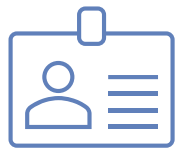


Trust Wide PD Leadership

Widening Perspective & Shifting Role

NPQEL (Executive Leadership)



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LAUNCHPAD

Learning & Development



1 Widening Perspective

2 Shifting Role

3 Getting Started

4 Slower Thinking

1

Widening Perspective



CPD roles and responsibilities change as you move between leadership levels



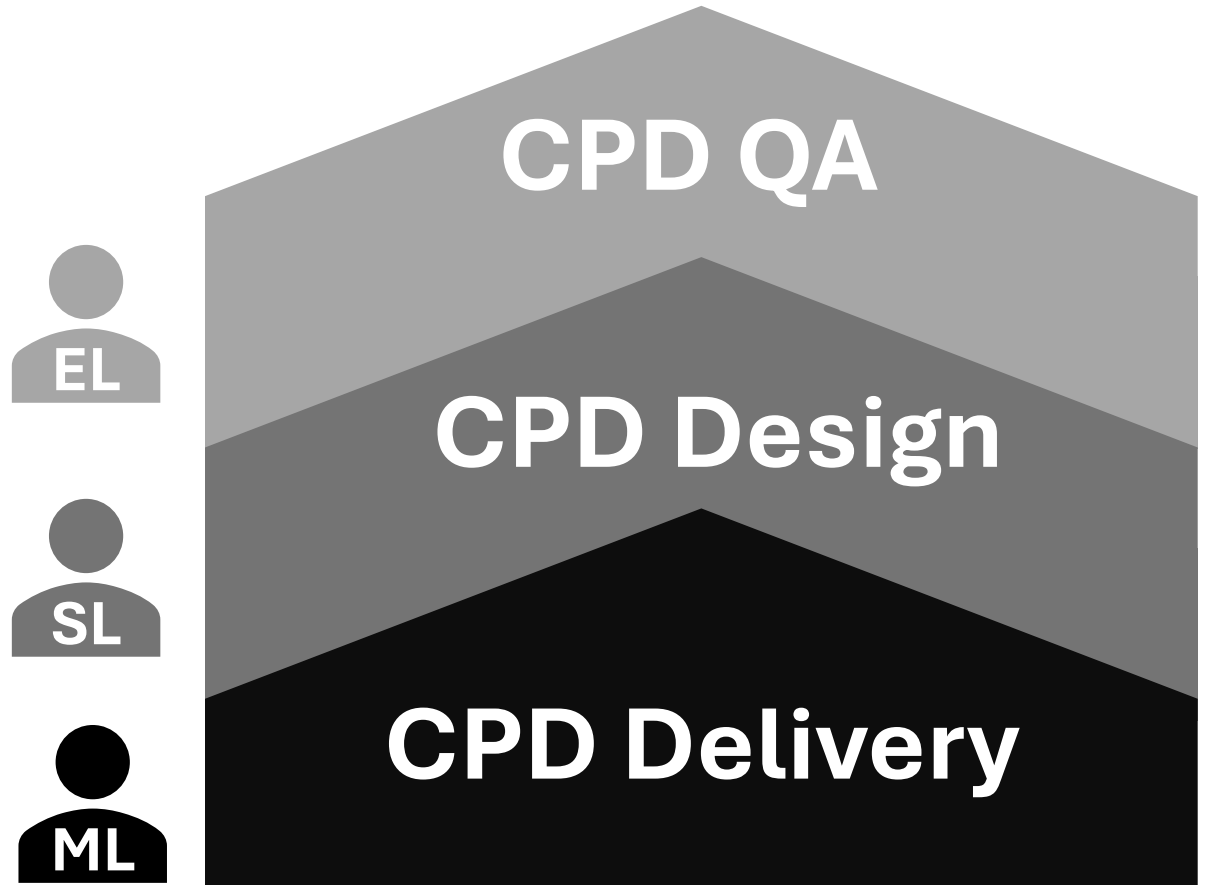
Our perspective must proactively widen as we rise higher



Our evidence base needs a strong foundation

What?

What got you here, won't get you there



What?

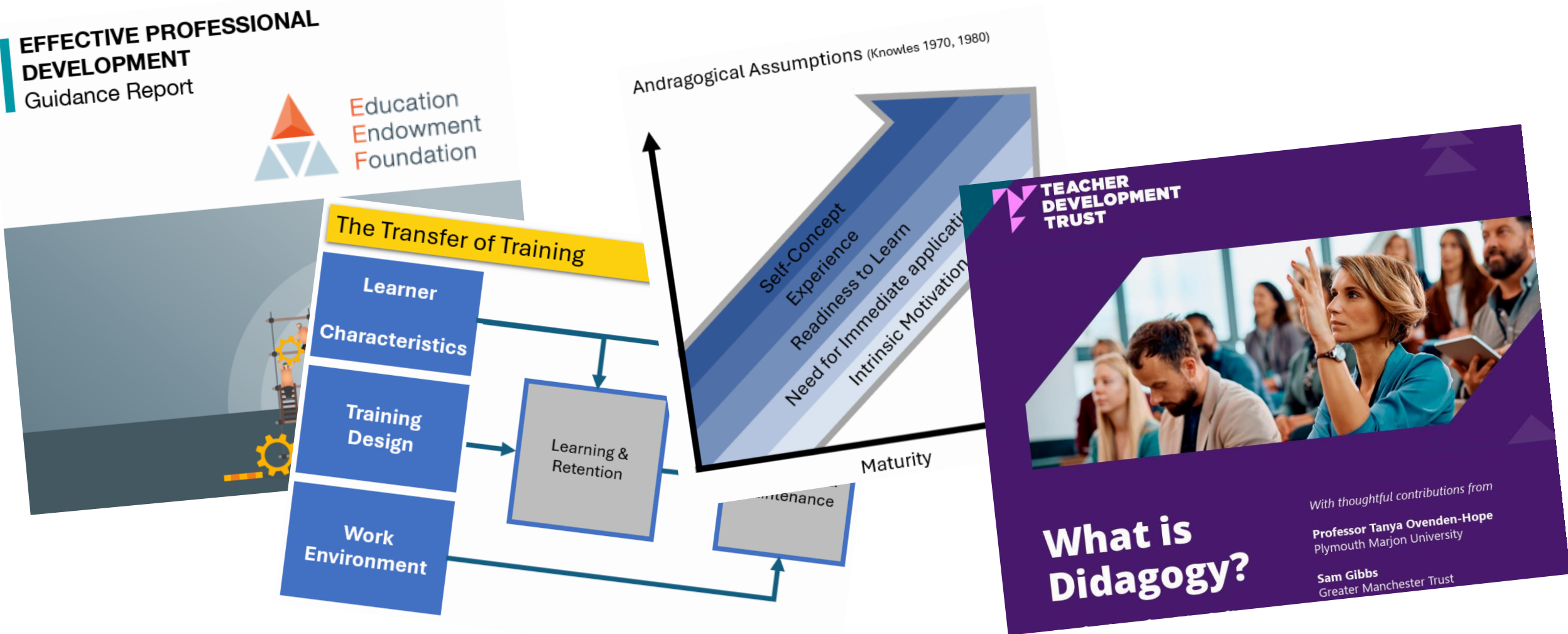
At EL, you need to look further & wider

- **Wider Alignment** (NPQEL 6A – Trust priorities)
- **Wider Staff provision** (Professional services, Governance, Volunteers)
- **Wider Activity provision** (Self-study, workshops, networks, coaching)
- **Wider PD Window** (NPQEL 6B - golden thread)
- **Wider Staff Involvement** (NPQEL 6D – PD creating delivery teams)



What?

At EL, you must be evidence informed





1 Widening Perspective

2 Shifting Role

2

Shifting Role



As organisations get bigger, we need to purposefully distort the support



Awareness is the first step in the improvement process



It's often the boring stuff that brings the biggest reward

The Regular Rollercoaster

Strategic Leadership often means Stepping out of the Spotlight

CPD QA

Design

Delivery

- **Monitoring**



Provision, Engagement, Challenges

- **Evaluating**



Design, Delivery, Impact

- **Risk Rating**

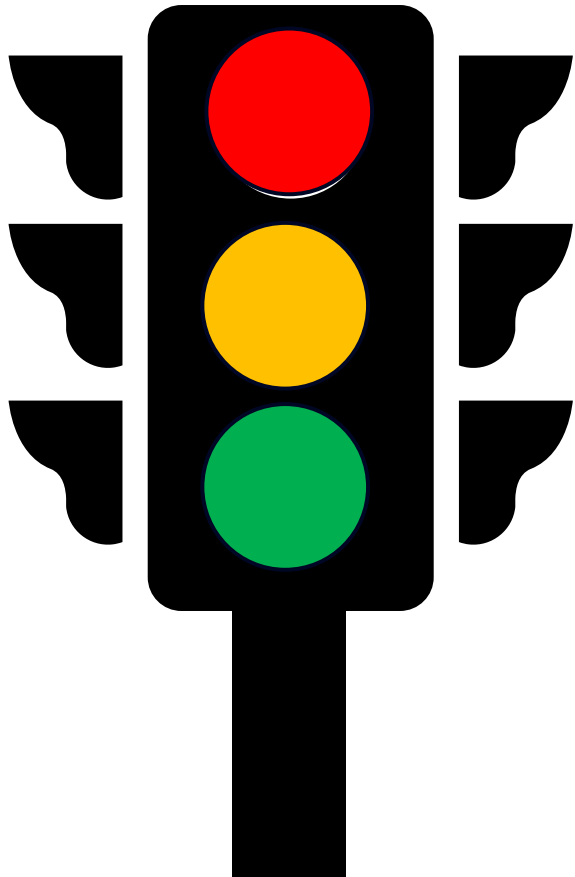


Staffing, Engagement, Quality, Outcomes

Risk Rating



Staffing, Engagement, Quality, Outcomes

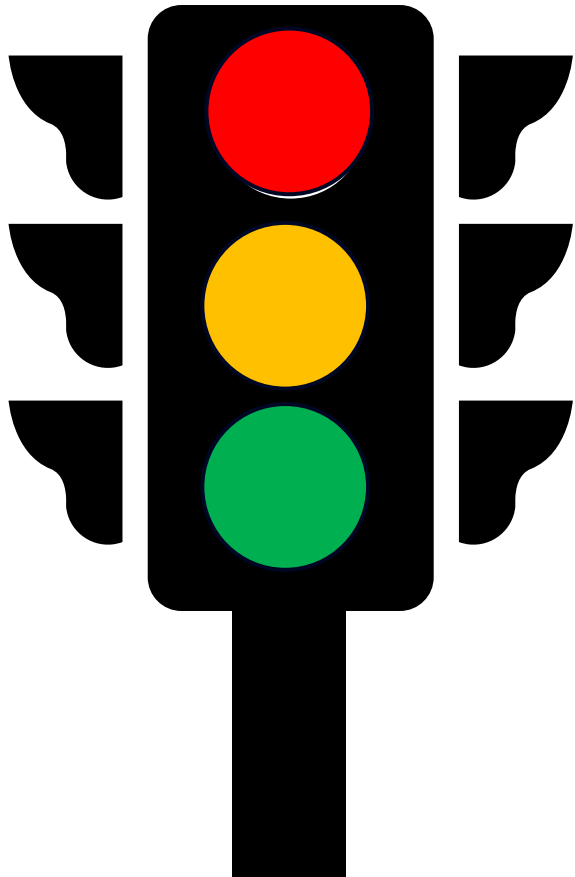


- ? Changes in leadership
- ? New staff, ECTs
- ? Openness to support
- ? Attendance at central events
- ? Other QA ratings
- ? Pupil outcomes

Evaluating



Design, Delivery, Impact

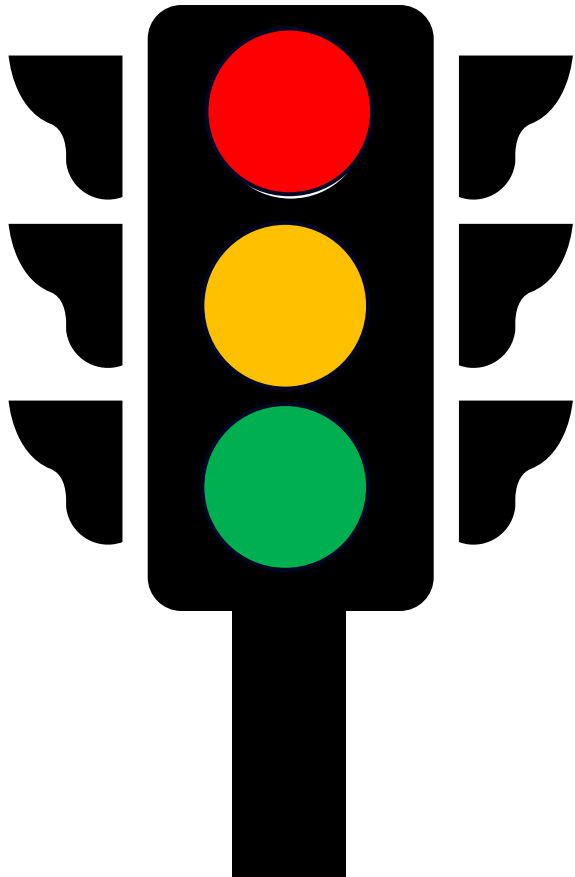


- ? Needs-based
- ? Evidence-based
- ? Learning theory
- ? Cognitive science
- ? Staff Satisfaction
- ? Learning, behaviour, outcomes

Monitoring



Provision, Engagement, Challenges



- ? Frequency
- ? Coverage
- ? Attendance
- ? Engagement
- ? Persistent problems



1 Widening Perspective

2 Shifting Role

3 Getting Started

3

Getting Starter



Ineffectiveness often begins with poor design

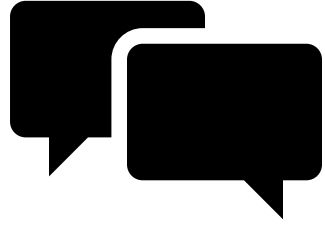


Great ideas are often let down by poor implementation



We can't accurately judge success ourselves or at the point of provision

PD Review Matrix




Yearly

Informal

Dialogic

Keystone

 Professional Development Review Matrix 2024-25		Review Score												Comments / Action Steps					
		Red			Amber					Green									
Reflective Questions		0	1	2	3	4	5	6	7	8	9	10	11	12	Why did you select that score and what do you plan to do to make improvements				
Design	Coverage	Do all staff have access to PD opportunities? Teaching, non-teaching, governance, volunteers	Opportunities are only available to a limited range of stakeholders	Opportunities cover a limited range of role requirements	PD elements lack coherence and connections	PD choices are not driven by a needs analysis process	PD choices are supported by limited research and evidence	PD activities and content remain generic	Staff have limited personal learning networks (PLN)	PD Deliverers have limited expertise	PD delivery showcases limited teaching & learning principles	Staff have limited or inaccurate mental models	Staff have limited opportunities for deliberate practice	Staff have vague and static PD goals and action steps	Staff receive limited support to transfer and embed their learning	Staff engagement and satisfaction levels are low	Staff show limited retention or application of learning	PD has a limited impact on staff performance	PD has a limited demonstrable impact on student performance
	Coherence	Are staff supported in all parts of their role? Teaching / Pastoral / Leadership / Management etc	Opportunities cover a wide range of role requirements	PD elements show some connections	PD choices are driven by a basic needs analysis process	PD choices are supported by sufficient research and evidence	PD activities and content show some context specificity	Staff have emerging personal learning networks	PD Expertise is variable between topics	PD delivery showcases good use of teaching & learning principles	Staff have sufficient mental models of excellence	Staff have regular opportunities for deliberate practice	Staff have clear and evolving PD goals and action steps	Support for staff to transfer and embed their learning is variable	Staff engagement and satisfaction levels are moderate	Staff show moderate retention or application of learning	PD has a demonstrably positive impact on staff performance	PD has a demonstrably positive impact on student performance	
	Choice	How do programme elements link and support each other?	Opportunities are available to a wide range of stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Context	What drives the selection of PD topics? AIP / DIP / PDP / Staff Voice	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Connection	Are PD design choices supported by research? EEE / NFER / BERA / EPL / DfE / SCT / DECD	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
Implementation	Expertise	Are PD deliverers experts in their field? Is external expertise sought out when required?	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Delivery	Does PD utilise what we know about learning? Learning theory, Andragogy ? Cognitive science?	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Developing Expertise	Are staff given a clear mental model of excellence? Success criteria + Modelling+ Example + Non-example	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Embedding Practice	Do staff have opportunities for deliberate practice? Clear focus + Practice + Feedback + Refinement	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
Evaluation	Staff Response	Do staff have a clear set of PD goals and action steps that evolve over time?	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Staff Learning	Do staff receive support to transfer and embed their learning? (monitoring, feedback, praise)	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Staff Impact	Do staff perceive their professional development to be relevant, high quality, useful?	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	
	Pupil Impact	To what extent have staff learned the knowledge & skills? How do you know?	Opportunities are available to all stakeholders	PD elements form a coherent and rhythmic programme	PD choices are driven by a detailed needs analysis process	PD choices are supported by substantial research and evidence	PD activities and content is highly specific to participant's context	Staff actively engage with a broad and well-established PLN	PD Expertise is consistent and context specific	PD delivery showcases excellent teaching & learning principles	Staff have detailed mental models of excellence	Staff have extensive opportunities for deliberate practice	Staff have precise and dynamic PD goals and action steps	Staff receive extensive support to transfer and embed learning	Staff engagement and satisfaction levels are high	Staff show high levels of retention or application of learning	PD has a significant and sustained impact on staff performance	PD has a significant and sustained impact on student performance	

Design



All staff receive access to and choice within a coherent set of context specific PD opportunities which link together and enable staff to link together.

Coverage

EL- 6.d



Coherence

EL- 6.3

Choice

EL- 6.4

Context

EL- 6.a

Connection

- Do all staff get professional development in all parts of their roles?
- Is there a rhythm and flow to the programme?
- How does PD match context and allow for staff choice and connection.

Implementation



PD is delivered by subject experts and utilises the best in learning theory. The programme develops expertise as well as supporting staff to embed excellence.

Expertise

EL- 6.10



Delivery

Developing
Expertise

EL- 6.5

Embedding
Practice

EL- 6.2

- Who delivers the PD and why?
- Is the delivery effective?
- How are mental models developed and practice facilitated?
- How are staff supported to transfer and sustain their learning.

Evaluation



Staff speak highly of the PD and are able to demonstrate long-term retention and improvements in their practice which subsequently have a positive impact in pupil learning.

Staff Response

Staff Learning **EL- 6.3**

Staff Impact **EL- 6.2**

Pupil Impact **EL- 6.9**



- How satisfied are staff with the PD offer
- Can staff recall and apply their learning
- Is there a demonstrable improvement in staff behaviour?
- Is there a demonstrable improvement in pupil learning?

CPD Evaluation Lenses



Design

Coverage

Do all staff have access to PD in all parts of their roles?

Coherence

Do PD elements link to and complement each other?

Choice

Are PD choices evidence based and purposefully chosen?

Context

Is PD adapted to organisational and individual contexts?



Delivery

Motivation

How well does PD generate buy-in and sustain engagement?

Knowledge

How well does PD build mental models?

Skills

How well does PD build technical proficiency?

Transfer

How well does PD transfer to the work environment and across contexts?



Impact

Satisfaction

What do participants say about the PD?

Learning

Is PD accurately retained over time?

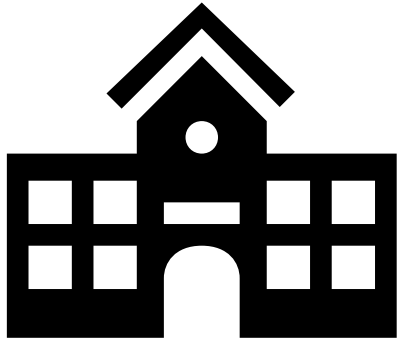
Performance

Does PD result in workplace improvements?

Outcomes

Does PD result in improved outcomes?

Lifting The Stone



“What are you working on?”



A specific focus, objectively selected and collaboratively agreed from an evidence-informed, well-established framework

“Why are you working on that?”



An enthusiastic, internalised response clearly linked to pupil learning and their own ongoing cycles of improvement

“How are you getting better?”



A range of instructed and self-directed actions

“Is it working?”



Objective, triangulated data highlighting clear links between improved performance and improvements in learning



1 Widening Perspective

2 Shifting Role

3 Getting Started

4 Slower Thinking

4

Slower Thinking



Our theory of change directs our behaviour and hides assumptions



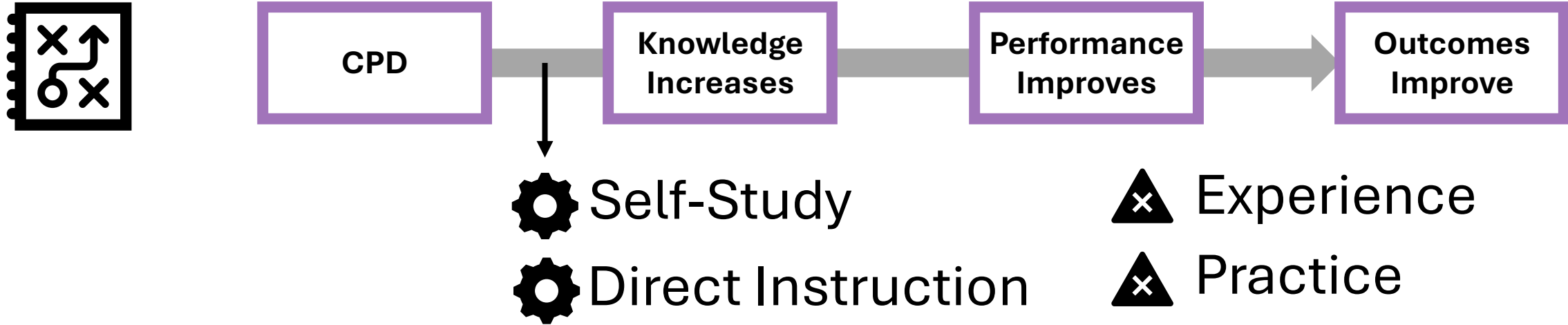
Sustainable PD must facilitate self-improvement



We don't have the capacity to limit ourselves to formal coaching

Theory of Change

There's a fuzzy link between CPD & Outcomes



?

TOC Structure (Outcomes / Interventions / Assumptions / Responses)

TOC Plausibility (Logical / Complete / Measurable / Realistic / Sustainable)

Self-Improving Staff

Knowledge

What is expected of me?

- Responsibilities
- Cultural norms
- QA / PD processes

How am I doing?

- Lesson obs
- Books and Outcomes
- Student Voice

Where can I get support?

- Peers
- Internal resources
- External resources

Skills

Metacognition

- How will I do achieve this?
- How am I doing?
- How did it go?

Professional Learning

- Selective attention
- Active processing
- Retrieval practice

Action Planning

- Goal setting
- Action step creation
- Timeline development

Self-management

- Time management
- Motivation maintenance
- Well-being protection

Motivation

Wonder

- Deep fascination
- Limitless aspiration

Relevance

- Educational credit
- Career Progression

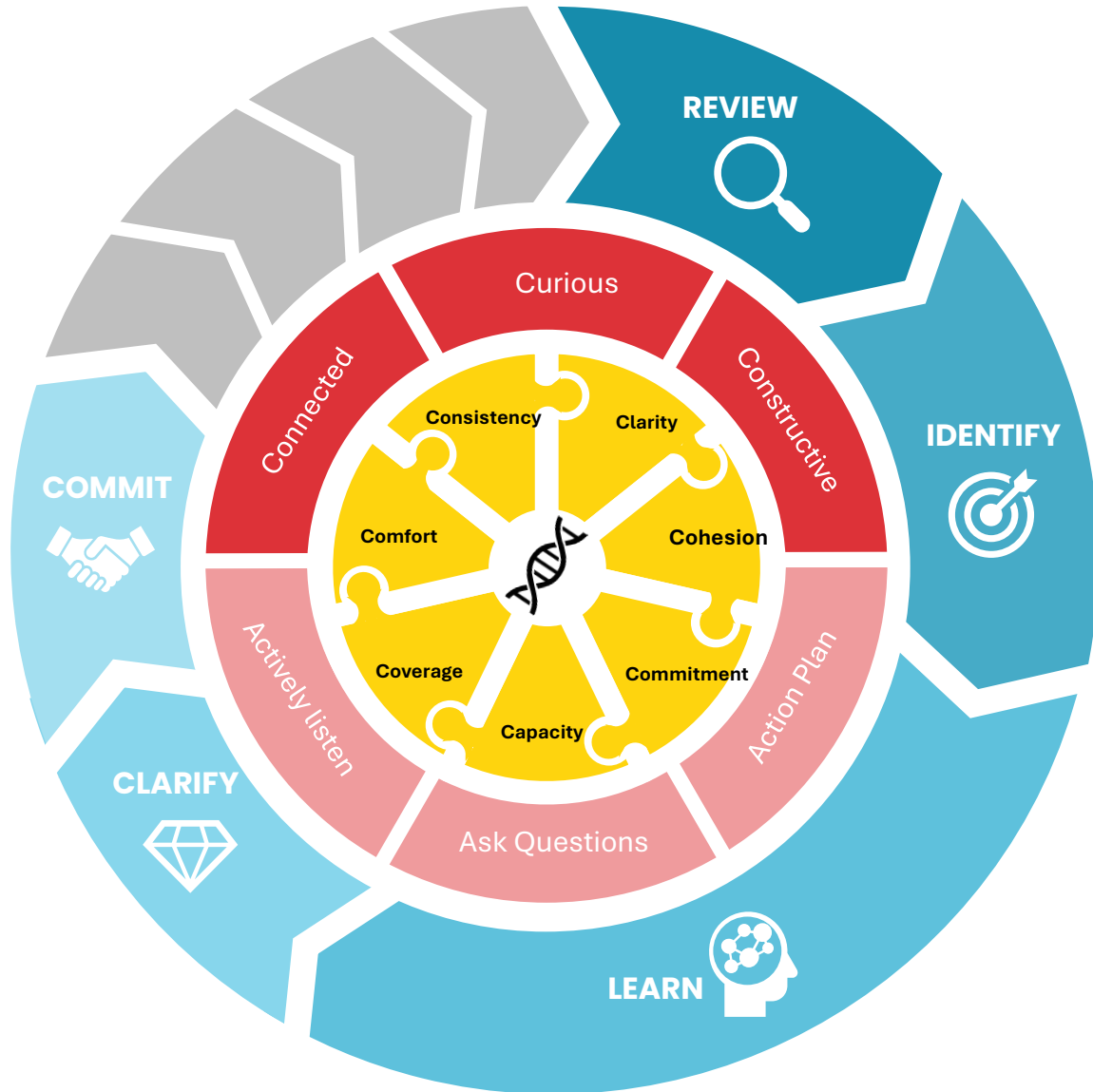
Self-efficacy

- Acceptance of challenge
- Resilience under pressure

Self-agency

- Sense of control
- Confidence in ability

3D Coaching



ACTIVITY

Formal coaching sessions

1:1 – scheduled, ongoing, monitored

APPROACH

Informal coach-like conversations

Corridor + Line Management

CULTURE

Embedded mindset & actions



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