

## Key Findings

Personal invitations or requests for feedback were received positively by staff and response levels were high.

Implementing a process of feedback at the end of a CPD session increases response rates, encourages participants to identify 'next steps' and the actions they will complete to change their practice, and have an impact on learners.

Targeted CPD: this approach relies on two tried and tested formulae (supported experiments or action research and coaching); and was very successful for the small group who participated.

Manageable chunks, with content that could be quickly integrated into practice, resulted in high satisfaction rates for staff involved and measurable impact on learners.

The focus groups revealed there had been a huge cultural shift towards completing CPD, but further development was required into personalised action plans for individuals to feel they were 'growing' as professionals with the support of the College.

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COLLEGE

The Education & Training Foundation  
This project has been developed and supported by the Foundation's Practitioner Research Support programme and the East Midlands Centre for Excellence in Teacher Training (emCETT)  
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## Action Research into Effective CPD



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Read our report  
online

## Recommendations

Personalise CPD as much as possible and support staff to implement individualised programmes that feel relevant and efficient for the time that they invest in the process.

Follow up CPD sessions, so staff feel confident and supported to implement changes in the learning environment

Targeted CPD is very effective and the impact on students measurable. However it relies on volunteers to participate and is high in costs in terms of 1:1 staff ratios.

Staff can access CPD records and discuss development plans with managers, but guidance and communities of practice such as learning groups, could give more ownership and involvement in the process.

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### 1. Introduction and Background

Aligning the Research project called "Measuring impact and improving impact of teachers' CPD on classroom learning" with the ETF Professional Standards

- 2. Evaluate and challenge your practice, values and beliefs.
- 5. Value and promote social and cultural diversity, equality of opportunity and inclusion
- 6. Build positive and collaborative relationships with colleagues and learners.
- 10. Evaluate your practice with others and assess its impact on learning.
- 12. Understand the teaching and professional role and your responsibilities.
- 20. Contribute to organisational development and quality improvement through collaboration with others.

<https://www.etf-foundation.org.uk/eetf-priorities/professional-standards/>



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