

Tools for practitioner enquiry as CPD

Colin Isham and Lisa Bradbury
Centre for the Use of Research and
Evidence in Education (CUREE)



Maximising impact of CPD

Objectives are to build a shared understanding of:

- the elements which constitute effective CPD, and how these are realised through practitioner enquiry
- how enquiry tools ('tasters') can scaffold professional learning
- the potential of evaluation tools to test the effectiveness of the CPD you offer.





Part One: Characteristics of effective CPD

Objective to:

- Create a shared understanding of what features constitute effective CPD

Firstly:

- What would you say are the key ingredients of effective CPD?



Loughborough College and Billborough Sixth Form College and 'Amazing teachers'

- Aims of the collaboration were to:
 - Provide opportunities for teachers to extend knowledge and understanding of high quality teaching and learning
 - Identify models of outstanding learning
 - Transfer good practice across own organisation and beyond
- 18 teachers with different backgrounds worked in triads



Launch workshops & enquiry

- Project launched over 2 x half-day workshops
 - Workshop 1: activities to establish group as professional learning community, e.g. brainstorming what group already knew about effective T&L, identifying from case studies of teacher enquiries the ingredients that made them work
 - teachers looked at a range of research frameworks ('tasters') to consider what their enquiry might look like
 - Workshop 2: teachers formed triads based on areas of common interest/single T&L focus
 - Teachers were introduced to examples of learner voice tools & completed planning sheet
- Triads carried out enquiries over 4 months
- CPD leader visited all teachers to provide advice
- Research specialist provided e-mail support, e.g. providing links to research summaries



Making the learning explicit

- Workshop 3 - at the end of four month project
- Teachers shared findings & prepared to write up enquiries as case studies
- NB. teachers preparation for written tasks is useful context for sorting, categorising and reaching conclusions – for a purpose



Project foci

- Promoting independent learning through the use of podcasting
- Competitive marking to aid independent writing
- Using a creative learning environment to improve motivation and achievement
- Promoting independent learning through modelling organisational skills
- Improving students' essay writing skills through online peer marking
- Enhancing behaviour and achievement through teamwork and outdoor learning

Reports available on [Excellence Gateway](#)



Characteristics of effective CPD

- In pairs identify from the case study key features which you think made it likely that this CPD would be effective
- How does this compare with your original list?



Characteristics of effective CPD

- Structured, sustained dialogue to enable reflection *rooted in evidence of experiments with learners*
- Scope for participants, via collaboration, to identify own CPD starting points (within a given framework)
- Goals set *via lens of aspirations for students*
- Effective use of time to embed practices in classrooms e.g. in-session *planning*, use of peer teaching



Characteristics of effective CPD

- Observation & deconstruction/feedback from specialists (what isn't within reach on one's own)
- Observation for learning - learning to learn from looking
- Tools to scaffold quality
- Modelling
- A pedagogy and a curriculum?
- That staff are the “class” of the leadership team



Part Two: Characteristics of effective professional learning

Objective to:

- Explore how practitioner enquiry tools (tasters) can scaffold professional learning



Research Tasters

Each reflective activity offers:

- a descriptive title phrased as a question;
- a research nugget – a snippet of evidence
- your evidence – an activity for you to use in your classrooms to immerse yourselves in your students' current experiences of the issues raised by the research
- moving forward – suggested activity to try out a new approach
- find out more – links to places where you can read more information



Research tasters

- Research tasters have been designed to incorporate some of the features of effective CPD
- How many of those features do you see in the three examples?



How might tasters work in your context?

- Select one of the tasters you think might work for a particular team in your organisation (feel free to make adaptations for context)
- Why might this taster be of particular interest?
- How might your organisation support enquiry-based CPD (barriers and facilitators)?



Part Three: Evaluating CPD

Objective to:

- A shared understanding of how to evaluate the effectiveness of CPD based on student outcomes using the eye diagram



Reality Check

Not all CPD undertaken is intended to impact upon student outcomes and as such the evaluation required needs to be proportionate:

- **‘informing’** – drawing participants attention to new knowledge and considerations in implementing new practice
- **‘influencing’** – actively engaging participants with new knowledge, assessment of their starting points and considering application
- **‘embedding’** – engaging participants in depth and through a range of activities with new knowledge, assessment of their starting points, and planning of application,
- **‘transforming’** - equipping participants to take control of their own learning, both within and after the CPD provision.

These descriptions can be used to help you judge the cost-effectiveness of CPD undertaken.



Evaluation as a participant, provider or CPD leader

	Evaluating as a participant	Evaluating as a Provider	Evaluation as a CPD leader
Evaluation pre CPD activity	<ul style="list-style-type: none"> •Pre-event questionnaires to establish you starting point •Checklist s 	<ul style="list-style-type: none"> •Pre-event questionnaires to establish starting points of participants •Quality of pre-course information 	<ul style="list-style-type: none"> •Checklists •Benchmarks •Sample of pre-event questionnaires
Evaluation during CPD activity	<ul style="list-style-type: none"> •Eye diagram •Learning Objectives from e.g. coaching conversations •Action plans 	<ul style="list-style-type: none"> •Eye diagram •Feedback forms •Observation schedules •Letter to me 	<ul style="list-style-type: none"> •Sample of evidence gathered
Evaluation after CPD activity	<ul style="list-style-type: none"> •Tasters and other micro-enquiry activities •Observation 	<ul style="list-style-type: none"> •Follow up questionnaires, consultations, visits etc •Analysis of reports 	<ul style="list-style-type: none"> •Summary sheets •Software •Sample of evidence gathered •Benchmarks

Evidence for Professional Learning (EfL)

Can we apply what we know of assessing pupil learning to our professional learning?

➤ **Initial diagnostic baselining evidence**

What is the starting point for our professional learning ? How do we get evidence of this? E.g. Needs analysis from performance reviews, coaching

➤ **Formative evidence to help fine tune the CPD intervention and take learning forward**

What evidence can we gather? e.g. Observation frameworks designed by school or adapted from Ofsted, Use of micro-enquiry tasters, Analysis of videos , Collaborative planning, Peer teaching, Coaching dialogue to plan , target setting and debriefing learning

➤ **Summative evidence**

What are the outputs and outcomes of our learning? e.g. Dissemination/sharing of learning presentations, accreditation, pupil attainment data





Student learning
goals

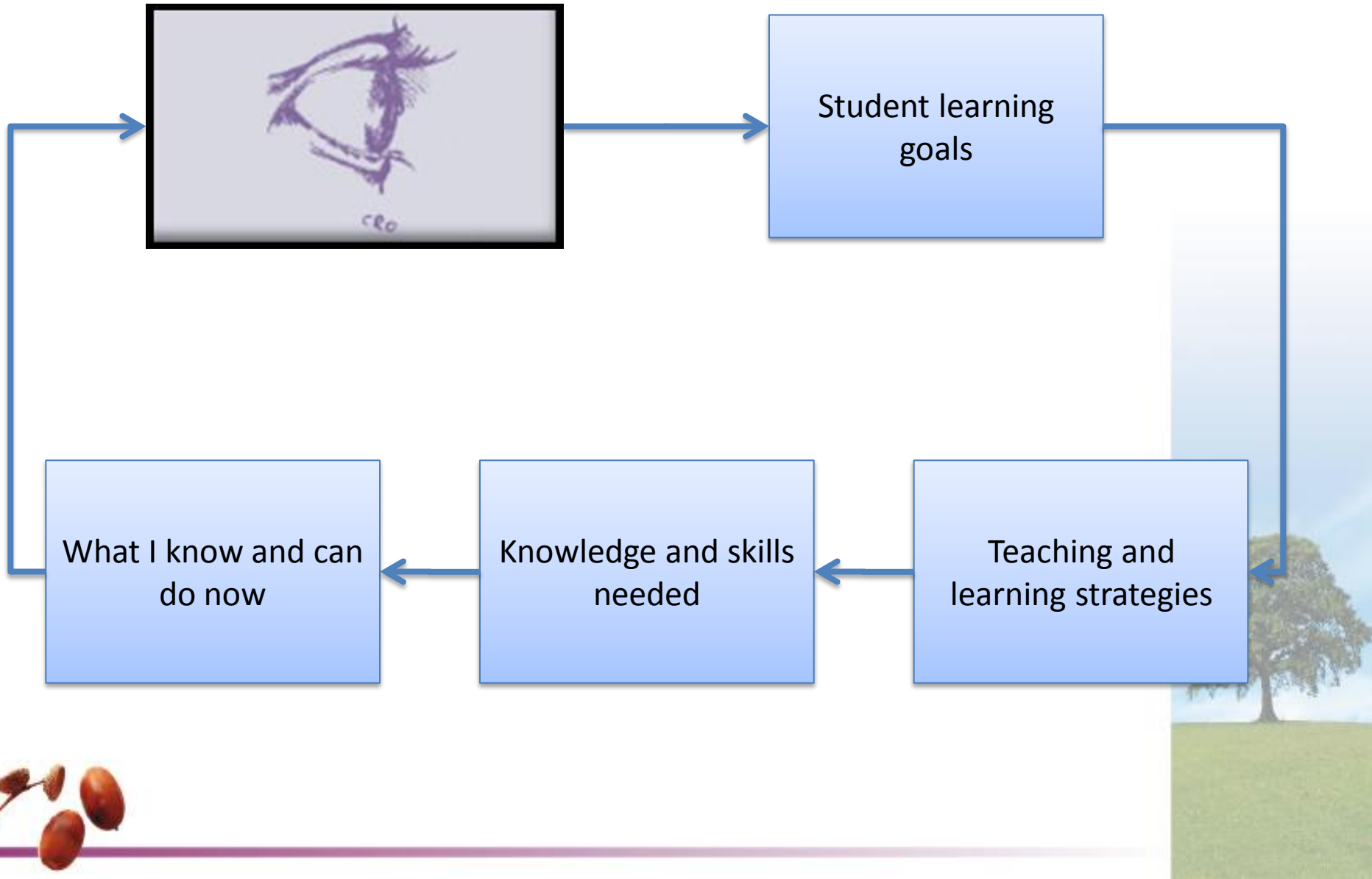
What I know and can
do now

Knowledge and skills
needed

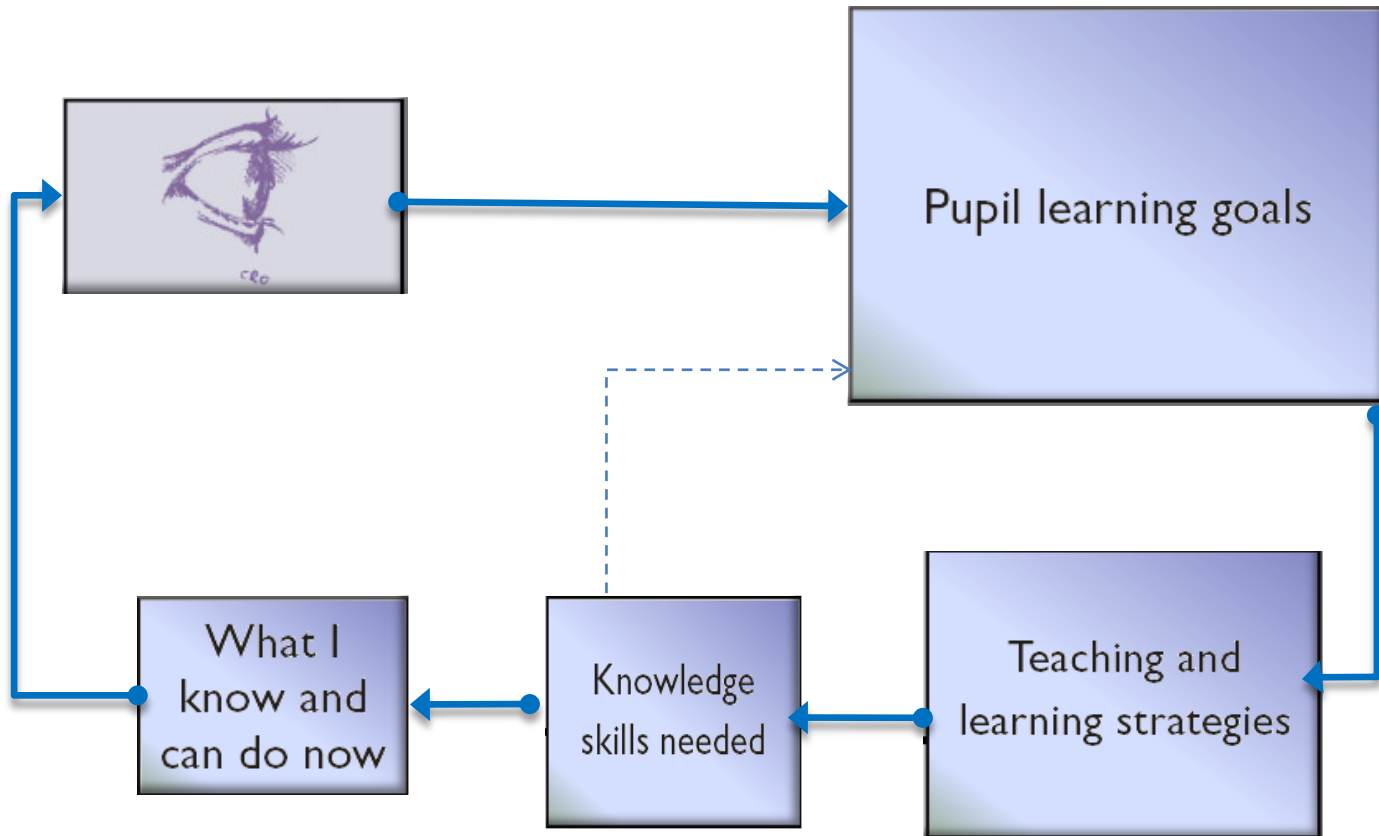
Teaching and
learning strategies



The Eye Diagram



The Eye Diagram tool and student learning

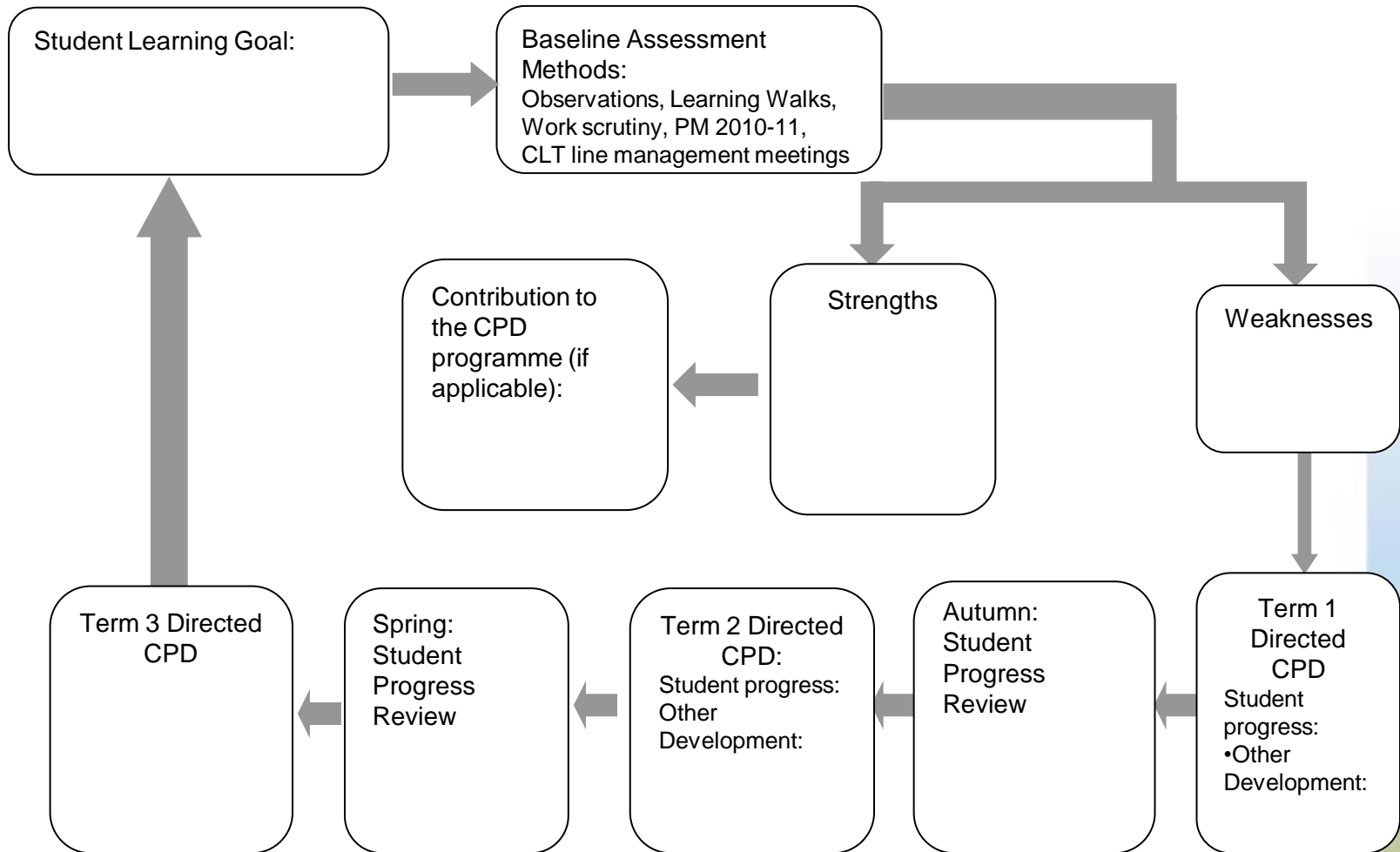




ALL SAINTS CoE COLLEGE TRUST
MONITORING THE IMPACT OF CPD ON STUDENT PERFORMANCE
(Linked to Performance Management Objectives)



Name:
Position:



Why use the Eye diagram?

- Ensures an unremitting focus on the needs of students and your aspirations for their learning shapes CPD provision
- Develops a vision of success
- Promotes clarity about needs and outcomes
- Promotes clarity regarding the knowledge that effective use of strategies depend upon
- Promotes strategies that research suggests are likely to work
- Creates success criteria and the evidence for it are agreed and monitored from the outset
- Evidence is provided which enables you to track progress and make useful connections between what you do and how it impacts on learners



CPD leaders – using the eye diagram

Two levels of evaluation:

- a) For individual professional learners – aspiration that they become increasingly more responsible for evaluating their own learning and the impact this has upon their performance and the outcomes for their pupils. So...
 - Model use of eye diagram to others
 - Talk through the presentation and then illustrate with your own case study
 - Offer eye diagram as planning tool
- b) Select a sample of completed eye diagrams as evidence of CPD impacting upon pupil learning



- Please complete and return the evaluations

Thank you for your hard work and
commitment



colin.isham@curee.co.uk

lisa.bradbury@curee.co.uk

www.curee.co.uk

Centre for the Use of Research and Evidence in
Education

4 Copthall House

Station Square

Coventry CV1 2FL

024 7652 4036

