Shaping the **future of CPD**

Time to focus on the important, not the urgent

Foreword

Graham Newell
Director of Education
IRIS Connect

There is strong consensus that the greatest variable in pupil outcomes is the quality of teaching.
The quality of training and on-going professional learning of teachers is therefore of critical importance but there is compelling evidence that much traditional professional learning has limited impact.

The recent consultation paper, 'A World Class Teaching Profession', recognises both the importance of teacher quality and the constraints of traditional professional learning opportunities. This has enabled opportunities for even greater professional dialogue on 'Shaping the Future of CPD'.

This paper is largely based on the presentations, discussions and comments at the 'Shaping the Future of CPD' conference on the 10th February 2015. The conference brought together school leaders, teaching professionals, academics, researchers and others engaged in the CPD agenda to discuss 'what works', challenge the status quo and chart a course for the future of professional learning.

The discussions and recommendations set out here are intended to stimulate discussion amongst professionals and policy makers.

I am indebted to everyone who attended and contributed to this event and in particular to:

Keynote:
Professor Sir Tim Brighouse

Expert Panel:
Philippa Cordingley - *CUREE*
Professor Pete Dudley
Vivienne Porritt - *UCL Institute of Education*
David Weston - *Teacher Development Trust*

School speakers:
Ken Brechin - *Cramlington Learning Village*
Malcolm Drakes - *Broadford Primary School*
Mandy Lancy - *Oak Hill Academy*
Lisa Middleton-Clifton - *Oak Hill Academy*
Alex Quigley - *Huntington Academy*
Alan Yellup - *Wakefield City Academy Trust*

Table facilitators:
Douglas Archibald - *Whole Education*
Dr Shawn Edmondson - *Washington STEM*
Ashley Harrold - *Blatchington Mill School*
Lord Jim Knight
Professor Christina Preston - *University of Bedfordshire*
Andy Tharby - *Durrington High School*

Introduction

The key themes that emerged during the conference were:

- **Building trust at all levels of the education system**
- **Creating the capacity to focus on the important issue of CPD**
- **Enabling meaningful collaboration between schools and with universities**
- **Developing formative approaches to evidence and the evaluation of CPD**
- **Using technology as a powerful lever to release potential.**

Summary of key recommendations

Nationally:

- Maintain a tight focus on the importance of evidence-based professional learning opportunities
- Reassure the profession that a College of Teaching will be truly independent
- Ensure that Ofsted becomes a part of the fabric of school improvement and does not drive the urgent at the expense of the important
- Develop a system of accreditation that validates and acknowledges the impact and value of on-going, school-based professional learning activities
- Review and clarify the position of the 'lead' school in a teaching school alliance and the consequences if it does not remain 'outstanding'.

Inter-school collaboration:

- Ensure there is a focus on the skills of the whole group or alliance, rather than just within the lead school so that knowledge becomes 'co-creation' across all the schools
- Develop common understandings around language, processes and be clear about what great teaching looks like
- Invest in technology that enables iterative collaboration between and across schools
- Develop clear processes for collaborative enquiry within inter-school alliances
- Through inter-school collaboration, 'keep the end in mind' when developing learning opportunities and ensure these translate into the need of pupils attending schools with different identities, challenges and opportunities.

Schools:

- Ensure that there is clarity on the purpose of lesson observations so that formative development is distinct from the accountability framework
- Form a knowledge-creating school through peer reflection groups, lesson study and research processes combined with activities to inform these with specialist expertise
- Embed professional learning as an on-going process within the school timetable
- Enable sharing of practice in a non-judgemental culture, which also acknowledges the importance of informed risk taking
- Develop and exploit the opportunities of technology as a collaborative tool within agreed protocols to help ensure teacher control and permissioning.

Are we ready for a
CPD revolution?

Does the government consultation paper, 'A World Class Teaching Profession', herald a new era in CPD or will the issue of professional development be subsumed by another 'urgent' issue?

"We must not compromise. We must say to all the political parties: 'what are you going to stop doing to the system, to allow the system to focus on the important and not to continue to work on the urgent?'

We must prioritise CPD even though it may never be the most urgent thing on the list."
- David Weston

Will the College of Teaching be empowered to provide a "confident identity for the profession", speak truth to the powers that be and act to buffer big shifts in agenda, often seen with a change in government?

Will the College help school leaders to step out of the whirlwind of ever-changing goalposts and focus on making the right decisions about improving teaching and learning in their schools?

"The College of Teaching needs to be a place where we can put aside some of our tribal self interest and come together for the greater good."
- David Weston

These were the big questions raised by many of the keynote speakers, which set the backdrop for discussions at the 'Shaping the Future of CPD' conference. The following pages outline key aspects of the discussions and sets out recommendations for both the profession and policy makers to take advantage of the opportunities currently available.

Embed respect and trust
From a deficit model to a strengths development model

Pete Dudley

"We develop practice knowledge effectively when we feel safe to take risks and when we work collaboratively with people we trust enough to expose our professional vulnerabilities. Without these conditions, we play safe and do the 'performance' lessons we do when being judged.

Organisations need these conditions to learn too, or we hear 'We can't do lesson study now - we're due an inspection'. So trust and respect must pervade the whole system."

The sense of professional efficacy required to develop a high-performing education system can only be built upon trust.

In the current climate, many teachers and school leaders feel overworked, undervalued and fearful of Ofsted. This can erode the trust that should be the glue holding the system together and hamper attempts to focus on the important work of professional development.

Trust is about empowering professionals and was central to many of the discussions at 'Shaping the Future of CPD'. Along with mutual respect, trust needs to permeate every level of the education system, from the government to the professionals on the frontline. In the world's leading education systems, teachers are empowered in their profession; able and willing to take responsibility for their development and improve outcomes in their own classrooms.

To build trust and embed respect we need to move from a deficit model to a strengths development model. By building on areas of strength and removing the fear of judgment and failure, teachers and schools will be far more able to work together collaboratively, take informed risks and innovate to improve outcomes.

"That climate of trust is also about taking risks... It's about having that openness that we all make mistakes and that is fine and that we're going to learn from them as a staff and as colleagues."
- Alex Quigley

How can we embed respect and trust at every level?

Within schools:
- Develop clearly agreed protocols around the purpose and function of observations so that professional learning is not confused with the accountability framework
- Train staff to ensure they can provide developmental feedback
- Enable sharing of practice in a non-judgmental culture by establishing peer reflection groups, such as lesson study
- Encourage informed risk taking and innovation.

Between schools:
- Collaboration between schools needs to be based on mutual respect and agreed protocols, recognising there is excellence in every school that should be developed and shared.

From the top:
- Reassure the profession that a College of Teaching will be truly independent, to help build trust between the profession and policy makers.

Build capacity to
focus on the important

"Effective teacher learning…takes place over time. It involves quite a bit of that learning happening in the classroom and preferably with more than one teacher engaged in an enquiry… we have a system that's set up for one teacher, one classroom and a grinding timetable."
- Pete Dudley

Amongst the whirlwind of urgent issues that schools face, they need to free up time and resources to focus on the important issue of CPD. Enabling and empowering teachers to take ownership of professional development is central to creating and sustaining capacity in the changing landscape of education.

Ensure there are adequate resources

"The logistics of CPD create fragmentation. Teacher time is scarce and inflexibly organised. In-depth, specialist expertise is difficult to access and finance, so tends to surface during conferences and whole school events with information cramming and no time for processing; so differentiation flies out of the window."
- Philippa Cordingley

Extensive research has shown that quality of teaching is the most important controllable factor for improving student outcomes. Research has also shown the failure of traditional CPD in changing or embedding new practice (CUREE 2011). This must not be forgotten in a time of budgetary constraints. It is even more important for schools to be able to access funding for professional development and learning and to use this resource in a really focused, sustainable way in order to have maximum impact on outcomes.

David Weston
"There is nothing more important in schools than helping induct, support and develop teachers. However, there is always plenty that is more urgent: collecting evidence, accountability, dealing with day-to-day behaviour, producing reports, responding to change, meetings and so on. We have to stop saying 'teacher development will happen when we have time'.

There will always be something else, we must simply make development our top priority and make time for it."

Make time

Time was identified as a major constraint in giving staff effective professional learning opportunities. However, Ken Brechin described how Cramlington Learning Village has evolved their timetable to provide teachers with two hours of CPD time every week - an approach that has led to five consecutive 'outstanding' Ofsted inspections.

Currently, school leaders need to take a brave step to radically review how school time is structured. The system needs to mature to a point where there is less risk aversion and greater room for leaders to make these decisions.

Where possible they should:

- Invest in professional learning as an on-going process, embedded throughout the school timetable
- Base professional learning on the individual needs of the teacher and give them the opportunity to reflect on their day-to-day practice.

Malcolm Drakes

"You need to establish vision and values that are aligned with teacher standards, creating professional responsibility for all teachers to evaluate their own practice and ensure they are doing everything they can to improve."

Empower professionals

Making the shift from a top-down model in an atmosphere of accountability to a system where school leaders and teachers are empowered, take ownership and work collaboratively, requires support and facilitation.

A successful example was provided by Malcolm Drakes who described how he led Broadford Primary School from 'special measures' to 'outstanding' in less than two years through a supportive programme of teacher reflection and development. In his keynote, Sir Tim Brighouse reflected on his visit to Broadford where he listened to teachers talking to each other about teaching; a demonstration of staff having taken responsibility for the quality of teaching and learning in their school.

The dangers of a fragmented system in which phases of a teacher's career are too clearly siloed, was noted by Vivienne Porritt who argued for a "coherent articulated approach for how teachers learn throughout their careers". Key to this is empowering teachers to engage in personalised opportunities to develop skills and knowledge during their career; and to enable them to contribute by sharing these skills back in to the community. Graham Newell's professional learning cycle describes this:

Schools should develop an approach to professional learning that:

- Is based on individual learning needs and mapped on to school priorities
- Structures CPD time to enable regular peer led activities.

Collaborate effectively in a school-led system

In a school-led system, with the teaching schools model seemingly at the heart of government strategy, the need to create capacity for meaningful collaboration between schools, and with other organisations, has never been greater.

Ensure a common vision and shared focus

A collaborative school-led system is in many ways counter cultural, given the historically competitive nature of schools.

A key challenge for collaborative partnerships, teaching schools in particular, is creating a common vision and a clearer focus. This must be done in collaboration with shared ownership and responsibility, not dictated by the lead school.

Vivienne Porritt referred to a forthcoming research report from the Institute of Education (IoE) looking at the conditions necessary for successful inter-school collaboration with universities and highlighted the importance of:

- Developing a common language
- Developing common processes
- Developing a common understanding of what great teaching and learning looks like
- Setting clear roles and expectations from everyone engaged in the partnership.

Vivienne Porritt

"Within a school-led system, how do we ensure that autonomous schools are supporting each others' development and, through such collaboration, improving the quality of both professional and student learning?

To improve quality, professional learning is enhanced by combining the practice expertise in schools and the research knowledge in universities. In particular, collaboration between schools and universities through practitioner enquiry in collaborative R&D supports access to new knowledge, maintains the rigour of enquiry and enriches and deepens everyone's learning."

Identify excellence and understand needs

In a recent interview with Graham Newell, John Hattie asked: **"Are you brave enough to accept there is excellence all around you?"** It is the process of releasing this tacit knowledge that is the key to effective professional learning, as described by Nonaka and Tacheuchi in 'The Knowledge Creating Company'.

As Hattie said, there needs to be a recognition that there is excellence in every school, even those that are deemed to be 'failing'. Groups of schools need to harness this excellence to raise the quality of teaching across all schools.

Alan Yellup, Chief Executive of the Wakefield City Academies Trust, described how he is working towards *"creating a learning community under one roof"* using the skills within every school within the Trust.

Collaborative groups should:
- Audit the breadth and depth of knowledge and expertise that exists in their network
- Map out both needs and strengths across the network to identify sources and recipients of support.

Strengthen the teaching schools model

"Local systems involving teaching schools constantly risk devastation by a rogue Ofsted."
- Pete Dudley

The teaching schools model is still relatively immature and fragile. The need to remain outstanding can hamper innovation and restrain teaching schools from breaking from the delivery of 'safe' traditional CPD to invest in more sustainable, impactful models of collaboration.

Philippa Cordingley highlighted a concern about the broad scope of teaching schools:

"The big 6 really are a big 6. We need to enable teaching schools to feel good about specialising in a few areas and build some critical masses between them. We need to do some really good research about what works when you major on ITE or CPD."
- Philippa Cordingley

To strengthen this fragile model:
- Give more emphasis to the teaching school 'alliance' rather than the individual lead school
- Review whether teaching schools should be expected to deliver on all six areas of responsibility
- Review whether remaining outstanding should be the criteria to retain teaching school status once it has been established.

Build a knowledge
creating profession

"The thing that helps professional learning mean something to teachers is when it starts from aspirations about young people's learning.

If clarity about how we want our pupils' learning to look if our own learning is successful, is woven all the way through like a golden thread, and if the learning process involves revisiting evidence about how their own learning connects with young people's learning then the learning will be richer and more inspiring AND we'll be much better at evaluating the impact."
- Philippa Cordingley

The word 'evidence' is seen by some as having been hijacked by Ofsted and used too closely as part of the accountability framework. The suggestion that the profession should reclaim 'evidence' was a popular one.

Evidence, as Philippa argued, should be about teachers being critical, choosing which strategies they are going to use and what evidence they are going to look at to evaluate the impact. Evidence should be embedded in the formative process of improving teaching and learning, not about summative judgments.

Philippa Cordingley

"Research about professional learning, and thus professional knowledge, demonstrates the importance of:

- *Making sound evidence about teaching and learning accessible and usable within the professional learning process; and*
- *Analysing evidence from pupils' responses to our experiments with new approaches, so we can make informed refinements to practice as we learn and grow with colleagues.*

Professional learning through using evidence from peer observations, work scrutinies or videos creates a visible foundation for professional growth."

As well as teachers using evidence to improve outcomes in their classrooms, school leaders need to do the same for the professional learning opportunities they provide staff:

"There's a big difference in thinking that you've got a good CPD programme and actually knowing that you have.
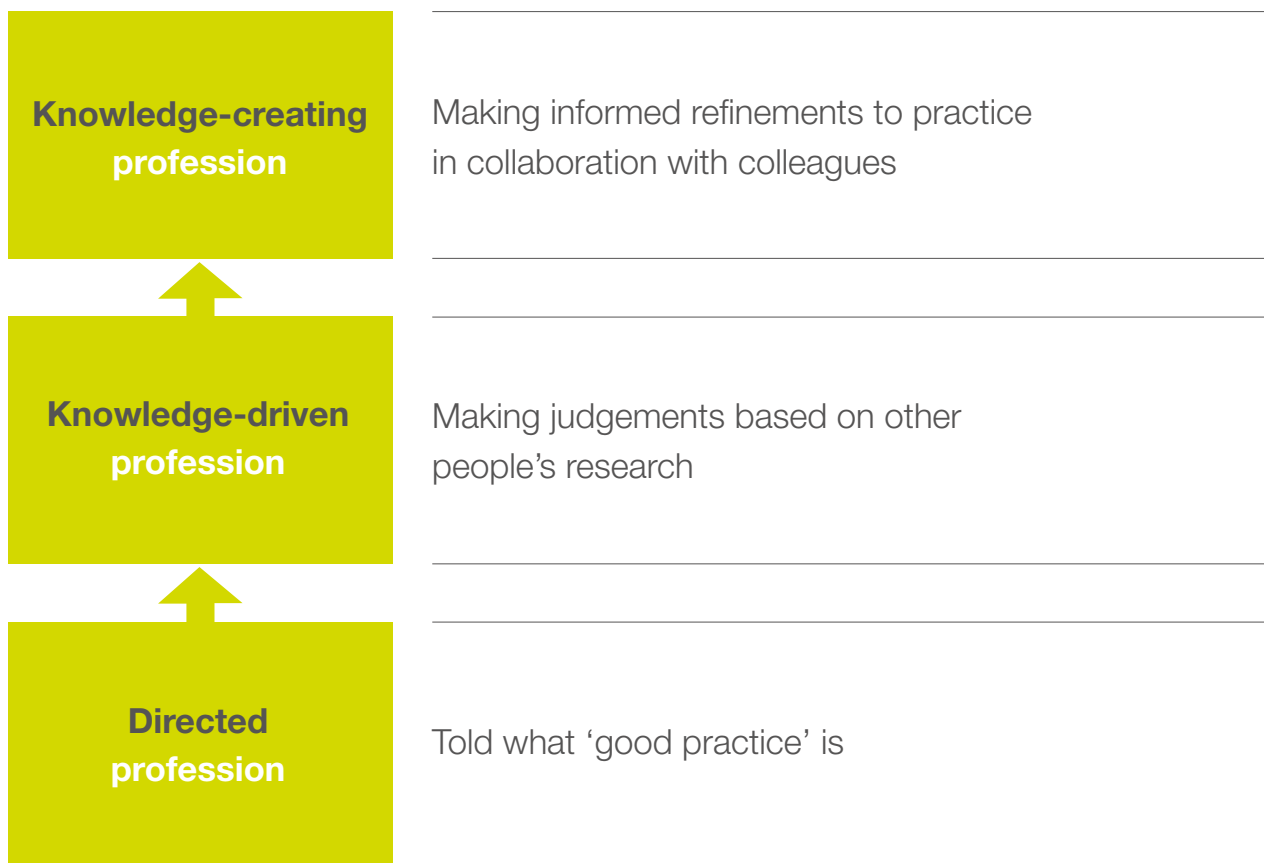
It's really made us think, every single time we offer CPD to staff, how are we going to know it's been effective, what's the impact going to be on students and their outcomes, and what are the tools we'll use to evaluate it?"
- Ken Brechin

Pete Dudley gave a sensible reminder of the need for evidence to drive us forward to find new ways of working: *"If we only ever focus on the evidence of what works, we'll only ever be doing things that have already been done so sometimes we do need to innovate."*

To develop a knowledge creating profession, teachers need:

- The time to engage in continuous self-review and reflection
- To learn to apply action research and other collaborative methodologies such as lesson study
- The tools and technologies to enable collection and collation of data
- A system for validating and acknowledging the impact and value of on-going, school-based professional learning activities.

Knowledge-creating profession	Making informed refinements to practice in collaboration with colleagues
Knowledge-driven profession	Making judgements based on other people's research
Directed profession	Told what 'good practice' is

Technology:
release potential

Alan Yellup

"Technology is only as good as the integrity of the people who use it."

The emergence of cloud-based technology and the growth of online tools has revolutionised the way people access and share knowledge, ideas and resources across all professions and spheres of life. At a cost and accessibility never seen before, technology opens horizons for collaboration within and across schools.

"Technology is not a quick fix or a solution by itself. It is a tool and is only as good as the hands that guide it."
- Andy Newell

When developed from research, refined in partnership with the profession and used with outcomes at the forefront, technology is a powerful lever to build trust, create capacity, empower teachers and collaborate over distance. Schools should adopt technology with this objective in mind.

The importance of video for professional development was emphasised in a number of the school presentations and has become recognised as a powerful tool to overcome the time and cost constraints of collaborative CPD. It can create capacity for teachers to engage in more effective self-reflection, sharing of teaching and learning and powerful coaching and mentoring.

Vital for success of this tool is:
- An agreed protocol for the use of video for professional learning
- Teachers having control of their videos, without administrative overrides
- The ability to share securely within and between schools and systems, only possible using a fully cloud-based system.

Conclusion

"Teachers need four things that should be at the absolute heart of our CPD. Firstly they need responsibility. Secondly, they need to work in an atmosphere of permitting circumstances... Thirdly they need new experiences... Fourth, they need respect.

I think we're moving into a period where all those four things are more possible than they've ever been before."
- Sir Tim Brighouse

Shaping the future of CPD

This report was produced by IRIS Connect, the experts in video professional learning.

Recent developments to IRIS Connect's secure cloud-based platform gives teachers, leaders, schools and universities the opportunity to engage in far richer collaboration than has previously been possible.

Their relentless focus on 'what works' to improve teaching and learning has enabled IRIS Connect to remain at the cutting edge of CPD technology, empowering teachers to engage in more effective professional learning opportunities.

Lisa Middleton-Clifton

"In my role as coach and mentor, IRIS Connect has been the most useful and powerful tool for improving teaching and learning quickly."

Find out more at: **www.irisconnect.co.uk**

Join the discussion at
www.irisconnect.co.uk/ShapingCPD and on Twitter **#ShapingCPD**

Share your feedback and join the discussion on the future of CPD. You can also watch the conference highlights and live stream footage, plus access presentations and further information on the 'Shaping the Future of CPD' report.

Join the discussion

Whole Education
@WholeEducation

Let's maintain an iterative relationship with the profession as a whole. Great way to help shape the future of CPD #ShapingCPD

Mike Brennan
@GovernorMike

@HuntingEnglish reflections on Trust. Inspiration behind teacher led development at Huntington School @JohnTomsett #ShapingCPD great stuff

Ashley Harrold
@BMS_MrHarrold

Some stunning school improvement stories at #ShapingCPD today - all place T&L, teacher professionalism and CPD as the drivers of change

Philippa Cordingley
@PhilippaCcuree

#ShapingCPD "video brings integrity back to lesson observation" Malcolm Drakes

David Weston
@Informed_edu

Astonishing levels of CPD wisdom in the room today at #ShapingCPD - well done @IRIS_Connect for assembling this amazing group

Dewi Lloyd
@dewilloyd

#ShapingCPD - @kbrechin - CPD pathways "from NQT to NPQH" - every teacher gets 2 hrs per week!

#ShapingCPD

Rachel Lofthouse
@rmlofthouse

#ShapingCPD Vivienne Porritt reminds us that children can't learn better if teachers don't learn better

Dewi Lloyd
@dewilloyd

A plea to gov from @informed_edu "CPD is important - Stick with the important - not the urgent!" #ShapingCPD

Lisa Pettifer
@Lisa7Pettifer

@CollOfTeaching #ShapingCPD @PhilippaCcuree Value of College for future - professional knowledge base needs to be curated by the College

David Weston
@Informed_edu

Brighouse: what wouldn't I have given to have this video technology when I first started teaching! #ShapingCPD

Penny Rabiger
@Penny_Ten

@IRIS_Connect I would change the frequency of change. Stability is a great enabler #ShapingCPD

Andy Williams
@Faber_2013

The @TEEPSSAT group being shared at #ShapingCPD incredible wealth of features to enable collaboration and co-construction @IRIS_Connect

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