

What will Continuing Professional Development look like in the future (CPL)?

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Adastra school

- Sally Patel, member of SMT, leads CP & is lead coach for MTL. She works closely with TLA leader & many others
- She uses MIS, a library of diagnostic tools, information from Development Reviews & from research web sites to plan embedded CPL opportunities, to respond to numerous ongoing requests from learning thirsty colleagues
- She has an active role in several development oriented partnerships with other schools and local authorities

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- Sally coaches several colleagues and the leader of the ITE & induction teams
- She creates a lively CPL on line newsletter full of ideas, opportunities and eggs of colleagues' CPL outputs
- She takes care to lead some mainstream development work each year - this year she is focusing on leading action research into structuring exploratory dialogue and connecting learning within school with learning in the home and the community

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- She also works closely with the pupil learning leadership team to involve them in CPL and to introduce and facilitate student peer coaching and mentoring
- Sally encourages all colleagues to join CPL “chunk” teams to manage key development tasks such as running the learning forum or the enhancing science network with the local university

Adastra School unpacked

- Professional learning versus CPD
- Mobilising evidence and facilitating each others' learning
- A spiral curriculum for Continuing Professional Learning (CPL)
- Enjoying and riding the boundaries of our knowledge and understanding. Celebrating and using what we do and don't know

Adastra School unpacked

- *Every* member of staff is involved in actively pursuing their own learning *and* supporting the learning of others via
 - Mentoring – when making transitions
 - Specialist coaching
 - Collaborative coaching
 - An ongoing rhythm of interactive, collaborative learning sessions
 - built into phase, team and departmental meetings; as well as
 - more intense focus sessions exploring a specific area of development

Adastra School unpacked

- Learning to support other colleagues' learning is recognised and deployed as an opportunity offering at least as much professional benefit to the supporter as the supported

Context

- Careful consideration is given to ways of switching from the executive to the analytic and reflective mode in teaching
- New initiatives are seen as a vehicle/context for
 - Extending colleagues' knowledge of the public evidence base
 - Pursuing one's own learning goals

Adastra School unpacked

- The leaders of CPL, excellent practitioners, offer 3 sets of expertise
 - They are deeply knowledgeable about colleagues' learning trajectories and dispositions
 - They know how to locate specialist expertise and knowledge in a range of forms that can be matched to colleagues' needs and interests
 - They are skilled facilitator's of adult learning – especially good coaches, mentors, designers of activities and creators of learning environments

CPL and pupils

- CPL and CPD opportunities are planned from in depth diagnosis of pupils' learning strengths and needs
- Adult learning activities mirror or reflect related pupil learning processes
- CPL is evaluated through the lens of its connection with meeting the learning needs of a relevant sample of pupils

Underpinning

- All of this is underpinned by a framework of professional learning skills

Professional learning skills

- EG “Discuss practice & core concepts expands to”
 - Make previous practice explicit & reflect on it
 - Seek out searching questions
 - Give yourself time to develop responses
 - Reveal & explore anxieties to enrich reflection
 - Take care to celebrate success
 - Be alert to the helpful intentions behind even poorly framed questions

Professional Learning Skills

“Understand your own learning needs” becomes

- Build awareness of internalised knowledge, skills and beliefs
- Use your coach to identify what you don't know you don't know
- Ask an appropriate mix of open and closed questions
- Identify opportunities you would value
- Identify appropriate goals and steps towards them

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