

## What Should Schools' Professional Development Programme look like?

The five characteristics of successful CPD for Senior and Middle Leaders, Teachers, TAs and School Support Staff as identified in "Standard for teachers' professional development" (DfE, July 2016)

1. A clear focus on improving and evaluating pupil outcomes			2. Underpinned by robust evidence and expertise			3. Collaboration and expert challenge		
Most effective when:			Most effective when:			Most effective when:		
School leaders:	Teachers:	Training Providers:	School leaders:	Teachers:	Training Providers:	School leaders:	Teachers:	Training Providers:
1. Make the <b>objectives</b> clear & show the links between activities & the intended outcomes.	1. Make sure they are clear about the intended <b>outcomes</b> of activities.	1. Are clear about the <b>expected impact</b> of their offer on teachers and pupils.	1. Draw on expert input to ensure that activities are clear about <b>how &amp; why</b> practices work in different contexts.	1. Understand <b>how &amp; why</b> practices work <u>and</u> how to implement them successfully in different contexts.	1. Are explicit about the evidence underpinning practices & <b>how &amp; why</b> practices are intended to work.	1. <b>Structure sustained</b> collaboration to enable participants to draw on evidence & expertise & to <b>refine &amp; adapt practice</b> .	1. Seek expert support & <b>challenge</b> .	1. Work with the school so there are <b>multiple</b> opportunities for teachers to practise.
2. Ensure activities take account of teacher starting points, intended <b>progression</b> , & the impact on outcomes.	2. Continually apply formative assessment to monitor <b>progression</b> & impact.	2. Request info on prior knowledge & goals & use this to design activities to secure <b>progression</b> .	2. Provide opportunities for <b>participant feedback</b> , linking teacher practice to pupil experiences & outcomes.	2. Seek <b>feedback</b> on practice & support evaluation of impact on practice, outcomes & school improvement.	2. Provide opportunities to draw out & <b>constructively challenge participants' existing beliefs</b> .	2. Ensure that professional development activities include <b>external challenge</b> to thinking.	2. Seek activities that allow <b>adaptation</b> of approaches for the classroom through practice.	2. Support <b>structured</b> collaboration & discussion about the impact on pupils.
3. Activities are designed and evaluated in terms of their <b>impact</b> on teachers, pupils & their school.	3. Choose complementary activities aligned to a clear overall <b>objective</b> for their practice, pupils and school.	3. Provide tools that help participants change their own practice & <b>evaluate impact</b> .	3. Ensure teachers can adapt generic pedagogic practices for different subjects & contexts.	3. Expect to improve pedagogical knowledge <b>AND subject knowledge</b> , or specialist knowledge (e.g. for SEN)	3. Actively seek robust & <b>independent evaluations</b> of their programmes to demonstrate impact on intended outcomes.	3. Encourage participants to analyse <b>evidence</b> from classroom implementation.	3. Implement practices with peers & focus discussion on the impact on pupils.	3. Use external perspective to challenge orthodoxies, raise expectations & introduce evidence informed practices.
4. Programmes sustained over time			5. CPD prioritised by School Leadership					
Most effective when:			Most effective when:					
School leaders:	Teachers:	Training Providers:	School leaders:	Teachers:	Training Providers:			
1. Design programmes with a regular <b>rhythm</b> of opportunities, to form a coherent <b>programme</b> .	1. Seek programmes that typically last at least two terms & which provide a <b>sustained rhythm</b> of ongoing support.	1. Are explicit about commitment required by teachers & leaders to make sustained changes in practice.	1. Make evidence-informed development a major <b>leadership</b> priority.	1. <b>Take responsibility</b> for their own professional development.	1. Help schools & participants to develop effective <b>school leadership</b> systems & processes.			
2. Ensure activities of <b>shorter</b> duration are either focussed on a narrow goal or form part of coherent sequences.	2. Translate ideas into practice & knowledge for classes/pupils, making time for ongoing practice and review.	2. Support participants & schools to sustain & embed change & link shorter activities with sustained programmes.	2. Build a culture of <b>trust</b> , professional engagement & challenge with evidence & knowledge.	2. Discuss impact of teaching practice with peers & leaders supporting a culture of <b>trust</b> , respect and scholarship.	2. <b>Challenge</b> school leaders & participants to be clear about needs & offer tools & resources to support this.			
3. Ensure that other work pressures do not detract from the achievement of professional development objectives.		3. Ensure that supporting components (venues, rooms etc) do not detract from the achievement of PD objectives.	3. Ensure that <b>school, subject, phase &amp; individual development plans</b> are coherent & supported.	3. Fully <b>commit</b> to effective professional development practices & <b>challenge</b> poor or ineffective ones.	3. Are explicit about the role of teachers & school leaders before & after the programme.			