

Driving up standards and improving professional development – 27 September 2012

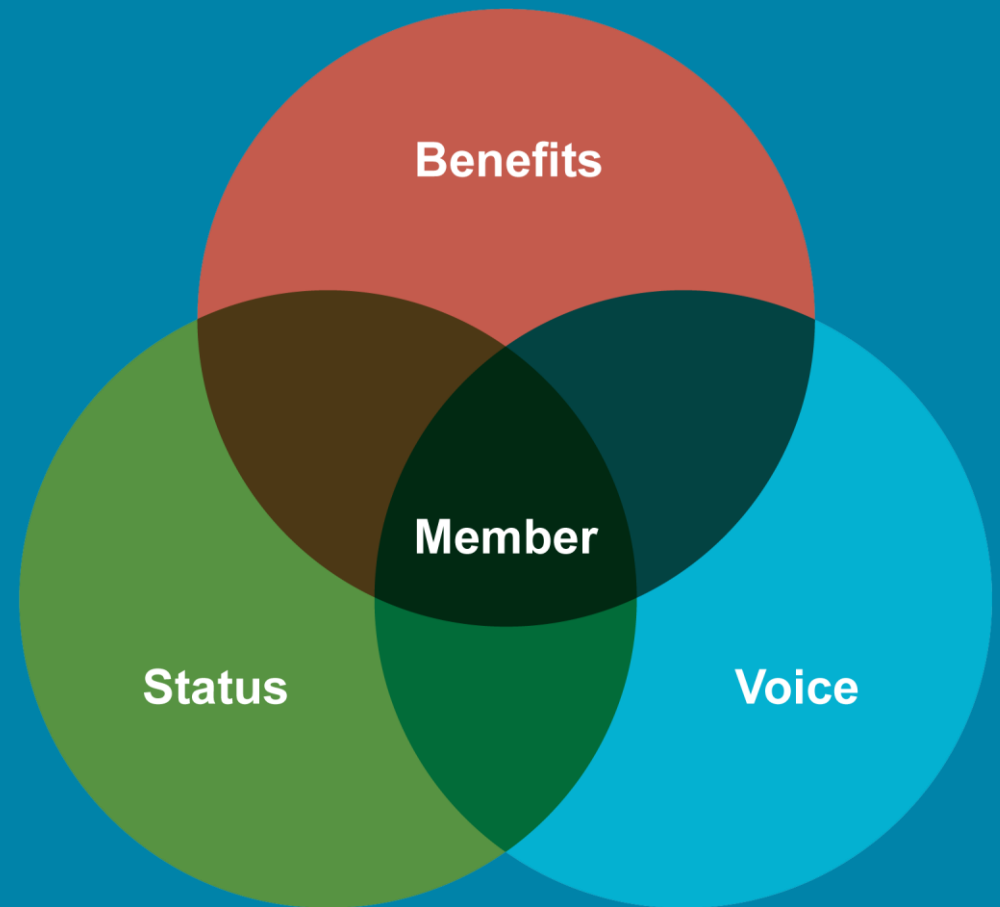
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Chief Executive IfL

IfL's purpose - to support excellence in teaching and training practice, through individual membership

IfL professional body membership now on voluntary basis

Back to our roots 2002, when created by FE teachers, unions, employers - voluntary

More than 75,000 members and growing daily



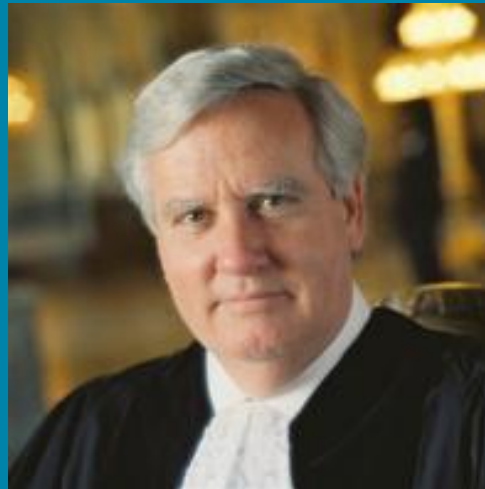
Teaching and Learning – the process - at the heart – evidence and doing the right thing in partnership with learners



Teaching and training professionals across breadth of sector



Other professionals and excellent practice – peers, freedoms and accountability



What is CPD – ‘maintaining, improving relevant knowledge and skills in a subject or vocational specialism and in teaching and training methods so that it has a positive impact on practice and the learner experience’. Getting better!

- IfL evidence from thousands of teachers and trainers – **IfL CPD Review 2008/09**
- Random sample
- Nearly all committed to CPD and carry out more than 30 hours a year
- Planning ahead for CPD and sharing learning with colleagues works
- Over focus on formal courses, conferences, seminars - missed opportunities, narrow view of CPD
- Even split – CPD for subject updating and for teaching and learning
- Varied confidence in using technology, c 1/3 under confident
- Hard for teachers and trainers to identify impact of CPD
- Relatively little sharing of CPD with colleagues and employers (less than 50%), only 4% received feedback from colleagues on CPD
- Support from managers and leaders for CPD variable, with many practitioners feeling their own CPD not linked to shared a strategic approach to CPD

Team work – professional reflection and learning



- Built on findings of first IfL review, sampled plus phone discussions – very engaged and long conversations teachers wanted to talk - more and more
- Growing awareness of professional commitment to CPD
- Increased sharing CPD from 44% to 2/3
- Greater recognition that conversations with colleagues and employers, including ‘enlightened moments’, often lead to change - and are CPD when helps make a difference to practice
- Increased use by teachers and trainers of REfLECT, IfL’s online personal learning space, for planning , recording and reviewing CPD
- Research-based practice, including listening to learners, using technology to research practice or working collaboratively and reflecting with colleagues – more members find is most effective CPD
- Whilst talking about their story of CPD, individuals began to realise what actually was the best CPD and the real impact it made on themselves, others and vitally their learners

Year three of IfL reviewing CPD with members



- Build on first two years' findings, sampled through group discussions with random sample
- New approaches moved beyond individual and mainly solo reflective practice, and danger of superficial going through motions (Boud 2010)
- The modern professional - a networked professional, involved in communities of practice
- Enemy of good - isolation
- Sharing the outcomes of CPD is excellent CPD in itself. So create more opportunities for this
- More planning time and more time for effective, personalised and collaborative CPD essential
- CPD is vital to career development and readiness for new teaching and learning opportunities
- Impact of CPD is insufficiently theorised or prioritised as this is 'deep learning' that affects practice and wide range of colleagues and learners

CPD Review - 2011/12

- Watch this space and focus on the **most impactful CPD** – random sample – group discussions across country underway now

Carrying the flame – small to powerful – we know what works



Evidence – Professor John Hattie, *Visible Learning* – 800 meta analyses, 50,000 studies, many millions students

Teachers make a difference – almost always positive – meta analyses show what has most impact (0.2 to 1.2 scale, with 0.5 and more high impact – rounded to nearest decile)

Learners' attributes

- 1.2 learners estimating own performance, draw on it and stretch
- 0.7 prior achievement – correlation ability (and language and maths) and achievement high – nursery to workplace – but about half unexplained and not correlated, great scope for teachers

Home

- 0.6 socio economic status
- 0.6 home environment
- 0.5 parental involvement in learning

Provider and arrangements for teaching and training

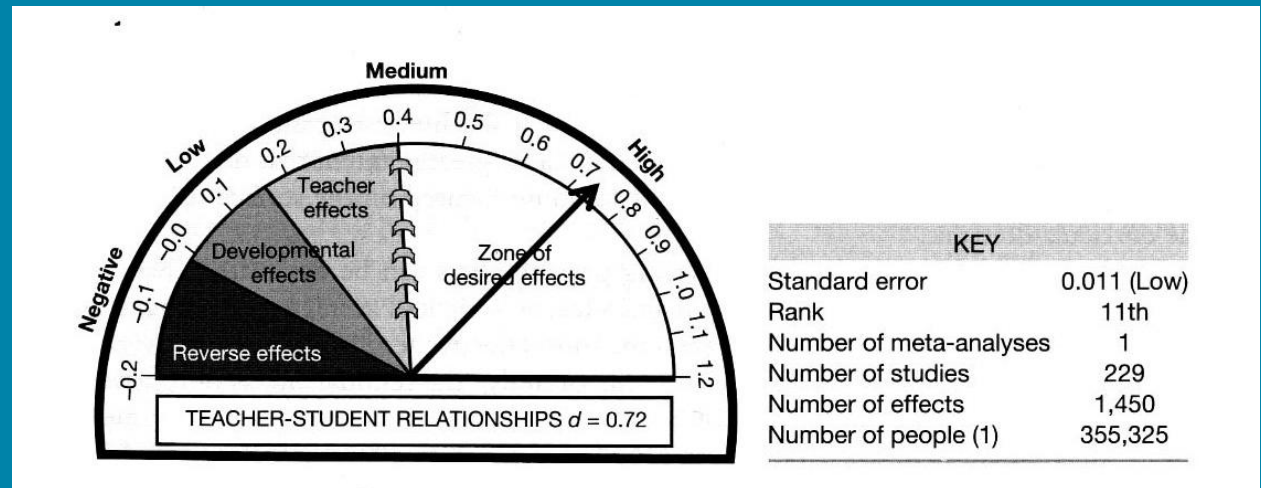
- 0.9 acceleration, differentiated learning that extends
- 0.5 classroom/session management
- 0.5 decreasing disruptive behaviour
- 0.5 peer influences

Teacher

- 0.9 micro teaching – film, record, feedback, review, coaching – experiment and review
- 0.9 formative evaluation back to teacher
- 0.8 teacher clarity – communicating clearly – intentions of session, notions of what success looks like - organisation, explanation, examples, guided practice, assessment for learning – clarity of speech a pre requisite for teacher or trainer clarity – learners best at rating these, rather than peers or managers
- 0.7 teacher/student relationship – person-centred teaching, notice and show care for each individual's learning and progress
- Spaced and massed practice
- 0.7 Professional development – but highest if impacts on teachers' behaviour and designed to influence students' learning
- 0.7 meta cognitive strategies
- 0.7 teaching cognitive strategies, thinking skills, summarising, questioning, clarifying, predicting - supported by dialogue
- 0.7 creativity
- 0.7 feedback, and certain kinds and ways work best
- 0.7 self verbalising and self questioning
- 0.6 labelling of learning patterns – as in understanding and working with e.g. phonological processing, short and serial memory, cross modal memory, links with working memory problems and maths

Evidence continued

- 0.6 teaching strategies
- 0.6 direct instruction
- 0.6 problem-based learning
- 0.6 tactile
- 0.6 study skills
- 0.6 goals
- 0.6 concept mapping
- 0.6 mastery learning - high levels of cooperation and frequent and specific feedback
- 0.6 personalised learning
- 0.6 cooperative and competitive learning
- 0.6 worked examples and case studies
- 0.6 peer tutoring
- PLUS specifics for reading, maths and learners with disabilities



- Recognise Hattie's evidence?
- Surprised by what is missing that we do, but probably has low impact?
- Does our own and our organisation's CPD and teaching and training strategies draw on what makes most impact – what, how, when, who?
- What works for learners works for teachers' and trainers' CPD – challenging learning intentions and desired impact, what equals success, learning strategies to develop conceptual understanding and mastery
- Excellence is attainable – every teacher and trainer is their own researcher with their learners
- IfL shares range of research evidence with members, and supports their action research e.g. with LSIS and in partnership with University of Oxford, and sharing across membership

- Visit our website:
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