

## Essential Teacher Professional Development (CPD) Principles

The Essential Principles outlined below provide evidence-based support for school leaders seeking to evaluate their leadership of Teacher Professional Development in their school(s). They draw from research evidence and national frameworks. Working with the Principles will support the development of a shared language for articulating what excellent leadership of Teacher Professional Development looks like across the schools in our MAT.

There is an evolving body of knowledge about effective leadership of Teacher CPD. Drawing from this body of research we have identified nine Principles that we believe school leaders should focus on. These Principles (table 1 below) are ‘best bets’ for what will ‘make the difference’, and research has explicitly linked them to improved pupil outcomes, which is the purpose of Teacher CPD. Each Principle is supported by a brief evidenced-based impact statement that describes the specific changes that can be expected. Each Principle is then unpacked into a number of key Actions, which provide more detailed and specific leadership practices which contribute to effective Teacher CPD.

As a Trust, we encourage each of our schools to periodically evaluate themselves against these Essential Principles. A **benchmarking tool is provided by the Trust** for this purpose.

## Sources used in the development of these Principles

1. EEF Implementation guidance: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>
2. EEF Implementation theme on Professional Development: <https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf>
3. Headteachers’ Standards 2020: <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
4. NPQH and NPQ Leading Teacher PD frameworks 2021: <https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021>
5. DfE Standard for Teacher’s Professional Development – Implementation Guidance: <https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

## How these Principles relate to our CPD model

The Essential Principles derive from the Trust’s vision for Professional Development. In turn, the Principles underpin a school’s ability to make effective use of the Trust’s Teacher Learning Model.



# SJB CMAT Essential Teacher CPD Principles

Core Priorities	Essential Principle	Impact and Key Actions						
Positive Climate for Professional Development	1. A supportive professional environment maintains both trust and high standards (NPQH)	A 'high challenge low threat' professional environment optimises teacher investment in evidence-informed Professional Development.						
		<b>Action 1.1</b> Leaders <b>acknowledge</b> when teacher adopt changes in classroom practice, throughout an implementation cycle.	<b>Action 1.2</b> Leaders maximise opportunities to learn from well implemented change with no or negative impact, knowing that 'everything works somewhere, nothing works everywhere'.	<b>Action 1.3</b> Leaders ensure that CPD is designed and then adapts for differences in teachers' knowledge and beliefs.	<b>Action 1.4</b> Leaders seek to develop their staff into mentors and coaches as part of their career development and professional learning.	<b>Action 1.5</b> Leaders use their own Professional Development and Learning as a model for others.	<b>Action 1.6</b> Leaders optimise learning and sharing from QA activity, so that it contributes to professional learning.	
	2. High Expectations for all staff to own their professional development	Leaders have high expectations for all staff to own their professional development, such that they actively engage with their learning.						
		<b>Action 2.1</b> Leaders convey high expectations of all staff, with regards to their professional development.	<b>Action 2.2</b> Leaders use professional development to challenge staff perceptions of what matters, and what is possible to achieve.	<b>Action 2.3</b> Leaders expect all staff to engage with 'best bets' from research, whilst filtering and scaffolding to aid accessibility.	<b>Action 2.4</b> Leaders develop the ability of individual staff to evaluate the impact of their learning on pupil outcomes.	<b>Action 2.5</b> Leaders encourage their staff to be critical consumers of research evidence and other sources of ideas for change.		
	3. Distributed leadership creates capacity and buy-in for change	Teachers are involved in the design and delivery of professional development, such that capacity and expertise within each school is fully utilised.						
		<b>Action 3.1</b> Leaders use Performance Development to encourage teachers' involvement in CPD construction.		<b>Action 3.2</b> Leaders form Implementation Teams to include teachers in the design and delivery of CPD in their school(s).		<b>Action 3.3</b> Leaders invest in their teachers' / middle leaders' understanding of effective CPD, for example through NPQ qualifications.		
Implementation and evaluation of Teacher Professional Development	4. Driven by a tight and coherent focus on pupil need	Professional Learning is more likely to have positive impact when it is designed / chosen to address a specific and commonly understood pupil need.						
		<b>Action 4.1</b> Leaders support teachers to diagnose pupil need as a starting point for their Professional Development.	<b>Action 4.2</b> Leaders ensure that Teacher CPD is aligned with SIDP goals, PD goals and the school's T&L Model.	<b>Action 4.3</b> Leaders ensure that they and their staff understand the Theory of Change underpinning any CPD employed within school.	<b>Action 4.4</b> Leaders ensure a tight focus on pupil outcomes by supporting staff to apply general pedagogy to specific subject domains.	<b>Action 4.5</b> Leaders employ external CPD input only if a provider can be specific on expected impact on pupils and the related Theory of Change.		
	5. Designed around our Teacher Learning model	Evidence-informed Professional Development results in a sustained change in teachers' capabilities and teaching practices.						
		<b>Action 5.1</b> Leaders can articulate our Trust's Teacher Learning model.	<b>Action 5.2</b> Leaders understand the evidence which underpins our Teacher Learning model.	<b>Action 5.3</b> Leaders periodically evaluate their own school's CPD framework against our model.	<b>Action 5.4</b> Leaders use our teacher Learning model as part of deciding whether to employ external expertise for Teacher CPD.			
	6. Treated CPD as a complex implementation task	The impact of Teacher CPD on pupil outcomes is maximised when we treat it as a process and not an event.						
		<b>Action 6.1</b> Leaders avoid one-off inputs for CPD, instead cohering upfront training, follow-up support and consolidation of professional learning.	<b>Action 6.2</b> Leaders spent sufficient time <b>Exploring</b> options for change as part of determining the CPD diet of their teachers, ensuring that what is chosen for adoption is 'fit for purpose'.	<b>Action 6.3</b> Leaders 'dig beneath the headlines' to develop a detailed understanding of the essential ingredients of any CPD programme they invest in for their group of teachers.	<b>Action 6.4</b> Leaders plan for sustaining CPD outcomes from the outset, and consider piloting complex change with some teachers before rolling out whole-school.	<b>Action 6.5</b> Leaders use EEF implementation guidance to construct an annual implementation plan for their teachers' CPD.	<b>Action 6.6</b> Leaders assess readiness once plan is constructed, considering what could be stopped to create capacity for it, as good implementation requires us to 'do less, better'	<b>Action 6.7</b> Leaders allow sufficient time for Design, Delivery and Consolidation of Professional Learning, recognising that the limits of teacher capacity in terms of volume of change.
	7. Evaluation of impact is prioritised	Evaluation of the impact of Teacher CPD is prioritised and planned from the outset, in order that leaders and teachers can confidently determine when / whether it has been successful, embedded or requires change.						
		<b>Action 7.1</b> Leaders can articulate the importance of prioritising the evaluation of Teacher CPD, beyond participation perceptions.		<b>Action 7.2</b> Leaders using Implementation plans and a knowledge of Evaluation methodology, to set out impact evaluation measures, then monitor and evaluate the impact of whole-school CPD programmes on pupil outcomes.		<b>Action 7.3</b> Leaders using Implementation plans and a knowledge of Process evaluation, to set of process evaluation measures (e.g. fidelity, acceptability, reach), then monitor and evaluate whole-school CPD programmes using these.		
Partners in Professional Development	8. External input is carefully selected	When carefully selected, external input provides domain-specific knowledge and healthy challenge to existing thinking.						
		<b>Action 8.1</b> Leaders encourage and support teachers to participate in phase-specific and subject-specific networks, intra-MAT and inter-MAT (e.g. regional communities, national subject associations).	<b>Action 8.2</b> Leaders recognise where internal expertise for Teacher CPD input is lacking and select external input carefully, using <b>the Trust's CPD provider engagement tool</b> to maximise chances of success.	<b>Action 8.3</b> Leaders are critical consumers of external CPD providers, don't believe in a simple 'recipe', and work with such providers to align their input with in-school mechanisms such as follow-up support.	<b>Action 8.4</b> Leaders make effective use of national CPD frameworks and services rather than creating new ones e.g. subject hubs, ECF, ITT, NPQs.			
	9. CPD is optimised across our Trust when we contribute and collaborate across schools	Collaboration on design and delivery of CPD Trust-wide, significantly develops teachers and leaders professionally.						
		<b>Action 9.1</b> Leaders enable their teachers to contribute to MAT-wide CPD design and delivery.	<b>Action 9.2</b> Leaders work together to periodically evaluate the Trust CPD model, particularly in light of new evidence.	<b>Action 9.3</b> Leaders encourage and support their staff who wish to develop into system leaders, for example through the Research or Teaching School designations.		<b>Action 9.4</b> Leaders seek to identify opportunities to collaborate across the Trust so as to maximise Value for Money when using External expertise e.g. bringing schools together for training where need is common.		