

# Teaching for Success

## School-based CPD

15 August 2018



## Agenda

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- What is school-based CPD and why are we thinking about it? What are the benefits and constraints?
- Case studies from different countries - India; Bangladesh; Zambia; Egypt
- Example programme elements: Mentoring and Teacher Activity Groups
- Discussion: towards a school-based CPD programme

## Continuing Professional Development

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- Professional growth
- Work related learning
- Acquisition of new skills, knowledge and understanding to do our jobs more effectively
- Ongoing
- During our careers, usually after initial training
- Usually driven by the needs of the individual in terms of focus, pace and success evaluation

Examples include:

- Attending a F2F training event
- Shadowing a colleague
- Trying something new at work and seeing if it's any good or not
- Talking to a colleague about how they do something at work
- Reading some online guidance about an aspect of your work

## What is school-based CPD?

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Professional development for teachers, informed by the needs of an individual school and its learners, and supported by head teachers

## What are some of the characteristics of school-based CPD?

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- It is driven by the needs of the school and the learners and teachers that work there
- It takes place at the school level
- it is concrete, classroom-based and focused on the application of new knowledge, skills and understanding
- it involves teachers collaborating with other practitioners and other professionals
- it involves teachers in selecting their own professional development activities
- it includes mentoring
- it is sustained over time
- it requires the support of leadership

Adapted from Walter and Briggs (2012)

## Why are we thinking about school-based CPD?

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- Research into the efficacy of formal training interventions delivered away from the classroom suggests that the application of training content to a teacher's own context is low.
- The quality of training, further down a traditional cascade model, may not be of sufficiently high standard to bring about the desired change in teaching behaviour in the classroom.
- There is sometimes limited follow up to formal training interventions built into traditional project designs
- There is limited focus on teachers taking responsibility for their own learning, during formal training interventions that take place away from schools

## What are the benefits of school-based CPD?

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It's likely to be more successful in bringing about change in teaching behavior and in turn: improving learner experience and attainment because:

- It ensures teacher learning is in line with the needs and priorities of a school's context and culture – more **relevant**, there is more **ownership** of its success
- It focuses learning for teachers on the needs of a specific group of learners – it's more **targeted**
- It focusses teacher learning on actual classroom practice – it's more **applicable**
- It's ongoing rather than a one-off event – it's more **sustainable**

## Discussion: What are the constraints?

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In general?

From a teacher's point of view?

From a head teacher's point of view?

From an administrative point of view?



## Our challenge

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As well as the constraints discussed then we think there are low levels of:

- understanding of what school-based CPD is
- recognition of the value of school-based CPD.
- understanding of what models could be used to support its introduction and evaluation
- capacity (teacher educators and head teachers to support teachers at the school level)

## Examples and case studies from different countries

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Are the teaching contexts in the case studies under discussion similar to those in Pakistan?

- India (group 1)
- Bangladesh (group 2)
- Zambia (group 3)

How are the three case studies different?

Could we run similar programmes in Pakistan?

## Examples of school based CPD activities: Teacher Activity Groups

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# Examples of school based CPD activities: Teacher Activity Groups

	A	B
1	Are facilitated by a teacher educator	Are facilitated by a teacher's aunt
2	Take place on a farm	Take place in a school
3	Involve teachers from the same district	Involve teachers from the other side of the world
4	Meet once every few seconds	Meet once a month
5	Enable teachers to practice their English	Enable teachers to practice the violin
6	Encourage teachers to reflect on their practice	Encourage teachers to sleep on the sofa
7	Enable teachers to make action plans and to experiment in the classroom	Enable teachers to make action plans and to experiment on learners
8	Are guided by a cookery book	Are guided by a resource book
9	The resource book contains articles	The resource book contains particles
10	The resource book contains worksheets to practice English	The resource book contains spreadsheets to practice English
11	The resource book contains worksheets related to the latest Hollywood productions	The resource book contains worksheets related to classroom footage
12	Allow teachers to work with other teachers from the same context, with similar needs	Allow teachers to work with other teachers who have no idea what they're talking about
13	Allow teachers to support each other on a regular basis	Allow teachers to insult each other on a regular basis
14	Encourage the development of a support network	Encourage the development of the internet
15	Are successful if they are kept secret	Are successful if they involve all stakeholders
16	Are successful if they are supported by head teachers, supervisors and officials	Are successful if they are ignored by head teachers, supervisors and officials
17	Are successful if the facilitator is hopeless	Are successful if the facilitator has been supported in developing facilitation skills and not just training skills
18	Are successful if teachers are committed and motivated	Are successful if teachers are rich and powerful
19	Are successful immediately	Are successful over time

## Examples of school based CPD activities: Mentoring

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Mentoring is providing sustained support to an individual to help them develop their skills, knowledge and understanding.

Mentoring activities include:

- Collaborative lesson planning
- Evaluating strengths and weaknesses
- Observing lessons
- Providing feedback on lesson observations
- Identifying appropriate learning resources
- Overseeing classroom action planning
- Encouraging experimentation and reflection
- Setting learning progression pathways

What is your experience of and attitudes towards mentoring?

## Discussion: towards a school-based CPD approach in Pakistan?

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- Is it a good idea?
- Is there a shared understanding of what the outcomes of CPD for teachers are?
- Is there a shared understanding of what the outcomes of school-based CPD are?
- What has been the experience of school-based CPD to date?
- What is the current level of engagement with the idea do you think ?
- What current capacity to support school-based CPD is there?
- What can Pakistan take from the case studies?
- What can Pakistan take from the examples of school-based CPD activities?
- What systems are already in place
- What might the elements of an outline programme include?
- What factors can influence success?
- And finally.....

# What's next?

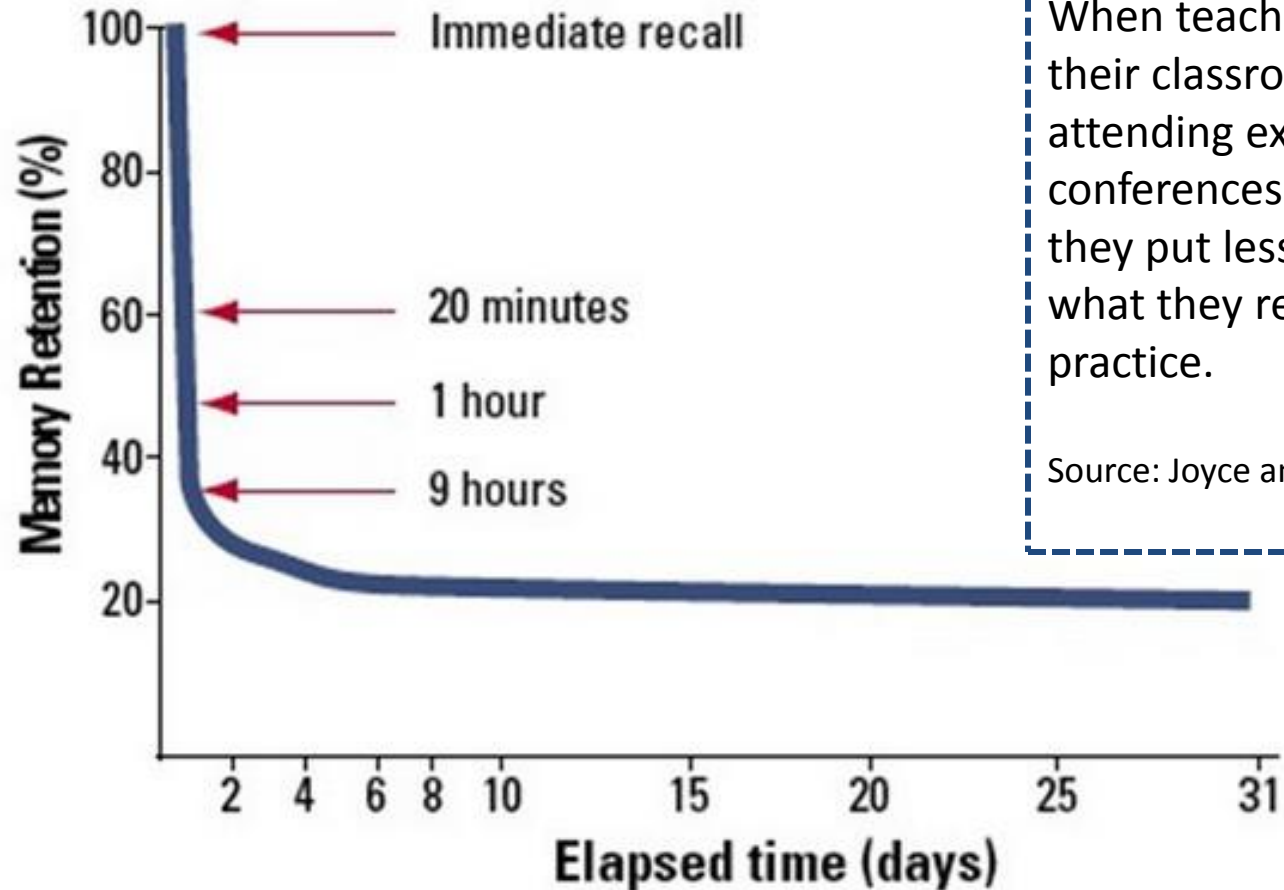
## Further discussion

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- Evidence base and references
- Teaching for Success approach and frameworks



# Formalised training interventions

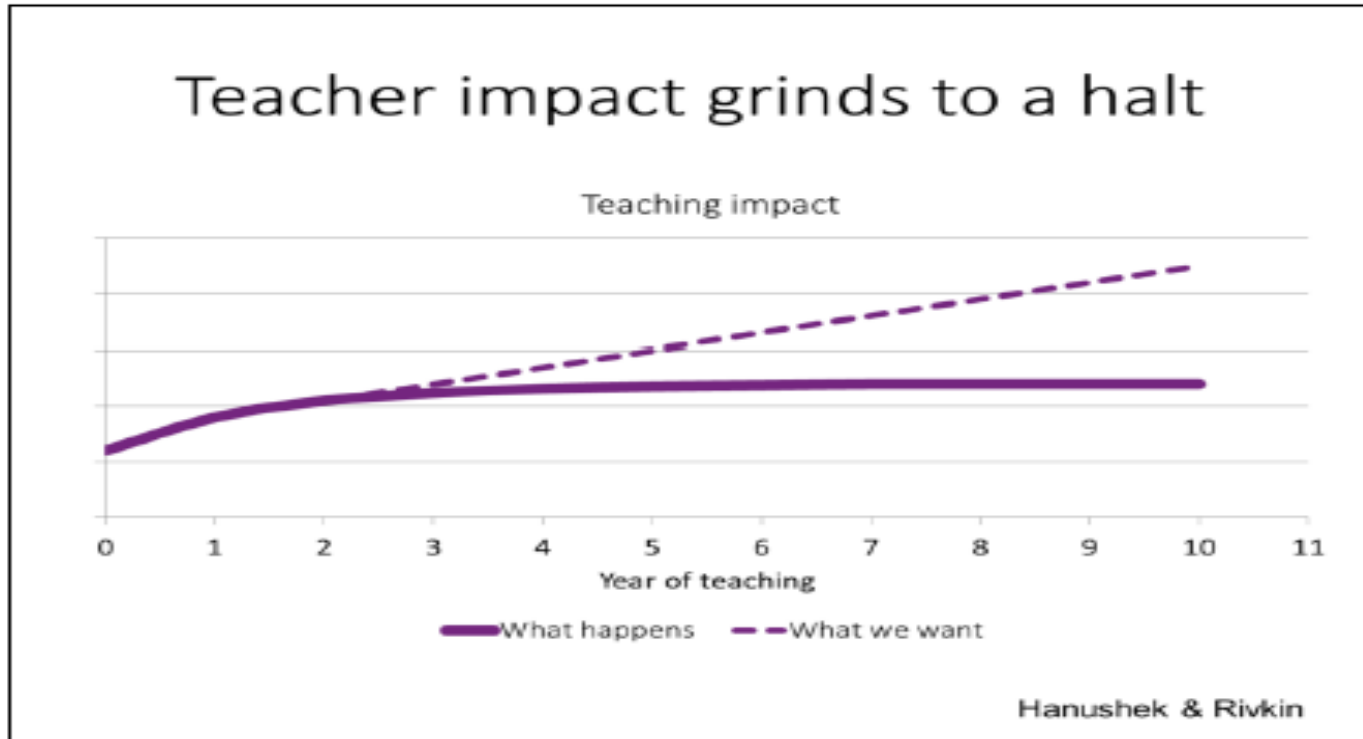


When teachers return to their classrooms after attending external conferences or workshops they put less than 10% of what they recall into practice.

Source: Joyce and Showers (2002)

**Ebbinghaus Forgetting Curve**

## Do teachers always get better with experience?



Hanushek and Rivkin's research (on US Maths Teachers) suggests that teachers make the biggest improvements in impact in the first few years but this tails off. Those challenging, tough first few years is where we tend to improve the most.

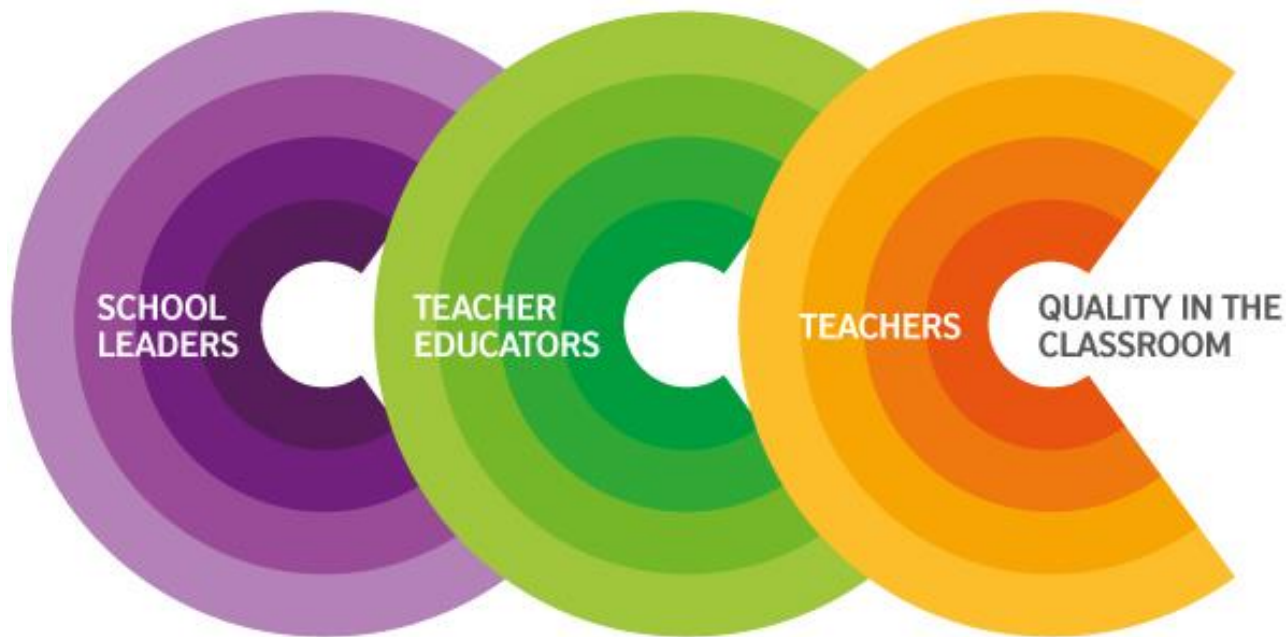
Type of CPD	Outcomes for Participants		
	Develop strong knowledge	Develop strong skills	Transfer to others
Study the theory	10%	5%	0%
Demonstration/ modelling	30%	20%	0%
Practice (usually simulated during training)	60%	60%	5%
Peer Coaching (during and after training)	95%	95%	95%

Change in classroom practice requires teachers to **experiment** with new methods, and to **discuss** resulting difficulties with colleagues, along with other improvement issues. Otherwise most teachers try ideas suggested in training only once or twice at best, and then revert to their usual practice.

**Joyce and Showers have found that teachers must practise with a new method 20-25 times to learn to use it as effectively as their usual methods.** Students also need to learn how to respond to the new methods.

## Teaching for Success at the heart of our approach

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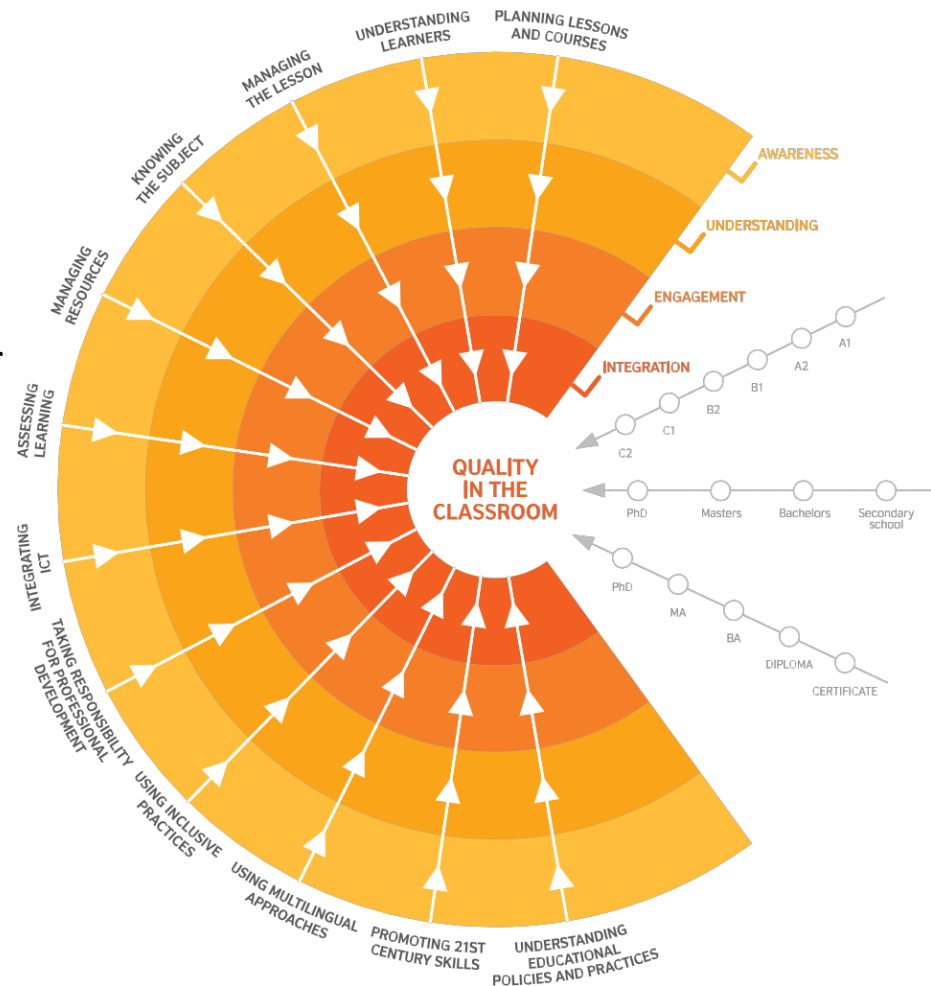


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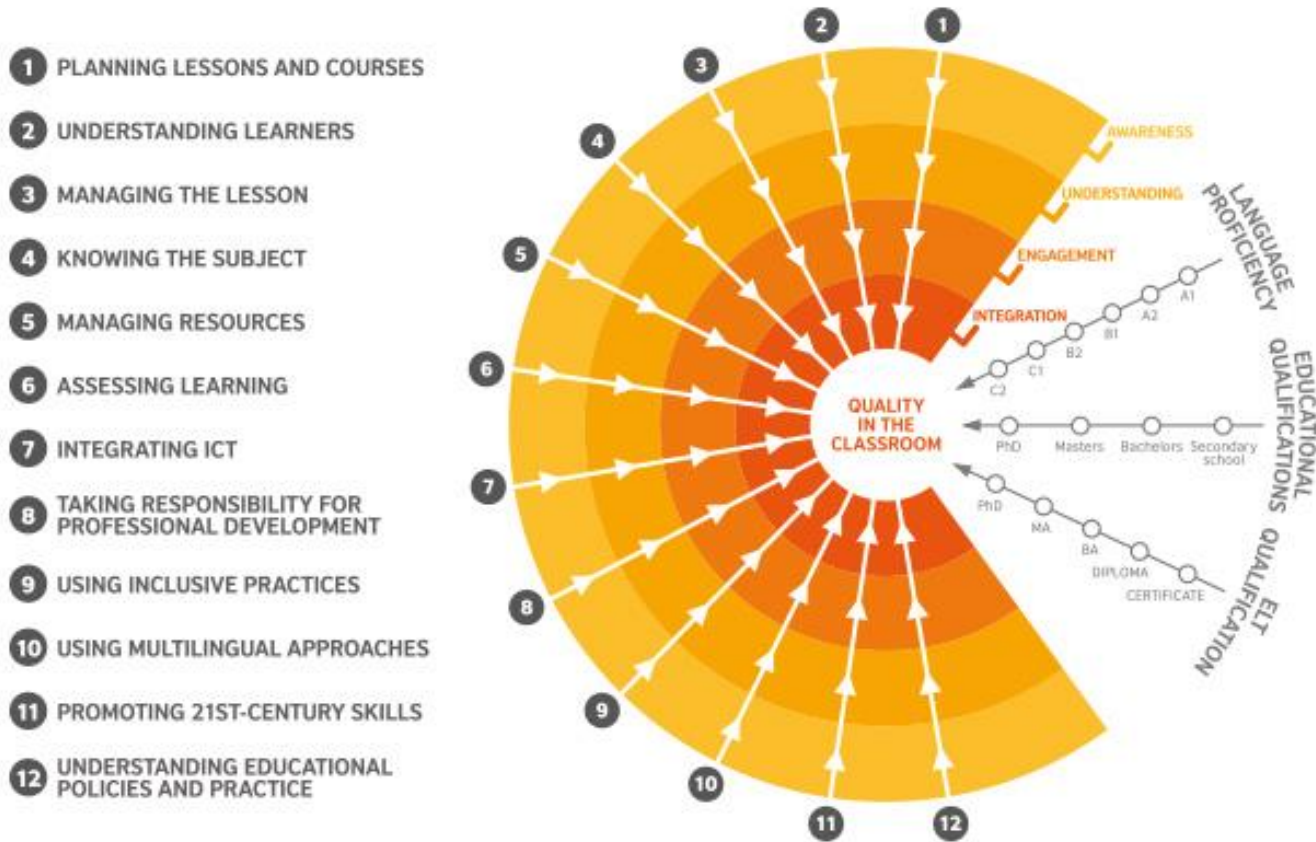
# The British Council's continuing professional development framework for teachers

12 professional practices and their elements

Four stages of development



# 12 professional practices



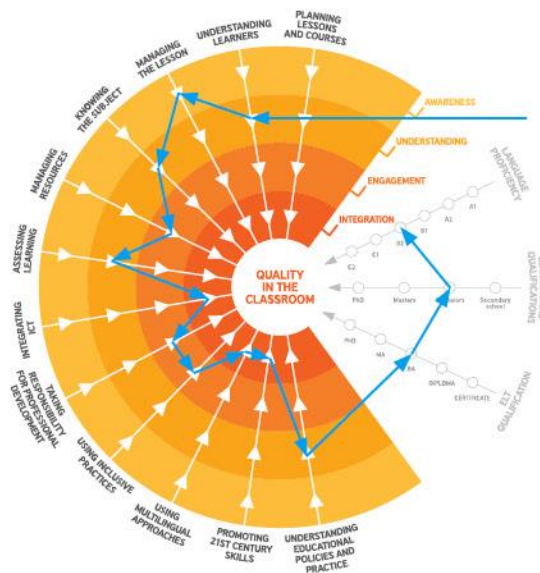
## Four stages of development

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<b>Awareness (A):</b>	you have heard of the professional practice
<b>Understanding (U):</b>	you know what the professional practice means and why it's important
<b>Engagement (E):</b>	you demonstrate competency in this professional practice at work
<b>Integration (I):</b>	you demonstrate a high level of competency in this professional practice and it consistently informs what you do at work

## Our evaluation tools

A portfolio of baseline and needs analysis tools mapped to the CPD Framework to analyse teachers' practice and development needs.

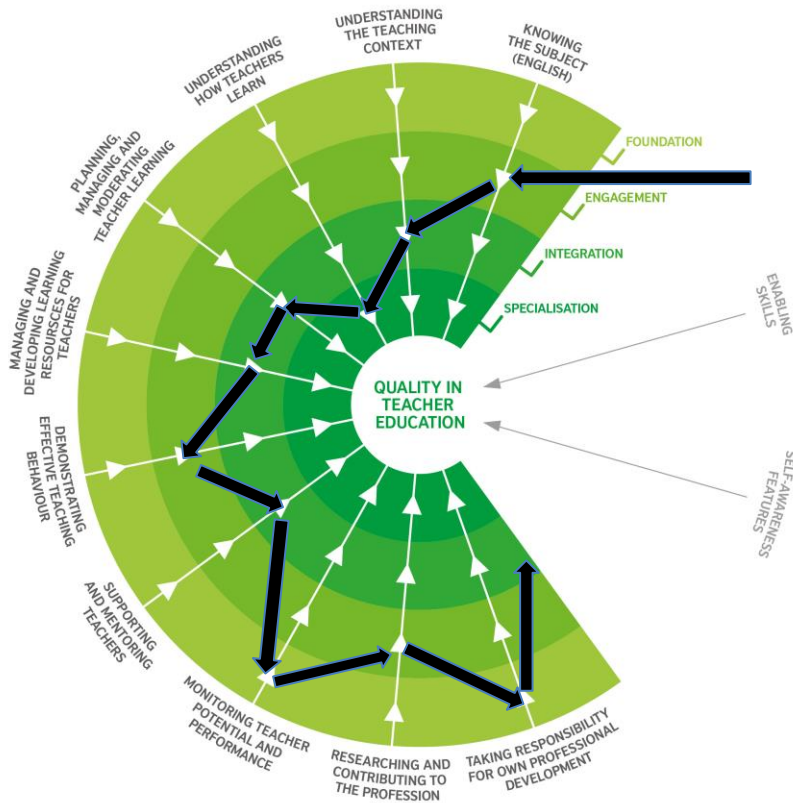


Plus self-evaluation tools for the teacher

Managing the lesson involves:	A	U	E	I
Controlling the pace and timing of activities			☺	
Signalling transitions between stages of the lesson		☺		
Adjusting the classroom layout to support learning	☺			
Responding to unexpected classroom events		☺		
Making effective use of resources and equipment			☺	
Giving instructions effectively				☺
Explaining learning aims and content appropriately		☺		
Checking understanding			☺	
Using language appropriate to the learners' level		☺		



# What is a good teacher educator?

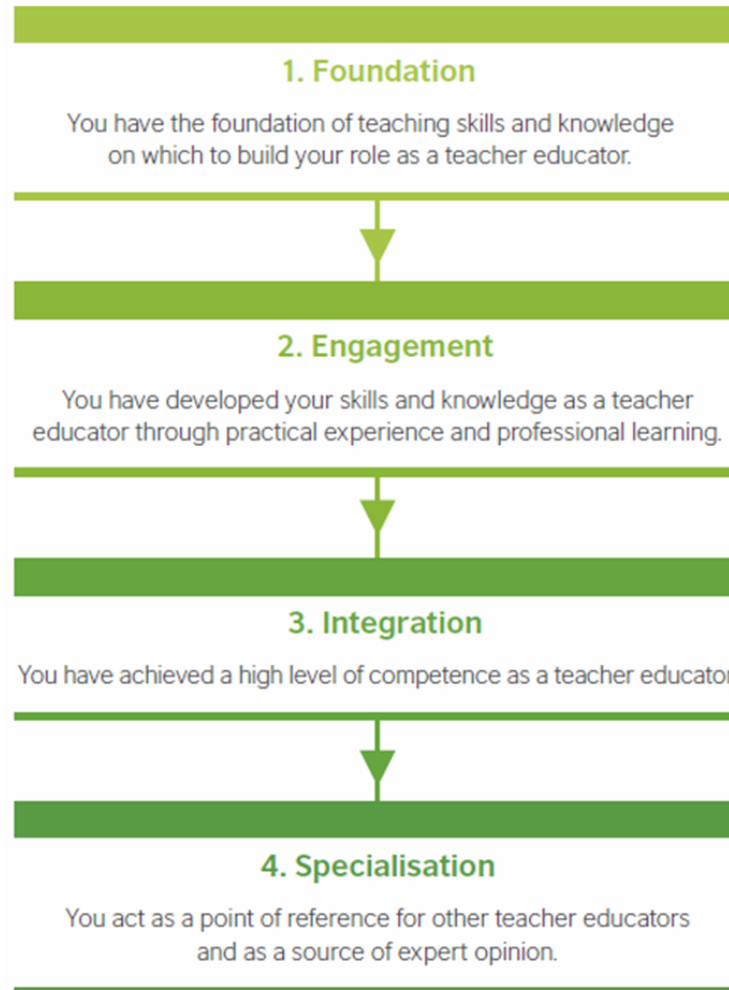


- Four stages of Development
- Ten Professional Practices
- Seven Enabling Skills
- Five self-awareness features

# CPD for Teacher Educators

What are the stages of development?

There are four stages of development which describe the range of professional competence from the initial transitional stage (Foundation) to that of greatest expertise (Specialisation).



# Thank you!

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)



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