

Better Training: Better teachers?

Focus on CPD

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Schools and CPD

State of the Nation research project

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Aims of this presentation

To provide a brief overview of the design of the study

To present some findings and consider policy issues in relation to each of the three broad themes of the study:

1. the benefits, status and effectiveness of CPD
2. the planning and organisation of CPD
3. access to CPD

Research Design

Literature review based on 28 reports and 33 articles/conference papers

Surveys returned by over 1000 teachers at 151 schools (39% response rate overall)

Qualitative 'snapshots' in 9 primary and 3 secondary schools

Is this a State of the Nation Study?

- Generalisability –
 - 39% response rate overall, 56% of secondary schools and 36% of primary schools responded.
 - Typical response rates since the 1990s range from 7% to 44%.
- Representativeness –
 - Respondents represent teachers and schools in the nation in all categories of stratification analysed:
 - School type, achievement level, region, and location.
 - Teacher career stage, ethnicity, gender, and years of experience.

Theme 1:

Benefits, status and effectiveness of CPD



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Issues:

Benefits, status and effectiveness of CPD

Issue 1: There is a lack of effective CPD in terms of levels of classroom contextualised practice, collaboration with colleagues, and research-informed professional learning.

Issue 2: There is a lack of effective CPD practice in terms of both the form and duration of CPD activities.

Issues:

Benefits, status and effectiveness of CPD

Issue 3: There is little indication that current CPD is seen as having an impact on raising standards or narrowing the achievement gap. This is despite the fact that the vast majority of teachers thought that CPD would have a positive impact on pupils' learning and achievement.

Issue 4: Teachers identify a wide range of benefits of CPD; however, these benefits vary significantly by school and teacher characteristics.

Issues:

Benefits, status and effectiveness of CPD

Issue 5: School leaders report that school-based and classroom-based CPD with a clear focus on learning processes and improving pedagogy provide more value for money than CPD that takes place outside schools.

An exemplar issue: recommendations

Issue 1: There is a lack of effective CPD in terms of levels of classroom contextualised practice, collaboration with colleagues, and research-informed professional learning.

Recommendations:

- Teachers need to be supported
- Schools need to be supported
- Advanced skills teachers (ASTs) and excellent teachers are particularly well placed to take on CPD leadership roles

Theme 2:

Planning and organisation of CPD

Issues:

Planning and organisation of CPD

Issue 6: Relating to school contexts: Strategic planning for CPD frequently does not provide for the wide range of professional development needs that exist in schools. Planning and organisation of CPD in schools tends not to be strategic and struggles to meet the competing development needs of individual teachers and whole-school improvement plans.

Issue 7: Relating to schools as organisations: Organisational choices made in schools about roles and responsibilities do not always support or help to develop CPD planning and provision.

Planning and organisation of CPD (2)

Issue 8: - Relating to culture change and aspects of New Professionalism: Some changes to teachers' perceptions and actions in relation to their roles and responsibilities are evident, in tune with the New Professionalism agenda. Wholesale change has not occurred.

Issue 9 - Relating to evaluation of CPD and follow-up action: Evaluation systems of CPD used in schools are insufficiently tied to considering planned outcomes, identifying specific criteria and considering value for money.

An exemplar issue: Recommendations

Issue 8- Relating to culture change and aspects of New

Professionalism: Some changes to teachers' perceptions and actions in relation to their roles and responsibilities are evident, in tune with the New Professionalism agenda. Wholesale change has not occurred.

Recommendations:

1. The relative paucity of evidence in the 2004-08 literature linked to modernisation and New Professionalism indicates that these aspects require further investigation in the research field.
2. The gap between values and practices and inconsistent performance management processes point to the need for more systemic developments over time to achieve projected benefits in a more consistent way across different school contexts.
3. The potential of the professional standards to recognise the strengths and achievements of teachers and schools can profitably be developed to enable teachers to retain focus and to support their career stages and career –path plans.

Theme 3:

Access to CPD



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Issues:

Access to CPD

Issue 10: Teachers are offered a narrow range of CPD opportunities which vary significantly by experience, career stage and leadership responsibility.

Issue 11: Both school-level conditions and teacher perceptions serve as barriers to CPD participation.