



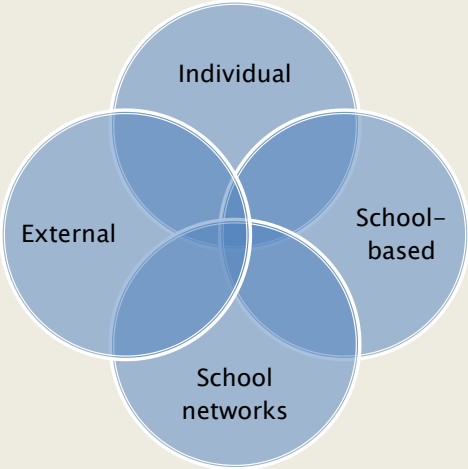
# Exploring different forms of professional development

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## Forms of professional development activity



A Venn diagram consisting of four overlapping circles arranged in a cross pattern. The top circle is labeled 'Individual', the right circle is 'School-based', the bottom circle is 'School networks', and the left circle is 'External'. All four circles overlap in a central area.

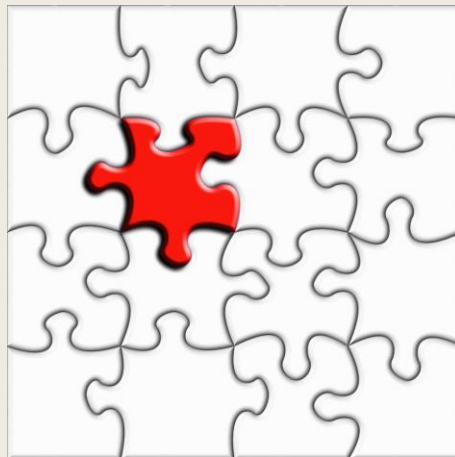
## Many different forms

- ▶ Observation
- ▶ Being observed
- ▶ Learning walks
- ▶ Conversations
- ▶ Reading
- ▶ Coach/mentoring
- ▶ Pupils' views
- ▶ Courses/conference
- ▶ Teachmeets
- ▶ Teamwork
- ▶ Video
- ▶ Solving problems
- ▶ Networks, blogs
- ▶ Research
- ▶ Working with specialist
- ▶ Sharing learning
- ▶ Twitter

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## What is most important?

What would  
make everyone  
learn more?

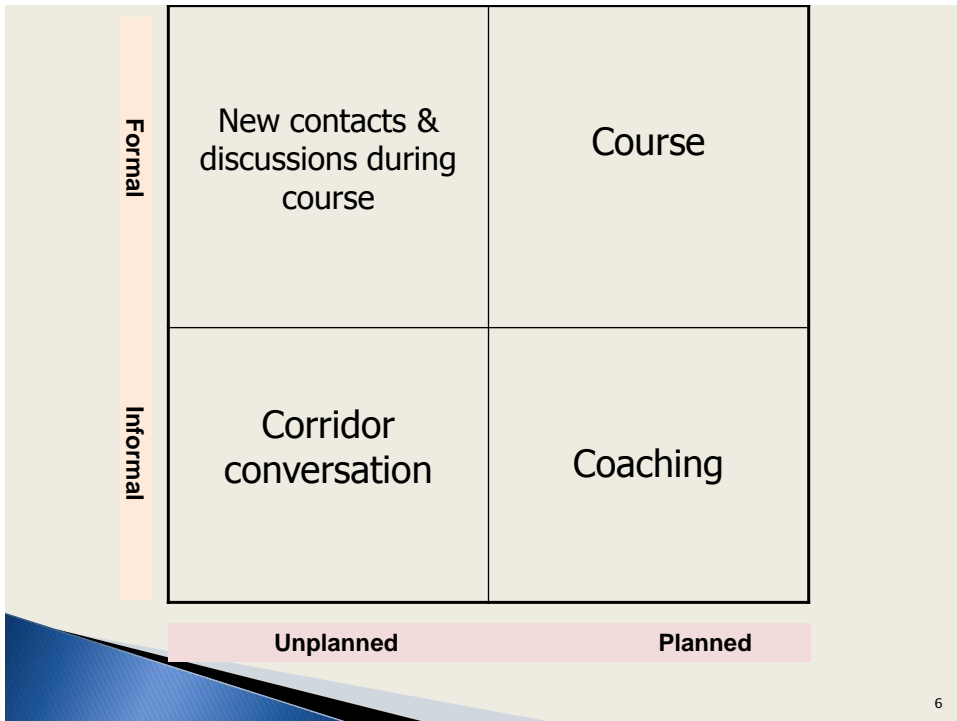


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## Adult learning styles

- ▶ Theorist: learns using abstract conceptualisation and reflective observation. Training approach: case studies, theory readings, thinking alone.
- ▶ Pragmatist: learns using abstract conceptualisation and active experimentation. They ask: 'How can I apply this in practice?'
- ▶ Activist: likes to learn using concrete experience and active experimentation; practising the skill, problem-solving, discussions, peer feedback.
- ▶ Reflector: likes to learn using reflective observation and concrete experience; likes time to think.

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## Cost-benefit analysis

Activity	Cost	Benefits	Drawbacks	How to maximise efficiency
Course	High	Input from specialists Immersed in topic Sharing ideas Inspirational Supporting resources	Expensive Disruptive -cover Variable quality Not personalised Dissemination is hard	Ensure clarity of purpose and impact Possibly more than one person to attend System for dissemination and implementation

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## Learning-centred schools

- ▶ 'Imagine that you can become a better teacher just by virtue of being on the staff of a particular school; just by that fact alone' ([Little, 1990](#)).

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## Learning-centred schools (Bubb & Earley, 2007)

### 'Learning impoverished'

- ▶ teacher isolation
- ▶ teachers compete with each other
- ▶ lack of positive feedback
- ▶ pulling in different directions
- ▶ avoidance of risk-taking
- ▶ a sense of powerlessness
- ▶ made to do professional dev
- ▶ PD treated negatively

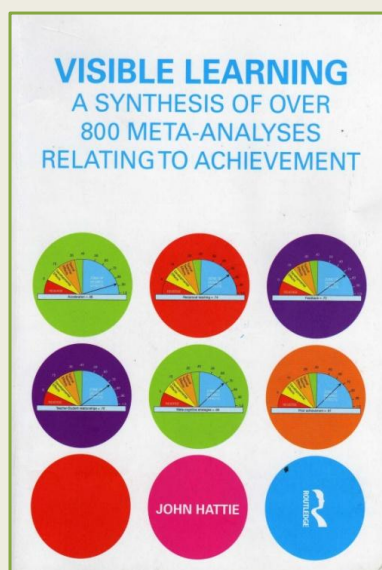
### 'Learning enriched'

- ▶ collaboration and sharing
- ▶ continuous teacher talk about practice
- ▶ a common focus
- ▶ a sense of efficacy
- ▶ belief in lifelong learning
- ▶ looking outwards
- ▶ focus on improving things for pupils
- ▶ feedback welcomed
- ▶ safe to take risks

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## Ideas

Research champions  
in every school  
Teacher journal club  
Twitter  
Teachmeets



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## Teachmeet

<http://teachmeet.pbworks.com/w/page/19975349/FrontPage>

- ▶ Anyone can share great ideas they've trialled in their classrooms, a teaching resource they love, a great website, a classroom activity – whatever you like!
- ▶ 2 minute nano-presentation
- ▶ 7 minute micro-presentation

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## Twitter eg #SLTchat

- ▶ #SLTchat (Senior Leadership Team Chat)
- ▶ started in 2012; Sunday evenings 20.00–20.30
- ▶ Somebody offers to host, sets a topic and 2 questions
- ▶ Open to:
  - 1. all those currently in school leadership
  - 2. those who aspire to be in a school leadership team/position
  - 3. anyone interested in what senior teachers are discussing.
- ▶ Anyone can join, and read past SLTchats eg
  - [http://nurph.com/SLTchat/replay?chat\\_id=1931](http://nurph.com/SLTchat/replay?chat_id=1931)
  - <https://storify.com/LeadingLearner/sltchat-best-ever-cpd-on-18-05-2014>

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## Differences between schools



KINGSWOOD,  
England



APELTUN, Norway

### Norwegian teacher's reflection on a lesson in London

'It was easy to be blown away by the efficiency in these lessons. Something was happening constantly, their attention was constantly brought to what the teacher wanted them to do. And: every time the pupils did something right, they were praised by the teacher.'

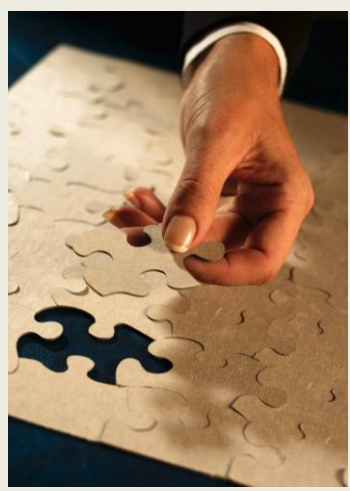
'When I got home, I downloaded the School Behaviour Policy. I had to read 4 whole pages before negative behaviour is mentioned in a single word. Note: **four** pages of how to teach and enhance positive behaviour, how to view children, how to praise and reward before the words *misbehave* or *sanctions* are focused at all.'

## Learn from schools that are 'closing the gap'

	'Poor' pupils	Other pupils	Difference
School A	47%	71%	24%
School B	43%	66%	23%
School C	41%	51%	10%
School D	74%	80%	6%
School E	76%	77%	1%

## Using research

What makes the difference?





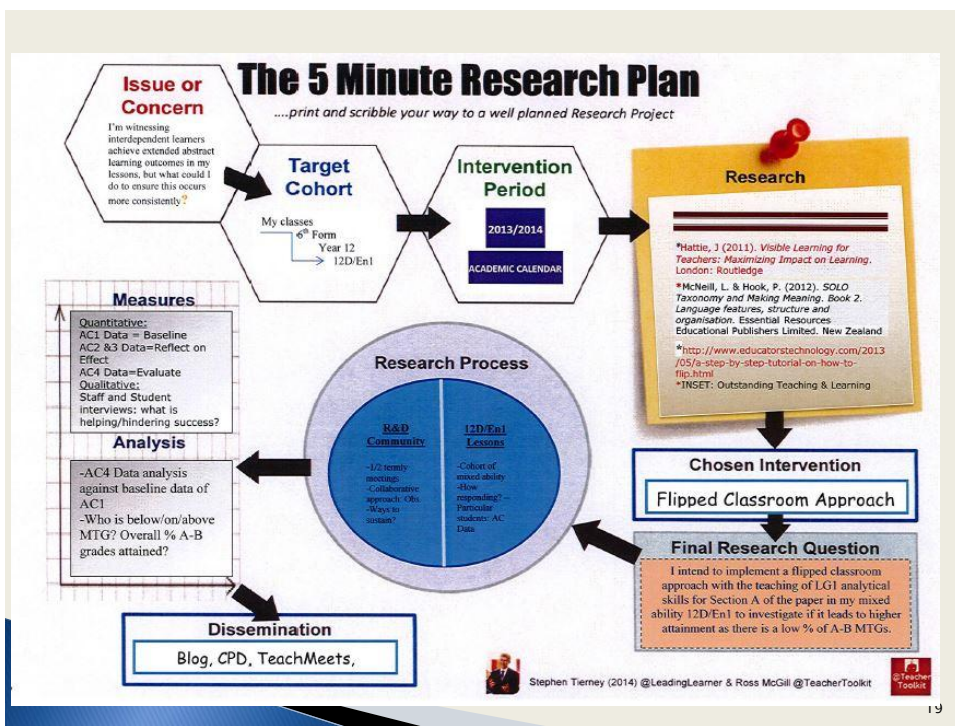
# Educational Endowment Foundation toolkit

Intervention	Cost	Quality of evidence	Extra months of learning
Feedback	££	□□□	+8
Metacognition and self-regulation	££	□□□□	+8
Peer tutoring	££	□□□□	+6
Early years intervention	£££££	□□□□	+6
One to one tuition	£££££	□□□□	+5
Homework (secondary)	£	□□□	+5
Collaborative learning	£	□□□□	+5
Phonics	£	□□□□	+4
Small group tuition	£££	□□□□	+4
Behaviour interventions	£££	□□	+4
Digital technology	££££	□□□□	+4

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# ResearchED [www.workingoutwhatworks.com](http://www.workingoutwhatworks.com)

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## Development activities are likely to be more effective if participants...

1. choose them to fit in with their life and work
2. want to do them, see their relevance, know the intended outcomes
3. are involved in evaluating impact
4. feel that their existing expertise is taken into account
5. like the training strategies used
6. can apply what they have learned
7. are open to learning beyond that intended *(Bubb, 2013)*