

School approaches to professional learning that will impact positively on pupils' achievement and wellbeing

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Halifax Academy - a Case Study

- CUREE started research in this school, 10 years ago and revisited every 2 years
- In OFSTED terms, progress from longstanding RI to good with outstanding features without compromising its focus on being a school “where hearts and minds connect”
- CPD, then CPD**L** has played a significant role in this journey
- Also gave birth to a MAT with the same values



The contribution of CPDL

- A small core of highly professionalised CPD facilitators who now support national and regional programmes too
 - *Who model and feed into CPD and professional learning across the school and, increasingly across the MAT*
- Intensely personalised induction for NQTs especially in primary, as the year groups expanded
 - *Which grew into sustained, thoughtful and evidence/enquiry oriented induction of all colleagues in the school and, increasingly, the MAT*
- *A strong, pedagogic, instructional CPD offer and lots of tools to support follow up:*
 - *evolved into a mix of drawing on in and on specialists eg via specialist coaching*



The contribution of CPDL

Emphasis on teaching colleagues evolved into creating an environment for professional learning - wrapping the L around CPD e.g.:

- Widespread specialist coaching programme as an entitlement
 - *Now refreshed by training coaching champions and building Professional Learning capacity*
- Use of structured collaboration and enquiry based PL e.g. research lesson study for established colleagues
 - *Feeds an emphasis on CPD for sharing responsibility for pupil success and an enquiry, evidence pooling ethos*



Reflective questions

- Which aspects of this journey resonate?
- What might get in the way in your context?
- Can you share good, related examples in the chat?



Research evidence about effective CPDL including coaching

- A systematic review of research reviews of evidence about Continuing Professional Development *and Learning* (CPDL), Developing Great Teaching <http://bit.ly/23WTvw2>
- Shows that benefits for pupils, as well as teachers, from CPDL are linked with:
- Organising support for professional learning around aspirations for pupils (& colleagues) through:
 - A sustained (over at least two terms) programme
 - A rhythm of iterative, structured, evidence-rich activities; and
 - Careful alignment of activities and goals

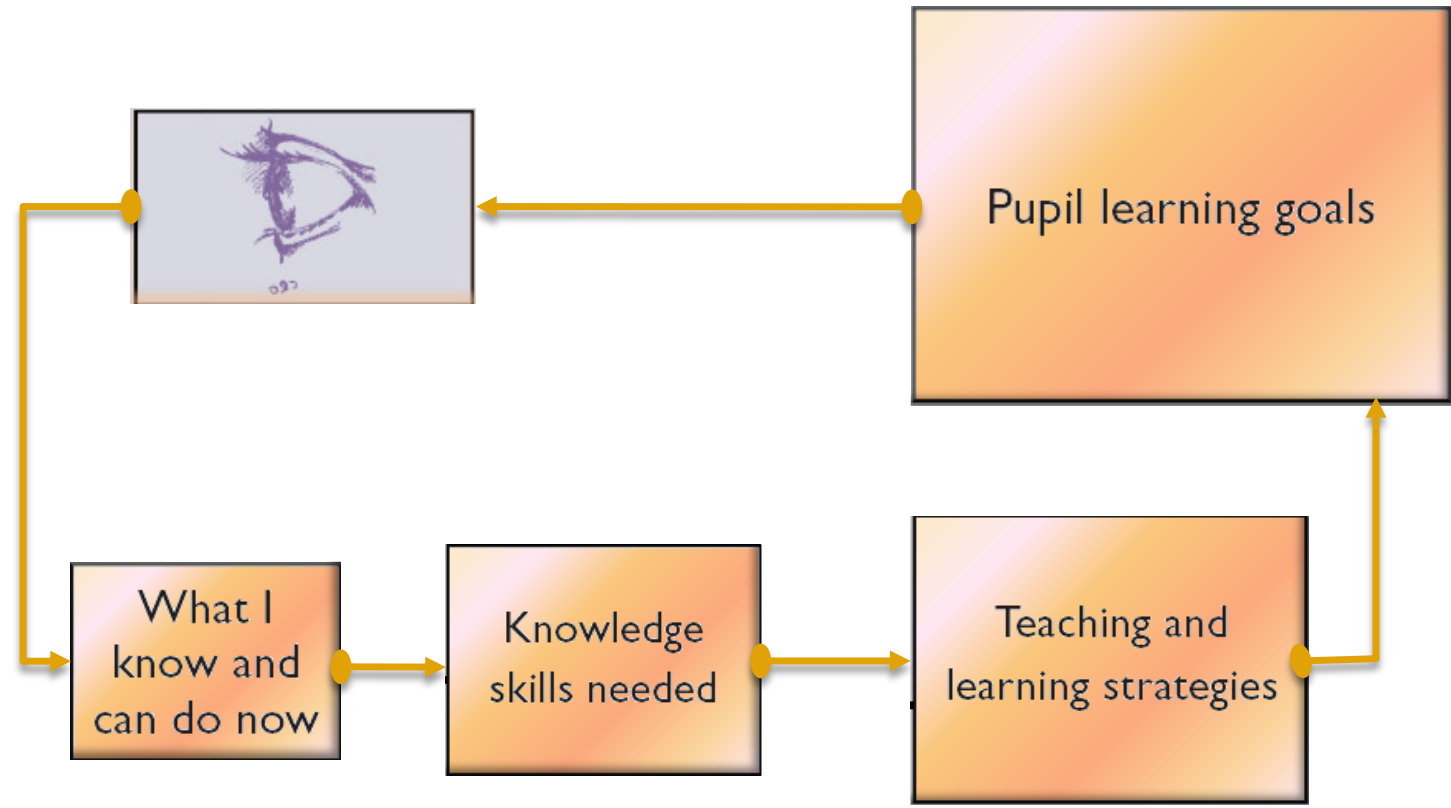


Effective professional Learning involves:

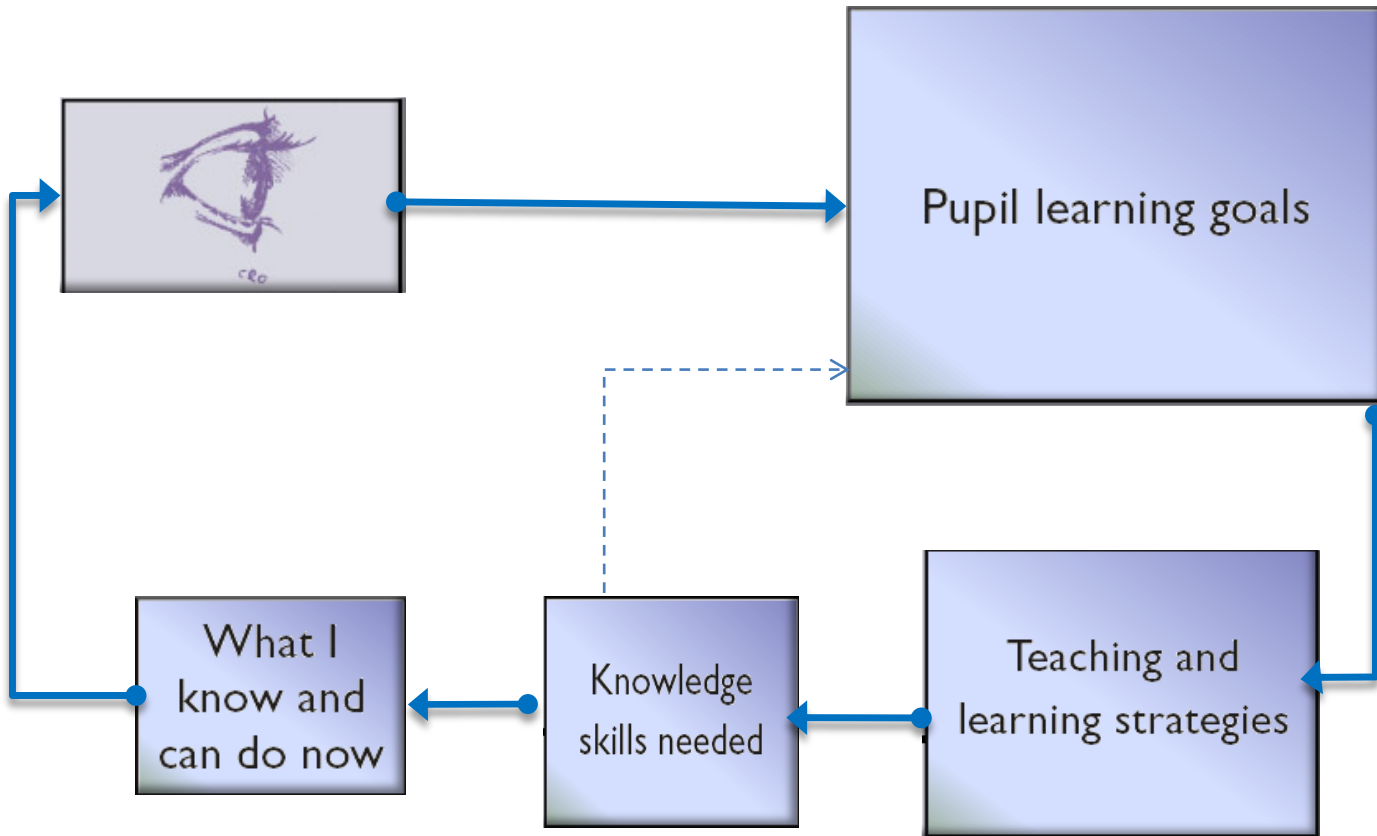
- Recognising and building on colleagues' starting points *in the context of concrete aspirations for sample pupils*
- Exploring / reviewing/ challenging existing beliefs and practices *supportively* via:
 - *Iterative* cycles of trying, reviewing new approaches
 - Collaborative *reviewing of sample pupils' responses* to changes being made to refine practices
- Evidence-rich professional conversations including opportunities to
 - *Develop a shared sense of purpose via shared exploration of pupils' responses to changes*
 - *Structure collaboration to accelerate trust building and enable risk taking/experimenting*



The Eye Diagram – the usual approach



The Eye Diagram tool and student learning



Effective *Professional Learning* involves:

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 - *Iterative* cycles of trying, reviewing new approaches
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- Evidence-rich professional conversations including
 - *Structuring collaboration to accelerate trust building and develop a shared sense of purpose via enabling risk taking/experimenting and reciprocal vulnerability*



Effective CPDL/coaching also involves:

- Understanding *why* things do and don't work as well as how
- Assessment for learning for teachers
- Working with specialists to provide expert support/depth via:
 - challenging orthodoxies
 - illustrating ever greater depth e.g. from research
 - evaluating *and designing* CPDL activities

with sensitivity!



Effective leaders of great CPDL

- Position CPDL as taking shared responsibility for high aspirations for pupil achievement and wellbeing
- Focus on teachers' professional identities practices and motivations - develop knowledge *and* nourish professional growth
- Identify and build on existing knowledge, skills and beliefs
- Model openness to professional/ leadership learning



Effective leaders of great CPDL

- Mobilise specialist contributions to CPDL - including re-awakening their own specialist expertise so they can spot it in others
- Align curriculum development and CPDL
- Design structures/systems for managing complexity
- Use **tools** to help teachers manage the practical, cognitive and emotional demands made by CPDL



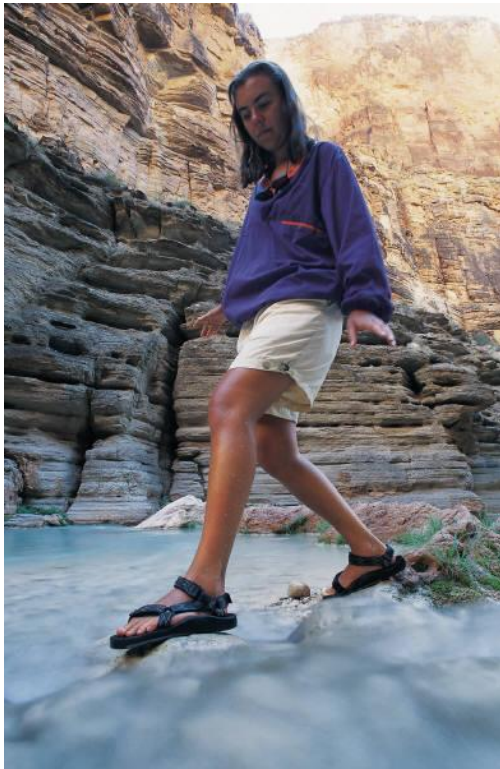
Reflective questions

- Which of these findings resonate most?
- Which look most challenging?
- Do you have examples to share?



A metaphor for the role of tools and evidence in professional learning and wellbeing

Well designed tools represent stepping stones...



... and structured collaboration and shared risk taking focussed on how changes are connecting with aspirations for pupils and professional growth creates a handrail





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