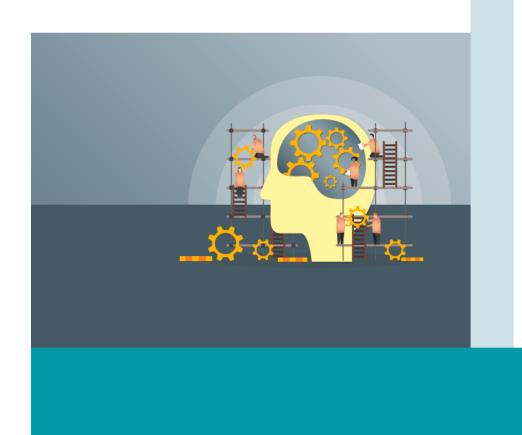
EFFECTIVE PROFESSIONAL DEVELOPMENT EEF GUIDANCE REPORT OCTOBER 2021

EFFECTIVE PROFESSIONAL DEVELOPMENT
Guidance Report

SUMMARY AND CONSIDERATIONS

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

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



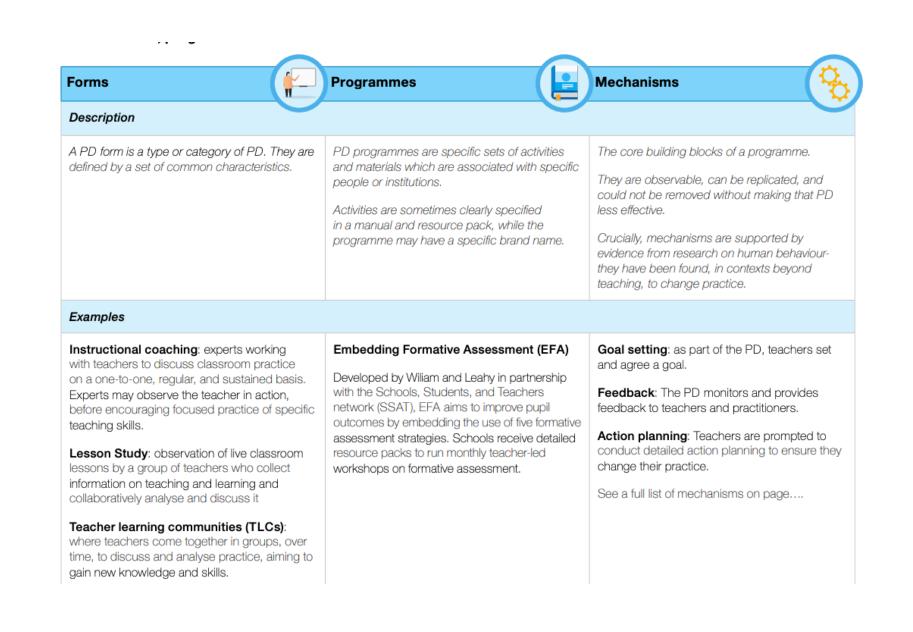


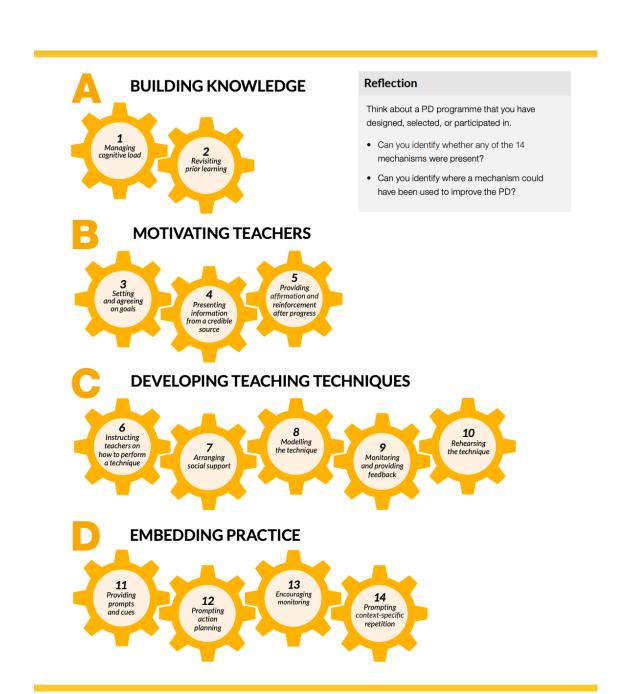
'AS JAMES ZUCCOLLO AND
HARRY FLETCHER-WOOD NOTE, THE IMPACT OF HIGH QUALITY
PD ON PUPIL ATTAINMENT COMPARES TO THE IMPACT OF
HAVING A TEACHER WITH TEN YEARS EXPERIENCE RATHER
THAN A NEW
GRADUATE.'





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.





'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."

Intelligent Adaption to meet teacher and pupil needs



Alignment with the school's needs

Providing guidance on what can be adapted

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."

Small tweaks

FE senior leader describing the time pressures faced by teachers⁶²

Sims et al. (2021)



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