

# **Continuing Professional Development and Learning that works for pupils as well as teachers Using the research evidence to develop great teaching**

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# This session

- Identifying focus colleagues and their pupils
- Illustrative headlines from systematic reviews of educational research about CPDL and its leadership
- What does this mean for our focus pupils?
- Linking CPDL and teachers' professional identities
- How does this link to school leadership research?
- A metaphor



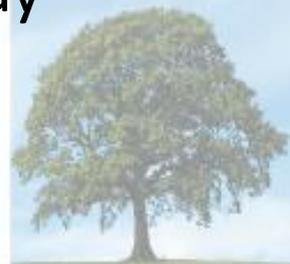
# A case in point

Take a moment to identify 3 learners:

- A natural enthusiast - someone who is up for taking a risk/ learning from mistakes
- A cautious sceptic; someone who likes familiar strategies but who, when convinced, gives new approaches or ideas a fair trial
- A “Skilled disappearer” someone who isn’t worrying or challenging but who slips below the radar

Keep them in mind through this presentation as a way of thinking through how what is here might work for you and your students

Leaders might like to focus on 3 specific colleagues

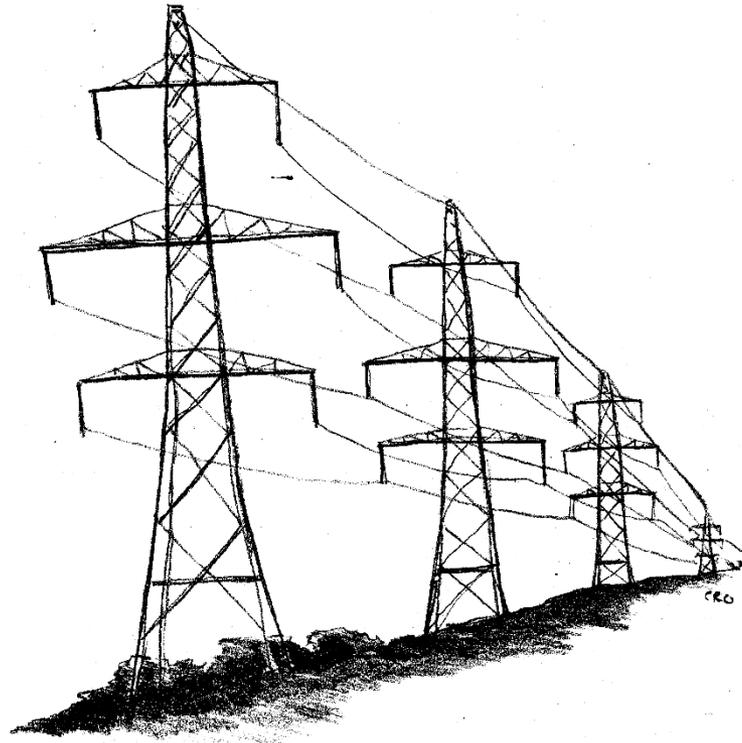


## Evidence about effective CPDL

- A systematic review of all reviews of evidence about (CPDL) **Developing Great Teaching** (Cordingley et al., 2015 TDT) <http://bit.ly/23WTvw2>
- Shows that significant benefits for students as well as teachers from CPDL are linked with:
  - *Sustained learning* (over at least two terms)
  - *A rhythm* of iterative, structured, evidence-rich activities; that are
  - *A carefully aligned* combination of activities



# A power system?



# What makes a difference to CPDL- the evidence

Sustained, iterative, aligned combinations of evidence-rich activities that include:

- A focus on aspirations for learners/ students
- Access to specialist expertise (some of it external) in (for example) excellence, challenging orthodoxies & evaluation - *with sensitivity*
- Identifying and building on teachers' starting points
- Peer supported dialogue:
  - Students' responses to changes; and
  - Exploration of disruptions, assumptions & beliefs



## What makes a difference- the evidence

Sustained, iterative, aligned combinations of evidence rich activities that include:

- Developing practice and theory (e.g. about why things do and don't work where) side by side
- AFL for teachers
- Leadership modeling of professional learning
- The development and use of professional learning tools

DGT Report <https://bit.ly/2tgtBdS>



## AFL for teachers

Sustained, iterative, aligned combinations including

*Formative assessment* E.G:

- Chance to see new approaches illustrated *via AFL tools*
- Facilitators asking to see evidence *about students' responses to new approaches to refine their support for teachers*
- *Asking teachers to design AFL tools*
- So that AFL for CPDL is
  - a form of instruction and learning process
  - an output: and
  - a way of capturing and exploring outcomes



# Reflection

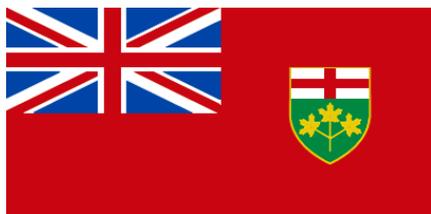
How might these characteristics of effective CPDL help you help your focus students/ learners?

- Access to specialist expertise
- Sustained, iterative experimenting
- A focus on ambitious aspirations for students
- Tools and protocols to keep things going
- Developing theory and practice side by side
- Peer supported dialogue re learner responses
- Exploration of assumptions and beliefs
- Formative assessment to help refine your approach



# CPDL and teachers' professional identities

- Research into the key building blocks of teachers' professional identities in seven education systems worldwide revealed investment in high quality CPDL as core in high performing education systems

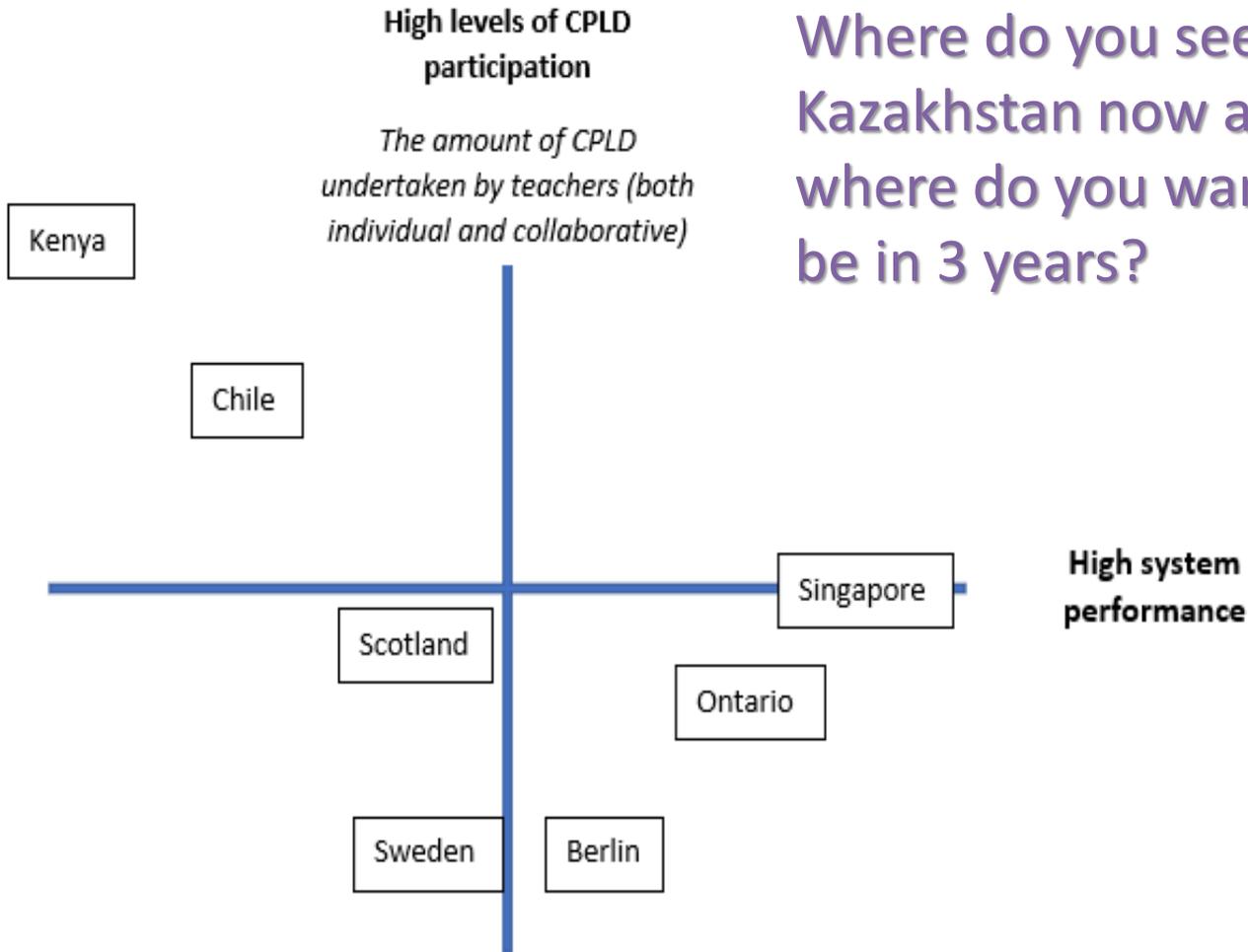


# Enhancing teacher quality via CPDL

- National ecologies matter hugely
- But as teaching is a profession, for CPDL there are some Constants e.g. focus on pedagogy, quality and quantity
- More CPDL not *necessarily* better. Good diagnostic analysis of system capacity and focus on *quality* CPDL matters more
- CPDL needs to be carefully matched to complexity of task
- Intense reforms can generate significant increases in short term, remedial, undifferentiated CPD (No L!)
- CPDL can change over time. E.G. in Ontario, central teacher CPDL is evolving into sustained support by middle leaders
- Links between CPD, accountability and performance review are critical and can enhance or undermine CPDL



# CPDL and system performance



Where do you see Kazakhstan now and where do you want it to be in 3 years?



# The evidence about effective leadership

- Ensuring an orderly and supportive environment
- Establishing goals and expectations
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher learning
- Strategic resourcing (including tools)

They all matter.

*Which has most impact?*

<http://www.curee.co.uk/files/publication/1260453707/Robinson%20Summary%20Extended%20Version.pdf>



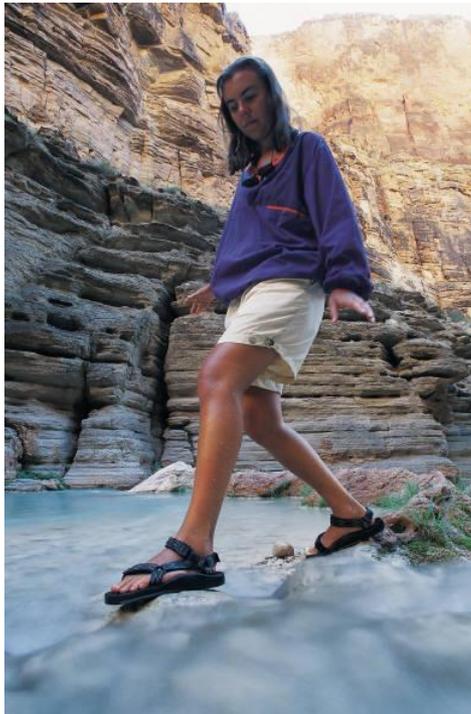
# Effect sizes for leadership interventions

- Promoting and participating in teacher learning (0.84)
- Planning, coordinating and evaluating teaching and the curriculum (0.42)
- Establishing goals and expectations (0.35)
- Strategic resourcing - *alignment and tools* (0.34)
- Ensuring an orderly, supportive environment (0.27)
- <http://www.curee.co.uk/files/publication/1260453707/Robinson%20Summary%20Extended%20Version.pdf>



## A metaphor for effective CPDL

Specialist support, collaboration (tools) and shared risk taking focussed on aspirations for students represent stepping stones...



... and the evidence used and evidence generated and explored create a handrail





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