

SUMMARY AND CONSIDERATIONS

PROFESSIONAL DEVELOPMENT AS 'STRUCTURED AND FACILITATED ACTIVITY FOR TEACHERS INTENDED TO INCREASE THEIR TEACHING ABILITY.'

Box 1: What is PD?

Professional development is...	Professional development is not...
School-wide, monthly twilight sessions on how to improve formative assessment in the classroom.	A briefing provided to practitioners on how to use new smartboards.
A training day provided by a nursery school headteacher on how to use strategies to improve children's language.	An information session for teachers on the new school admissions code.
A series of online webinars delivered by an external provider on how to improve behaviour management in the classroom.	Teachers receiving a new curriculum programme via email, complete with schemes of work and assessment materials.



'AS JAMES ZUCCOLLO AND HARRY FLETCHER-WOOD NOTE, THE IMPACT OF HIGH QUALITY PD ON PUPIL ATTAINMENT COMPARES TO THE IMPACT OF HAVING A TEACHER WITH TEN YEARS EXPERIENCE RATHER THAN A NEW GRADUATE.'



'THE ROLE OF MECHANISMS WITHIN PROFESSIONAL DEVELOPMENT, THE CRUCIAL ELEMENTS THAT CAUSE IMPACT, AND THIS GUIDANCE EXPLAINS THE IMPACT THESE MECHANISMS MAY HAVE, AND HOW THEY MAY BE INCORPORATED INTO EFFECTIVE PD DESIGN'

MECHANISMS ARE THE CORE BUILDING BLOCKS OF PROFESSIONAL DEVELOPMENT. THEY ARE OBSERVABLE, CAN BE REPLICATED, AND COULD NOT BE REMOVED WITHOUT MAKING PD LESS EFFECTIVE. CRUCIALLY, THEY ARE SUPPORTED BY EVIDENCE FROM RESEARCH ON HUMAN BEHAVIOUR—THEY HAVE BEEN FOUND, IN CONTEXTS BEYOND TEACHING, TO CHANGE PRACTICE. EXAMPLES OF MECHANISMS INCLUDE REVISITING PRIOR LEARNING, GOAL SETTING, PROVIDING FEEDBACK AND ACTION PLANNING.

Forms	Programmes	Mechanisms
<p>Description</p> <p>A PD form is a type or category of PD. They are defined by a set of common characteristics.</p> <p>Examples</p> <p>Instructional coaching: experts working with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis. Experts may observe the teacher in action, before encouraging focused practice of specific teaching skills.</p> <p>Lesson Study: observation of live classroom lessons by a group of teachers who collect information on teaching and learning and collaboratively analyse and discuss it</p> <p>Teacher learning communities (TLCs): where teachers come together in groups, over time, to discuss and analyse practice, aiming to gain new knowledge and skills.</p>	<p>PD programmes are specific sets of activities and materials which are associated with specific people or institutions.</p> <p>Activities are sometimes clearly specified in a manual and resource pack, while the programme may have a specific brand name.</p> <p>Embedding Formative Assessment (EFA)</p> <p>Developed by Wiliam and Leahy in partnership with the Schools, Students, and Teachers network (SSAT), EFA aims to improve pupil outcomes by embedding the use of five formative assessment strategies. Schools receive detailed resource packs to run monthly teacher-led workshops on formative assessment.</p>	<p>The core building blocks of a programme.</p> <p>They are observable, can be replicated, and could not be removed without making that PD less effective.</p> <p>Crucially, mechanisms are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</p> <p>Goal setting: as part of the PD, teachers set and agree a goal.</p> <p>Feedback: The PD monitors and provides feedback to teachers and practitioners.</p> <p>Action planning: Teachers are prompted to conduct detailed action planning to ensure they change their practice.</p> <p>See a full list of mechanisms on page...</p>

A BUILDING KNOWLEDGE

1 Managing cognitive load

2 Revisiting prior learning

B MOTIVATING TEACHERS

3 Setting and agreeing on goals

4 Presenting information from a credible source

5 Providing affirmation and reinforcement after progress

C DEVELOPING TEACHING TECHNIQUES

6 Instructing teachers on how to perform a technique

7 Arranging social support

8 Modelling the technique

9 Monitoring and providing feedback

10 Rehearsing the technique

D EMBEDDING PRACTICE

11 Providing prompts and cues

12 Prompting action planning

13 Encouraging monitoring

14 Prompting context-specific repetition

Reflection

Think about a PD programme that you have designed, selected, or participated in.

- Can you identify whether any of the 14 mechanisms were present?
- Can you identify where a mechanism could have been used to improve the PD?

'THE GENERAL PERCEPTION UP UNTIL NOW HAS HELD THAT BETTER IMPLEMENTED PROGRAMMES (WHICH USUALLY MEANS THOSE THAT ARE FAITHFUL TO THE ORIGINAL MODEL OF IMPLEMENTATION) TEND TO HAVE GREATER IMPACT.⁴⁹ HOWEVER, THERE IS A GROWING CONSENSUS THAT INTELLIGENT ADAPTATION CAN INCREASE THE IMPACT OF A PROGRAMME.⁵⁰ ADAPTATION CAN ENSURE THAT PROFESSIONAL DEVELOPMENT BETTER SUITS THE CONTEXT IT IS DELIVERED IN.'



Finding the balance

Fidelity to original programme design

“Developers need to provide sufficient clear guidance about the purpose, goals and principles of the intervention, while maintaining the flexibility needed to ensure teachers can fit the intervention into their working patterns.”

Sims et al. (2021)



Intelligent Adaption to meet teacher and pupil needs

Small tweaks

Providing guidance on what can be adapted

Alignment with the school's needs

Adapt to time constraints

“The biggest pressure that obviously all teachers face is the volume of work they have to do just to do their basic job and when in that situation, quite often developing new skills and knowledge is not there at the top of your to-do list. If someone says, ‘Oh, we’ve got a training day, you can either spend it marking your books or you can spend it going on this course’, most teachers will go, ‘Oh, I’m just going to mark my books.’ So, you’ve got to engage them and make sure that they see the purpose in it.”

FE senior leader describing the time pressures faced by teachers⁶²



Reflective Questions

- How can we strategically design PD in a way that it will have the intended impact on teachers and most importantly pupil outcomes? What does this mean for design of sequences of professional learning? What does this mean for individual professional learning sessions?
- How we can 'intelligently adapt' professional development so that it both maintains the mechanisms that allow it to have impact whilst meeting the professional learning needs of teachers within our context?
- How can we design PD 'through the eyes of the participant' so that it takes into consideration cognitive load and workload?
- Always coming back to our 'WHY'- how can we share rationale meaningfully and simply so that colleagues understand the purpose of our professional learning?

Lekha Sharma
@teacherfeature2