



CAMBRIDGE
UNIVERSITY PRESS

Welcome

Session delivered by:

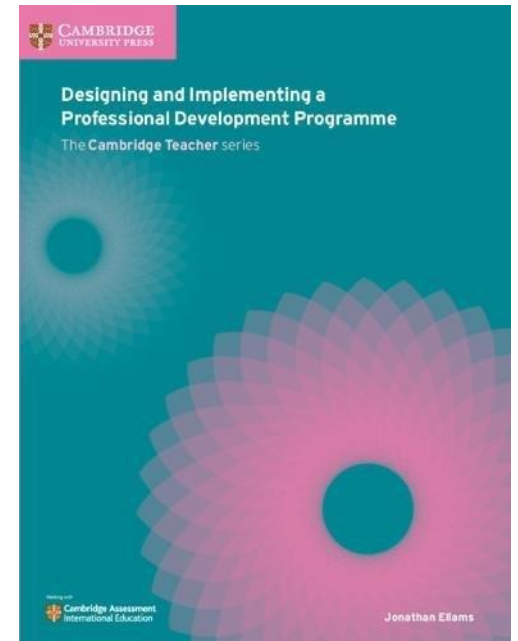
Jonathan Ellams

Topic:

Designing and implementing a successful Professional Development Programme

Jonathan Ellams

- **Worked within education for 16 years**
- **Prior to this worked in Production Engineering**
- **Worked across phase - from Kindergarten to Adult Ed**
- **Trustee of an Independent School**
- **Director for a group of schools in Cambridge, UK**
- **Specialist Leader of Education, UK**
- **Author for Cambridge University Press/CIE**





Jonathan Ellams

Participants will:

- Consider how to devise, implement and maintain a Professional Development strategy for their school or institution
- Consider a range of ideas and initiatives to achieve their strategy
- Consider the tools and support they will need to build and run their programme.



Why focus on Professional Development?

“The quality of an education system cannot exceed the quality of its teachers”...How the world’s best-performing schools come out on top

The authors of this report saw a clear correlation between improvements in outcomes and the status and approach to Professional Development within schools.



Why focus on Professional Development?

“The quality of an education system cannot exceed the quality of its teachers”...How the world’s best-performing schools come out on top

The report confirmed that if teachers are effectively engaged to develop and improve, then classroom practice, learning and teaching will also improve, in turn driving greater outcomes.

Why focus on Professional Development?

“The quality of an education system cannot exceed the quality of its teachers”...How the world’s best-performing schools come out on top

One key thing linking the Pearson Global Education Index top four education system in the world is investment in Professional Development.

1. South Korea
2. Japan
3. Singapore
4. Hong Kong

Why focus on Professional Development?

“The quality of an education system cannot exceed the quality of its teachers”...How the world’s best-performing schools come out on top

In 2006 Singapore’s Ministry of Education invested \$250 in their GROW Model.

Better late than never the UK has produced Standards for Professional Development and the Obama and Trump Administrations committed huge sums to Teacher Professional Development.

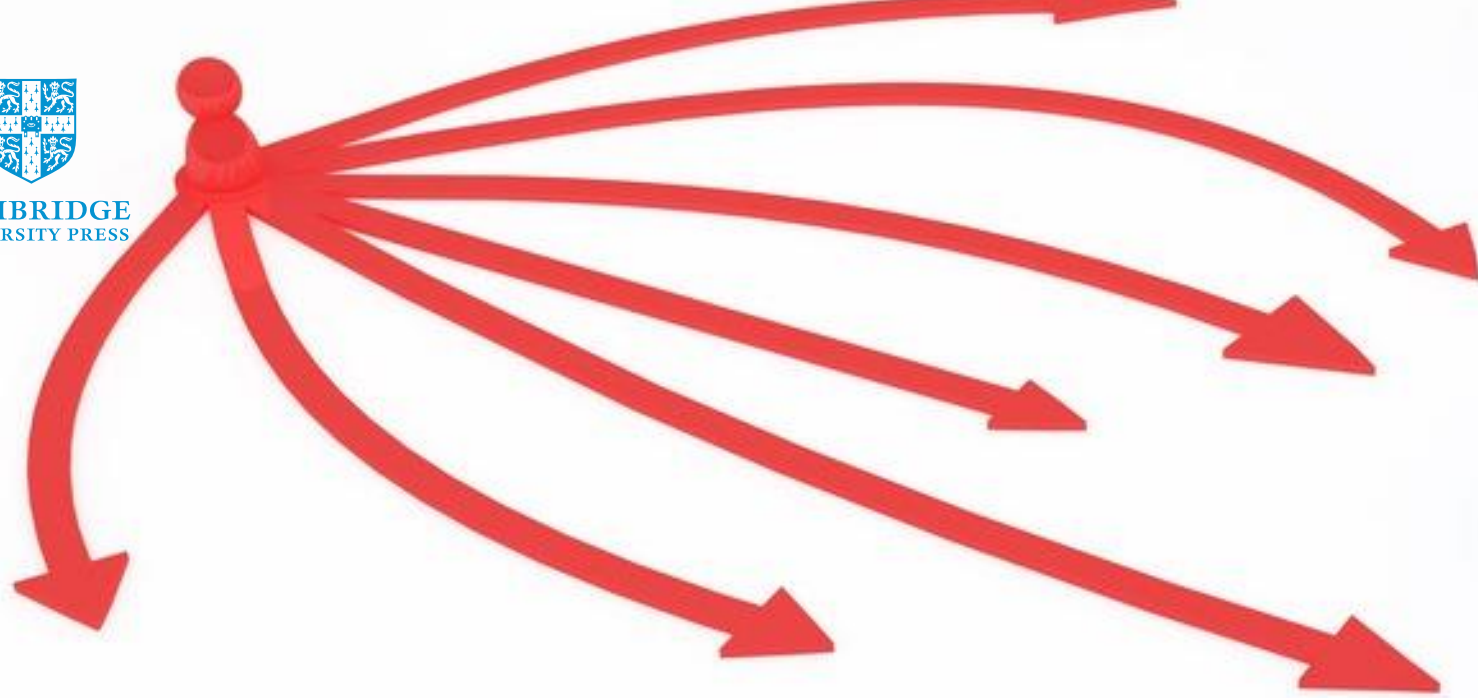




WHAT DO YOU
WANT
TO CHANGE ?



CAMBRIDGE
UNIVERSITY PRESS





CAMBRIDGE
UNIVERSITY PRESS

An antique key with a circular ring handle and a notched bit, resting on a piece of torn white paper. The word "SUCCESS" is printed in large, bold, black, sans-serif capital letters on the paper. The background is a dark, textured surface.

SUCCESS



CAMBRIDGE
UNIVERSITY PRESS

SPENDING



Step one

The What do you want to achieve? How will you know you're successful?

What do you want to improve through your Professional Development Programme?

What might be your success criteria?

Will involvement be compulsory or voluntary?

Who will you involve from the outset?

All staff? Some staff? Support staff? Senior Staff? Students?



CAMBRIDGE
UNIVERSITY PRESS





CAMBRIDGE
UNIVERSITY PRESS

Step two: Gather a true picture of your school(s)

Do you have a true picture of your school(s) beyond outcomes?



CAMBRIDGE
UNIVERSITY PRESS

[cambridge.org/education](https://www.cambridge.org/education)

Brighter Thinking
Better Learning

Step two: Gather a true picture of your school(s)

Which might you employ?

Listen to learners - conduct surveys

Conduct staff surveys

Conduct learning walks

Conduct observations/look back on past observations

Form a working party

Step two: Gather a true picture of your school(s)

Consider your current approach to PD - what is your current state?

Survey staff/student - what will they say needs to improve?

How will change be greeted?

What barriers might you meet?

Step two: Gather a true picture of your school(s)

Imagine you had to give a presentation during which you had to summarize your school/group of schools

Barriers to change

You need to understand the prevailing mentality of your institution. Change is always difficult for organisations that lack an idea of their current state.

In order to manage any obstacles to change management, to plan and transition to a future state, you must know your institution.



Barriers to change

Not all teachers are the same. Not all teachers are driven to be Outstanding. When some see opportunity, others see threat. You will need to bring onside any dissenters, any negative colleagues, any “I’ve seen all this before” types.



CAMBRIDGE
UNIVERSITY PRESS

~~Threat~~

Opportunity



CAMBRIDGE
UNIVERSITY PRESS

Step three: Who is best to lead the new programme?



CAMBRIDGE
UNIVERSITY PRESS

Impact of School Leadership on outcomes

Leithwood and Riehl (American Educational Research Association) describe the way leaders mobilise and work with others towards shared goals.



Impact of School Leadership on outcomes

- The most effective leaders primarily work through and with other people; they help to establish the conditions for others to be effective

Impact of School Leadership on outcomes

- The most effective leadership encompasses a set of functions that may be performed by many different people in different roles throughout a school



Getting the best or most out of people was related to the philosophy, leadership approach and personal skills of the headteacher/principal, including:

- motivating, encouraging, trusting and valuing colleagues to do well
- building teams and empowering them



- Providing an opportunity to undertake greater responsibility and undergo development programmes from the second year of teaching
- Promoting professional development focused on teaching, learning and leadership, and keeping abreast of change; coaching is much in evidence in the most effective leaders
- Encouraging initiative and allowing people – students and staff – to experiment, confident they will be supported



- Showing interest and being generous with praise, encouragement and help in moving forward
- Knowing the names of a very high proportion of learners; valuing and respecting them
- Being community-minded, involving, consulting and being engaged within the local community

Of all the measures their research explored - the largest effect size ingredient was Leadership Engagement around teacher learning:

Promoting and participating in teacher learning and development:

Leadership that not only promotes, but also directly participates with teachers in professional learning – formal or informal

Step four: Professional Development Models

- Coaching pairs/Threes
- External Taught PD
- Lesson Study
- Cambridge PDQ

NOTE - TO MENTION THE QUAL COMING ON LINE????

Step four: Professional Development Models

- Coaching pairs/Threes

One of the most popular models of professional learning is in-house coaching.

Coaching requires some set up in that staff will need training on how to conduct observations and how to handle sensitive coaching conversations.

Step four: Professional Development Models

- Coaching pairs/Threes

Who will decide on the triads?

Will each triad have an “expert”?

Will senior/middle leaders be involved? How?

Will the programme be compulsory for all?

Cover costs for observations/coaching conversations?

Step four: Professional Development Models

- Coaching pairs/Threes- benefits

Teachers become their own agents of change

Reasonably low cost

Many coaching models available –

STRIDE/GROW/STIRTEA

Step four: Professional Development Models

- Coaching pairs/Threes – negatives

Needs structure or it can stall

Requires a certain level of knowledge/expertise

Step four: Professional Development Models

- External Taught PD

External expertise come to you and deliver lectures or workshops to your staff or your staff travel to an institution and receive training.

Step four: Professional Development Models

- External Taught PD- benefits

IF bespoke to your institution, can impact relatively quickly.

Same message/guidance given to all IF all attend.

Programmes for Headteachers/Middle Leaders/NQTs.

Step four: Professional Development Models

- External Taught PD- negatives

Can be somewhat “off the shelf” and therefore not bespoke.

Little staff ownership.

Can be costly.

Step four: Professional Development Models

- Lesson Study

Lesson study is a Japanese model for improving teaching through research led by teachers.

As with coaching, teachers carry out a lesson observation, but unlike coaching, many people observe at once. A triad or group would aim to produce a “model” lesson.

Step four: Professional Development Models

- Lesson Study

There is a clear cycle/approach to Lesson Study. Research/discussion around perfecting the lesson are at the heart of the process.

Step four: Professional Development Models

- Lesson Study – benefits

In house - involves many staff.

Staff ownership.

Research based.

Clear model to follow.

Step four: Professional Development Models

- Lesson Study – negatives.

Can be costly in terms of staff cover costs.

Requires training/set up beforehand.

Step four: Professional Development Models

- Cambridge PDQ

Cambridge offer a range of PD Programmes - Educational Leadership, Teaching and Learning for example.

The courses are written by a Programme Leader from within your school.

Certificated by Cambridge.

Step four: Professional Development Models

- Cambridge PDQ – benefits

Low cost - admin fees only

Written in house therefore bespoke to your institution

Programmes to suit different levels****

Research based after taught programme

Staff ownership

Step four: Professional Development Models

- Cambridge PDQ – negatives

Courses need to be written AND must meet Cambridge criteria

Requires a Programme Leader, Mentors and Course Tutors to deliver the course(s)

•

Launch

YOU MUST therefore, have some answers to some questions:

Who is responsible for this new programme?

Whatever the programme may be, is involvement compulsory?

What if staff aren't successful?

What are the cost? - in terms of money and/or time?

And many more questions...

Launch

When you do launch, will it be a hard launch or a soft launch?

Who to involve, who to launch to?

All staff? Some staff? Pilot scheme?

Launch

Get the language right...

Are you launching a programme of professional development or professional learning?

Is it continuing professional development/learning?

Will your programme have elements of coaching or mentoring?

Are staff in triads? Coaching triads? Is there a triad leader?

Gauging Impact

Does your programme deliver benefits to your institution(s)?

Your system of evaluation should:

Justify the current investment in terms of budget
Secure funding going forward

Prove that the time invested was worth it

Allow you to make adjustments in light of feedback

Identify organisational gains

Determine if your programme gave VFM

Gauging Impact

Does your programme deliver benefits to your institution(s)?

From the start you you have been clear of your aims.

Some may have been soft - raised confidence, improved job satisfaction?

Others may have been hard - improved grade outcomes, increased staff retention?



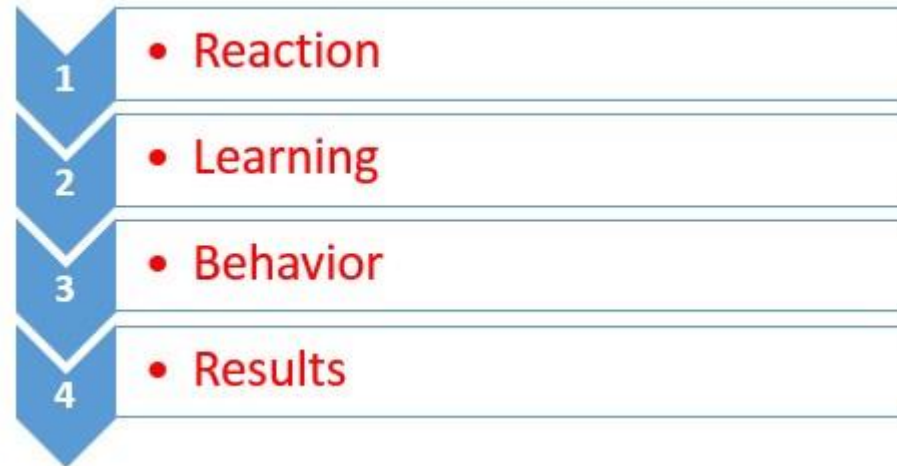
Gauging Impact

Many models exist for you to follow.

▪

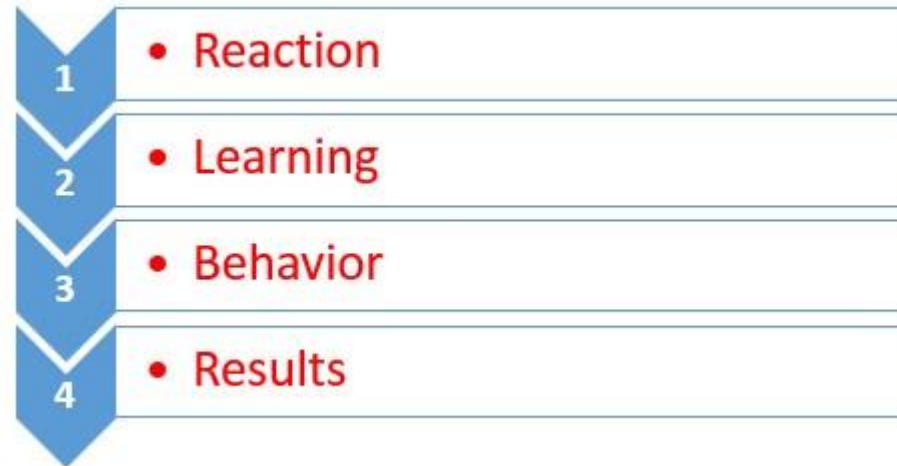
Gauging Impact

Kirkpatrick Model of Evaluation.



Gauging Impact

Kirkpatrick Model of Evaluation.



Gauging Impact

Being clear from the outset what it is you want to achieve will help to inform every stage of preparation.

Being clear of outcomes from the start will give you absolute clarity and the confidence to deliver a programme to truly impact on your institution.

Remember, research and common sense tells us that quality Professional Development will improve teaching and learning.

“The quality of an education system cannot exceed the quality of its teachers”

▪



CAMBRIDGE
UNIVERSITY PRESS

Thank you