

Low Cost, High Impact CLPL

researchED Aberdeen 11th May 2024
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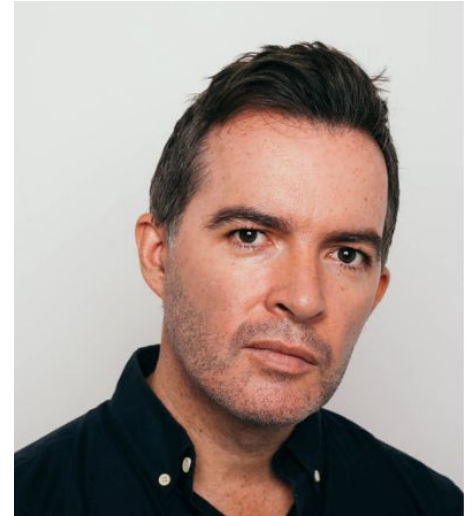
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A golden age of professional learning?

“When I think back to when I started teaching, it’s amazing how narrow CPD was. It took me years to discover stuff. Now there’s a wealth of opportunities for teachers to become informed about their profession. We’re living in a golden age of professional development.”

- Dr Carl Hendrick, September 2020 (on Twitter/X)



Why PL is so important, and flawed

“I think that supporting teachers in getting better at teaching is critical to teacher morale and the long-term health of the schooling system.”

- Prof Becky Allen, *If CPD is so important, why is so much of it so bad?* (2019)



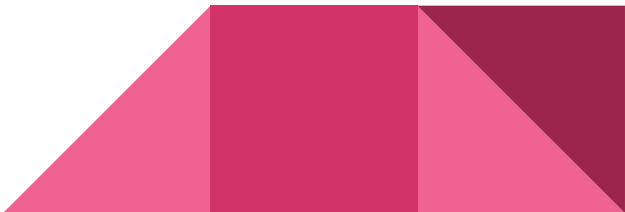
Research into effective CPD

[TALIS Survey \(OECD, 2013\)](#)

[A world-class teaching profession \(DfE, 2014\)](#)

[Developing Great Teaching \(TDT, 2015\)](#)

“Too often ‘CPD’ is viewed narrowly as attending courses or listening to stale talks accompanied by endless slides... Teacher development is not always adequately focussed on the specific needs of pupils, nor is it always sustained and practice-based.” (DfE, 2014)




Unleashing Great Teaching - David Weston



The economics of professional learning

Findings of the Education Policy Institute's report (July 2021)

- Average spend per teacher per year on CPD in England = £3,000
 - 80% of schools spend 3% of annual budget on CPD
 - Entitlement to 35 hours CPD p.a. would increase pupil attainment by 2/3s of a GCSE grade
 - CPD entitlement would boost teacher retention by 12,000 teachers per year
 - Teachers in England are below OECD average for CPD, and the majority of CPD is not deemed to be high-quality
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What about Scotland?

“PU was considered to be bureaucratic with little to do with learning. For the participants, PL appeared to be located in, and dependent upon, school and local authority contexts. However, accountability for learning seems to rest with individual teachers through the mechanisms of PU.”

- **Teacher professional learning and Professional Update in Scotland, Adams and Mann (2020)**



The Holy Grail: evidence-informed practice

FIGURE 1:
EVIDENCE-INFORMED PRACTICE



Chartered College of Teaching
(2020)



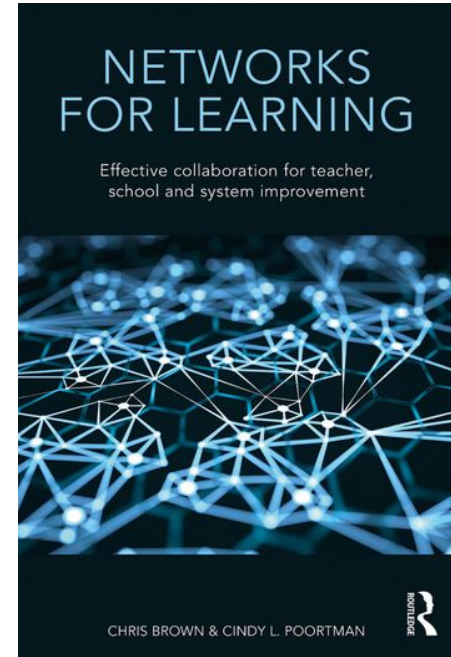
Let's play a game of Professional Learning...



#1 PL Communities and PL Networks

“The term Professional Learning Networks (PLNs) represents any group who engages with others outside of their everyday community of practice; with the ultimate aim of improving outcomes for children.”

- Brown and Poortman (2018)



PL Communities and PL Networks



**IMPROVING EDUCATION
THROUGH RESEARCH**



#2 Using social media

Top tips:

1. Distinguish between social media (closed) and professional media (open)
2. Build a support network
3. Share new ideas



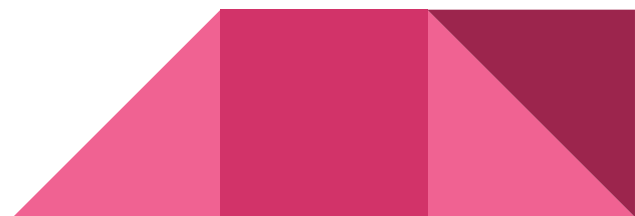
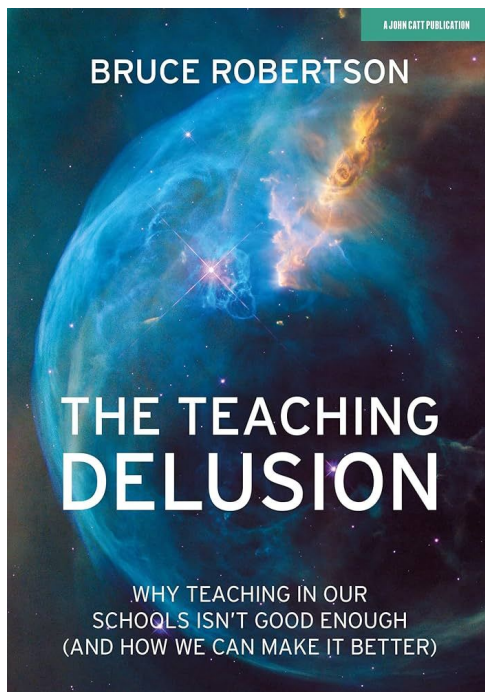
#3 Reading

Books

Blogs

Research summaries

PL Reading Groups



#4 Blogging and Writing

“ If I could express in one single sentence what blogging has done for me it would be this: I’ve become a better teacher, a better school leader. I’ve made new friends; new colleagues. “

- Ross Morrison McGill, [10 Tips for Education Bloggers](#)



#5 Teachmeets



Pedagoo
@pedagoo

...

★ [#PedagooGhlaschu](#) hosted by [@SenoraCT](#) [@mrdissent](#) & [@drewburrett](#) on 18 May

✓ Interesting practice & thought provoking discussion with educators like you

+ Friendly vibes, new connections, music, food & crèche

🗣️ Spread the word. Bring a friend.

FREE forms.office.com/e/jy9Mkxjh4C



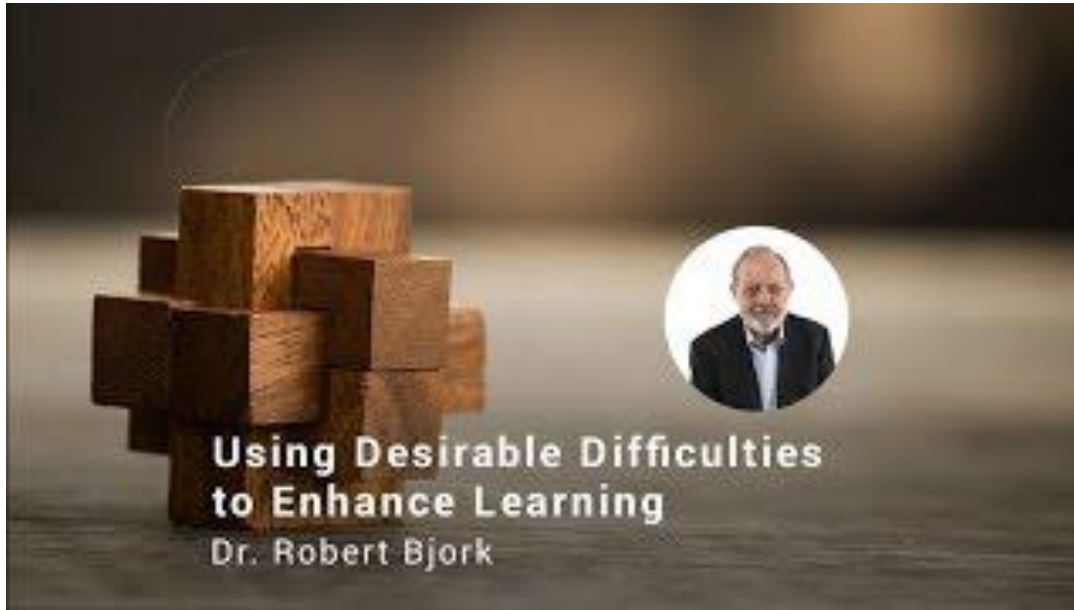
Sign up [here!](#)



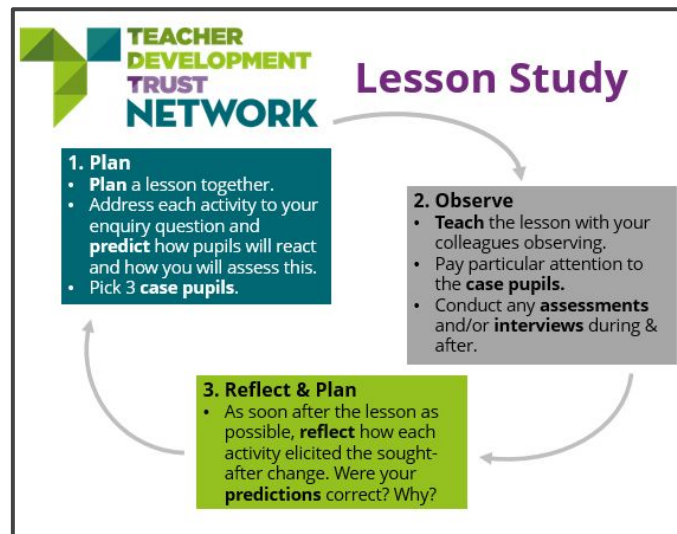
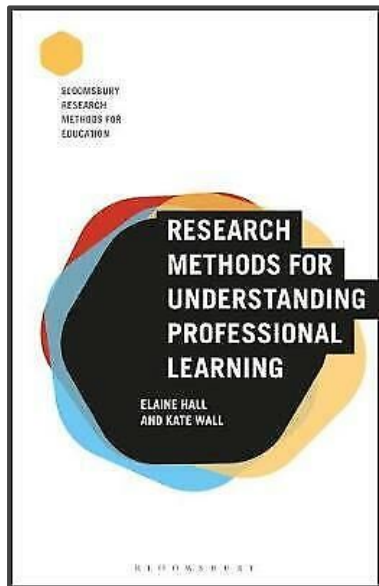
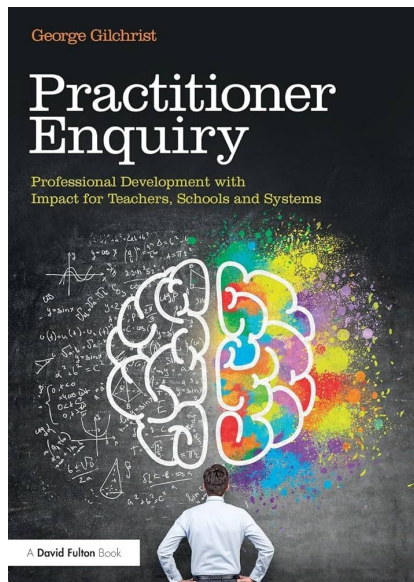
#6 Podcasts and Teacher Radio




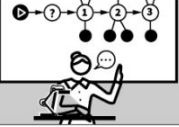





#7 YouTube



#8 Practitioner Enquiry and Lesson Study



#9 Lesson observation

LESSON OBSERVATION FRAMEWORK 	EXPLAINING & MODELLING 	QUESTIONING & RUNNING THE ROOM 	PRACTICE TASKS 
CURRICULUM ISSUES 	<ul style="list-style-type: none"> ■ Sequence of concepts ■ Resources ■ Examples; exemplars ■ Big Picture ■ Prior Knowledge 	<ul style="list-style-type: none"> ■ Question design ■ Expectations of depth & fluency ■ Hinterland Planning/ Culture 	<ul style="list-style-type: none"> ■ Scaffolding resources ■ Ladder of difficulty ■ Opportunities for repetition ■ Feedback loops
INDIVIDUAL ISSUES 	<ul style="list-style-type: none"> ■ Confidence & Clarity ■ Multiple Examples ■ Small Steps ■ Visual Aids ■ Checking for Understanding 	<ul style="list-style-type: none"> ■ Cold Calling ■ Checking for Understanding ■ Thinking Time ■ Responsiveness ■ Inclusiveness ■ Challenge & Depth 	<ul style="list-style-type: none"> ■ Monitoring ■ Scaffold Allocation ■ Guidance to Independence ■ Challenge & Support ■ Learning Goals vs Task Goals
COLLECTIVE ISSUES 	<ul style="list-style-type: none"> ■ Approaches to Modelling ■ Shared Explanations for Key Concepts 	<ul style="list-style-type: none"> ■ Culture of Cold Calling ■ Culture of Dialogue ■ Shared Ideas about Question Stems & Responses ■ Common Focus on Key Techniques 	<ul style="list-style-type: none"> ■ Common Approaches to: <ul style="list-style-type: none"> □ Deployment of Scaffolds □ Feedback & Improvement Tasks & Routines □ Peer & Self Assessment

Tom Sherrington, Teacherhead blog, *“Deconstructing my lesson observation thought processes”*




#10 School visits



Top tip: take the kids!!!

How did you score? 10 low cost, high impact PL methods

1. Professional Learning Networks (PLN/PLCs)
 2. Use of social media for PL ('professional media')
 3. Reading: education books, summaries reading groups
 4. Blogging and writing
 5. Teachmeets
 6. Radio, podcasts
 7. YouTube videos
 8. Action research, e.g. practitioner enquiry
 9. Lesson observation
 10. School visits
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Slides are available here



