

‘The AST programme helped us to retain a key member of our teaching staff by offering them a fresh set of professional challenges, without having to move into a management role. Our AST’s outreach work with other schools has generated extremely positive feedback and there is no doubt that the AST scheme has raised our school’s profile. It has also allowed us to take on board alternative ways of working and made us look closely at our own practices to see if these could be improved.’

Headteacher

Leading teachers and departments

Leading teachers are specialist teachers identified in a specific area of expertise. They provide opportunities to observe their practice and provide guidance and advice to colleagues based on their particular expertise. A leading department will have taken the lead in an aspect of departmental improvement, for example using data to set pupil targets.

A leading teacher may be able to undertake any of the following activities:

- ‘hosting’ visits from teachers to their classroom
- contributing to training courses with case studies of innovative approaches and their impact on learning and standards
- playing a formal role in disseminating the training and coaching of other teachers in their department
• coaching teachers from other departments in ‘generic’ teaching skills, such as guided teaching
• co-planning, and possibly team-teaching, with colleagues in their classrooms
• getting involved in small LEA or school cluster projects, which provide opportunities to share practice and develop the lead teacher’s knowledge of national strategies and initiatives within a local context.

A leading department can:
• ‘host’ visits from other teachers and subject leaders to see how a key policy or aspect of teaching and learning is systematically applied; for example, how pupils entering Key Stage 3 at level 3 are supported and their progress accelerated
• provide a case study of how to initiate and establish a focus for the improvement of a whole department.

Your LEA may have established a programme of visits to leading teachers or departments. If so, find out how to book visits. Remember that visiting teachers get the most out of visiting the classroom of a leading teacher or department if the visit is carefully planned and followed up afterwards. Leading teachers will be expected to brief visiting teachers in advance and discuss the lesson afterwards.

Subject leaders

Subject leaders should be confident in their role as leaders of teachers and other adults in their subject team. They should also understand how to inspire and enthuse colleagues. Through monitoring and planning they can create the capacity for change, encourage teachers to review and improve on their practice and ensure that the improvements made are embedded in the subject team’s practice. They should also ensure that review, construction and resourcing of the curriculum bring about improvements. Subject leaders need to be aware that:

• in working with a school’s senior managers, they have a key role to play in developing and sustaining a positive approach to learning for all staff
• they have a responsibility for identifying staff development needs, and for matching a finite set of resources to priorities in meeting needs.

For this role to strengthen and develop they need to be given time and guidance to:
• observe and feed back to colleagues as part of a cyclical process
• devise strategies and opportunities for development within departments
• ensure that there is regular debate and discussion about the quality of teaching and learning, and about expectations for pupils’ achievement
• evaluate the effectiveness of CPD programmes by measuring the impact on teaching, learning and pupil achievement
• hold regular meetings with colleagues to review medium- and short-term teaching plans, especially with temporary, inexperienced and non-specialist teachers.
Identify an area of focus, such as the role of subject leaders, the use of ASTs, or using lead teachers. Audit your current provision of the involvement of leading professionals.

- Where have they been effective in raising pupil achievement and improving teaching?
- Are there any departments that have been more successful? Why?

Identify where success can be shared and developed across departments.

**Case study 2**

One teacher’s role as AST in a large secondary school involves contributing to its School Centred Initial Teacher Training programme. Her background in technology and ICT means she acts as a consultant to the Design technology department. She provides weekly advice sessions for NQTs within the department, as well as delivering training sessions within the school’s NQT training programme.

The teacher also delivers master classes for those pupils of Design technology who are in the C/D grade range. Across the school, she is supporting the development, implementation and delivery of video conferencing, particularly as a means of using external providers to support learning. She is developing a curriculum link with a cluster of schools so that they can benefit from the school’s development in Computer Aided Design and video conferencing.

**Suggested further reading**


Advanced Skills Teachers: Promoting excellence website: www.standards.dfes.gov.uk/ast

Advanced Skills Teachers website: www.teachernet.gov.uk/professionaldevelopment(ast

Evaluating the impact of CPD

Propositions

• For evaluation to have value it must focus on the outcomes of professional development activities.

• The most productive evaluation of CPD assesses the impact (short-, medium- and long-term) on both teachers’ skills and practice and, most importantly, the learning and pupil achievement.

• An emphasis on meaningful evaluation can have significant value in focusing and refining CPD.

Issues

• In contrast to the sophistication of many CPD activities the evaluation that accompanies them is often thin and limited.

‘Evaluation is not a routine or successful attribute of most of our CPD – and I doubt we are at all unusual in that respect. Actually, when we do get it sorted it does help us a lot because it seems to help us focus our planning and our follow-up much more productively. We do get classroom change … real results because of it.’

Deputy headteacher

Guskey (2000, pp. 8–10) suggests that these limitations can be summarised as follows.

– Most ‘evaluation’ consists merely of summarising the activities undertaken as part of the professional development programme: what courses were attended, how many credits accrued etc. This clearly gives no indication of the effectiveness of the activities.

– Where some evaluation does exist, this usually takes the form of participant satisfaction questionnaires. Whilst this allows one to gauge whether participants consider the event to have been enjoyable and successful, it does not engage with issues such as gains in knowledge or changes in practice expected from professional development and certainly does not evaluate whether there have been changes in pupil outcomes.

• Evaluations are also typically brief, one-off events, often undertaken post hoc. As most meaningful change will tend to be long-term, and many professional development activities will take place over a longer period of time, evaluation efforts need to reflect this and likewise take place over time. Evaluation should run alongside professional development activities, and not be bolted on after the event.

Effective approaches

To improve their evaluation of CPD, successful schools have shifted their attention from evaluating participants’ reactions to considering:

• participants’ learning

• participants’ use of new knowledge

• pupil outcomes.
The Key Stage 3 National Strategy has recently designed material to evaluate the potential outcomes of training or development work. It seeks to make clear the intended outcomes of training and guidance, the success criteria by which schools can judge whether they have made the intended gains. Its purpose is to evaluate the impact on classroom and school practice and particularly on pupils’ learning and standards.

It provides three key questions to ask:

If these developments are successful:

- what will teachers do?
- how will they do it?
- what will pupils therefore do in classrooms as a consequence?

The following illustrates a worked example of this structure based upon unit 7, Questioning, in the materials Teaching and learning in secondary schools (DfES 0423-2004 G).

**Defining impact**

If this training / these developments is/are successful:

**teachers should ask questions that are:**

- fewer
- more purposeful
- staged/sequenced
- increasingly challenging
- higher-order
- thought-provoking questions

**and ask those in ways that:**

- create thinking time
- draw all pupils into the learning process
- provide challenge
- extend even the very able pupils
- create cognitive conflict in order to generate depth of thought

**so that pupils engage in question-and-answer ‘episodes’ and …**

- provide more extended answers using appropriate introductory and connective or link words
- build upon each other’s answers, agreeing or disagreeing with their peers using valid subject-based reasoning/logic
- ask (each other and the teacher) more cognitive questions
• move from concrete/factual/descriptive talk to theoretical/explanatory/analytical talk
• use technical terms routinely within their normal talk
• speculate and extrapolate from evidence
• draw upon examples from beyond the immediate context
• show increasing evidence of ‘big-picture’ thinking in the way that they generalise and explain
• seek to puzzle through when they face cognitive conflict
• have the courage to be tentative.

The structure provides a model which could be adopted by CPD leaders for many activities, helping to clarify the focus and expected learning, in the way that good AfL practice succeeds by providing the equivalent of clear lesson objectives and success criteria.

Some CPD activities also have outcomes, both intended and otherwise, related to organisational or cultural change in a department or across the school, rather than related to changes in classroom practice. Evaluation of those themes or issues is sometimes more challenging because they:
• involve objectives which are not always made explicit or shared with the full staff or team
• often involve shifts in ‘culture’ which are difficult to pinpoint
• do not result in immediate ‘observable or verifiable’ change in the classroom.

The key to successful evaluation of such outcomes requires:
• pinpointing teachers’ learning gains
• scrutiny of decision-taking which meant intended outcomes were not shared
• seeking impact on pupils’ achievement, often over longer periods of time.

Enquiry
Designing approaches to evaluation

• How is CPD evaluated in your school?
• Who does this evaluation and what use is made of it?
• Consider the approach to evaluation suggested above. How close is this to what happens in your school?
• How might you improve your approach to evaluation further; what steps will you need to take; who should you involve and how will you make use of the evaluations?
Suggested further reading


xii Aligning CPD with performance management

Propositions

• Performance management provides a real opportunity to unite teachers, heads and governors in their primary task to secure high standards of education for all their pupils. Many schools have found that effective school performance management systems have made a real impact on school improvement and CPD plans, helping raise educational standards for all pupils and deliver personalised learning.

• For the performance management system to be effective, there must be effective monitoring, observation and review. There must be challenge, rigour and hard evidence.

• Getting it right involves teachers:
  – using informed professional judgement and data effectively, to set objectives and provide evidence of success at school level and for individual pupils
  – welcoming constructive criticism and observation of their professional practice, and using it to identify their CPD needs and improve their knowledge, understanding, skills and abilities.

• Classroom observation, both observing and being observed – with the right degree of preparation, support and follow-up – is something that can benefit every classroom teacher. That is how the teacher’s strengths can be well documented and areas for development properly understood and acted upon.

Issues

• When performance management is not linked to effective CPD provision, teaching and learning conversations can be counterproductive.

• Teachers can see performance management as threatening and not something that is about helping them to advance their careers.

• When teachers are not encouraged and involved in identifying their professional development needs, they can feel undervalued.

Effective approaches

• Involve teachers in discussions about performance management policy, to secure their commitment to it.

• Ensure teachers understand the performance management cycle (planning, review, monitoring) and the roles that teachers, team leaders and headteachers must play within that cycle.

• Plan time for observation, informal reviews and feedback throughout the year, to ensure a continual dialogue about performance and professional development.

• Ensure teachers are aware of the links between performance management, CPD and school improvement, and how they fit within and contribute to the school’s community.

• Recognise and champion the message that closely integrated CPD, performance management and school improvement are key components of effective whole-school policies on teaching and learning, delivering personalised learning.
• Encourage teachers to undertake self-review and lesson observations, and to make use of the latest information available from the DfES on performance management and CPD.

• As part of school self-evaluation, examine how effective is the contribution that school performance management systems are making in linking to school improvement, identifying CPD needs and delivering personalised learning for teachers.

• Ensure that CPD is always focused on the delivery of improvements in specific skills, that there is measurement of impact or value for money, and time to embed new practice.

Case study

‘Before the introduction of performance management, few members of staff were involved in dialogue with their line manager regarding their progress and competence. Therefore the opportunity for curriculum managers to participate in the development of their teams at an individual level was limited. The arrival of performance management provided a formal vehicle for this to happen, the outcome of which would be the raising of standards.

The environment in which this school’s Performance Management system works is an evolving, challenging and dynamic one. It has been given high priority and this is underpinned by the appointment of a continuing professional development (CPD) leader as part of the senior team.

The current system has now been operating for two years and during this time the school has had to make a profound culture shift. We have moved from a teacher-based review that had no direct and measurable linkages to the school improvement plan and pupil performance to an integrated system that makes best use of the National Strategy.

Outcomes of the project

Identified training needs have contributed to achieving the objectives set out in the School Improvement Plan (SIP).

“How is training going to improve/impact” is beginning to feature in dialogue with regard to CPD. An outcome of this is that CPD funds are more targeted towards development needs.

Where the process is well managed, staff report positively on the support they have been given and welcome the opportunity to discuss their performance and CPD.’

Headteacher
**Enquiry**

**How well do teachers understand the link between performance management and school improvement?**

Select a sample of 3 or 4 teachers and explore their perceptions about the role of performance management, its links to CPD and school improvement.

The following questions may help.

- Do you know what the key areas for improvement are this year:
  - for the whole school
  - for your department?

- How are these communicated to you?

- How are you involved in identifying your own professional development needs?

- What role do you think performance management has in supporting both the school’s and your needs?

- How do you think we could improve the systems in this school to better support your professional development and school improvement?
Making the best use of the Strategy

Propositions

The Strategy supports:

- a school as it builds professional development around an agreed whole-school improvement focus
- a subject department as it follows a subject-specific improvement focus
- an individual teacher who wishes to pursue a personal area of development, for example to improve an aspect of subject or ‘pedagogical’ knowledge.

As the Strategy moves from ‘implementation’ to a phase where the emphasis is on embedding and sustaining change, its approaches, support and materials now reflect the need for schools to build their own internal capacity to sustain improvements.

Issues

- The Strategy is designed to be tailored to the needs of a school. An effective CPD leader will need to work closely with the school’s strategy manager to ensure that the school can access and use what they need from the Key Stage 3 National Strategy to support improvement.
- Achieving this requires aligning training (both external and in-school training), consultancy and use of Strategy materials and guidance. This requires a good working knowledge of what is available and how it can best be used.
- Whilst there is much value to be gained from participation in external courses run by Strategy consultants, finding the time for this can be a problem, as can ensuring effective dissemination of messages and materials to other colleagues.
- Most schools will have identified a whole-school initiative to develop, supported by Strategy materials and consultancy. This is a rich source of professional development, but requires systematic backing in terms of resources and time to embed approaches.

Effective approaches

Supporting the continuing professional development of teachers has been an important part of the Key Stage 3 National Strategy from the outset. A range of training and support materials provides common messages about the teaching and learning strategies which lead to improvements in standards. The Strategy provides schools with a ‘virtual warehouse’ of materials, support and guidance that they can select and use flexibly to address their own professional development and school improvement needs.

The Strategy provides:

- materials focused systematically on teaching and learning such as the Frameworks for teaching: English (DfEE 0019/2001), mathematics (DfEE 0020/2001), science (DfES 0136/2002), ICT capability (DfES 0321/2002), modern foreign languages (DfES 0084/2003), design and technology
- training courses and associated materials to take back into and use within school, so that the training can be applied in the classroom
• school-based training, consultancy and subject support linked to a series of whole-school priorities (in 2004/05 these are: Assessment for Learning; ICT across the curriculum; Literacy across the curriculum; learning and thinking skills – ‘Leading in Learning’)

• materials specifically aimed at developing a school’s internal capacity for sustainable improvement, such as the Sustaining Improvement modules (DfES 0565-2003 G)

• in-school and class support from LEA Strategy consultants, Advanced Skills Teachers and leading professionals

• self-study materials, such as Teaching and learning in secondary schools (DfES 0423-2004 G).

Making best use of Strategy training courses

• The most effective training:
  – is prepared for in advance
  – provides support and materials to be used back at school to engage other teachers
  – triggers ongoing collaboration
  – leads to the exploration of new approaches in the classroom.

• Training and network meetings are offered by LEA consultants to meet national priorities and to enable subject departments to embed effective approaches to teaching and learning in classrooms. School senior leaders can ensure that training and support materials are used in classrooms, that the work is incorporated in the school improvement plan, and that its implementation is monitored and evaluated through the school’s self-review procedures.

• School CPD leaders can support this process by helping to secure time and resources for groups of teachers to share what they have learned on an externally run course (for example, devoting time at the start of departmental or staff meetings to introduce new classroom approaches). They can also help by working alongside subject leaders to support the dissemination of approaches more widely within the school.

Making best use of whole-school initiatives

• For each whole-school initiative, there is introductory guidance to cover the management of the whole initiative, together with a specific management guide and a half-day’s training for a senior manager and a lead teacher. The materials are designed to support whole-school CPD by providing support for in-school training as well as subject-specific guidance and, in some cases, tasks and activities to deepen the impact in all classrooms. Specific advice is provided on the kinds of whole-school activities that will enable new practice to be developed and the best practice to be spread more widely across the school.

• Schools should choose the whole-school initiative which is likely to best meet the individual learning needs of pupils and raise standards.

• The person(s) selected to lead the initiative needs a clearly defined and publicly shared role with sufficient status and authority to drive it through.
• All departments need to be involved, and subject leaders should accept responsibility for sustaining the momentum of the initiative.

• School CPD leaders will need to play a key role in securing the resources and time to enable teachers to plan, observe and work together, including taking opportunities to share interesting good practice across subject departments.

Making best use of consultancy

• Key Stage 3 consultants work with schools in a range of ways and for different lengths of time, depending on the needs of the school and the nature of the agreement reached between the LEA and the school (usually via the school Key Stage 3 strategy manager). The support provided can be within a subject, or as part of a school’s involvement with a whole-school initiative (see above).

• Consultant support is most effective when it is closely allied to an agreed department or whole-school improvement priority, and when it involves activities that help to build internal capacity. These include:
  – joint planning, teaching, observation and feedback
  – coaching programmes that train teachers to take on the coaching role themselves
  – setting up cross-department networks with a common teaching and learning focus.

• School CPD leaders can support the work of LEA consultants by helping to create a culture within the school that values both external and internally run training, and which capitalises on it by ensuring that time is provided for effective dissemination and development.

Making best use of study guides

• In September 2004 the Key Stage 3 National Strategy produced a major resource designed to support the professional development of individuals and groups of teachers focused on classroom pedagogy. Teaching and learning in secondary schools (DfES 0423-2004 G) provides the means by which schools can develop their own CPD programmes and build capacity to improve teaching and learning in ways that best suit their own needs and circumstances. It is also an important resource for individual teachers who are not able to attend central training or receive consultant support, so quickening the impact of the Strategy and embedding it more firmly. The materials can be used to extend the work of the Strategy into Key Stage 4.

• The package contains guidance for managers and self-study guides for teachers that capture the essence of good teaching and learning. This is all based on the most recent research and evaluations of the impact of the Strategy. The study guides can be used by an individual but are likely to be more effective if used as part of a planned CPD programme where teachers are working together, for example in a coaching situation with peers, leading teachers or Advanced Skills Teachers. The package also contains guidance on how to build capacity within the school for the continuing professional development of staff.

• A DVD contains over seven hours of high-quality video material, linked to specific tasks and activities in the guides that illuminate good practice and stimulate professional discussion and debate about teaching and learning.
Teaching and learning for new teachers in the secondary school: Interactive study materials (DfES 0733-2004 G) is a range of training and support materials available for new teachers in 2004–05, designed to help them to access the most relevant Strategy materials to meet their needs:

– an interactive DVD of study materials for new teachers
– information and training materials for teachers new to teaching Year 9.

School CPD leaders can promote the use of the self-study materials by:

– becoming familiar with the contents
– using the management guides to promote effective matching of materials with individual and group needs
– establishing a planned programme which creates well-organised in-school networks of teachers working with the same module, and opportunities for feedback to other teachers, either in departments or to the whole school staff.

Making best use of Sustaining Improvement

In October 2003 the Key Stage 3 National Strategy published a folder called Sustaining Improvement (DfES 0565-2003 G). This contains a management guide and four two-hour training programmes. The modules are:

– Coaching A
– Coaching B
– Running networks
– Building capacity.

These are designed to be delivered by senior leaders in schools, particularly those responsible for teaching and learning and professional development.

They are most effective when used as part of a programme which meets the school’s needs. For example, if the school wishes to develop a group of coaches within the school then these materials would be ideal in supporting and training teachers to act in a coaching role. In addition, LEA consultants can effectively support the use of these materials. They are also effective when used in conjunction with section 2 in this publication.
Appendix

Supporting specific groups of teachers

1 Newly qualified teachers

A strong induction programme for every newly qualified teacher (NQT) ensures that the future professional and career development of individual teachers is built upon a firm foundation. It helps develop informed professionalism by providing NQTs with significant opportunities to:

- show their potential
- make rapid advancement towards excellence in teaching
- begin to make a real impact on their school’s development.

NQTs have had to meet in their initial training a rigorous set of Standards for the award of QTS (Qualified Teacher Status) in order to qualify and are likely to be strong in certain areas of teaching but needing further development in others. This will all be highlighted on their Career Entry and Development Profile (CEDP – blank copies available on the TTA’s website). The process, which is embedded within the CEDP, supports an NQT’s continued reflection on teaching and professional development that has been established during initial teacher training. It is structured around three transition points: towards the end of initial teacher training and at the start and end of induction. Its purposes are to:

- help NQTs make constructive connections between the initial teacher training, induction and later stages of their development as teachers
- focus reflection on achievements and goals in the earliest stages of an NQT’s teaching career
- guide the processes of reflection and collaborative discussion about professional development needs.

In addition to having had to meet Standards during their initial training, NQTs will also be assessed against Induction Standards which require the NQT to continue to meet the Standards for the award of QTS consistently and to progress further in specific areas. (The Induction Standards came into force from 1 September 2003.) The CEDP will help in the process of meeting those Standards and will be of use not only to the NQT, but also to those who support their learning and development, particularly their induction tutor.

Each NQT is entitled to an induction tutor to help them devise an individualised programme of guidance, monitoring and support. As part of the statutory arrangements for the induction of NQTs, the induction tutor should ask to see and discuss the CEDP with the NQT at the earliest opportunity available and use it as a means to plan their professional development objectives and the development of an action plan. This can also be used in combination with other materials intended for reviewing and furthering NQTs’ development, such as the Teaching and learning interactive materials for new teachers produced by the Key Stage 3 National Strategy.
Materials and guidance for NQTs

DfES publications:

- The Induction Support Programme for Newly Qualified Teachers DfES 0458/2003
- Teaching and learning in secondary schools (DfES 0423-2004 G) – a series of 20 booklets and a DVD, on topics such as questioning, learning styles and lesson design, whose purpose is to provide teachers with materials to develop their teaching, preferably with the assistance of a colleague
- Teaching and learning for new teachers in the secondary school: Interactive study materials (DfES 0733-2004 G) – interactive study materials based on the above but contained entirely on a DVD, with a library of essential documents, portfolio and links to QTS and Induction Standards.

TTA publications:

- Qualifying to teach: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training
- Induction Standards
- Induction Standards – TTA guidance for newly qualified teachers
- Career Entry and Development Profile
- Into induction – which includes the Induction Standards
- Supporting induction for newly qualified teachers – including a section on auditing the school’s induction arrangements for NQTs
- The role of induction tutor – principles and guidance.

TTA materials to support induction are primarily available online, but hard copies of most of the above publications can be ordered from their publications line on 0845 6060 323 or via e-mail to ttapublications@iforcegroup.com.

2 Teachers in the first five years of their career

Teachers in the first five years of their career need to be able to build upon the firm foundations of their initial training and that of their induction year. They are likely to be considering career progression and may or may not have clear ideas of the direction of that progress. They will need careful guidance and support to help them identify career paths that are clearly related to their current expertise, skills and knowledge and their development needs.

In the second year, the CEDP process (see under Newly qualified teachers above) and its attendant professional portfolio and action plan can be used as the basis for identifying development needs and a future action plan. Development and action planning is likely to be most effective if:

- teachers can discuss and agree these with a coach or mentor who should be a trusted and more experienced colleague within the school
- their development plan is reviewed regularly and the outcomes, learning and observations are recorded by the teacher in some form (electronic or otherwise) of professional portfolio or learning log.
Materials and guidance for teachers in the first five years of their career

DfES website and publications:

- teachernet (www.teachernet.gov.uk) – a website that helps teachers in their first five years to be more strategic in planning their professional development and career progression. It was piloted in 2003 in a number of LEAs.

- Teaching and learning in secondary schools (DfES 0423-2004 G) – a series of 20 booklets and a DVD, on topics such as questioning, learning styles and lesson design, whose purpose is to provide teachers with materials to develop their teaching, preferably with the assistance of a colleague.

- Teaching and learning for new teachers in the secondary school: Interactive study materials (DfES 0733-2004 G) – interactive study materials based on the above but contained entirely on a DVD, with a library of essential documents, portfolio and links to QTS and Induction Standards.

3 Team leaders, mentors, coaches and induction tutors

Mentors, coaches and induction tutors all have similar roles that require correspondingly similar skills, expertise and knowledge. Schools should identify the mentors, coaches and induction tutors they have on their staff and review their experience and expertise to see if there are sufficient with sufficient skills to support the professional development needs and activities of the school. They should then identify gaps in order to consider the development and training of more mentors and coaches.

All Initial Teacher Training (ITT) providers will provide mentor training programmes, both generic and subject-specific, which schools can access. Most programmes will provide a good foundation for any form of mentoring and coaching, and many providers offer regular updates for mentors from their partnership schools. Some LEAs also provide mentor training programmes. In addition, the TTA will provide generic mentor training materials.

The materials and guidance listed below are those that schools may already have, or which are freely available in hard copy or via the Internet.

Materials and guidance for mentors, coaches and induction tutors

DfES publications:

- Sustaining Improvement – a suite of modules on coaching, running networks and building capacity (DfES 0565/2003).

TTA publications:

- Supporting induction for newly qualified teachers – this includes a section on auditing the school’s induction arrangements for NQTs.

- The role of induction tutor – principles and guidance.

4 Overseas trained teachers

Overseas trained teachers (OTTs) come from a wide range of educational backgrounds and experiences, some of which will be compatible with teaching in schools in this country and some which will not. For example, all will have a teaching qualification from their country of origin, but very few will be familiar with the National Curriculum, the Key
Stage 3 National Strategy and other government initiatives for schools. It is therefore important that a thorough audit of their teaching qualifications, skills and experiences, as well as their knowledge, understanding and experience of secondary schooling in England, takes place at the earliest opportunity.

The Overseas Trained Teacher Programme gives OTTs the opportunity to gain Qualified Teacher Status (QTS) while they work in a school. OTTs from outside the European Economic Area (EEA) do not have to hold QTS to work in temporary teaching posts for up to four years. However, if they wish to hold a permanent post they will need to gain QTS, and to do this will need to demonstrate their knowledge and skills to an independent assessor in an English classroom. There is a special assessment-only route for OTTs, which allows them to present themselves for further QTS assessment without further training. On the OTT Programme the school pays the teacher’s salary. If you are interested in training an OTT at your school you should contact the TTA (see below) who offer free advisory visits. OTTs who gain QTS are also required to meet the Induction Standards (see information above for Newly qualified teachers).

Whilst preparing to gain QTS or to meet the Induction Standards, OTTs are entitled to the support and guidance of a mentor or induction tutor as for any other trainee or NQT.

**Materials and guidance for overseas trained teachers**

DfES publications:

- Up to speed with GCSE – Training for overseas trained teachers, returners and supply teachers: Notes for tutors (DfES 0700/2004)

- teachernet (www.teachernet.gov.uk/teachinginengland/) – a website designed to support OTTs both in their country of origin, to smooth their transition to England, and when they arrive in England and are teaching here

- Teaching and learning in secondary schools (DfES 0423-2004 G) – a series of 20 booklets and a DVD, on topics such as questioning, learning styles and lesson design, whose purpose is to provide teachers with materials to develop their teaching, preferably with the assistance of a colleague

- Teaching and learning for new teachers in the secondary school: Interactive study materials (DfES 0733-2004 G) – interactive study materials based on the above but contained entirely on a DVD, with a library of essential documents, portfolio and links to QTS and Induction Standards.

TTA publications:

- How to qualify as a teacher in England – A guide for overseas trained teachers TPU1067/3K/DOR/Sep03

- Designing training to meet individual needs – guidance based on the early experiences of providers of flexible initial teacher training

- Supporting assessment for the award of Qualified Teacher Status – video and booklets to support consistent and reliable assessment

- Induction – see the entries for NQTs above

Contact TTA concerning OTT: Tel: 01245 45 43 21 Fax: 01245 45 43 37 E-mail: ott@ttainfo.co.uk
5 Returning teachers

Returning teachers may have been out of the classroom for quite a few years and may not be familiar with a number of important changes to the curriculum and to teaching practices and initiatives (e.g. the Key Stage 3 National Strategy). It is important therefore that their teaching experiences, skills, understanding and knowledge are reviewed at the earliest opportunity so that a development programme and support can be organised and implemented. Again, there is help at hand for schools employing or wanting to employ returning teachers.

The TTA sponsors returning teacher courses across the country (run by LEAs, universities and colleges; some courses are organised by schools and private organisations). The courses are designed to build confidence and refresh skills which returning teachers acquired during their original training and subsequent teaching career. There are two types of course available:

- **standard returner courses** – for people who have been out of teaching for six years or less
- **intensive returner courses** – for people who have been out of teaching for seven or more years.

Returning teachers do not have to go on a course before they take up a post but many schools see the courses as beneficial and they can be taken part-time. From autumn 2004 TTA distance-learning courses will also be available.

Schools who are looking to support returning teachers would also find some of the materials listed elsewhere for NQTs, OTTs, and teachers in their first five years of their careers relevant and useful.

Materials and guidance for returning teachers

**DfES publications:**

- *Up to speed with GCSE – Training for overseas trained teachers, returners and supply teachers: Notes for tutors* (DfES 0700/2004)
- *Teaching and learning in secondary schools* (DfES 0423-2004 G) – a series of 20 booklets and a DVD, on topics such as questioning, learning styles and lesson design, whose purpose is to provide teachers with materials to develop their teaching, preferably with the assistance of a colleague
- *Teaching and learning for new teachers in the secondary school: Interactive study materials* (DfES 0733-2004 G) – interactive study materials based on the above but contained entirely on a DVD, with a library of essential documents, portfolio and links to QTS and Induction Standards.

**TTA publications:**

- [www.useyourheadteach.gov.uk/returning_to_teach/returners_courses](http://www.useyourheadteach.gov.uk/returning_to_teach/returners_courses) – this website gives information for schools and returning teachers about courses for those returning to teaching.
6 Supply teachers

Supply teachers, by their very nature, often miss out on important training for new government initiatives that other teachers in schools receive. Yet they will be expected to take over lessons and classes that include and exhibit those initiatives. If they are to be able to implement lesson plans and support the teaching and learning of pupils that they have been given responsibility for, it is essential that they understand the principles and practices behind those initiatives. They need to be kept up to date and involved in those teaching and learning initiatives that have most impact in the classrooms in which they find themselves and in the subjects that they most often teach.
A new teacher professionalism
– the implications for CPD

The Government has made staff development one of its five key principles of the Five Year Strategy for Children and Learners. It talks about a new teacher professionalism that has implications for CPD in schools and beyond.

Below is an extract from Department for Education and Skills: Five Year Strategy for Children and Learners presented to Parliament by the Secretary of State for Education and Skills by Command of Her Majesty July 2004.

A new teacher professionalism

These changes will usher in a new professionalism for teachers, in which career progression and financial rewards will go to those who are making the biggest contributions to improving pupil attainment, those who are continually developing their own expertise, and those who help to develop expertise in other teachers. There are already four main stages in the career ladder for teachers, and we will build professional development into each one. We want to see:

• Teachers on the main pay scale aiming to cross the pay ‘threshold’ by getting Senior Teacher status. Getting this status would depend on evidence, assessed independently by other professionals from other schools, that the teacher has developed their professional expertise in the classroom, has been open to and has benefited from coaching and mentoring, has added value in terms of pupils’ rate of learning, and has taken independent action to develop themselves professionally, both in school and beyond it.

• For senior teachers, pay progression on the upper pay scale will depend on demonstrating that they have both developed themselves professionally, and that they are providing regular coaching and mentoring to less expert teachers.

• For our most experienced classroom teachers (who have reached the new point 3 of the upper pay scale), the chance to work towards Excellent Teacher Status. This would depend on showing that they have developed themselves professionally; provided regular coaching and mentoring of other teachers; and undertaken an appropriate programme of action research and development.

• Beyond this, we hope to see more teachers coming forward to apply for the highly paid Advanced Skills Teacher posts, which will increasingly drive improvements in subject teaching across our school system.

Some teachers will progress more quickly than others up this career ladder.
A new teacher professionalism – the new CPD agenda

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<tr>
<th>CPD agenda</th>
<th>Key support areas</th>
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<tr>
<td>Teachers taking more responsibility for their own CPD</td>
<td>- Professional and career development tool (an online e-portfolio for those aspiring towards threshold at <a href="http://www.teachernet.gov.uk/professionaldevelopment">www.teachernet.gov.uk/professionaldevelopment</a>)</td>
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<td>- Access to Teaching and learning in secondary schools (DfES 0423-2004 G, available through <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>). These self-study materials enable teachers to take responsibility for their own CPD</td>
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<td>- <a href="http://www.teachers.tv">www.teachers.tv</a> – a digital channel launched 2005</td>
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<td>- Access to subject associations through <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a></td>
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<td>Access to coaching and mentoring</td>
<td>- Sustaining Improvement (DfES 0565-2003 G) contains two training modules on coaching</td>
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<td>- Leading and coordinating CPD in secondary schools (DfES 0118-2005 G) contains details on building capacity for coaching and mentoring in schools</td>
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<tr>
<td>Sharing expertise through networking and collaboration, both internally and externally</td>
<td>- Sustaining Improvement (DfES 0565-2003 G) contains a module on networking</td>
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<td>- Leading and coordinating CPD in secondary schools (DfES 0118-2005 G) – a section on networking and collaboration will be added later in 2005</td>
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<td>- Local networks and collaboratives</td>
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<td>- Access to websites such as <a href="http://www.ncsl.gov.uk">www.ncsl.gov.uk</a>, or the innovations unit through <a href="http://www.standards.dfes.gov.uk">www.standards.dfes.gov.uk</a></td>
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<td>Innovating through engagement in classroom-based research</td>
<td>- Accessing websites such as <a href="http://www.teachernet.gov.uk/research">www.teachernet.gov.uk/research</a>, <a href="http://www.GTCE.org.uk/research">www.GTCE.org.uk/research</a>, or <a href="http://www.standards.dfes.gov.uk">www.standards.dfes.gov.uk</a> will allow you to access the innovations unit and the national teacher research panel</td>
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Handout 1
Leading and coordinating CPD in secondary schools
# Handout 2

## Support for professional learning

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DfES 0188–2005 G
| CPD method                                                      | Most useful for                                                                                                                                                                                                 | Least useful for                                                                                                                                                                                                 |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
| Attending external course or event                             | General awareness – insight into new ideas, gaining inspiration Learning about new subject knowledge                                                                                                                                                                 | Understanding the new idea fully, or how to implement it in context or apply it in other contexts                                                                                                                                                           |
| Inviting a keynote speaker to a day closure                    | Gaining inspiration, and gaining new insights, opportunities to discuss implications with colleagues and plan how new ideas may contribute to changes in their own practice                                                                 | Understanding the idea fully, so that it can be applied in a range of contexts and be able to sustain the approach                                                                                                                                                 |
| Running a ‘hands-on’ event with an expert who can demonstrate and model new approaches | Acquiring new skills, such as learning how to use new technologies, or being able to use a suggested approach in a particular context                                                                                                                                  | Embedding the change so that it becomes part of normal practice and is used in a range of contexts in a sustained way                                                                                                                                               |
| Practise ideas in non-threatening situations                   | Developing a better understanding of a new approach and how to use it                                                                                                                                                                                                     | Understanding how to use it in a range of different contexts and how to improve it further                                                                                                                                                                        |
| Access to a coach or mentor with feedback                      | Developing a full understanding of a new idea or approach and being able to improve one’s own practice and apply it in a range of situations Learning a new role                                                                                                                | Learning new subject knowledge                                                                                                                                                                                                                                    |
| Job-shadow with time for discussion                            | Learning how to carry out a new role (e.g. lead a team, chair a meeting)                                                                                                                                                                                                   | Learning how to improve in the role and get better at it                                                                                                                                                                                                            |
| Innovate and disseminate                                      | Motivating, inspiring and acquiring new methodologies, spreading good practice                                                                                                                                                                                           | Embedding change in others so that they can implement the ideas for themselves                                                                                                                                                                                      |
| Reading literature                                             | Learning new subject knowledge, acquiring a deeper understanding of a subject, or a general awareness of a new approach                                                                                                                                                  | Understanding how to use new subject knowledge in a teaching situation or range of contexts, so that it affects others                                                                                                                                               |
| Work on a study programme with coaching support                | Understanding fully a range of approaches, being able to apply them in practice, reflect and learn how to improve                                                                                                                                                        | Those whose needs are not well matched to the study programme                                                                                                                                                                                                      |
| Collaboration across schools and within schools                | Sharing implementation issues, thinking through and solving problems Developing capacity                                                                                                                                                                                  | Receiving feedback on one’s own performance immediately – can take time to establish                                                                                                                                                                                |
# Handout 4

## Relationship between CPD approaches and impact on long-term change

<table>
<thead>
<tr>
<th>Training method</th>
<th>Level of impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General awareness of a new approach</td>
</tr>
<tr>
<td>Presentation of the approach through workshop or leading</td>
<td>Understanding of how to implement the approaches in a new context</td>
</tr>
<tr>
<td></td>
<td>Internalising the new approach</td>
</tr>
<tr>
<td></td>
<td>Able to apply the new approach in a range of contexts</td>
</tr>
<tr>
<td>Modelling of the new approach by demonstration or video</td>
<td>evidence</td>
</tr>
<tr>
<td>Practice in non-threatening settings, e.g. simulated</td>
<td>evidence</td>
</tr>
<tr>
<td></td>
<td>evidence</td>
</tr>
<tr>
<td>Constructive feedback on performance</td>
<td>evidence</td>
</tr>
<tr>
<td></td>
<td>evidence</td>
</tr>
<tr>
<td>In-class support such as coaching by peer or expert</td>
<td>evidence</td>
</tr>
<tr>
<td></td>
<td>evidence</td>
</tr>
<tr>
<td></td>
<td>evidence</td>
</tr>
</tbody>
</table>

## Handout 5

### Opportunities for professional development of school staff

<table>
<thead>
<tr>
<th>Group</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QTS</strong></td>
<td>Engagement with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td><strong>NQTs</strong></td>
<td>Engagement with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td><strong>Towards/at Threshold</strong></td>
<td>Engagement with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td><strong>ASTs</strong></td>
<td>Engagement with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td>Group</td>
<td>Support</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Middle leaders</td>
<td><strong>Subject leaders and pastoral leaders</strong></td>
</tr>
<tr>
<td></td>
<td>Engage with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td></td>
<td><strong>SENCOs</strong></td>
</tr>
<tr>
<td></td>
<td>Engage with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td></td>
<td><strong>Senior leadership team</strong></td>
</tr>
<tr>
<td></td>
<td>Engage with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the classroom, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
<tr>
<td></td>
<td><strong>Support staff</strong></td>
</tr>
<tr>
<td></td>
<td>Engage with an appropriate knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access to a coach or mentor</td>
</tr>
<tr>
<td></td>
<td>Time to practise in the workplace, receive constructive feedback and the opportunity to reflect</td>
</tr>
<tr>
<td></td>
<td>Opportunity to collaborate with others in school / in other schools</td>
</tr>
<tr>
<td></td>
<td>Opportunity to follow lines of enquiry and innovate</td>
</tr>
<tr>
<td></td>
<td>Opportunity to disseminate</td>
</tr>
</tbody>
</table>
## Handout 6

### Supporting professional development

<table>
<thead>
<tr>
<th>Audience</th>
<th>Teaching and learning in secondary schools units</th>
<th>Prompts for further consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee teachers</td>
<td>1, 5, 12, 18, 20</td>
<td>Is your school in partnership with an ITT provider which offers good-quality mentor training to your staff? Are mentors pursuing accreditation for their work? Can you accommodate trainees pursuing different routes to QTS?</td>
</tr>
<tr>
<td>NQTs/induction</td>
<td>1, 5, 6, 7, 8, 10, 11, 12, 18, 19, 20</td>
<td>Does your school use the CEPD effectively to meet individual needs?</td>
</tr>
<tr>
<td>Early professional development: advanced beginner to competent</td>
<td>1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20</td>
<td>Do middle leaders have a clear and monitored responsibility for the PD of staff in the first 2–5 years of their careers? Do you have a graduated approach to skills acquisition from years 2 to 5? Is retention an issue?</td>
</tr>
<tr>
<td>Threshold</td>
<td>2, 16, 17</td>
<td>Is advice or support available to enable threshold applicants to build a portfolio for professional development? (There is an e-portfolio available on <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a> to do just that.) Does the school encourage in-school action-based research?</td>
</tr>
<tr>
<td>Advanced skills</td>
<td>2, 15, 16</td>
<td>Are applications encouraged for AST posts? Are ASTs encouraged to develop the use of ICT to support teaching and learning and are they encouraged to innovate?</td>
</tr>
<tr>
<td>Senior leadership</td>
<td>Leadership guide</td>
<td>Does CPD have regular consideration at SLT and governor level? Is CPD strategically planned and integrated into the SIP?</td>
</tr>
</tbody>
</table>
## Handout 7

### Resource map for CPD

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Support from the LA</th>
<th>Support from the Strategy</th>
<th>Support from networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge</td>
<td>Frameworks for English, mathematics, science, ICT, MFL and D&amp;T</td>
<td>Strategy consultants</td>
<td>Strategy consultants</td>
</tr>
<tr>
<td>Pedagogy, teaching and learning</td>
<td>Pedagogy and practice: teaching and learning in secondary schools</td>
<td>Teaching and learning for new teachers DVD</td>
<td>Strategy consultants</td>
</tr>
<tr>
<td>New technologies</td>
<td>Securing improvement – training for middle leaders</td>
<td>Strategy consultants</td>
<td>Strategy consultants</td>
</tr>
<tr>
<td>Operating in a new role</td>
<td>Pedagogy and practice: teaching and learning in secondary schools – Next steps</td>
<td>Strategy consultants</td>
<td>Strategy consultants</td>
</tr>
<tr>
<td>Exploring lines of enquiry, innovating</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School self-evaluation

Team (subject department) self-evaluation

Individual performance management review

Professional development activity
Review of progress

School improvement plan

Team improvement plan

Individual objectives
School self-evaluation
- pupil performance analysis
- parent/pupil/staff view
- Ofsted view
- lesson observation

Team self-evaluation
- pupil outcomes
- work observation
- pupil/staff views
- Ofsted view

Individual performance management review
- pupil outcomes
- self-review
- work observation

Professional development activity
- individual objectives
- training needs
- coaching needs
- review/evaluation
- resources and timescales

School improvement plan
- national initiatives
- post-Ofsted plan
- staff issues
- school aims
- school targets
- new curricula

Team improvement plan
- new curriculum needs
- new working practices
- new staff
- school developments

Individual objectives
- personal aspirations
- pupil progress
- new knowledge and skills

Based on the work of Brighton and Hove LEA.
COMPILING A CRITICAL JOURNAL OF PROFESSIONAL DEVELOPMENT (CJPD) AND PORTFOLIO OF EVIDENCE FOR IMPACT AT POSTGRADUATE LEVEL

GUIDANCE FOR THE KEY STAGE 3 NATIONAL STRATEGY

PRODUCED BY THE UNIVERSITIES’ COUNCIL FOR THE EDUCATION OF TEACHERS (UCET)
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Introduction

The purposes of the Critical Journal are to:

- chart and make sense of professional life;
- obtain recognition, acknowledgement and postgraduate credit for personal professional achievement.

The main context for this professional sense making process is the Key Stage 3 National Strategy. It is quite possible, however, that you will include related aspects of your professional life. You may, for example, be preparing material for the Teacher Learning Academy or you may wish to tie in some of your performance management targets.

The Journal is divided into ten interlocking sections. The first five sections are concerned with looking forward at a specified period of your planned professional development. In other words, what you anticipate might happen over, say, a year of your professional life.

Section 6 goes on to outline the process by which you gather and choose most of the evidence for the Portfolio of Evidence for Impact that accompanies the Journal.

Sections 7 and 8 give you the opportunity to look back, assess and evaluate what has happened.

And finally the Journal asks you to obtain some verification and anticipate what comes next in your professional life.

Writing style

The Critical Journal is not an essay. It does resemble an academic essay in the way it is structured, but in terms of writing style it includes a mixture of narrative, lists and discursive writing. In places there is guidance about the time to be spent on sections and about style and amount of writing. It is, however, difficult to predict, and unwise to be prescriptive about, the best way for you to communicate to a reader what you have learned as a professional.
Glossary

Note: the definitions offered below are neither prescriptive nor exhaustive and some of them may be subject to change as professional knowledge and understanding develops; also the web addresses listed below have links to a variety of useful sources of information not listed here.

APEL usually stands for Accreditation of Prior Experiential Learning

APL usually stands for Accreditation of Prior Learning

Sometimes it is called Accreditation of Prior Certificated Learning because it is taken to refer to learning that is formal and endorsed by some form of certification. Occasionally you will see AP(E)L because institutions have procedures that allow them to choose between learning that is experience based or learning that is certificated when deciding how much credit to allow to people joining programmes at a higher level than normal.

assessment criteria (see also Learning Outcomes and Performance Descriptors)

In most cases assessment criteria are the overall sets of skills, knowledge and understanding that form the basis for examination in Higher Education. They are akin to Attainment Targets in the National Curriculum and Assessment Objectives in GCSE and GCE. All the different modules and pathways within a masters degree might, therefore, have the same or similar assessment criteria.

CAT points Credit Accumulation and Transfer Points

Higher Education normally allocates 60 credits to a postgraduate certificate, another 60 (totalling 120) for a postgraduate diploma and another 60 (totalling 180) for a full masters degree. They are also the currency for AP(E)L.

CEPD Career Entry and Development Profile

Newly Qualified Teachers take this with them as they progress from Initial Teacher Training/Education to their Induction year. It could be a useful basis for starting a Critical Journal of Professional Development. Details are available from the TTA at www.tta.gov.uk or phone number: 020 7925 3700.

goal coaching

This term is increasingly being used to describe the way in which professionals can be supported by colleagues as they develop skills, knowledge and understanding. The term is sometimes qualified by use of the term ‘peer coaching’. The meaning of coaching overlaps with mentoring (see section 2v, Coaching and mentoring).

CONNECT CPD Co-ordinator Network of the GTCE

To register an interest in the Network email cpdnetwork@gtce.org.uk or telephone 020 7841 2908.

CPD Continuing Professional Development

Most professions use the term, which has largely replaced INSET (see below). It implies more than simply courses undertaken during professional life. It encompasses all the ways in which professionals can develop.

critical reflection

One of Higher Education’s most favourite terms and is usually to be found, either explicitly or implicitly, within assessment criteria. It is often explained as being different from the power to describe. For example, it is not sufficient to describe an event or a personal, professional history or to summarise what has been written; it is also necessary to identify and explain critical features, factors, relationships and consequences. Using more than one perspective can help. If something is thought
by a writer to be significant, the reader must be given a fair chance of understanding why.

**GTCE**
General Teaching Council for England (see also Teacher Learning Academy)
There are GTCs for each of the countries of the UK. You will find it useful to visit www.gtce.org.uk/plf.

**HEI**
Higher Education Institution
It is in general use to describe universities and colleges etc.

**impact**
The term and concept of impact is in widespread use now. Used narrowly it can be applied to very short-term targets and easy-to-achieve and easy-to-measure results. In this way it may be that professional life becomes obsessed with avoiding the long-term and the risky. On the other hand, impact can be so loosely defined that it serves little purpose. It is a concept that can be very rich in meaning, especially if it is subject to analysis, discussion and evaluation.

**INSET**
In-service Training (see also CPD)
For many years this was the preferred term to apply to any course undertaken by a teacher during their professional life.

**IPDA**
International Professional Development Association
This is a UK based organisation that brings together teachers, schools, LEAs, HEIs, government agencies and others. It can be found at www.ipda.org.uk.

**learning outcomes**
(see also Performance Descriptors)
Almost all HE modules are designed with outcome statements. It is possible to become very confused when presented with Aims, Objectives, Purposes, Intended Learning Outcomes, Key Skills, Content, Assessment Criteria and Performance Descriptors. Sometimes it can seem that they all mean the same but use slightly different wording. It helps to keep in mind that, largely, modules have specific learning outcomes that participants are required to demonstrate (they may be cross referenced with Key Skills) and that whole pathways or programmes have overarching assessment criteria that are used to examine the results of all modules. This helps to maintain a standard irrespective of the subject of particular modules.

**mentoring**
Professionals who have participated in Initial Teacher Training/Education will be familiar with this term. As far as CPD is concerned, there has been a tendency to use the term interchangeably with coaching. They are not the same but require many common skills (see section 2v, Coaching and mentoring).

**NCSL**
National College for School Leadership
Its website is www.ncsl.org.uk. It is responsible for a range of professional awards (NPQH, LPSH and Leading from the Middle) that are linked into postgraduate provision. The College is also responsible for NCLs (see below).

**NLCs**
Networked Learning Communities
These are run by the National College for School Leadership. It would be wrong to assume that they are all the same They each decide for themselves their shared vision of opportunities for pupils, teachers and headteachers. They can be contacted by email at nlc@ncsl.org.uk or by telephone at 08707 870 370.

**Ofsted**
The Office for Standards in Education has produced a number of relevant reports. In particular you may find it useful to consult The Key Stage 3 National Strategy: evaluation of the third year. You may contact freepublications@ofsted.gov.uk. Their website is www.ofsted.gov.uk.
performance descriptors

HE will usually have a way of describing different levels or grades of achievement. Sometimes these are built into Assessment Criteria and sometimes they are separated out as Performance Descriptors. The important thing is to have a clear notion of what is required in order to obtain a grade.

PPD

Postgraduate Professional Development
This is a scheme partly funded by the Teacher Training Agency and is designed to provide accreditation for teachers. Details are available on the TTA website www.tta.gov.uk.

teachernet

a website designed to support teachers at www.teachernet.gov.uk
It not only provides useful information on research and some of the very practical elements of teaching, but it also offers up-dates on latest policy.

TLA

Teacher Learning Academy
This is, at present, being piloted by the GTCE with a number of LEAs. It involves graduated membership and can be linked to the graduated accumulation of postgraduate credit. The Six Core Elements to be demonstrated by teachers joining the TLA are:

- engagement with an appropriate knowledge base
- planning of professional learning and change activity
- application of learning in practice
- accessing support or coaching
- evaluation of the influence on practice/own learning
- dissemination of the results of learning.

This guidance has been written with these Core Elements in mind.

TTA

Teacher Training Agency
This is the Agency established by government to manage both teacher training and CPD. In order to find out more, contact www.tta.gov.uk.

UCET

Universities’ Council for the Education of Teachers
Virtually all HEIs in the UK are members. The home page on its website, www.ucet.ac.uk, has very useful links.

verification

This is the process by which your Journal may be examined for its credibility. If you are presenting a Journal and Portfolio to HE in support of an APEL claim, for example, then it will be stronger if you have had the work verified. This could be by a staff development coordinator, a TLA verifier, a Strategy consultant or any one of a number of responsible people.
Making contact with Higher Education

Higher Education Institutions (HEIs) will be interested in you as a professional, sometimes working independently and often working with fellow professionals. They will also be looking for people who can use more than one perspective to examine their professional life. They are less interested in the simple achievement of targets than in what has been learned from professional development, even if targets have not been met. This Journal is designed to support you in obtaining up to 60 credits at masters level.

Please note that each Higher Education Institution will have assessment criteria of its own. They will also have their own procedures for the accreditation of prior learning and experience (AP[L]). They may also differ in the amount of credit that they feel able to give to work submitted in this way. The assessment criteria for this work have been designed to match as far as possible the kind of criteria generally in use in HEIs.

Assessment criteria

The assessment criteria used in this guidance document are:

- systematic understanding of relevant knowledge
- critical awareness of and insight to the current professional environment
- critical use of academic techniques of enquiry, including an awareness of their limitations
- analysis and discussion of the nature and significance of evidence
- communication of well grounded conclusions to an appropriate audience
- a personal professional voice
- independent learning and potential for further development.
## Perspectives and literature

The full list of perspectives is:

- the *academic/theoretical perspective* which has the capacity to enlighten, challenge and make sense of professional practice and policy in unexpected ways
- the *regulatory/official/inspection perspective* which not only embodies public priorities but also enforces a rigorous approach to the assurance of quality
- the *practical/professional perspective* which starts with the personal position of the teacher, working in context, engaging with and making sense of the demands and opportunities of professional life. A confident use of this perspective can also form the basis for a professional challenge to or questioning of theory.

Note: These perspectives also represent a blend of the kind of literature with which a professional would engage, especially if submitting work to HE. In other words, there are, broadly, three kinds of literature for you to take account of. In order to demonstrate that you are using a particular perspective try to refer to literature that looks at things from that perspective. Also try to see the impact that the literature as a whole has or might have upon your professional life.

## Intended learning outcomes

In order to validate modules and programmes leading to postgraduate awards Higher Education Institutions (HEIs) will need to specify *learning outcomes*. This document assumes that the over-arching learning outcomes are the ten sections of the Framework for the Critical Journal of Professional Development. In other words, you will be required to demonstrate that you have achieved each one. Within this process you will be defining your own *intended professional outcomes*. Individual HEIs may have different or additional learning outcomes.

To summarise:

- the framework of the Critical Journal for Professional Development represents the kind of Learning Outcomes that an HEI might require
- within that framework (at Section 3) you will set out your personal *intended professional outcomes*
- HEIs will be expecting to see that you have used three perspectives and three kinds of literature as you describe, analyse and evaluate your professional development
- HEIs will be using *assessment criteria* as the basis for their judgement.

Broadly speaking, there are two ways to use your Critical Journal to obtain credit.

- You could compile your Journal and supporting Portfolio independently or with help, and then submit it to an HEI of your choice. This would involve the accreditation of prior experience and learning (AP[E]L). Credit would be available although the work would probably not be graded; and, although there would probably be a fee, it would be less than the cost of registering for an award in the normal way.
- You could register with an HEI at the outset, thereby ensuring that you obtained a higher level of support throughout the process. Also the work could be graded so that it would affect the classification of an award.
You may get in contact with Higher Education in a number of ways. You might simply contact a local HEI directly or through, for example, your consultant, staff development coordinator or LEA adviser. Possibly your school is part of a Networked Learning Community and one or more HEIs will be part of it.

**Portfolio of evidence for impact**

This is where you select and compile the evidence that supports your claims to have developed as a professional. Put another way, it is evidence that helps you to identify for a reader the significant impact of your continuing professional development. The portfolio should only contain evidence that you have interrogated or reflected upon in order to establish its relevance to the claims that you are making. This should be the case whether the evidence is direct and tangible or a description of evidence that is indirect and intangible. It is possible that you will be assembling professional portfolio evidence for other aspects of your professional life. If so, then you may wish to select from this evidence pertinent items that support what you are claiming to have learned from the Key Stage 3 National Strategy.

**Framework of the Critical Journal of Professional Development**

There are ten sections in the framework of the Journal. Each of the sections includes: some explanation; and, occasionally, an optional supporting or preparatory activity. The task to be carried out for each section is separately identified. Each section also refers to the kind of assessment criteria that HE might use to assess your Journal and Portfolio and the perspectives from which you may be asking questions of your own professional development. As you move through the Journal you will accumulate evidence that you address the assessment criteria and make increasing use of the perspectives. In other words, the sections of the Critical Journal support each other: they cannot be treated in isolation.

The first five sections of the framework, including the activity, can be done very quickly. They may amount to a total of one or two day’s work, although it will probably be sensible to spread the work out over a longer period in order to allow you space to reflect and talk to colleagues.
1 Personal professional baseline

Explanation

The Journal that you are about to construct should begin with an account of your personal professional background. In other words, the base from which you are now going forward in terms of your development as a professional engaging with the Key Stage 3 National Strategy.

Often a straightforward CV will give the impression that professional life is a simple progression from one stage to another. In reality the narrative of professional life (and the preparation for it) often includes critical moments and critical factors that brought about a change of direction. Sometimes these changes were completely unforeseen. Also CVs are not necessarily good places to say anything about personal beliefs and values.

Task

If you have a long CV it will be better to place it in an appendix, as part of your Portfolio of Evidence for Impact. In the Critical Journal it will be best simply to summarise the key items in your CV and to provide a brief description of what you consider have been the critical moments and factors in your professional life so far. Try to include something about your personal beliefs and values as a professional.

Assessment criteria and perspectives

The kind of assessment criteria that you will be addressing here are likely to be those to do with critical awareness of, and insight into, the current professional environment and with developing a personal professional voice.

The perspective from which you are starting this examination of your professional development will be a practical/professional perspective. This perspective starts with the personal position of a teacher, working in context, engaging with and making sense of the demands and opportunities of professional life. A confident and well-supported use of this perspective can also form the basis for a professional engagement with, challenge to or questioning of both academic theory and the demands placed upon the lives of teachers in terms of regulations, official requirements and inspection.
2 Professional context

Explanation

It will be useful to describe under this heading in the Critical Journal the school or college in which you are working. The purpose of this is to make clear the circumstances within which your professional development is taking place. As with your Personal professional baseline (Section 1), it will help if you identify key features and key factors operating in your Professional context and the reasons why the Key Stage 3 National Strategy is important to your school or college. This will also provide the reader of your Critical Journal with a sense of the beliefs and values of the place in which you work. A word often used when talking about institutions like this is ‘culture’.

Remember, however, that reference to identifiable individuals should only be done with their agreement.

You may wish to make reference to supporting evidence in school brochures, action plans, inspection reports and development plans. If you do, it will be best to include such items, or selections from such items, in the attached portfolio as appendix items.

Task

Describe (a) the key features of your school, and (b) the key factors affecting it. Try, in particular, to choose features and factors that impinge upon your personal professional development and your beliefs, concerns and values.

Assessment criteria and perspectives

The assessment criteria being addressed here are likely to be the same as for the previous section. You are, however, also developing the ability to understand the relationship between points that you wish to make and the nature, strength and pertinence or significance of evidence. The way in which you understand relevant knowledge is becoming more systematic. Being able to describe key factors is part way to being able to reflect critically.

The perspective is also the same as for Section 1 but, by adding your professional context to your Personal professional baseline, it becomes likely that you will discover more about the ways in which you are developing as a professional.
3 Intended professional outcomes

Explanation

Outcomes are not the same as output. Output is evidence: outcomes are what the evidence signifies. In other words, intended professional outcomes are the skills, knowledge, understanding or experience that you wish to acquire or develop while participating in the Key Stage 3 National Strategy. Although you are responsible for your own list of intended professional outcomes, you may be setting them in collaboration with others.

Remember that they are intended outcomes. In other words, events and a growing professional understanding may mean that at the review stage (Section 7) you find that you have unexpected evidence for unintended outcomes and that some of these unintended outcomes represent relevant and useful professional achievement.

Before compiling a list of your intended professional outcomes for the Critical Journal it will help to undertake the activity outlined below.

Activity: Relating professional needs to professional impact

Time allocated: 45 minutes to one hour for a group, less for an individual.

If you choose to do this activity you can do it alone. There are, however, benefits to be derived from doing it in collaboration with colleagues. The activity is designed to help you and colleagues to articulate your own needs and the factors affecting them, and to gain an early understanding of the kind of impact that might result from addressing them.

1 Make a simple list of what you consider to be your needs as a professional. They could be any set of skills, knowledge, understanding, experience, qualification or career change. At this stage, although the major context for this Critical Journal is the Key Stage 3 National Strategy, you need to be as free as possible to include what you like. You may also be influenced by performance management targets or NCSL programmes in which you are participating; but allow your list to be really wide ranging so that you begin to see if there might be potential relationships between different aspects of your professional life. Do not confine yourself to what is easily measurable. In other words, you can include items relating to self-confidence, motivation and self-esteem.

2 Now try to classify the items in your list by identifying their source. In other words, are they:
   - entirely personal
   - derived from the School Development or Improvement Plan or some other aspect of school policy
   - in response to LEA policy
   - in response to government policy
   - related solely to the Key Stage 3 National Strategy
   - representative of particular beliefs, concerns and values
   - a combination of any of the above
   - or derived from some other source?
3 Next try to classify the items in your list in terms of timescale. It may help to see these as: short term (say, a few weeks); medium term (say, a few months); long term (say, a year or more); and continuous (these are the kinds of need that never go away). There is, by the way, no compulsion to confine yourself to these definitions of the timescales. This activity is designed to support and not constrain you.

4 Now move on to consider what you expect to be the nature of the evidence for impact that might help you to demonstrate that you have addressed or met your needs. Before you do this, however, remember that not all evidence of professional learning will be tidy, targeted and tangible. If, for example, one of your identified needs was improved professional self-esteem, then the evidence may be somewhat intangible. Sometimes the only way that you can present such evidence is to write a convincing account of what it felt like to, say, lead for the first time a working party of colleagues, and how this has led to a gain in professional confidence that has encouraged you to do more as a professional.

5 The next step in the activity is to classify your expected evidence for impact as either tangible or intangible. This should help you to avoid any tendency to ignore evidence that is not straightforward and solid. You are beginning to establish here what you consider might be the signals of success (sometimes called success criteria or performance indicators).

6 Next, you will need to consider the conditions controlling the generation of the evidence. In other words, although you may, for example, have identified as a professional need the re-equipment of your class room with 30 new computers, it is unlikely that you have the power to control this much resource. You do, however, have the power to address a need to submit a proposal to senior management that there will be benefits from the allocation of such a resource. If others control the conditions for the generation of evidence that you have met your needs, you may be setting yourself up for failure. Ask yourself the question ‘Who has the power to affect my achievement as a professional: others or me?’.

7 It will help if you can record your completion of this activity and place it as an appropriate appendix item in your portfolio of evidence. A useful table for setting this out could look like this, with as many rows as you require for each need.
Relating professional needs to professional impact

<table>
<thead>
<tr>
<th>Identified professional need</th>
<th>Source of need</th>
<th>Timescale</th>
<th>Nature of expected evidence for impact</th>
<th>Controlled by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The purposes of the activity you have just completed were to help you analyse your professional needs before you decide upon a set of intended professional outcomes, and to think about how you might meet those needs and what they might mean in the form of professional impact.

**Task**

Now, having possibly carried out this activity, draw up for the Critical Journal your intended professional outcomes. If your numbered list of outcomes is very long you will be unlikely to deal with it all, and if it is too short each one may carry a lot of meaning and so be difficult to focus on. Try to avoid easy targets, as there is little to be achieved from aiming at them; and try to avoid the impossible.

Remember, however, that, for the purpose of this Critical Journal, the major professional context is the Key Stage 3 National Strategy. Your intended professional outcomes must, therefore, relate to the Strategy even though they may be focused upon very personal needs or connect with other concerns of your school.

**Assessment criteria and perspectives**

The assessment criteria addressed when completing this section are likely to be similar to those for the previous two sections but, in addition, you are beginning to establish a basis for independent learning and the potential for further development.

The perspective is now not only that of the practical/professional but, because you are starting to think about the kind of literature with which you will be engaging, it is also beginning to include the academic/theoretical perspective. Also, because you have looked widely at the sources of your professional needs, you will be using a regulatory/official/inspection perspective.
4 Preliminary action planning

Explanation

Since you have now arrived at an idea of what it is you would like to achieve, it becomes important to outline the steps that you will have to take in order to make it happen.

Task

Look back at what you wrote for Section 3 and ask yourself four questions. Record the answers to these questions in this section.

Q1 What are the links between my intended professional outcomes and the plans of my school?

It is likely that there will be links, but it will help to see the ways in which both the Strategy and your intended professional outcomes connect with what your school or college wishes to achieve. It may be that what you wish to achieve does not always match school plans. This need not be a problem. Sometimes an individual professional will be identifying needs to be addressed that a plan written some time earlier has failed to spot.

If you list your intended professional outcomes on the left of the page it should be relatively straightforward to write in the links or absence of links for each one.

Q2 What are the arrangements in my school or college for sharing my intended professional outcomes with others?

It is possible that any such arrangements will vary slightly for each outcome. Some outcomes may be tied into performance management targets, others may be part of, say, departmental plans and yet others may be so personal that you wish to confine the process of sharing your intended professional outcomes to a friendly colleague on a purely informal basis. It is, however, very important that you go through a sharing process on whatever basis. There is a growing experience of, and literature and expertise on, mentoring and coaching and there is much to be gained from developing opportunities for professional dialogue.

As above, list your intended professional outcomes on the left and write in the sharing arrangements for each one.

Q3 Given that I have selected a set of intended professional outcomes, how feasible are my plans to achieve them?

This is the range of activities that you and/or others are planning in order for you to achieve your intended professional outcomes. It may include:

- meetings, courses or conferences
- on-site or off-site
- formal or informal
- individual and/or collaborative.

In addition, your plans will include engaging with a range of relevant literature and you will have to include some planning of time to allow for this. The Key Stage 3 National Strategy includes much relevant and professionally useful literature. In addition there may be more literature that you wish to begin thinking about at this stage.

Literature that is professionally useful and relevant is likely to include a mixture of academic writings, official documentation, work-based and personal professional materials (including schemes of work and policy documents) and newspaper articles: in other words, the full range of literature that can impinge upon the life of a teacher. Section 7 will provide an opportunity to reflect critically on the professional impact of such literature.

As above, list your intended professional outcomes on the left of the page and write in your plans for each one, including your reading plans, on the right.

By the way, when you respond to this question and to the next one you may find that your list of intended professional outcomes is not as feasible as you first thought, or you might consider that they are too easy to achieve. By all means go back and modify them, remembering that if they are too easy they are not worth trying to achieve and if they are impossible there is no point in wasting effort.

Q4 What resources am I likely to need to achieve my intended professional outcomes?

The effectiveness of continuing professional development may be dependent upon a realistic notion of the resources involved. Resources can be time, money, materials and equipment. They can also be the cost you pay in terms of having to forego other opportunities. Remember that you may not control all of the resources that you may need to achieve your intended professional outcomes.

As above, list your intended professional outcomes on the left and write in the required resources for each one on the right.

Assessment criteria and perspectives

Because you are still planning or thinking ahead about your continuing professional development, you are still building up evidence that you can engage with the assessment criteria and perspectives that you have been working to so far. You are also beginning to show that you can build a basis for the use of academic techniques of enquiry that will enable you, later in the Critical Journal, to arrive at well-grounded conclusions.

In terms of perspectives you are increasingly using all three.
5 Expected evidence

Explanation

All professional development generates evidence no matter what it signifies. It is useful to have an idea at the outset of the form and nature of the evidence. That was one reason for the activity that you were encouraged to do prior to Section 3.

Evidence is sometimes easy to identify and quantify. It can range from a record or certificate of attendance to a large set of materials or documents, such as revised policy documents, presentations, displays and schemes of works. There are a number of suggestions within the Key Stage 3 National Strategy about the kind of direct and tangible evidence that you are likely to generate individually and in collaboration with others. It is, however, important to remember that some evidence for professional development will be intangible. Improvements to self-esteem, self-confidence and motivation are crucial to professional development and even if they cannot easily be measured they can, nevertheless, be described.

One more point to be made here about evidence is that without a rigorous self-interrogation of evidence for professional development you may seriously under-sell yourself. For example, if you set an intended professional outcome of writing a new school or departmental-wide policy and simply look for the evidence in the form of the new document, you will probably be discarding considerable evidence of the managerial and interpersonal skills that it took to write a policy that was accepted by colleagues, let alone the skills that it took to begin the process of implementation. In professional life, as in teaching, much happens that is unexpected. When you come to Section 7 you will be reviewing a range of evidence for your professional development and some of it will be unexpected.

Task

So, look back at your intended professional outcomes. By all means modify them now that you have thought about the expected evidence; and, as you did for the responses to the questions that you asked yourself in the earlier section, list the intended professional outcomes on the left and match each with the evidence that, at this stage, you expect might enable you to demonstrate that you have achieved them.

Assessment criteria and perspectives

This is the last of the sections in which you are still looking forward. All along you have been building up the number of different assessment criteria that you are addressing and making use of more perspectives to examine your own professional development. In academic terms you have done some of the work needed prior to carrying out research. This should mean that you approach what happens next with a sharpened awareness of its significance. Don’t forget that this might be a good time to talk to people or a person with whom you have decided to share your plans and intentions.
6 Monitoring, selection and de-selection of evidence

Explanation

What you have recorded to this point has been about plans, intentions and expectations. In this section, however, you should be in a position to compile a record of the actual evidence for your professional development. This may differ from the evidence that you expected to see. In the next section you will be reviewing this evidence for its significant impact and, in the section following that, you will be making a claim for the actual professional outcomes for which you believe that you have evidence.

All evidence, whether tangible, intangible, or credible descriptions of either, should be placed in your Portfolio of Evidence for Impact. This will enable you to support your claim in Section 8.

This section may not be easy because, perversely, the pressures and constraints of professional life can be a barrier to the positive and critical recording of, and reflection upon, what has been learned as a professional. The word ‘monitoring’ appears in the title for this section because, having done some serious thinking to this point, you should be in a position to observe what is happening to you as a professional and use the critical framework of this Journal to help you make sense of it.

The words ‘selection’ and ‘de-selection’ appear because, by the time that you present this Journal, you should have made decisions about the evidence that you consider significant. It is not sensible to try to present a load of unsorted evidence. Bear in mind words such as ‘relevant’, ‘appropriate’, ‘pertinent’, ‘useful’ and ‘significant’ when thinking about evidence; and remember to record reference to the literature that has played a part in your professional development.

It will help if you look forward to the next two sections (7 and 8) because completion of those will depend upon what you do here.

Activity

Before you go on to list your evidence you may wish to read the following three stories and ask yourself if there is anything in them that reflects your own experience.

1 Overcoming fear of water

A class of adults was asked to describe something in their recent personal lives that they considered to be an achievement and to go on to identify the evidence that could be used to help verify their claims. One person said that they had always been frightened of water but, because they now had young children who wanted to go swimming, they had managed to overcome the fear. When asked what was the evidence for the achievement this person replied that they could now swim.

At this point the person in question appeared to the rest of the class to have gained in stature and self-esteem. They were admired. Someone then asked how well could they swim? The answer, of course, was very badly. The stature and self-esteem began to shrink.

What the person and the group were in danger of doing at this point was to make the mistake of thinking that the evidence was the achievement. Even poor levels of attainment may represent high levels of achievement. If you can recall doing something for the first time as a professional, it is possible that you did not do it very well. It might, nevertheless, have represented a considerable achievement.
2 The sheep and the pig

Some years ago, in a Liverpool Nursery School where the headteacher was very keen on Records of Achievement, a child asked the headteacher if she could put one of the two pictures she had done that day into her portfolio. The answer was ‘Yes, which one?’ Now the child had done one picture of a sheep and one picture of a pig. The picture of the pig was really very good: clearly a well-delineated and recognisable pig. The picture of the sheep, on the other hand, was not very good at all.

When she asked the child which picture she wanted to choose the head was surprised to be told ‘The sheep, of course.’ Being an experienced teacher, and remembering that a purpose of a Record of Achievement was that the child should own the decision about what went into the portfolio, the head refrained from intervening at this point. She did, however, ask the parent who came to collect the child why she thought her child had chosen the sheep rather than the pig. The mother replied, ‘Well you see, she has been doing pigs for months. Our house is full of her pictures of pigs. That’s her first sheep.’ In other words, the achievement identified by the child as worthy of celebration was the taking of a first step towards new learning.

3 Professional penicillin

Unlike the others, this story is totally imaginary.

Try to think of a young Alexander Fleming, towards the end of Key Stage 3, sitting in silence with the rest of the class doing a chemistry test. At the end he comes up to the teacher and explains that, although he has not answered a single question, he has, nevertheless, discovered penicillin and does the teacher think it is any good?

Before you say what you think the response of the teacher might be, ask yourself if there are any parallels in your personal professional development.

Task A

Make a list in this section of all of the items of evidence that you have decided to present in your Portfolio of Evidence for Impact. It will help if each item is presented as a lettered appendix, such as Appendix A, Curriculum Vitae. Add a paragraph of explanation in the portfolio at the start of each appendix item otherwise the reader may have difficulty in understanding its reason for being included.

Task B

Include in the list in this section each item of literature that you have used while working on the Key Stage 3 National Strategy.

Assessment criteria and perspectives

In addition to building on the assessment criteria and perspectives addressed so far, and having assembled evidence to be critically reviewed (Section 7), you are now using academic techniques of enquiry and beginning to establish the basis to communicate well-grounded conclusions to an appropriate audience.

In terms of perspectives you are now probably making more use of the academic/theoretical perspective.
7 Reviewing evidence for significant impact

Explanation

This is likely to be the longest section within your Critical Journal.

A Critical Journal of Professional Development is not a pass/fail exercise. In other words, it is not a test of how closely you met your intended professional outcomes, but rather a test of how seriously you have examined what has happened to you in terms of professional development, in this case within a context largely determined by the Key Stage 3 National Strategy.

The plans, intentions and expectations at the outset were not designed as hurdles but as a basis for making sense of professional development as it happens. It is crucial, therefore, before you make any final claim for how you believe you have developed as a professional, that you critically review the evidence for what has happened. Try to involve others in this process. You may discover unexpected evidence for unintended outcomes. Discussion with others may also lead to a better description of intangible evidence. And you may gain a clearer picture of what you want to do next. This section will be much more discursive than any of the others.

Remember that you are drafting this section on the basis of the previous one (Section 6). In other words, you are not searching for evidence that matches what you set out to do: you are examining the products of your actual, rather than your predicted, professional life for significant impact before deciding to select or discard them.

Activity

In order to help the process of making sense of what professional development has taken place while you have been undertaking the Key Stage 3 National Strategy, and as a preliminary to the task, you may find it helpful to take each of your intended professional outcomes in turn and, making full use of the evidence that you have assembled, ask yourself the questions listed below.

1 Did I achieve my intended professional outcomes as designed? In other words, was my definition of what I wanted to achieve accurate and was the evidence that I expected to generate produced entirely as predicted? How can I tell that this is so? Is there any evidence in my portfolio to support this? What professional impact does the evidence signify?

2 Does what I wanted to achieve now look as though it should be re-defined? Do I know and understand it better now? How would I define it now? What evidence can support this? What professional impact does the evidence signify?

3 Did what I wanted to achieve turn out to be impractical? In other words, were there strong, though perhaps unforeseen, professional reasons why it could not happen? What evidence supports me in saying this? What professional impact does the evidence signify?

4 Did I achieve more than I expected? In other words, did I go further than I hoped or, perhaps, did this intended professional outcome actually encapsulate far more skills, knowledge, understanding and experience than I could see at the outset? What evidence supports me in saying this? What professional impact does the evidence signify?
5 Was this intended professional outcome really not for me? In other words, is it a sign of good professional development if I identify what I am not so good at? On what basis can I say this? What professional impact does this evidence signify?

6 If I did not get round to addressing this intended professional outcome should it continue to be a target for next year? In other words, although I did little on it this year or have good reasons for not achieving it, might it be an idea to carry it forward? What tells me that this is a good idea? What professional impact does this evidence signify?

7 Having responded to the questions above, ask yourself if you have any unexpected evidence for unintended outcomes. If you do, make reference to it, make a list of what you believe has been achieved like this and, again, answer the question: what professional impact does this evidence signify?

Task A

The sequence for your discussion of what has happened to you in terms of professional development should be:

- discussion – a paragraph or two describing what you think happened
- identification of evidence – perhaps a paragraph upon the relevant items listed in the previous section and collected or described in your portfolio
- explanation of the significance of the evidence – again, a paragraph or two, and remember that you are considering this evidence in terms of its professional impact.

Remember, there are no ‘correct’ answers. What matters is the rigour with which you interrogate your own professional development.

Task B

You must also critically review the literature that you have used. Remember that the literature relevant to your professional development is likely to include a mixture of academic writings, official documentation, work-based and personal professional materials (such as policy documents, action plans, schemes of work) and newspaper articles.

Make a list of the literature that you have selected as most relevant and, for each item in the list, describe and explain its relevance, usefulness and significance to you and, perhaps, other professionals. Another way of describing this is an annotated bibliography. Make sure that each item is identified so that a reader would be able to obtain or have sight of a copy.

Remember that it is possible that an item of literature, such as a new syllabus or specification or a new inspection report, might not be very welcome but it may, nevertheless, have considerable significance. Remember also that, while academic and theoretical literature may help to shine a light on practice, a confident professional may be in a position to challenge and contribute to theory.

In other words, HEIs will wish to see evidence of professionals engaging with literature, not simply describing it. It will, therefore, help if you are able to show that you have also considered the literature as a whole; in other words, say something about the different impact upon you of particular items or kinds of literature. Try to introduce some comparison.
Assessment criteria and perspectives

By now you should have accumulated evidence that you have addressed the full range of assessment criteria and used all of the perspectives that will enable you to show that you are operating as a thinking professional. In particular, at this point you will have addressed the criterion dealing with analysis and discussion of the nature and significance of evidence.

In the next three sections you will go on to accumulate more evidence against the criteria and be able to self-assess where your Critical Journal and Portfolio of Evidence for Impact clearly address the criteria and where they can be improved.
8 Outcome claiming

Explanation

Another way of thinking about this section is that, having analysed, discussed and evaluated the experiment of your professional development, you can state your findings. The claims that you make here should be backed up by evidence, even if the evidence is a description of what you have learned. In other words, your claims should be capable of being verified.

Task

Simply list the skills, knowledge, understanding and experience that you have acquired and developed as a result of your engagement with the Key Stage 3 National Strategy. It will help if you can number them, and it will help further if you can make reference to the items of evidence (or descriptions of evidence) compiled in your Portfolio of Evidence for Impact.

Assessment criteria and perspectives

In terms of assessment criteria you are now concentrating on the communication of well-grounded conclusions to an appropriate audience and, in terms of perspectives, although you are mostly employing the personal/professional perspective, it is now informed by your experience of having looked at your professional development in other ways.
9 Follow-on action planning

Explanation
At this point you should be in a position to think about how you wish to develop as a professional. You do not need to draft new intended professional outcomes at this point, but what you wish to do next should, at least partially, arise out of the process you have just completed. It might be a very good idea to share your thoughts about the future with a colleague (perhaps your verifier).

Task
Simply list and explain what, at this stage, you wish to do next in terms of professional development.

Assessment criteria and perspectives
In terms of assessment criteria you are now concentrating on independent learning and the potential for future development. HEIs will be keen to know that you have done some thinking about what you wish to do next, even if, at this stage, it is not a final plan.

In terms of perspectives you are now beginning to look at the future again.
10 Verification

Explanation

All that is required for this section is that you have your Critical Journal of Professional Development together with the accompanying Portfolio of Evidence for Impact verified. In other words, you need to have a responsible colleague read your work and sign it off as a credible, supported account of the professional development in which you have engaged while participating in the Key Stage 3 National Strategy.

The sort of people who you might ask to verify your work could include Teacher Learning Academy verifiers, staff development or CPD coordinators, performance management team leaders, mentors, coaches, Strategy managers and consultants. It is possible that your school is involved in a Network Learning Community or other similar cluster or partnership. It is also possible that you may have access to colleagues who are associate tutors for HE. Whatever your professional situation, it should be possible to find the right person who will read your work and be prepared to verify it.

Remember that in question 2 of Section 4 you already listed some people and/or groups of colleagues with whom you planned to share your intended professional outcomes.

Task

Find the right person and ask them to verify your work.

Assessment criteria and perspectives

As far as the verifier of your work is concerned, all assessment criteria and all perspectives are in play for this section.
CRITICAL JOURNAL OF PROFESSIONAL DEVELOPMENT (CJPD)
THE FRAMEWORK

Before completing each section within the framework consult the Guidance Document (Compiling a Critical Journal of Professional Development). In the Guidance Document you will find specific advice on how to complete each section.

<table>
<thead>
<tr>
<th>1 Personal professional baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The key items in my CV</td>
</tr>
<tr>
<td>(b) A brief description of the critical moments and factors in my professional life so far</td>
</tr>
<tr>
<td>(c) Supporting evidence can be found in …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Professional context</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Key features of my school</td>
</tr>
<tr>
<td>(b) Key factors affecting my school</td>
</tr>
<tr>
<td>(c) Supporting evidence can be found in …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Intended professional outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) …</td>
</tr>
<tr>
<td>(b) …</td>
</tr>
<tr>
<td>(c) …</td>
</tr>
<tr>
<td>NB Insert as many as you find necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Preliminary action planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The links between my Intended professional outcomes and the plans of my school</td>
</tr>
<tr>
<td>(b) The arrangements in my school for sharing my Intended professional outcomes with others</td>
</tr>
<tr>
<td>(c) My plans for the achievement of my Intended professional outcomes</td>
</tr>
<tr>
<td>(d) The resources I am likely to need to achieve my Intended professional outcomes</td>
</tr>
<tr>
<td>NB Matched to Intended professional outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Expected evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) …</td>
</tr>
<tr>
<td>(b) …</td>
</tr>
<tr>
<td>NB Matched to Intended professional outcomes</td>
</tr>
</tbody>
</table>
6 Monitoring, selection and de-selection of evidence

(a) The list of items to be found in my Portfolio of Evidence for Impact
(b) The items of literature that I have used while working on the Key Stage 3 National Strategy

7 Reviewing evidence for significant impact

Task A

*Intended professional outcome 1*

Discussion
Identification of relevant evidence
The significance of the evidence
NB Repeat for all Intended professional outcomes

*Unexpected evidence for unintended professional outcomes*

Discussion
Identification of relevant evidence
The significance of the evidence

Task B

*Literature item 1*

Description
Explanation of relevance, usefulness and significance
NB Repeat for all items

8 Outcome claiming

(a) The skills that I have demonstrated
(b) The knowledge I have acquired
(c) The understanding that I have arrived at
(d) The experience(s) that I have undergone

9 Follow-on action planning

(a) ...
(b) ...

etc.

10 Verification