

WHAT'S WRONG WITH TEACHER CPD **AND HOW DO WE FIX IT?**

A report into how schools and multi academy trusts can achieve better quality professional development and build a highly engaged teacher workforce



With contributions from school and multi-academy trust leaders and Dr Sam Sims, Lecturer, Centre for Education Policy and Equalising Opportunities, UCL Institute of Education

EXECUTIVE SUMMARY

Professional development is vital in helping teachers build knowledge, develop their practice and thrive in their roles.

But Continued Professional Development (CPD) is not always as effective as it could be.

CPD strategies can overburden teachers with information which doesn't help them in the classroom. Whole school training sessions can be too far removed from teachers' everyday experiences. And lesson observations don't always capture the true nature of the amazing teaching happening around the school.

However, some school leaders are fixing CPD by giving teachers greater control over their development, and their teachers are growing in confidence and boosting student outcomes.



This paper explores how to support teachers with a fresh, innovative and effective approach to CPD, with contributions from school and MAT leaders.

With contributions from representatives of...



INTRODUCTION

“If CPD is to succeed, staff need to understand its relevance and know the impact it’s going to have on student progress.”

NATASHA RAHEEM

Assistant Vice Principal, Dixons Centre for Growth,
Dixons Academies Trust

WHY IS CPD SO IMPORTANT FOR SCHOOLS?

Because when CPD is done well it has a significant effect on pupils’ learning outcomes – a key finding from an **Education Policy Institute (EPI) report commissioned by Wellcome.**

The research shows that high quality CPD programmes can close the gap between beginner and more experienced teachers, and that good training programmes help to keep teachers in the profession.

But in too many cases CPD isn’t doing its job.

In the **2022 TES Wellbeing Report**, nearly half (47%) of UK teaching staff said there are no opportunities for them to develop in their current position.

Ineffective INSET days, overly didactic training sessions and stressful lesson observations might tick boxes by tying into last year’s SAT or GCSE results. But if CPD lacks the context of what’s happening in today’s Year 6 or Year 11 classrooms, it fails to help teachers develop their practice so they can do what they entered the profession for, to make a difference to children’s futures.

The fact is, teachers really want good professional development. Indeed, in research from **Teacher Tapp**, **93% of teachers believe that CPD would make them a better teacher.** That’s why the time has come to inject some fresh thinking into teacher CPD which will ultimately prove to be better for schools, teachers and pupils.

THE CPD CHALLENGE

There are plenty of reasons why CPD in schools should be successful.

Teachers actively want to develop their craft, and school and trust leaders want good teachers to stay and grow with them so they can boost pupil outcomes. Good CPD is in everyone’s interest.

CPD is important at all stages of a teacher’s career. The early career framework (ECF) entitles new teachers to additional professional development when the learning curve is steepest.

While those further on in the journey see for themselves how their growing expertise helps children in their classrooms every day.

However, the challenges for schools are many and varied.

Good CPD takes time to develop, deliver and measure, and one thing schools don't have is lots of time to do all of that. Equally, some of the models for CPD that schools use are outdated and ineffective. While for some teachers, the INSET day might be a treasured opportunity to reflect and learn, for others it isn't. This calls for change in a format which hasn't altered since INSET was first introduced nearly a quarter of a century ago.

Too much training is based on specific courses which add to teachers' qualifications but which have no clear link to a school's needs and objectives. All too often CPD becomes the aim in itself rather than a means to an end. Taking an off-the-peg training course about secondary school transition will not equip teachers with the skills they need to help a vulnerable group of new Year 7s close particular learning gaps.

However, there are ways we can fix CPD. The following sections explore how school leaders are finding better ways to do CPD to engage their workforce and raise the quality of teaching and learning.



1. CPD SUFFERS FROM INFORMATION OVERLOAD

In our information age we are privileged to be able to access rich sources of data, research and evidence in an instant.

Sophisticated management information systems give schools a wealth of data on their pupils, and national assessment figures show schools how their pupils are progressing in comparison with their peers in neighbouring schools, throughout the locality and across the country.

All this insight is incredibly useful but there's a risk that schools will base their CPD on data that's not relevant to boosting existing pupils' outcomes. When it is useful, how much of the data for each of a class of 30 pupils can a teacher reasonably hope to use for that next lesson or learning activity?

“Giving staff a more central role in their CPD keeps it relevant to their pupils.”

EMMA WILKS
Interim Co-Principal of
Nishkam High School

For example, assessment data might indicate lower attainment in maths for last year's Year 6, but now those children have moved up to secondary school – this year's children have more dips in writing, so what do we do about that?

“If CPD is based on past data, it won't be responsive to current needs, explains Emma Wilks, Interim Co-Principal of Nishkam High School. “Our cohort changes all the time. For instance, we have more children with a SEND than ever before. If we don't flex, move and adapt, the children won't get the best from us.”

Even those who have been teaching the longest have never taught the children who are in their classrooms right now. Every year we adapt to meet the needs of the children so we keep our CPD fresh.”



HOW TO FIX INFORMATION OVERLOAD



Information overload - how to fix it

- Use data more selectively for CPD by asking what it will achieve for today's students
- Simplify CPD content so teachers aren't expected to apply multiple strategies all at once
- Give teachers the space and control to adapt CPD to the needs of the pupils in their classes
- Provide opportunities for staff to share ideas on how to develop specific classroom techniques

MANAGE COGNITIVE LOAD

To combat information overload, schools need to strengthen the link between data led professional development content and practical application in classes.

While the information used to build and shape training programmes is valuable, there's a tendency to over-complicate teaching and learning if schools knowingly or unwittingly encourage teachers to try to make use of all that information simultaneously.

The human memory can only process so much information at one time, and if teachers try to remember too many complex teaching strategies while teaching a class of 30 students, the lesson quality is bound to suffer as a result.

In its guidance report, **The Education Endowment Foundation (EEF)** suggests that when presenting new information and teaching teachers new knowledge, careful thought should be applied to managing the cognitive load of participants.

It's preferable to adopt a 'drip-feed approach' to professional development, where the amount of content is reduced and combined with examples and modelling to ensure that teachers can incrementally build knowledge.

This reflects the approach at Nishkam High School, as Emma Wilks explains:

"I wouldn't deliver a complex teaching strategy to all staff when I know only two might benefit from that strategy. CPD needs to be responsive to the children we're dealing with at the time."

FOCUS ON CURRENT PUPILS' NEEDS

Teachers seek support for the issues they are facing, and their professional development should focus on what is happening in their classrooms today. This means giving teachers the freedom to align their professional development with their immediate needs. Context is king.

"We try to take a tailored approach to improving teaching and learning", says Emma Wilks of Nishkam High School. "Our teachers have three CPD days in addition to the statutory five, and they have complete autonomy over what to focus on in their practice."

They can choose to visit other schools, develop their subject knowledge or bounce ideas off their colleagues, and they make their choices according to their pupils' needs at the time."

Natasha Raheem of **Dixons Academies Trust** emphasises the importance of giving teachers control and allowing them to be selective in applying their training to the situations they face every day.

"Great CPD is iterative, says Natasha Raheem of Dixons Academies Trust. If we deliver training on retrieval practice on a whole school level, teachers can adapt it according to their departments, subjects and specialisms. They should then have the time to think about what it looks like in their subject and for their specific classes."

2. CPD TRIES TO BE ONE SIZE FITS ALL

“Teachers need to have some autonomy over their development, otherwise there can be a reluctance to engage and a lack of buy-in.”

NATASHA RAHEEM,
Assistant Vice Principal, Dixons Centre for Growth,
Dixons Academies Trust

Some of the core CPD structures which schools use the most are the least effective.

Gathering the entire teaching staff together into a room at 4.30pm and getting someone to present might fit around everyone's day, but there will almost certainly be people in the room who don't find the training relevant at all.

One of the fundamental pitfalls of the sage on the stage style training where a guest speaker introduces a new numeracy initiative to be adopted across the school is that it might be effective in Mrs A's class but not in Mr B's class.

What works for the trainer will not work in every classroom or for every cohort.

Natasha Raheem, Assistant Vice Principal, Dixons Centre for Growth at Dixons Academies Trust explains:

“You can't just go into a session and announce that from now on we're going to teach something in a certain way. You have to give teachers a context within the school. For example, if students are struggling to memorise scientific terms or historical dates, here is an approach which will help them remember key facts.”

Josh Goodrich, English Teacher, Deputy Head and founder of **Steplab**, a coaching platform for schools says:

“It can be quite frustrating for teachers to be sitting in a CPD session which doesn't suit them. It could be too hard or too easy so they just want to go home or get on with marking their books.”

Mismatched CPD alienates people from the process of getting better.”

As time is precious, schools sometimes try to introduce too much too quickly in whole school CPD sessions. In fact, so much more can be achieved by empowering teachers to focus on small, manageable improvements to their own practice which they know they can sustain. These marginal gains are the key to lasting change.

HOW TO FIX THE ONE-SIZE-FITS-ALL APPROACH



One size fits all – how to fix it

- Run smaller, more tailored CPD sessions for teachers who have similar training needs
- Provide opportunities for teachers to exchange advice on specific aspects of teaching
- Consider enabling teachers to capture their lessons on video so they can identify improvements themselves
- Give teachers an element of autonomy to direct their own professional development

TAKE SMALL STEPS NOT GREAT LEAPS

A more effective approach than the one-size-fits-all INSET is to run smaller, more frequent sessions based on actual teaching experiences.

Aston University Engineering Academy (AUEA) has started using camera technology in some of their classrooms to enable teachers to review video footage of their own lessons and identify where they could make improvements. David Chapman, Head of School at AUEA explains:

“We were looking at how to further develop staff expertise and one way was to use video technology which is widely used in sports coaching to help athletes make small adjustments for a bigger impact.

Staff can reflect on the impact of teaching and learning, pick up the details and investigate what went well or what did not go to plan. It can help identify why a science experiment worked with one class but not with the other class of similar make up.

Teachers review aspects of a lesson to see what works. For example, how did the plenary go? Teachers have complete control of their recordings and they can choose to share them with a colleague and withdraw permission at any time.

This type of self-reflection allows teachers to gradually upskill in specific areas of their teaching that may have been identified by the individual or through quality assurance processes.”

GIVE TEACHERS SOME AUTONOMY

Another disadvantage is that whole school CPD runs the risk of dampening down teachers’ individual teaching style – something which can be so successful in engaging a class of students.

Dr Sam Sims, Lecturer at the Centre for Education Policy and Equalising Opportunities, UCL Institute of Education says:

“Personality types vary and if you try to impose the same approach to all teacher you will end up with some very demotivated people. Teachers who feel autonomous and efficacious are highly motivated. Giving them a greater role in their CPD and a sense of ownership as to why things are being done helps teachers see the value of it.”

Emma Wilks from Nishkam High School sees the positive impact of giving teachers some flexibility in how to develop their individual expertise:

“Our teachers get autonomy in what to focus on in their practice and the benefits come in tenfold. People associate wellbeing with pamper days and duvet days, but where I’ve seen a real appreciation in wellbeing is when staff feel valued and have autonomy over their own development.”

3. LESSON OBSERVATIONS ARE SUBJECTIVE



“It’s too easy to skate over the aspects of a lesson that went well. We need to be asking why something worked so we can build that into future lessons.”

DAVID CHAPMAN
Head of School, AUEA



Lesson observations are a staple of teacher CPD, and it’s obviously important to be able to see a teacher in action to assess how well they are engaging the students and helping them learn. But observations, learning walks and lesson visits all suffer from a number of serious flaws.

Observations put teachers under pressure, take up valuable time for the observer and often fall victim to the Hawthorne Effect where having an observer in the room influences the way people behave.

Dr Sam Sims, Lecturer at the **Centre for Education Policy and Equalising Opportunities at the UCL Institute of Education** says:

“Some schools have a culture where observations are still associated with a punitive managerial approach to performance management. Teachers ask themselves, ‘am I being judged, should I admit what I’m doing could be better if my promotion depends on it.’

There’s also the issue that if an observe is in the classroom with a clipboard making notes, are they observing the class in its natural state?”

HOW TO FIX SUBJECTIVE LESSON OBSERVATIONS



Subjective lesson observations – how to fix it

- Turn observation feedback sessions into focussed coaching conversations
- Use sound evidence as a basis for feedback discussions
- Give teachers the opportunity to identify their own strengths and improvement areas
- Explore ways to focus on students’ learning behaviour and class dynamics in an observation
- Consider using technology to hold remote observations with the observer out of the room

OBSERVE WITHOUT AFFECTING THE CLASS

Some schools are adopting an open-door policy to make having an observer in the classroom less of an unusual occurrence.

Natasha Raheem explains how this happens at Dixons Academies Trust:

“A formal observation of a whole lesson when the teacher knows someone is coming does not always provide an authentic insight into teaching and learning.

Our open-door policy gives teachers a more relevant snapshot of what is going on in the classroom. When two visitors dropped into my Year 11 class I wasn’t surprised and neither were the students.”

Technology can also help schools avoid the unintended impact of having an outside observer in the room. AUEA uses its camera solution to give teachers the option to have remote lesson observations.

“The technology itself is unobtrusive. The cameras are discreet and fitted into the ceiling tiles”, says David Chapman, Head of School at AUEA. “Teachers and students know they’re there but as they are so discreet, staff and students soon forget about them and behave normally.

Some staff take the opportunity to have their lesson observations or learning visits done remotely, rather than the observer coming in and changing the mood of the room, as in the Hawthorne Effect. The teacher captures 20 minutes of a specific lesson to share with the observer, and they watch it side by side later in the day.

It’s an effective way for teachers to reflect on aspects of the lesson alongside the observer and ask, ‘how do I know learning took place?’”

PUT MORE CONTROL IN THE HANDS OF TEACHERS



“When teachers have the opportunity to reflect on their practice, it gives them ownership of their development.”

DAVID CHAPMAN
Head of School, AUEA



Nishkam High School also uses camera technology to complement the traditional lesson observation, as Emma Wilks, Interim Co-Principal, explains:

“Having someone observing in the classroom changes the dynamic in the room. Even an expert teacher can set a discussion task and none of the students will talk because someone else is watching. The cameras take that factor away.”

The lesson video clips also help teachers understand their observations are being done with them rather than to them, by providing a common language which they can use to discuss strengths and areas for improvement. Teachers have control over their own video capture so they can see for themselves how to make positive changes to their teaching, and if they feel it would be useful they can share clips with colleagues and observers to identify key learning points.

“Teaching staff sit with lead practitioners, watch the lesson footage and discuss together what they can do to make improvements. It’s a way of helping teachers self-reflect with the guidance of other staff,” says Emma.

FOCUS ON LEARNING AS WELL AS TEACHING

Another inherent disadvantage of the lesson observation is the tendency for an observer to concentrate more heavily on what the teacher is doing rather than how the students are responding, as with classes of 25 to 30 children it's quite a challenge.

“We need to see how we are impacting on students’ learning, whereas a lesson observation focuses on how teachers teach”, says David Chapman from AUEA.

“Because we use the cameras for improving learning, we are able to have up to four views of the room allowing for more focussed observation of sub groups of students. This allows the teacher to identify how those sub groups worked, the impact of their teaching and whether or not learning was taking place, and if not why not.

It also helps to identify how students are interacting, who are the influencers and who are the followers. Teachers can use this insight to move student groups so the influencers become more reflective and the quieter students find their voice.”

“Feedback isn’t useful if it only focuses on what is wrong, it needs to help teachers with how to get better.”

NATASHA RAHEEM
Assistant Vice Principal, Dixons
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PROVIDE SUPPORTIVE FEEDBACK

Feeding back on a lesson observation can be a minefield. Not everyone has been trained to be an observer or to give meaningful feedback, and this can lead to situations where comments may be misinterpreted or feel overly critical.

To make feedback sessions more valuable and supportive, some schools are encouraging a conversational approach where teacher and observer can work together to identify positives and areas for improvement.

The **EEF Effective Professional Guidance report** suggests that the most positive feedback comes from coaching following an observation. Coaching is widely used at Dixons Academies Trust as Natasha Raheem explains:

“We provide feedback through instructional coaching because it encourages teachers to reflect and engage in relevant practice. It’s a particularly powerful way to support early career teachers (ECTs) because they can see a colleague modelling a technique and then practice it themselves before going live in front of a class.”

Dr Sam Sims from UCL recommends basing coaching conversations on a sound piece of evidence from a lesson:

“If it’s just the observer giving feedback, it can be intimidating. But if the coach and coachee are analysing something together, it can be more effective. Video is a nice way of doing this. If we’re both looking at a video it provides a dispassionate, evidence-based, analytical approach rather than me simply telling you what I noticed.”

4. CPD IS NOT COLLABORATIVE

“Teaching is a complex, fast moving subject. It’s important to give teachers the opportunity to work together to improve their own practice.”

DAVID CHAPMAN
Head of School, AUEA

Schools are hierarchical which means teachers do not have much scope for instigating change upwards or focusing on CPD that is truly relevant to them. It results in a fear of ‘getting it wrong’.

As a result, teachers lose the courage to try new techniques or to let their individual teaching styles shine through.

To combat this, CPD needs to become less judgmental and more collaborative. It should provide an opportunity for teachers to take control of their own development in a supportive environment.

Schools which allow their teachers to demonstrate good practice and show the steps they took to get there are seeing the benefits in a more open conversation about improvement.

HOW TO MAKE CPD MORE COLLABORATIVE



CPD is not collaborative - how to fix it

- Invite teachers to share examples of changes they made to lessons which worked well
- Create partnerships between teachers with complementary strengths and weaknesses for coaching conversations
- Identify gaps in ECT training and run focussed sessions to help them catch up
- Help teachers learn to self-reflect by working alongside a more expert mentor

CREATE OPPORTUNITIES TO SHARE BEST PRACTICE

Some schools are shifting the culture to a more collaborative approach to CPD where teachers learn from each other across subjects and departments.

Emma Wilks talks about how this works at Nishkam High School:

“Every Friday we have a learning and teaching blast when teachers get together and share best practice. In one session a lead practitioner showed two video clips of himself teaching the same lesson to two different groups and explained what didn’t work in the first lesson and what he changed as a result.”

This was an incredibly powerful way to share an experience in order to help others.”

Teachers don’t have to be in the same school or trust to learn from each other and it is always valuable to see how other schools develop teaching practice.

Natasha Raheem at Dixons Academies Trust sees the value in teachers from different schools exchanging experiences:

“Increasingly we are working with different schools on facilitative coaching. Participants come together to share best practice and learn about approaches in other academies in our trust.”

ENABLE PEER-TO-PEER COACHING

Teachers at all stages in their career have something to offer, and while there is no substitute for experience, all teachers have particular strengths which they can share with colleagues to develop their practice.

“Even expert teachers have different strengths”, says Dr Sam Sims of UCL.
“One might be good at formative assessment, another might be strong on questioning and retrieval. There is evidence from the US National Bureau of Economic Research report to show that if you matchmake teachers based on complementary strengths and weaknesses and bring them together for conversations, both teachers benefit.”

Working alongside a colleague can provide additional insight into a situation which might otherwise be missed.

“When reflecting on a lesson you may not have a holistic view of the experience of all students in your class or you may not remember things accurately”, says Natasha Raheem from Dixons Academies Trust.

“If you’re listening to or looking at a recording of yourself, you can review and reflect, but it’s also a good idea to work with a mentor or someone in your department who can help you unpick what you hear and see.”



SUPPORT EARLY CAREER TEACHERS



“Everyone talks about pupil learning gaps due to Covid but not teacher training gaps. Camera technology has helped us close these gaps for our trainees.”

EMMA WILKS
Interim Co-Principal,
Nishkam High School



Early career teachers (ECTs) have high expectations from CPD. A Teacher Tapp **National Education Union survey** found that **94% of teachers with less than five years' experience believe professional development sessions will help develop their career.**

However, the current cohort of ECTs have seen their training and work experience completely disrupted by the pandemic.

“Over the last couple of years trainee teachers have drawn the short straw and missed out on classroom experience, says David Chapman from AUEA. “Schools are having to upskill ECTs as a priority to give them the same level of exposure that previous trainees had when they were starting out.”

Emma Wilks from Nishkam High School agrees:

“Covid restrictions meant some of our ECTs had never completed a training term in school. The challenge has been in finding the time and resources to help them catch up.”

Schools are finding innovative ways to help ECTs gain the experience they missed during the pandemic. **“Two of our science teachers had never led an experiment in school which posed real challenges,”** says Emma Wilks.

“Instead of senior staff taking time out of their lessons to demonstrate, and having to find cover, we used recorded clips to show the science ECTs how to lead a lesson with a practical experiment.

The impact was overwhelmingly positive and they are now thriving.”

HELP TEACHERS TO SELF-REFLECT

Self-reflection is a key part of teachers' professional development and it is an important factor in giving teachers ownership of their development journey. However, it's a skill that needs to be learnt.

Josh Goodrich from Steplab explains:

“Without outside support a novice teacher might not focus on the right things. At a critical moment in a lesson they might see a student not wearing regulation shoes and interrupt their teaching to deal with it. Whereas a more expert teacher would focus on what students are learning and think about uniform policy at another time.

Novice teachers need support but as they start to become expert, we should take the stabilisers off and allow them to become authors of their own development.”

Natasha Raheem at Dixons Academies Trust describes the impact of helping a trainee to self-reflect:

“One of our trainees received feedback that she could be using a more positive tone with students. The trainee thought she was already doing this, but when she reviewed her lesson on video she realised she seemed quite defensive and her facial expression didn't reflect the praise she was giving.

Being able to analyse this aspect of her teaching with a mentor was very powerful.”

5. CPD IS TIME-CONSUMING AND EXPENSIVE

Time and money are both in short supply for schools. CPD can eat into those precious hours and money could be better spent on more focussed training activities.

There's the cost of finding cover for staff carrying out lesson observations, and at some of the larger multi academy trusts, executives travel to schools across the country for observations, incurring travel and living expenses.

External speakers at INSET sessions are another key expense.

“When you have limited time and budget it is difficult to decide how to allocate it, says Emma Wilks, Interim Co-Principal of Nishkam High School. “We had someone come to deliver a session on wellbeing which came at quite a cost, although it was very good and something we needed.”

David Chapman, Head of School at AUEA agrees:

“Good CPD always takes more time and resource than you have available, whether schools decide to have external providers, internal experts or a blend of the two. When external providers travel for training purposes, there are fuel costs, wear and tear as well as an environmental impact, while internal training takes people out of the classroom and allows them to become the experts, helping them to also develop.”

HOW TO REDUCE THE EXPENSE OF CPD



Time consuming and expensive - how to fix it?

- Review your in-house expertise and use it to provide strong internal CPD
- Use technology to reduce travel costs and cut down on time away from the classroom
- Use CPD approaches to show teachers they a valued part of the school's futurementor

EXPLORE DIFFERENT WAYS TO USE TECHNOLOGY

David suggests that if technology is used wisely, some CPD related costs can be reduced:

“Using camera technology to record and observe lessons offers savings and simplifies logistics. During Covid we found new ways to develop teaching staff. For example, I could be in the classroom doing a live lesson watched by trainee teachers back at university. They posted questions while I was teaching or at the end of the lesson.

Technology can save both time and money as long as it enhances rather than de-skills the people involved.”

Nishkam High School also uses technology to develop its internal CPD as Emma Wilks explains:

“We have always known we have the expertise within our school to provide good professional development without needing to buy in from external providers. Technology helps us to do more in-house training because we can capture best practice happening in the classroom without needing an observer physically present.

There’s a cost benefit in not needing to find cover for the observer’s lesson.”

INVEST IN YOUR TEACHING STAFF

A **National Education Union survey** found that **44% of teachers are thinking of leaving the profession** in the next five years. Taking on new teachers and training them up is expensive for schools.

While there are many reasons teachers decide to quit, good CPD can play an important role in encouraging a teacher to stay in their job rather than move to another school or give up teaching altogether.

CPD is a key aspect in creating a culture which values teaching, and schools which make this culture shift will see staff churn start to diminish over time.

Natasha Raheem, Assistant Vice Principal at Dixons Academies Trust explains:

“Good CPD really builds confidence in using routines for learning and helps teachers understand what is expected of them. Our trainees feel completely supported by us because strong CPD and individual coaching is embedded in our schools.

It’s hard to gauge patterns of retention and recruitment following Covid but I think good CPD encourages people to stay in the trust because you feel the organisation is committed to your professional growth.”



CONCLUSION

Teacher CPD needs an overhaul. The moment has come to move away from an outdated model of data heavy, didactic training strategies and stressful, time consuming and unproductive lesson observations.

Ineffective CPD won't help schools with the multiple challenges of stretched budgets, disadvantaged students and the damaging legacy of the pandemic. Now more than ever schools need to build great teachers, nurture those who are new to the profession and keep staff happy and motivated.

MARGINAL GAINS

Schools and trusts can fix CPD by tackling information overload and concentrating on those small yet transformation steps teachers take which make a good lesson great. It's those marginal gains which lead to maximum difference.

Instead of delivering high stakes whole school CPD each INSET day, with unrealistic and unsustainable initiatives, it makes much more sense to empower teachers to take control of their own CPD.

Fixing CPD means challenging those deeply entrenched hierarchies in schools which stifle creativity, and introducing a more collaborative and encouraging space for teachers of all stages and abilities to share their knowledge and support each other.

The traditional lesson observation is gradually being replaced with informal lesson walks and open-door policies which are helping to alleviate stress and reduce the observer effect.

But there is scope to do so much more by using 360-degree video technology to give teacher and observer a common language to discuss strengths and improvements. Rather than seeing a lesson through the lens of an observer, 360 camera footage provides an authentic view of the entire classroom for better coaching conversations.

HELP TEACHERS TO SELF-REFLECT

Giving teachers more control of their own professional development is vital so they feel trusted and valued to make positive changes to their practice. When teachers have the opportunity to self-reflect, with the guidance of colleagues or senior leaders, they quickly see which aspects of their teaching they need to build on and improve.

All too often schools are poor in time and money, but they are rich in talent and creativity, and this will allow them to fix CPD. When teachers feel valued they will be more likely to stay in their roles and develop as experts in the profession.

There is a better way to do CPD, and schools will quickly see the impact in a confident, motivated workforce helping students reach their potential.

With thanks to our contributors:

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