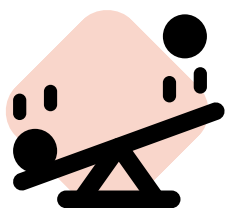


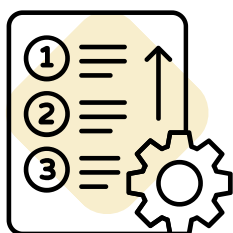
Key Findings



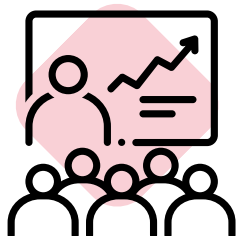
High-quality professional development is the most effective lever to raise pupil achievement. Effective PD should be strategically planned to improve teaching in the long-term. This requires a careful, coherent and considered design, as seen in about 60% of schools in the study. When teachers are given sufficient time to practise, reflect and embed their learning, the effect of the PD has more impact on their pupils.



Leaders should plan their PD programmes based on the school's and teachers' needs. Workload pressures are the main barrier to effective PD, so leaders should aim to reduce workload to provide sufficient time for teachers to engage properly with their development. A PD lead can be instrumental in improving the effectiveness of PD in schools.



The majority of teachers felt that PD is prioritised in their school with two fifths of the YouGov respondents describing it as relevant, sufficient and high-quality. The focus on curriculum-centred PD is praised by Ofsted. It is commonplace for PD to be provided on curriculum design, cognitive load theory and instructional techniques. Many teachers report that they would like more PD on effectively supporting pupils with SEND.



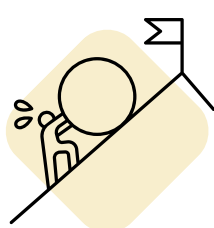
Most leaders prefer to provide in-house training for staff through both staff meetings and INSET days. This forms the vast majority of PD across schools. Interestingly, teachers completing PD through an external provider are more likely to consider the trainer to have more expertise in the content than they would for those doing in-house training. It is, however, difficult to discern between the effectiveness of different training: gathering a range of evidence about its impact is a useful way to evaluate its effectiveness.



Teachers report preferring face-to-face PD to online training. In-person training provides meaningful opportunities to discuss how the content of the PD session applies to teachers' individual classroom settings. PD which is shared between schools and across trusts offers teachers the chance to collaborate and share ideas with other teachers who are working in the same year group or phase.



The ECF and NPQ programmes are recognised in the report as providing high-quality PD to teachers at every stage of their careers. Those on the programmes felt that the content was relevant to their contexts and tailored to their professional needs. ECTs recognised the impact of having protected time for PD and those on the NPQs reported the benefits of peer collaboration and the opportunities for discussions that the courses provide.



Where PD was considered less effective, teachers sometimes found the content too general to be useful. Sometimes PD, though linked to the SDP, wasn't matched to teachers' individual needs or was piece-meal in nature. The main barriers to effective PD were found to be staff turnover, lack of leadership support and too limited an amount of time. Many teachers felt that training which enabled them to reflect on their practice and embed their learning was too rare.

The ECF and NPQs



Most ECTs and NPQ students described their training as high-quality development opportunities, relevant to their context.



NPQs offer more experienced teachers development opportunities which are beneficial to their knowledge, practice and confidence.



Lead providers are typically regarded as having relevant expertise and strong subject knowledge.

Post-Covid 19



Staff absence has been a significant barrier to providing high-quality CPD.

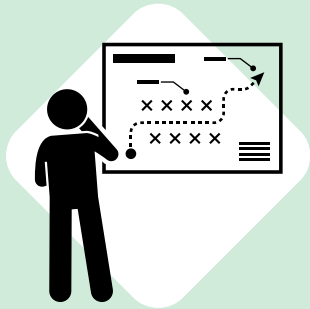


The pandemic has slowed down PD programmes, affecting attitudes and priorities.

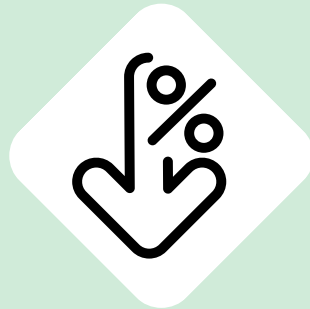


The rise of online training increased access to PD activities, reducing the time needed to travel and making meeting easier.

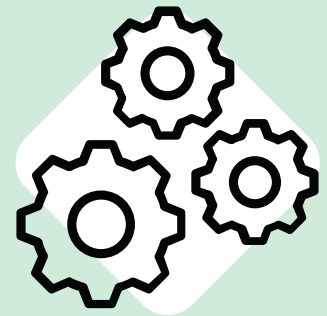
Implications for Leaders



Ensure that PD is planned as part of a coherent programme based on both the school's and teachers' needs.



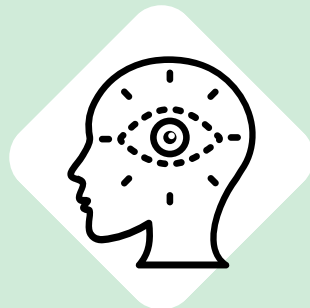
Reduce workload to provide teachers with more chance to engage with, practise, reflect and embed the content of their development programmes.



Use the mechanisms described by the EEF to design effective PD, and evaluate the impact of PD rigorously.



Deliver PD in partnership with other schools to unleash the power of collaboration between teachers.



Focus PD on curriculum or pedagogy rather than on preparation for inspection. Increase the amount of training related to SEND.



Increase awareness of the NPQ programmes - especially for more experienced teachers.

The Teaching School Hubs Council (TSHC) are supporters, advocates, and facilitators for the national network of teaching school hubs in England.