

Skein Report for XYZ College



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Summary of the main findings and recommendations

Overall, the college approach to CPD has a number of **significant strengths**, including:

1

Understanding of senior and middle managers of *the potential of collaborative professional learning* in improve practice and a commitment to encourage this

2

Its commitment to continual improvements in teaching and learning and the recognition of the significance of CPD in this

3

Structures and mechanisms for sustaining staff learning following external residential training courses

4

A designated programme of CPD days in all subject areas

5

A systematic and extensive focus on observation and feedback to improve practice, including non-graded observations and learning walks

6

Strong awareness of the important contribution of learner voice to staff development

In order to build on these strengths and increase the learning potential of the staff development programme, **the college should focus on:**

Needs analysis

- ✎ Ensuring that colleagues develop a deep understanding of their own and their students' starting points and progress by;
 - ✎ focussing on specific sub groups of learners in turn and
 - ✎ visualising how success in developing staff understanding and practice would enhance target learners learning skills and outcomes
- ✎ Developing a range of strategies for differentiation within formal CPD sessions that reflect approaches to differentiation that the college is encouraging staff to adopt for students
- ✎ Ensuring strong and explicit links between the outcomes of learner reviews, learner led forums and other college review mechanisms and CPD planning

Collaboration

- ✎ Developing a culture of evidence-based co-coaching by providing tools, protocols and training in peer review, observation and shared analysis/debriefing to sustain and structure, collaborative, work based professional learning activities and establishing protocols that separate these clearly from more formal monitoring of performance.



Summary of the main findings and recommendations

Use of Specialist Expertise

- ✎ Developing a systematic approach to the identification of internal specialists to support embedded and ongoing staff professional learning
- ✎ Exploring how occupational/vocational knowledge and expertise from the field intersects with teaching, learning and assessment processes, building on colleagues' existing, keen interest in what is working and expected in the industry
- ✎ Developing a broader range of ways contextualising new approaches/knowledge and understanding in different subject/vocational contexts

Evidence for Learning

- ✎ Introducing enquiry methods at both leadership and practitioner levels to help colleagues explore the connections between changes in their practice and student learning
- ✎ The use of video to help overcome the logistical challenges associated with peer observations, to support further inter site collaborative learning increased enquiry activities

Leadership of CPDL

- ✎ Greater and more visible participation in professional learning about teaching and learning by the college corporate leaders
- ✎ Revisiting the “list” of CPD opportunities which staff access internally to highlight the opportunities for internal specialist support
- ✎ Including a wider group of staff (e.g. Graduates of residential programmes) in exploring CPD based evidence and using this to help design and monitor the development of a *professional learning culture* and a XYZ College model of professional learning through, for example, identifying and testing benchmarks to highlight different levels of sophistication in professional learning and student led learning.



Summary of the main findings and recommendations— detailed analysis

Based on an analysis of the international evidence base and the research and inspection evidence in the UK, CUREE, an internationally recognised centre of research about continuing professional development, has identified five core areas which are crucial for a college professional learning environment to be effective and efficient. These areas are:

- ✦ Needs analysis
- ✦ Collaboration
- ✦ Use of specialist expertise
- ✦ Evidence for learning
- ✦ Leadership of CPD

For each of these areas, CUREE has developed research-based benchmarks which encompass a four point range of quality and consistency of professional learning practice across a college. These express key characteristics highlighted by the international and national research specifically for each core area. Broadly speaking the quality range is:

✦ **‘developing’** - the college offers its staff an opportunity to engage in a number of external and internal CPD opportunities, in accordance with either the college priorities or staff needs and interests

✦ **‘enhancing’** - a significant proportion of the college staff participate in a range of good quality CPD, including long-term work-based learning opportunities and access to specialist expertise; many of the opportunities are well tailored to staff and their learners’ needs and are also linked to college development priorities

✦ **‘embedding’** - most of the college staff, including the leadership team, behave as professional learners on an ongoing basis and are aware of, and explicit about, their learning; they are engaged in interactive development of practice and collaborative enquiries with colleagues; the college has tools and mechanisms in place which aim to create coherence and depth of professional learning across the college and tightly link it with student learning and outcomes

✦ **‘transforming’** - the college is a highly successful, transparent and coherent learning environment to which all staff make a positive contribution. Learning processes and support are characterised by the presence of all the features internationally recognised to be required and significant for truly effective staff learning

Using the materials made available by XYZ College and evidence captured during interviews and focus groups, the following sections of the report describe the college’s professional learning environment against the benchmarks for the five key areas.

Links to useful research and resources

Some of the **research and resources** that the college might find helpful in developing and enhancing its CPD programme might include:

1

Cordingley, P. (2011) *Evidence for professional learning*. Summary available at <http://www.curee-paccts.com/node/2439>

2

CUREE (2010) *What do institution leaders do that is effective in facilitating quality improvements in teaching and learning?* Coventry: LSIS Summary available at <http://www.excellencegateway.org.uk/node/13208>

3

School leadership and student outcomes: Identifying what works and why. Summary of the Best Evidence Synthesis (BES) conducted by V. Robinson, M. Hohepa and C. Lloyd. (2009). Available at: <http://www.curee-paccts.com/files/publication/1260453707/Robinson%20Summary%20Extended%20Version.pdf>

4

The role of specialist expertise in the teacher's CPD (2008). GTC Research for Teachers Summary. Available at: <http://www.tla.ac.uk/site/SiteAssets/RfT1/06RE045%20The%20role%20of%20the%20specialist%20in%20the%20teachers's%20CPD.pdf>

5

Cordingly, P. (2008) *Sauce for the Goose: learning entitlements that work for teachers as well as their pupils*. Available at: <http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils>

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Bell, M. Et al. (2010) *Practitioner Use of Research Review*. Available at: <http://www.curee.co.uk/files/publication/1292498712/PURR%20Practitioner%20Summary.pdf>



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