

Are you responsible for CPD *policy* in a school, local authority or national agency?

As a key player in teacher professional learning, you will know that the CPD landscape is now both more challenging and potentially far more rewarding than it was a few years ago. There is increasing recognition that pupil learning lies at the heart of professional development. Teachers' related learning needs are beginning to be set in the context of performance management targets.

At the same time, you will be considering how to balance these needs against wider workforce development and school priorities. This makes it essential to pay careful attention to what works – what development processes are linked to pupil achievement?

Following four systematic EPPI reviews of research, we have some practical answers to this question. This summary describes what was learnt from the reviews. It makes suggestions for your own practice in light of the evidence, and offers some tools to help improve the quality of the CPD you plan and provide

THE EVIDENCE AT A GLANCE

The summary sets out to show how you can reflect on and improve professional development provision. In particular, it aims to help:

- inform the way you structure development activities and support, and work productively with providers – to make sure CPD programmes are built on best evidence of effective practice
- update your knowledge and awareness of the research evidence on CPD from four systematic research reviews
- think about how you can foster collaboration and support CPD through partnerships with schools, HEIs and local authorities, and
- fund or commission research or evaluation activities that support CPD.

What are the key messages?

When teachers have the opportunity to take part in collaborative and sustained professional development, over at least one term but usually over two or three terms, the reviews identified links with positive effects on:

- students' learning, motivation and achievement
- teachers' commitment, beliefs, attitudes, self-esteem and confidence in making a difference to their pupils' learning
- teachers' repertoires of strategies and their ability to match their teaching to pupils' different needs, and
- teachers' attitude and commitment to CPD.

By contrast, CPD that did not involve collaboration as a learning strategy was found to be linked to a narrower range of changes and to weaker benefits.

What factors in CPD are linked to positive benefits for teachers?

The key messages from the four reviews have been consistent and cumulative. CPD that was linked to the positive benefits described above usually involved:

- **peer support** (in pairs or small groups) to encourage, extend and structure professional learning, dialogue and experimentation *in combination with*
- **specialist support**, including modelling, workshops, observation, feedback, coaching, introducing a menu of research-based strategies for enhancing learning
- **planned meetings** for structured discussion – including exploring evidence from the teachers' classrooms about their experiments with new approaches and of their beliefs about teaching, the subjects being explored and their pupils
- **processes for sustaining the CPD** over time to enable teachers to embed the practices in their own classroom settings – including informal day-to-day discussions and observations between teachers, and using work they would have to do anyway (such as lesson planning and designing schemes of work or curriculum development) in workshops
- **recognition and analysis of teachers' individual starting points** and building on what they know and can do already
- **developing teachers' ownership** of their learning by offering them scope to identify and refine their own learning focus (within a menu set by the programme or the school), and to take on a degree of leadership in their CPD, and
- **a focus on pupil learning and pupil outcomes**, often explicitly as a way to analyse starting points, structure development discussions and evaluate progress, both formatively and summatively.

How do we know this?

The evidence in this summary is based on four systematic reviews of existing research about the impact of CPD on teachers and pupils. The reviews scanned and filtered over 20,000 studies for best evidence and brought together data from the 70 offering the most relevant and high-quality data.

All of the review processes were carried out to a stringent quality standard by two independent reviewers, working in parallel and quality assured by the EPPI Centre (The Evidence for Policy and Practice Information and Co-ordinating Centre) at the Institute of Education.

Where do we go from here?

The rest of this summary is designed to introduce you quickly to a little more detail about each of these key characteristics of the CPD, and to explore the implications for making and delivering policy about effective CPD.

THE EVIDENCE UNPACKED

What does effective peer support look like?

The programmes in the review studies identified three broad, overlapping approaches to enabling and supporting effective peer support:

- Teachers were encouraged or even required to complete tasks in groups, run school support groups together or work in pairs to watch each other teach.
- Almost always, peer support was used to keep the learning moving forward between seminars. In one or two (rather resource-intensive) cases, peer support was mostly concentrated in workshop and seminar sessions, with frequent follow-up support from specialists.
- Sustained support generally took the form of peer observation and evidence-based discussions between teachers about how well their new approaches were working and which students responded in which ways.

The main function of peer support was to encourage and build on instruction from specialists (because teachers learning reciprocally don't want to let each other down) and make risk-taking and experimenting in classrooms feel safer.

Is peer support a specified element of the CPD initiatives you introduce, fund or commission, or in your school/ local authority policy? For example, do the initiatives provide time in workshops or development meetings, in which teachers can work in pairs or groups of three to plan experiments with new approaches and arrange to support each other as they implement them?

Although a critical element in CPD programmes with positive outcomes, peer support on its own isn't enough to bring about changes in practice. Peer support was always combined with contributions from specialists. Although the phasing of specialist contributions varied significantly, it was common for teachers to take increasing control of development activities and sessions as the programmes unfolded.

How can you plan to mobilise bottom-up support to complement the contribution from leadership? How will you plan to recognise or ask questions about how professionals are going to support each other's learning?

How did specialists support the teachers' learning and help them use it for the pupils' benefit?

Specialists offered 'expert' knowledge of aspects of teaching, learning or the curriculum. The specialists included research partners from universities, CPD providers, businesses, teacher mentors and parents. They were usually 'expert' in more than one field, offering a range of skills including in-depth knowledge of the content of the CPD, of effective CPD programmes and of evaluation and monitoring. What was interesting in nearly all the studies was that the specialists combined in-depth expert knowledge with an understanding of the implementation and support processes needed for effective professional learning.

In general, specialists took a lead role in getting the CPD started by introducing teachers to new knowledge, teaching approaches and skills through a series of workshops. They led professional conversations to build and extend teachers' understanding of fundamental teaching and learning issues. The specialists modelled new strategies to help bring their instruction to life, and to help teachers put what they had learnt into practice. Seeing strategies working effectively in their own or a similar context helped teachers feel more confident about using them.

The specialists also observed teachers using the new strategies. They worked with the teachers to unpack the different ways pupils responded, and offered feedback on what they needed to focus on to improve their performance. In some cases, lessons were video or audio taped, and the teacher and specialist would watch the lesson together, reflecting on:

- how the teachers were implementing the new strategy
- students' participation in the lesson, and
- teachers' use of students' existing knowledge and resources.

The specialists wanted to make sure teachers were able to put what they had learnt into practice, by giving them the tools and an environment for learning where they felt safe to take risks. They encouraged teachers to experiment with the new approaches in the classroom and offered them support through both formal and informal sessions. Teachers were encouraged and supported to share evidence from their classroom practice and experiments by sharing their successes and troubleshooting any problems with specialist support. The specialists helped teachers reflect on the evidence they collected and refine their approaches and plans in light of what it showed. They also specifically encouraged teachers to support each other in trying out new approaches.

*Clearly, for practitioners, just as for their students, 'instruction' matters. No one wants to commit themselves to CPD that doesn't offer something substantial and new. But, of itself, instruction is not enough to embed lasting changes in practice. Design of professional development needs to pay at least as much attention to the **learning processes** as to the nature of the new knowledge and skills required. You may want to highlight in your policies or criteria for commissioning CPD the need for specialists to help embed learning as well as introduce new knowledge and skills. Plan for this at the start of a CPD programme, and work with the providers or internal specialists involved to make sure it caters to professional learning needs as well as 'expert' input.*

How did the specialists plan for structured discussions that explored evidence from the teachers' own classrooms?

The specialists played a significant role in providing structured opportunities for professional dialogue. They facilitated these discussions by providing ideas, including those from research, to stimulate debate, exploring teachers' tacit knowledge and beliefs about teaching and learning. This helped them to work collaboratively to explore new teaching strategies and refine them for their own use. The specialists tried to ensure that all teachers were actively engaged in professional dialogue by taking into account their varied starting points. Importantly, they also provided an environment in which teachers felt safe to discuss their experiences of implementing new strategies in their classroom – including what didn't go well. In this way they engaged in collaborative problem solving, which helped to develop their knowledge and understanding.

Specialists played a key role in supporting teachers to refine their practice in light of the evidence they collected. You might want to highlight, in your policies and criteria for selecting approaches or CPD providers, requirements that the CPD interventions plan for these formal and informal discussions.

What processes were designed to sustain the CPD over time so that teachers could embed the new practices in their own classroom settings?

The CPD interventions lasted for at least one term, usually two terms or longer, and started with input from the specialists in the form of workshops and seminars. This initial input was followed up by regular meetings or

scheduled workshops for group discussions and debriefing, and, in several cases, 'on call' support for 10 days or more. The specialists used a variety of strategies to sustain the CPD, including visits to other schools, weekly meetings, ongoing peer support and ongoing mentoring offered by the specialists.

In one study the specialist contact involved:

- 10 hours of formal input
- visits to other schools where the model programmes were already operating
- weekly meetings where teachers could observe and discuss new strategies
- ongoing support between teachers, and
- ongoing mentoring support provided by the specialists.

In another study the specialist contact involved:

- a 10-day summer workshop
- follow-up input sessions throughout the year
- observation visits by specialists that included formal feedback and discussion, and
- informal discussions between teachers.

The specialists took steps to make sure the CPD was sustained beyond their involvement, by encouraging teachers to get involved in active experimentation with new strategies and ideas in their own classrooms, supported by peer coaching. Teachers were encouraged to observe each other teaching, and work together to reflect on and refine the strategies they were using. In this way, new strategies were embedded into teachers' practice, and this helped teachers to sustain their practice after the intervention.

In setting school or local authority policy for CPD are you encouraging colleagues to tailor the inputs and processes involved in CPD interventions around the rhythms and patterns of the school context? Could you exemplify what you are looking for by highlighting examples, or by using the visualisations included later in this summary?

Do your policies take into account the important role of peer support in extending the reach of specialist inputs into day-to-day school life? Could you, for example, require colleagues who attend courses to form a collaborative coaching partnership with another colleague? Or could you require all programmes commissioned locally to encourage and support this? Does your school or local authority have a learning forum or an infrastructure of peer support/collaborative coaching tools, resources and skills to support teachers in doing this?

How did the CPD programmes recognise teachers' individual starting points and build on what teachers knew and could do already?

Specialists leading the CPD programmes identified teachers' starting points by interviewing them about their pupils, their beliefs and their skills, and observing them teach. They also asked them to identify anything that they felt might prevent them introducing a new strategy. Establishing a space in which teachers felt secure to admit their needs helped specialists to gain a more accurate picture of participants' learning needs.

Some of the CPD programmes used more than one cycle of learning. This allowed teachers to work together with the specialists to refine their learning goals. In the second learning cycle they could build on what they knew and could do already and understand peer assessments of their progress – making sure their learning built cumulatively on their emerging skills.

When you are planning to introduce, fund or commission new CPD programmes, could you ensure in advance that providers specifically set out to identify teachers' starting points? Would it be helpful to specify that the CPD should contain more than one cycle of learning, and that peer assessment should be included in the later stages?

How did the CPD programmes encourage teachers to take ownership of their own learning?

The specialists leading the programmes encouraged teachers to take leadership of their learning by encouraging them to identify their own learning objectives and goals. They chose from a set menu of objectives, derived from school or development priorities, the teacher's own concerns and interests in relation to their students' learning, and the terrain being explored in the programme. Although in the early reviews the links between the school priorities and working processes and programmes were not reported on, studies emerging in later reviews have started to explore these connections in more depth. As yet the evidence base, which is inevitably historical, has yet to catch up with current changes in practice which emphasise links between CPD and performance management. But recent case study work on strategic approaches to CPD offers powerful examples of direct links between CPD of the sort described here and strategies like performance management (Cordingley, P, and Bell, M, 2008, Qualitative Study of School-Level Strategies for Teacher CPD, GTC, London).

Giving teachers the opportunity to identify performance management targets centred on issues that they understand and value is a powerful strategy for motivating teachers and getting them involved. Making connections between these targets and student learning can help teachers to see the added value of CPD for themselves and their students.

How did the CPD programmes build in and sustain the focus on pupils' learning and outcomes?

The specialists helped teachers to understand and develop their own practice by identifying a learning focus for professional learning related to their classroom context and their pupils' learning needs. They helped teachers identify specific groups of pupils to focus on and supported them to monitor the impact of the changes they were making on pupils' learning and behaviours. This ensured that while teachers were learning and developing their skills they were also sustaining pupils' learning. The specialists supported teachers to identify learning focus by:

- discussing with teachers about their pupils before CPD started
- sharing student data with the teachers
- interviewing the students to evaluate their thinking
- reviewing the impact of new activities on the students, and
- offering opportunities for teachers to observe experimental classes and reflect on their experiences.

The link between professional learning and pupil learning may have been helped by the fact that a large proportion of professional development activity took place on school premises during school hours.

How can CPD be designed so that pupil learning is a central part of the process? What support could you offer teachers to develop targets that link to whole school priorities?

Pupils' responsiveness and evidence of learning improvements are both powerful in motivating teachers to engage and experiment with new teaching and learning strategies. What tools do teachers need to help them assess the impact of their learning on their pupils, and to plan their own next learning steps? What evidence would you need to be sure that CPD programmes effectively meet their pupil learning goals?

Where does the evidence come from?

The EPPI reviews conducted by CUREE were intended to:

- build on the best available evidence about the impact of CPD on teaching and learning
- recognise and build on increasing interest in coaching and mentoring in education
- make good practice clear across all national agencies – so that the agencies can make more coherent sense to teachers, and
- inform the modernisation of the profession and the DfES Five-Year Strategy for Learners.

The four reviews of research into the impact of CPD on teachers and their students involved:

- searching the available evidence base for studies that could help to address the questions for the review
- filtering over 20,000 titles and abstracts against an initial set of inclusion criteria¹
- reapplying the inclusion criteria to over 700 full studies
- key wording over 200 studies and filtering them against a second, narrower set of inclusion criteria, and
- extracting the data and synthesising the evidence from 70 studies.

The EPPI systematic review process is designed to be explicit and transparent about the methods used, to be accountable, replicable and updateable, and involve relevant and useful information. It follows a standard set of stages. The findings from the research are synthesised to make the key findings easy to find and to reduce bias in the reporting. Therefore, the reviewers have to filter studies against known criteria, and two separate reviewers work independently and compare notes. This 'double blind' approach is also applied to extracting data from studies for analysis. Each stage of the review is carefully synthesised by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI Centre), and final reports are evaluated by a range of reviewers who have no knowledge of who was in the research team.

PRACTICAL WAYS OF DEVELOPING AND REFINING CPD

You will already have started to think about how you can develop and refine the strategies that you use in structuring and supporting development activities. Here we offer you a selection of practical activities and tools, based on evidence from the reviews, which will help you to understand and make use of the evidence to take your own practice forward.

¹ There were different inclusion criteria for each review

How can you ensure the right balance between the use of internal peer support and external specialist contributions to CPD?

Research evidence

Across all of the reviews there was a combination of peer support and specialist input. Although the timing and extent of specialist contributions varied, it was common for teachers to take increasing control of development activities and sessions as the programmes unfolded. The CPD programmes started with input from the specialists, in the form of workshops and seminars, followed up by regular meetings or scheduled workshops for group discussions and debriefings.

Your evidence

You might like to explore how your policies, and the programmes they set out to encourage, allow teachers access to appropriate external specialist contributions and make effective use of peer support. Make a note of all of the points at which your CPD policies or interventions draw on specialists, either in person, eg. advanced skills teachers or local authority or higher education experts, or indirectly – for example using research or resources prepared by specialists. Make a note too of all the points when the CPD programmes or projects offer opportunities for teachers to form effective learning partnerships.

Next steps

Having gained an idea of how your policies, projects or programmes currently use external specialists and internal peer support, would it be helpful to develop a set of criteria describing the contributions you expect specialist and peer support to make to CPD? You might want to consider how the CPD policies, or the programmes your policies promote, use specialist and peer support to:

- tailor CPD to meet teachers' needs and starting points
- provide ongoing support throughout the programme
- sustain and embed the CPD in the school
- build ownership for CPD, and
- relate the CPD to pupils' learning.

A tool you can use – evaluating effective cycles of CPD

In the review, the mix of peer support and specialist inputs was organised to create a rhythm for the learning. You might like to review an example of how one CPD intervention was designed to make use of a combination of specialist expertise and peer collaboration, to help teachers develop new skills and understanding and embed these processes in their own classroom context. Would it strengthen your school's or local authority's CPD policy

CPD policy, programme or school development project	How and when is specialist input used?	How and when are opportunities for peer support created and used?

to identify a broad cycle and its key components, and to represent this visually? How could you implement a similar cycle in your school? Can you identify the aspects that you would change or keep the same?

How do specialists plan to sustain and embed the new CPD strategies in a school?

Research evidence

The specialists used a variety of strategies that were designed to sustain the CPD, after the initial input. These included visits to other schools, weekly meetings, ongoing peer support and mentoring support offered by the specialists.

Your evidence

You could explore how your policies or programmes set about sustaining and embedding new strategies. Make a record of how your CPD policies and the programmes/ activities they encourage are making use of mentoring and coaching. Think about the purposes of using mentoring and coaching. Who is involved, and at what point during the intervention does it takes place?

Next steps

Now you have a record of the ways you are currently using mentoring, specialist coaching and peer coaching to support CPD interventions, you might like to review your current practice and compare this to the 'core concepts' from the national framework for mentoring and coaching. Are there purposes or activities highlighted here that might strengthen your policies?

A tool you can use – planning to make more use of mentoring and coaching

Mentoring and coaching are examples of collaborative processes used in CPD interventions which are linked to significant benefits for teachers and pupils. This tool offers a series of questions that you might like to ask yourself when planning to make more use of mentoring and coaching as part of the CPD intervention you are considering (see next page).

These questions, and other similar resources, can be found on the TDA mentoring and coaching library, at: <http://mclibrary.tda.gov.uk> If you are interested in using this library, please e-mail coachingandmentoring@tda.gov.uk with your details and ask for a user name and password.

	Mentoring	Specialist coaching	Peer coaching
What purposes is mentoring/coaching being used for?			
Who is involved?			
When is it taking place?			

Core concepts

	WHY?	WHO?	WHAT?	WHERE?	WHEN?
<p>Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.</p> <p>Mentoring for Induction is used to support professional learners on joining a new school. For newly qualified teachers this will also include induction into the profession as a whole.</p> <p>Mentoring for Progression is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies.</p> <p>Mentoring for Challenge is used to enable professional learners to address significant issues that may inhibit progress.</p> <p>Mentors are experienced colleagues with knowledge of the requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on the basis of appropriate knowledge of the needs and working context of the professional learner.</p> <p>A professional learner is someone tackling a new or particularly challenging stage in her/his professional development who seeks out or is directed towards mentoring.</p> <p>Mentoring involves activities which promote and enhance effective transitions between professional roles, including:</p> <ol style="list-style-type: none"> 1 identifying learning goals and supporting progression 2 developing increasing learners' control over their learning 3 active listening 4 modelling, observing, articulating and discussing practice to raise awareness 5 experiences, eg through observation or video 6 providing guidance, feedback and, when necessary, direction 7 review and action planning 8 assessing, appraising and accrediting practice 9 brokering a range of support. <p>Mentoring usually takes place in the professional learner's school, in the workplace and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.</p> <p>Mentoring is useful to a practitioner at the beginning of her/his career, at times of significant career change, or in response to specific, significant challenges.</p>	<p>Specialist coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.</p> <p>Specialist coaching is used by schools and teachers to:</p> <ul style="list-style-type: none"> • review and refine established practice • develop and extend teaching and learning repertoire • introduce and experiment with alternative teaching and learning strategies • support the development, across a department or a school, of a culture of openness, eg. mutual support for, and critique of, professional practice. <p>Specialist coaches are fellow professionals with knowledge and expertise relevant to the goals of the professional learner. They enable professional learners to take control of their own learning through non-judgemental questioning and support. The coach might be from the same institution or from elsewhere (eg. a university). Coaches are usually chosen by professional learners themselves.</p> <p>A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.</p> <p>Specialist coaching involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including:</p> <ol style="list-style-type: none"> 1 support to clarify learning goals 2 reinforcing learners' control over their learning 3 active listening 4 modelling, observing, articulating and discussing practice to raise awareness 5 experiences, eg. through observation or video 6 shared planning of learning and teaching or leadership, supported by questioning 7 supported review and action planning 8 reflection on, and debriefing of, shared experiences. <p>Specialist coaching usually takes place in the professional learner's own workplace – and in quiet spaces that allow confidential reflection – in order to facilitate observation of, and reflection about, her/his own practice and experiments with new approaches.</p> <p>Specialist coaching is useful to a practitioner, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches.</p>	<p>Collaborative co-coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.</p> <p>Co-coaching is used by schools and teachers to support and sustain voluntary, structured partnerships in which each participant relates specialist inputs to day-to-day practice.</p> <p>It supports the development, across a department or a school, of a culture of openness, eg. mutual support for, and critique of, professional practice. It also provides a good preparation for more specialist coaching skills and roles.</p> <p>Co-coaches are professional learners committed to reciprocal learning and to providing non-judgemental support to each other based on evidence from their own practice. Co-coaches seek out specialist input to inform their coaching. This may be provided by a third party, eg. through a course, consultant, demonstration session or text-based resources.</p> <p>Co-coaches each take the role of coach and professional learner, usually alternately. Co-coaching partners are mostly self-selecting.</p> <p>Co-coaching involves activities which promote and enhance reflective practice, including:</p> <ol style="list-style-type: none"> 1 developing mutual understanding of specific goals 2 sustaining learners' control over their learning 3 active listening 4 observing, articulating and discussing practice to raise awareness 5 experiences, eg. through observation or video 6 shared planning of learning and teaching or leadership, supported by reciprocal questioning 7 reciprocal action planning 8 shared analysis of learning experiences, evidence, research or alternative examples of practice. <p>Co-coaching takes place in the professional learners' workplace and in quiet spaces that allow confidential reflection. This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities.</p> <p>Co-coaching is useful to a practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.</p>	<p>Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.</p> <p>Mentoring for Induction is used to support professional learners on joining a new school. 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This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities.</p> <p>Co-coaching is useful to a practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.</p>

Source: Centre for the Use of Research and Evidence in Education (CUREE)

How can you help teachers to begin taking an active role in their own CPD?

Research evidence

In the four reviews the specialists leading the CPD programmes encouraged teachers to take an active role in their own learning, by identifying their own learning objectives and goals. These focused on school or development priorities, the teachers' own concerns and interests in relation to their pupils' learning, and the terrain explored in the programme. The specialists took steps to make sure the CPD was sustained after their involvement was completed, by encouraging teachers to be involved in actively experimenting with new strategies and ideas in their own classrooms, supported by peer coaching. Teachers were encouraged to observe each other teaching and to work together to reflect on and refine the strategies they were using. Sometimes the teachers built formal or semi-formal learning agreements, in which they crystallised their learning goals and the support they offered each other. This was useful in structuring and clarifying their learning process, and in managing power differences.

Your evidence

Could you investigate how your current CPD policies, or the programmes/activities they promote, help teachers to refine their own learning goals and develop their practice through collaborative coaching? Is your school and its departments making use of learning agreements to support these peer coaching conversations? Does the local authority promote this? You might find it useful to collect a selection of learning agreements from the schools or departments you work with and make a note of any similarities or differences between them. For example, how does each learning agreement record learning goals?

Next steps

Could you work with colleagues in schools to identify the features that you think are needed on a learning agreement? Could you use these features and the example learning agreements you have collected to develop a 'model' learning agreement to share with the teachers? Would you find it useful to think about the guidance teachers might need to complete the learning agreements, and develop a set of guidelines to help them?

A tool you could use – example learning agreement

You might like to use this example to design a template for a learning agreement, by adapting it to meet the specific needs of the schools and departments you work with.

Learning agreement

Personalising teaching and learning (primary)

Address:

1 Name

2 Name

1 The teaching/learning strategies we/I want to focus on are:

.....

2 We/I will do this by:

.....

3 To keep a record of our successes and difficulties, we/I will: (eg. maintain a teacher's log, keep samples of pupils' work, photos/video/audio recording)

.....

4 In trying out these strategies, we will use peer coaching to support one another.

(a) The frequency and timing of our classroom observations will be:

.....

(b) Feedback will be organised: (when, where, etc.)

.....

5 Before we start on peer coaching, we still need to: (eg. make arrangements with colleagues/line manager, set ground rules, prepare pupils, etc.)

.....

6 After we have tried peer coaching the first time, we will review this learning agreement by:

.....

7 We will also support each other in other ways between the initial and final seminars, including:

.....

8 To keep a record of our successes and difficulties with peer coaching, we will:

.....

SOURCES

You can find the EPPI summaries and full reviews on the EPPI website at:

- 'How does collaborative continuing professional development (CPD) for teachers of the 5-16 age range affect teaching and learning?' Available at: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=132> [Accessed 23/8/07]
- 'The impact of collaborative continuing professional development (CPD) on classroom teaching and learning – review: how do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning?' Available at: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=136> [Accessed 23/8/07]
- 'The impact of collaborative continuing professional development (CPD) on classroom teaching and learning – review: what do teacher impact data tell us about collaborative CPD?' Available at: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=139> [Accessed 23/8/07]
- 'What do specialists do in CPD programmes for which there is evidence of positive outcomes for pupils and teachers?' Available at: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2275> [Accessed 01/11/07]
- Wilkins, C, 1997, 'Effects of a resident mentor teacher on student achievement in mathematics'. Report of a study carried out with the support of the Mid-South Educational Research Foundation

RESOURCES

The research informed practice site (TRIPS) – part of the standards site – hosts a range of studies into CPD. Titles in this area include:

- Using continuing professional development to support literacy in pre-school
- Implementing mathematics reforms in lower secondary schools serving deprived areas
- The effects of continuing professional development (CPD) on teachers and teaching in chemistry
- Primary teachers' changing attitudes and cognition during a two-year science in-service programme and their effect on pupils
- How do teachers use research findings to improve their professional practice?
- The role of powerful pedagogical strategies in curriculum development.

Available at:

<http://www.standards.dfes.gov.uk/research/themes/cpd/?digest=all>
[Accessed 23/8/07]

Research of the month (RoM) summaries on the GTC website:

- Continuing professional development: what do studies of continuing professional development (CPD) tell us about the factors which help professional growth of teachers and pupil learning?
- The impact of collaborative continuing professional development (CPD) on classroom teaching and learning: what do we know about collaborative continuing professional development (CPD) and its impact on teaching and learning?
- Teachers and school-based research: why and how do teachers engage in and with research?

Available at:

http://www.gtce.org.uk/research/romtopics/rom_cpd/
[Accessed 23/8/07]

The Centre for the Use of Research and Evidence in Education (CUREE) website holds a range of resources for mentoring and coaching, including the national framework for mentoring and coaching, available at:

<http://www.curee.co.uk/dynamic/curee48.jsp?m=59>
[Accessed 24/8/07]