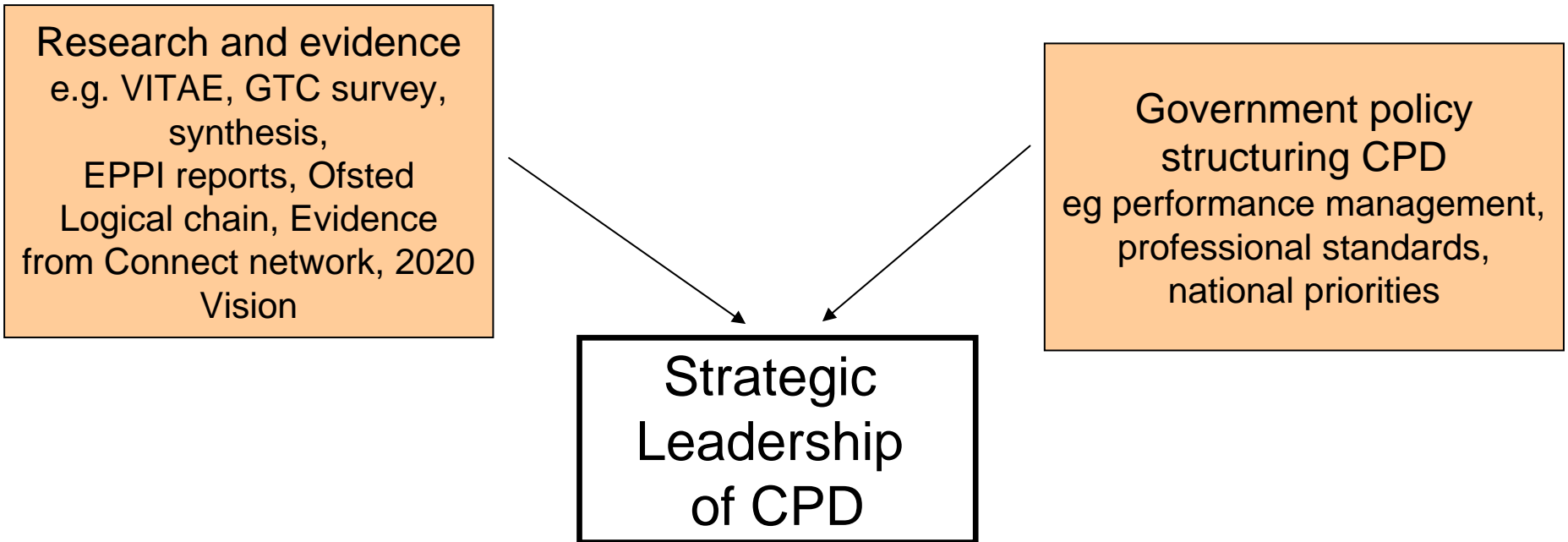


The Personalising CPD Project

Jane Hough

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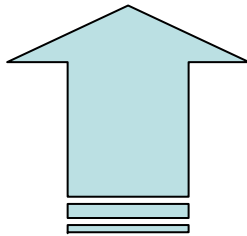
Personalising CPD



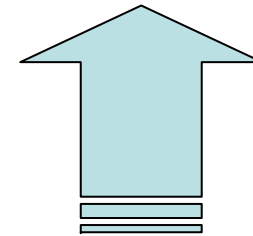
- Which policy drivers are creating the demand for CPD and how is the CPD offer evolving in schools?
- How far do schools draw on research and an understanding of effective CPD to plan a tailored and sustained offer which meets the needs of differently experienced teachers?

Personalising CPD

Lessons from and for practice



GTC policy advice



- Which policy drivers are creating the demand for CPD and how is the CPD offer evolving in schools?
- How far do schools draw on research and an understanding of effective CPD to plan a tailored and sustained offer which meets the needs of differently experienced teachers?

Characteristics of Effective CPD

- Has a clear focus on pupil learning
- Involves teachers in identifying their needs
- Is grounded in what is known about effective adult learning.

- This includes:
 - Sustained access to coaching and mentoring
 - A range of opportunities for observation and feedback as part of collaborative and collegial working practices
 - Opportunities for teachers to change practice, carry out research and engage in reflective practice
 - Modelling of preferred practice (e.g. active learning) both in classrooms and in adult learning situations
 - Sustained structured and cumulative opportunities for practising what has been learnt

- *See: Making CPD better: bringing together research about CPD*
- *GTC Teacher Professional Learning Framework TPLF 07*

Lessons from and for practice

- Recognition of the changing nature of CPD to on-going professional development through enquiry-led learning
- Performance management and the professional standards can provide a beneficial framework for the personalisation agenda but the balance between accountability and development must be maintained
- Distributed leadership to develop the whole school workforce
- The CPD leader requires the knowledge understanding and skills to lead adult learning

GTC Policy Advice

- A personalised approach is taken to the identification of all teachers' learning and development needs
- Access to personalised learning and development that is **effective, relevant and sustained** be supported
- Participation in personalised learning and learning be assured
- To ensure relevance we suggest that a national, local and school policy should promote supply that addresses a CPD framework – context; specialism; leadership; pedagogy and professionalism

Sustained CPD...

- “can only be achieved through the development of CPD policies and practices at the school level which create the culture and time for innovation and reflection. Pre-requisite to this is strong leadership of teacher learning and development in the school which explicitly links CPD to practice improvement and innovation. Also critical is the building, identifying and releasing capacity for mentoring, coaching and specialist and subject expertise within schools and across the system.”
- GTC Policy Advice ‘A Personalised Approach to CPD, January 2007

What will CPD look like in the future?

Four perspectives:

- Liz Francis, Director, Teacher Programmes, TDA
- Dylan Wiliam, Acting Director, Institute of Education, University of London
- Philippa Cordingley, Chief Executive, Centre for the Use of Research and Evidence in Education
- Lesley Saunders, Senior Policy Adviser for Research, GTC