

Teaching for Success: Good CPD and why it matters

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In your experience, what are the biggest influences on student achievement?



Every Education System and Every School Wants to Improve

Teachers

What is taught

Accountability

Facilities

Leadership

Teacher
Recruitment

Curriculum
Standards

School
Inspections

School
Infrastructure

Principal
Recruitment

Initial Teacher
Training

Teaching and
Learning Materials

Centralization vs
Decentralization

Education
Technology

Principal
Training

Teacher
CPD

Qualifications and
Assessment

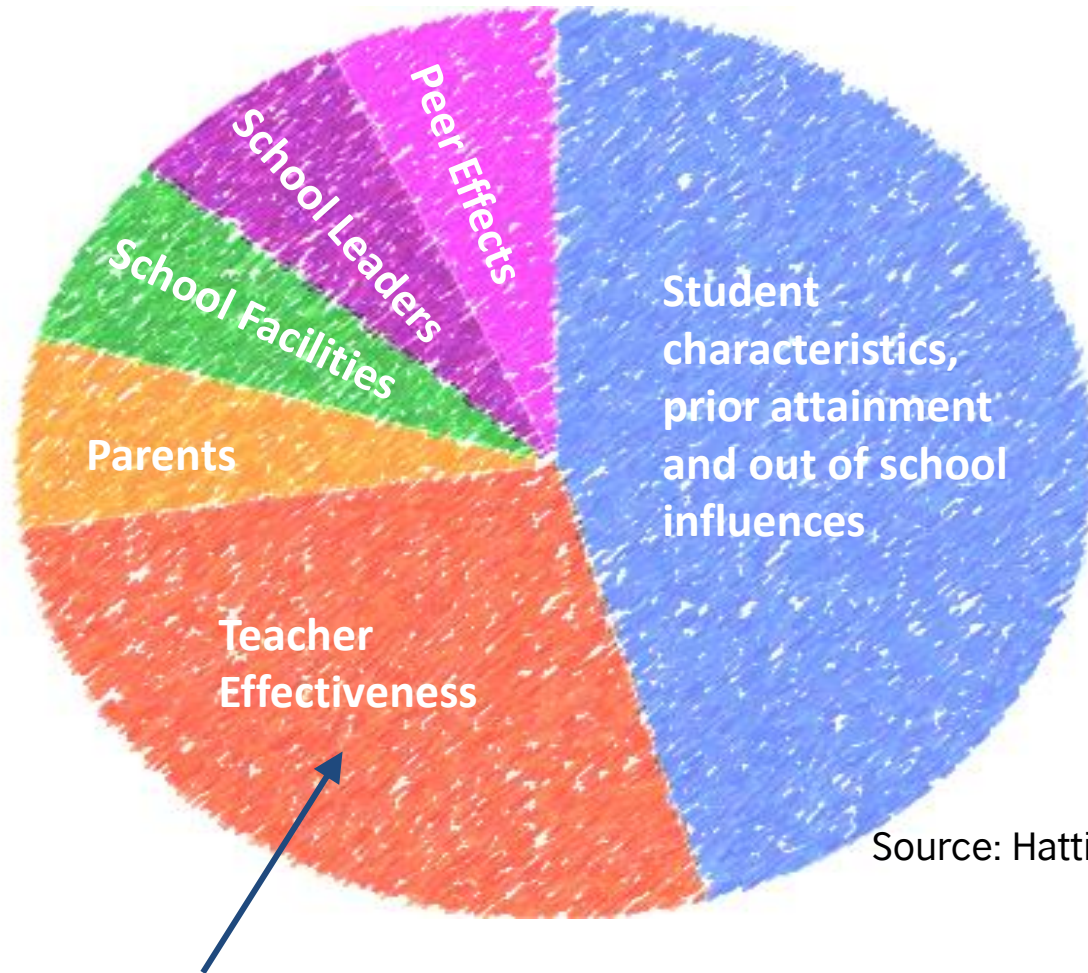
Funding
Formulas

Education
Data

Regional/District
Support

Plus everything that goes on outside the school

Biggest Influences on Student Achievement



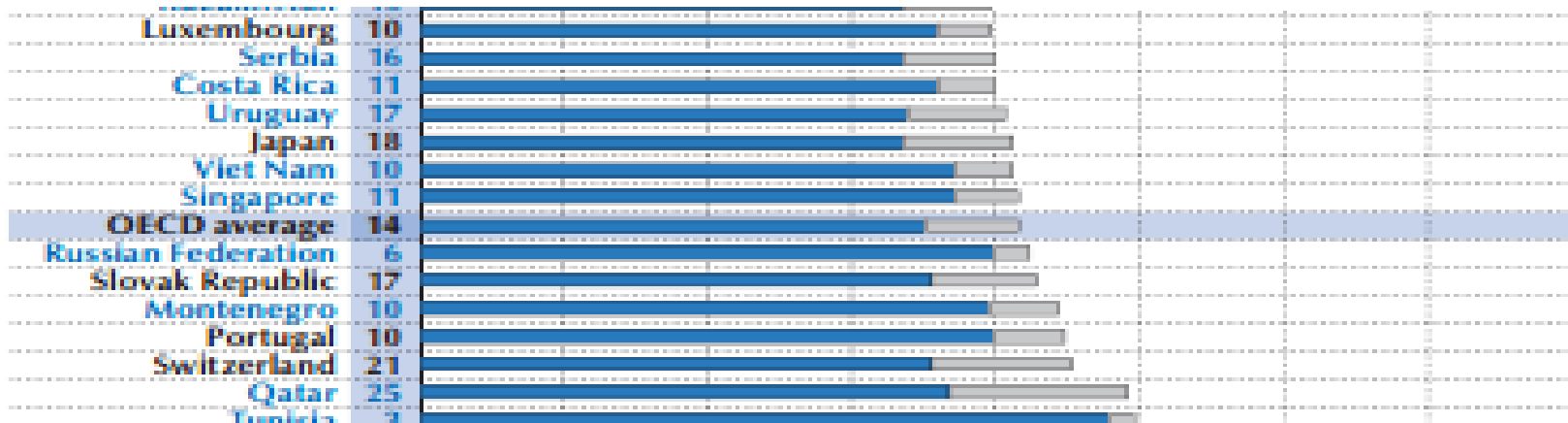
Source: Hattie (2013)

The largest effect we can influence is the most efficient area to concentrate on.

It's about Classrooms and Not Schools

In most countries, variability at the classroom level is much greater than that at school level:

- As long as you go to school, it doesn't matter very much which school you go to
- But it matters a lot which classrooms you are in and what **teachers** you have.



And there is tremendous variance in teacher quality

Take a group of 50 teachers:

- Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year.
- Students taught by the least effective teacher in that group of 50 teachers will take two years to achieve the same learning

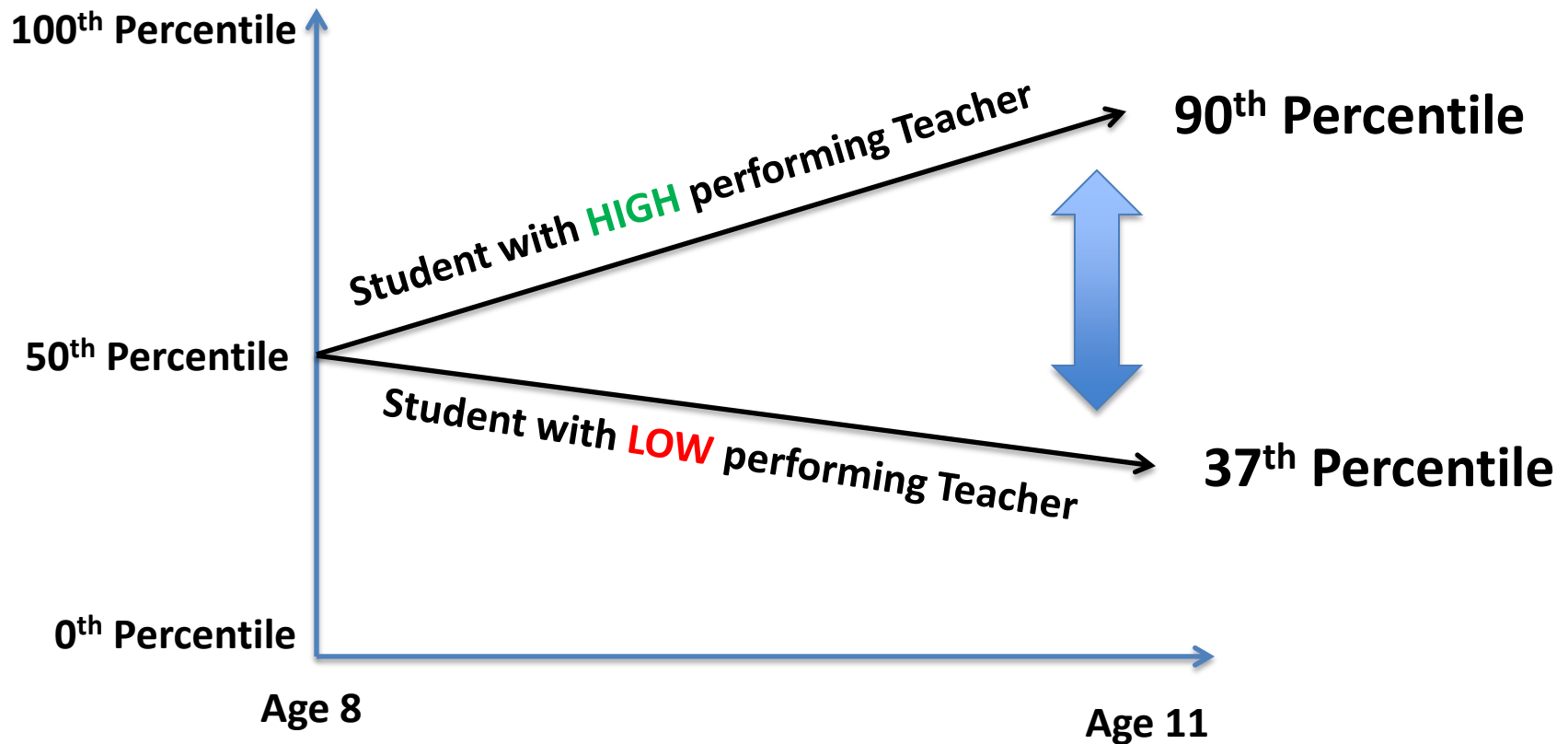
(Hanushek & Rivkin, 2006)

And:

- In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds

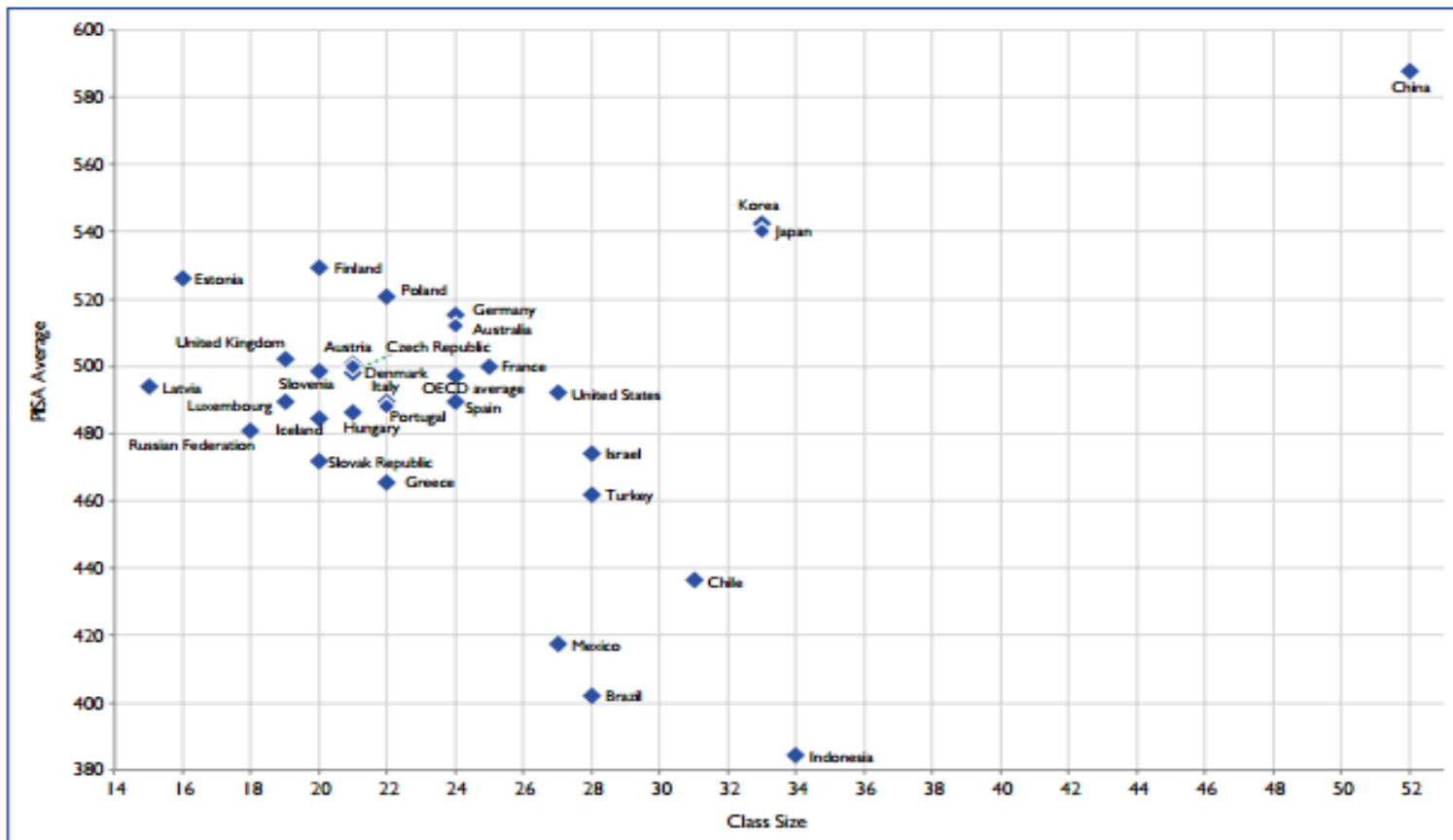
(Hamre & Pianta, 2005)

The Effect of Teacher Quality



**But what's the best
way to unlock the
true potential of
every teacher?**

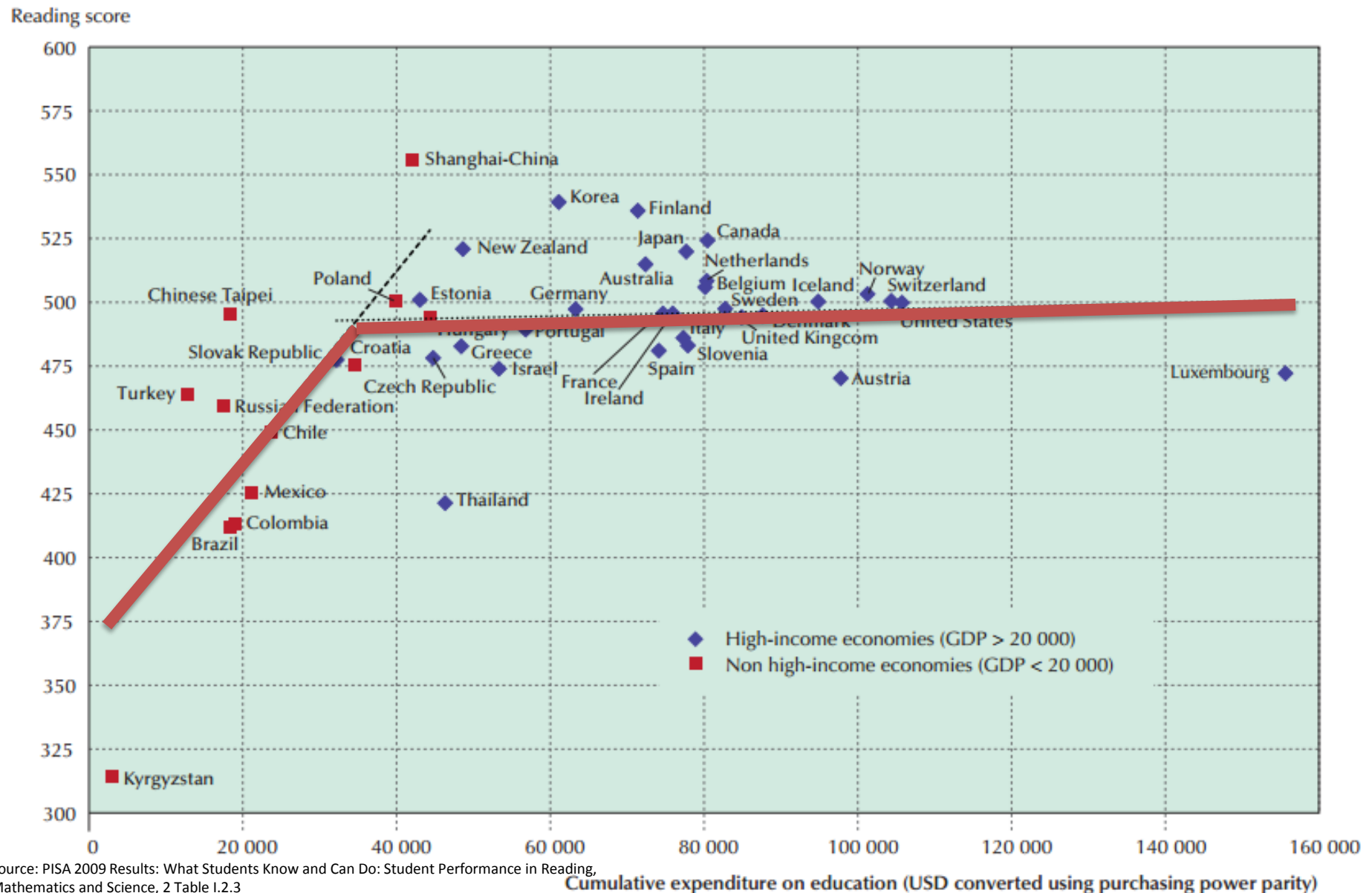
Maybe if we reduce class sizes, teaching will improve?



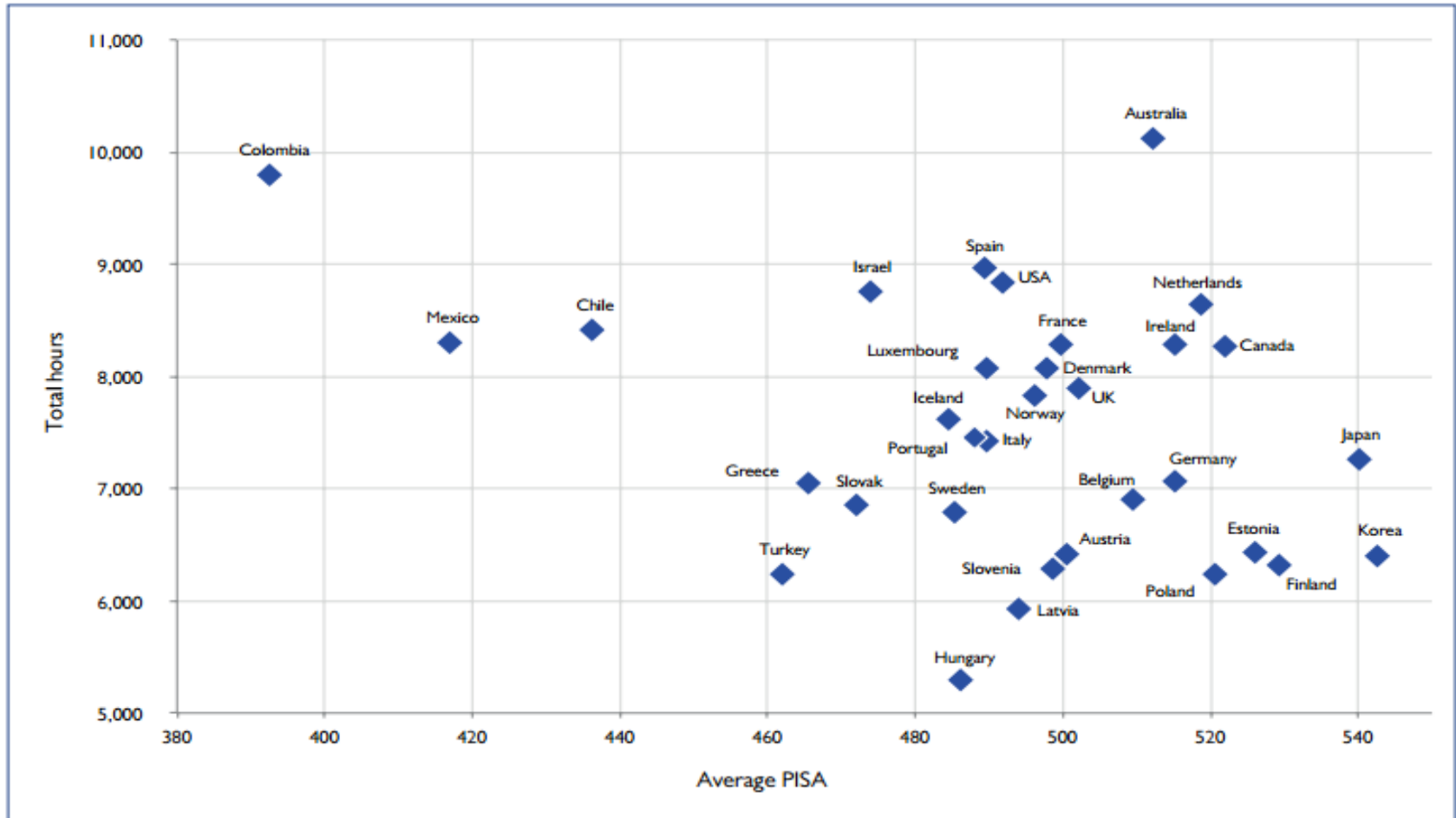
Source: OECD, Education at a Glance 2014 (class size), PISA 2012 (average PISA scores).

Notes: Data is presented for OECD member and partner countries for which average class size data is available. China is omitted because PISA scores are disaggregated (e.g., Shanghai, Hong Kong, Macao, Chinese Taipei), while class size averages are only available in the aggregate.

Or maybe we just need to spend more – give teachers a pay rise and give schools more equipment?

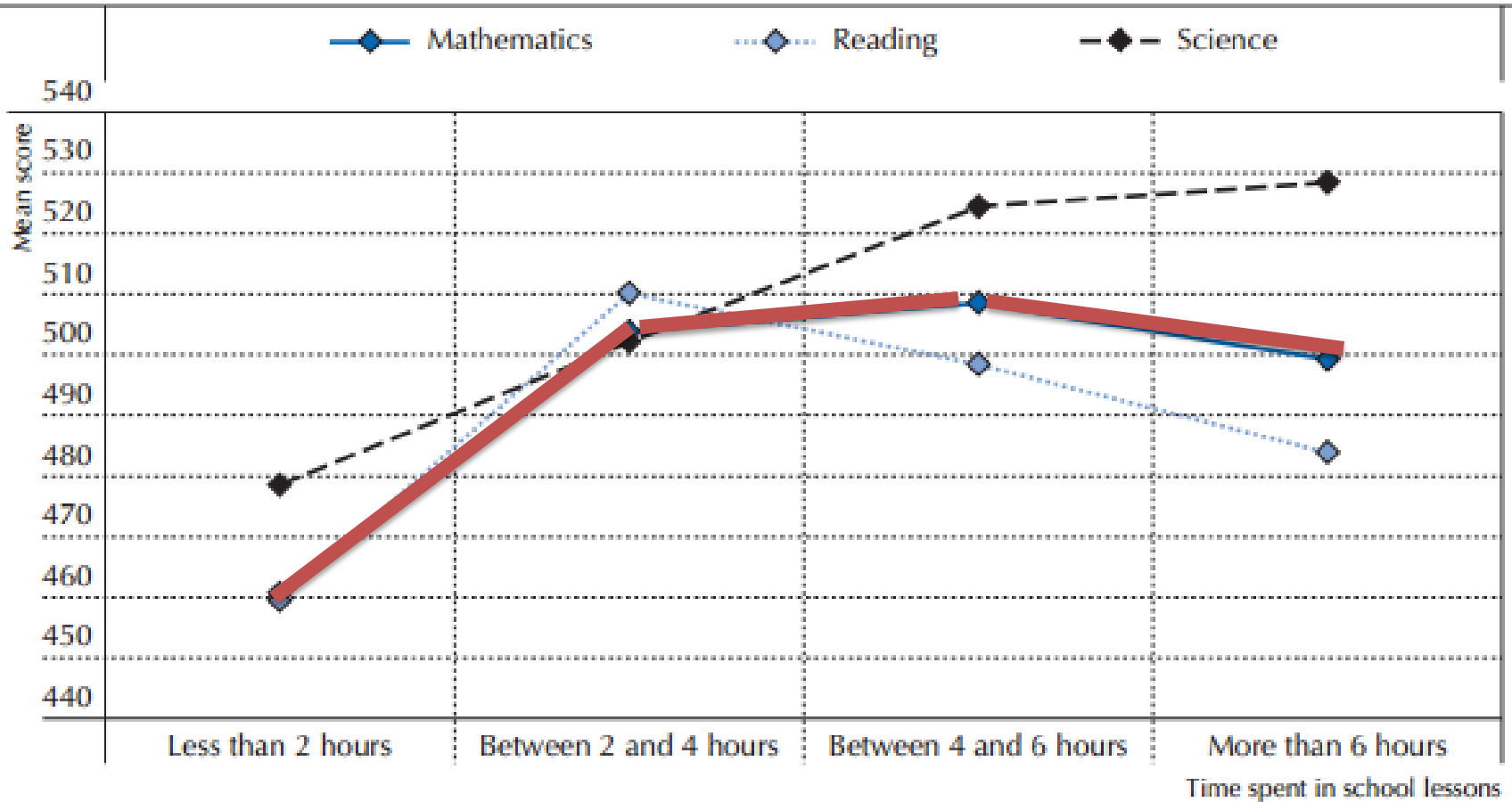


OK, so maybe get them to teach longer hours?

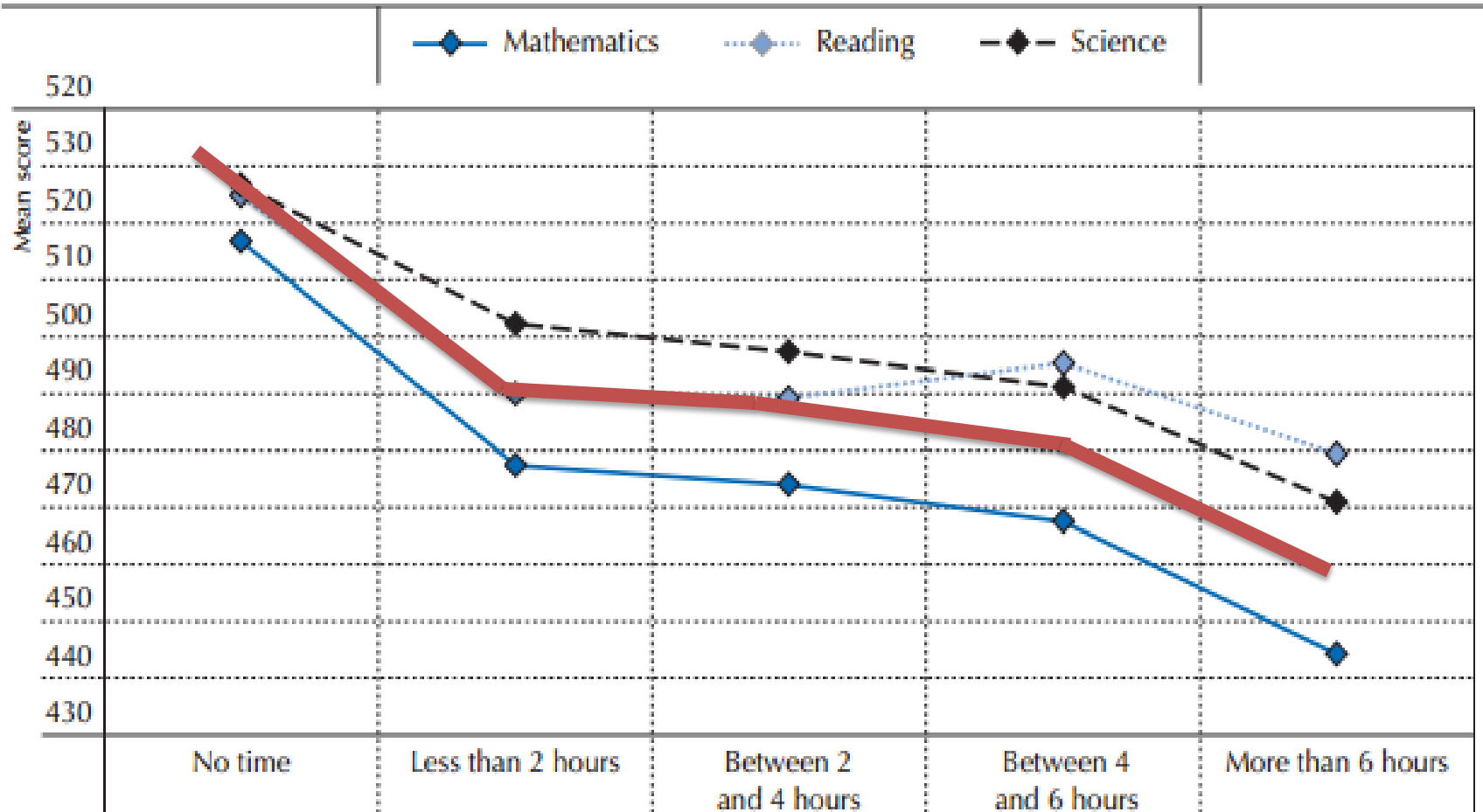


Source: OECD (2014) (hours in instruction), OECD, PISA 2012 Results in Focus: What 15-Year-Olds Know and What They Can Do with What They Know, p. 5 (PISA scores).

Relationship between performance and time spent in school lessons *OECD average*



What about getting teachers to double the amount of homework?



It gets even more depressing...

Variable	No. of Studies	Effect Size	Zone of Desired Effects?
Pre-Service Teacher Training	85	0.12	NO
Teacher Subject Knowledge	92	0.9	NO

What does this Mean?

Source: Hattie (2013)

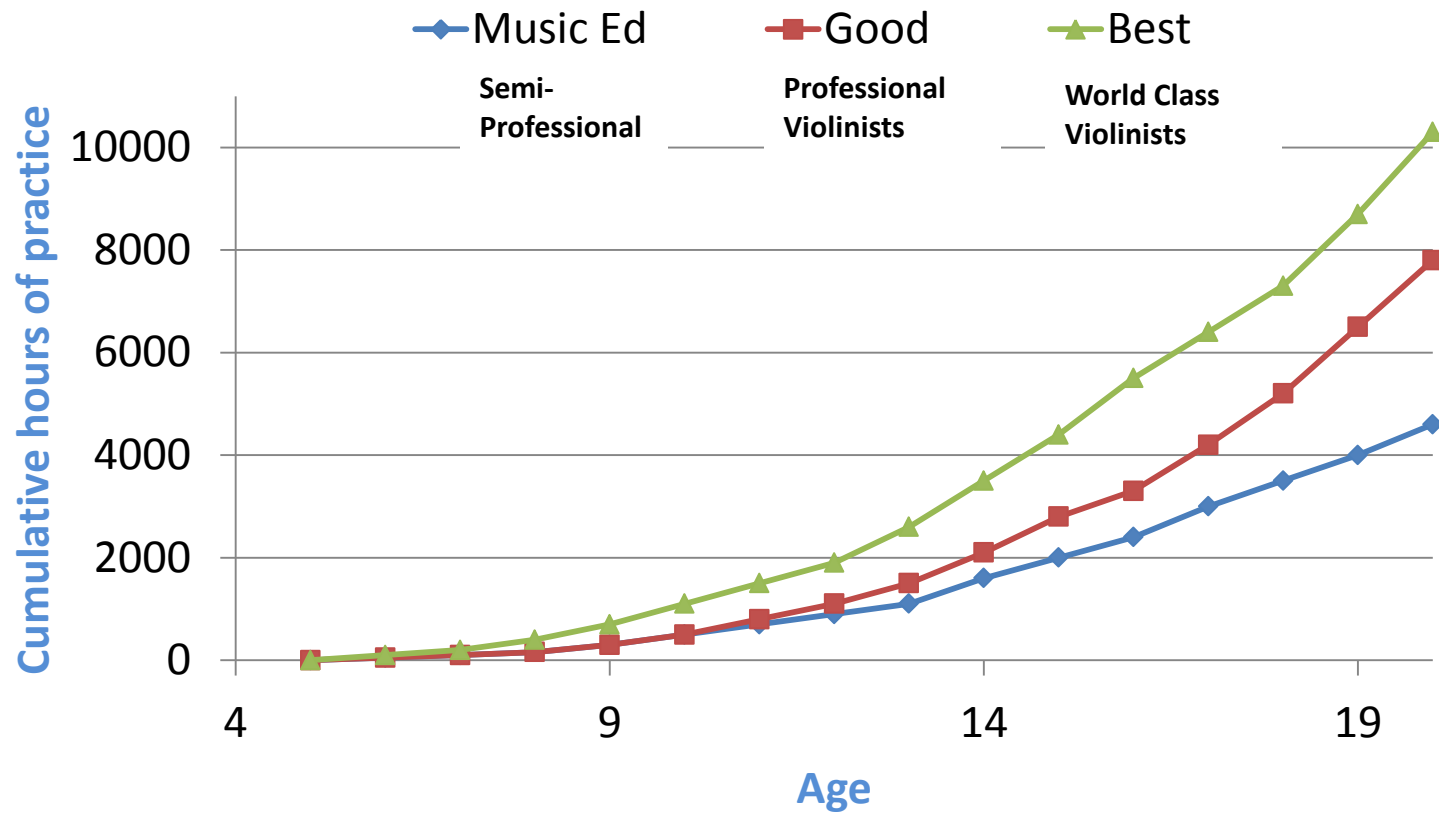
- Teachers that undergo a certified training course before entering the classroom are not significantly more effective than those with no pre-service training (after one year)
- Knowing your subject does not make you a good teacher and many good teachers are not experts in the subjects they teach

What aspects of teaching make it different from other professions?



**So, can we learn
anything from other
sectors?**

Violinists' hours of practice (cumulative)



Source: Ericsson, Krampe, and Tesch-Römer (1993)

These differences are substantial...

Performance Level	Hours of practice by age 18
Semi-Professional	3420
Professional Violinists	5301
World Class Violinists	7410

Source: Ericsson, Krampe, and Tesch-Römer (1993)

- By the age of 18, the world class violinists have accumulated 40% more practice than professional violinists and 56% more than Semi-Pros
- Elite performers engage in deliberate practice and reflection for 4 hours per day → 10,000 hours

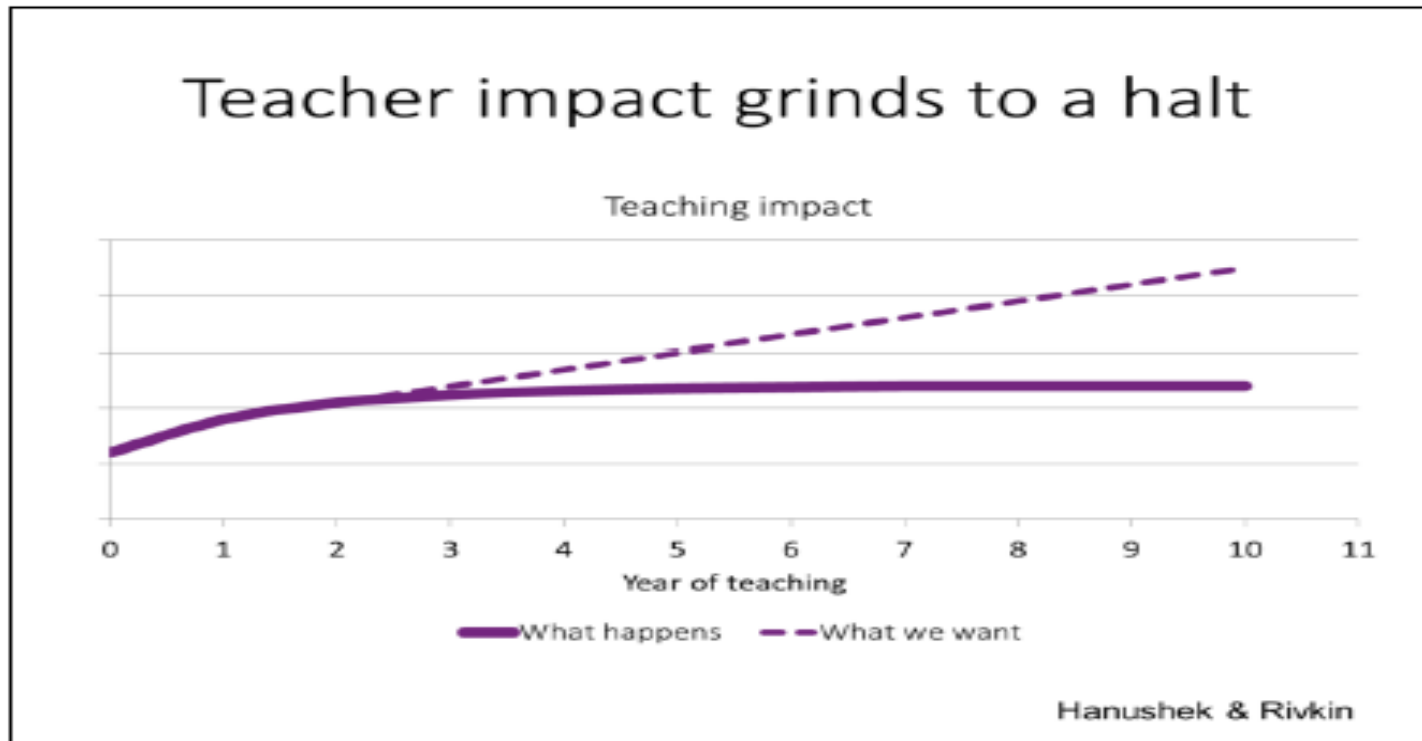
General conclusions about expertise

- Expert performance is the result of at least a decade of maximal efforts to improve performance through an optimal distribution of deliberate practice
- What distinguishes experts from others is the commitment to deliberate practice and reflection (they don't plateau)

Deliberate practice characteristics:

- an effortful activity that can be sustained only for a limited time each day
- often neither motivating nor enjoyable—it is instrumental in achieving further improvement in performance
- reflective in focus – is my performance better and how can I make it even better?

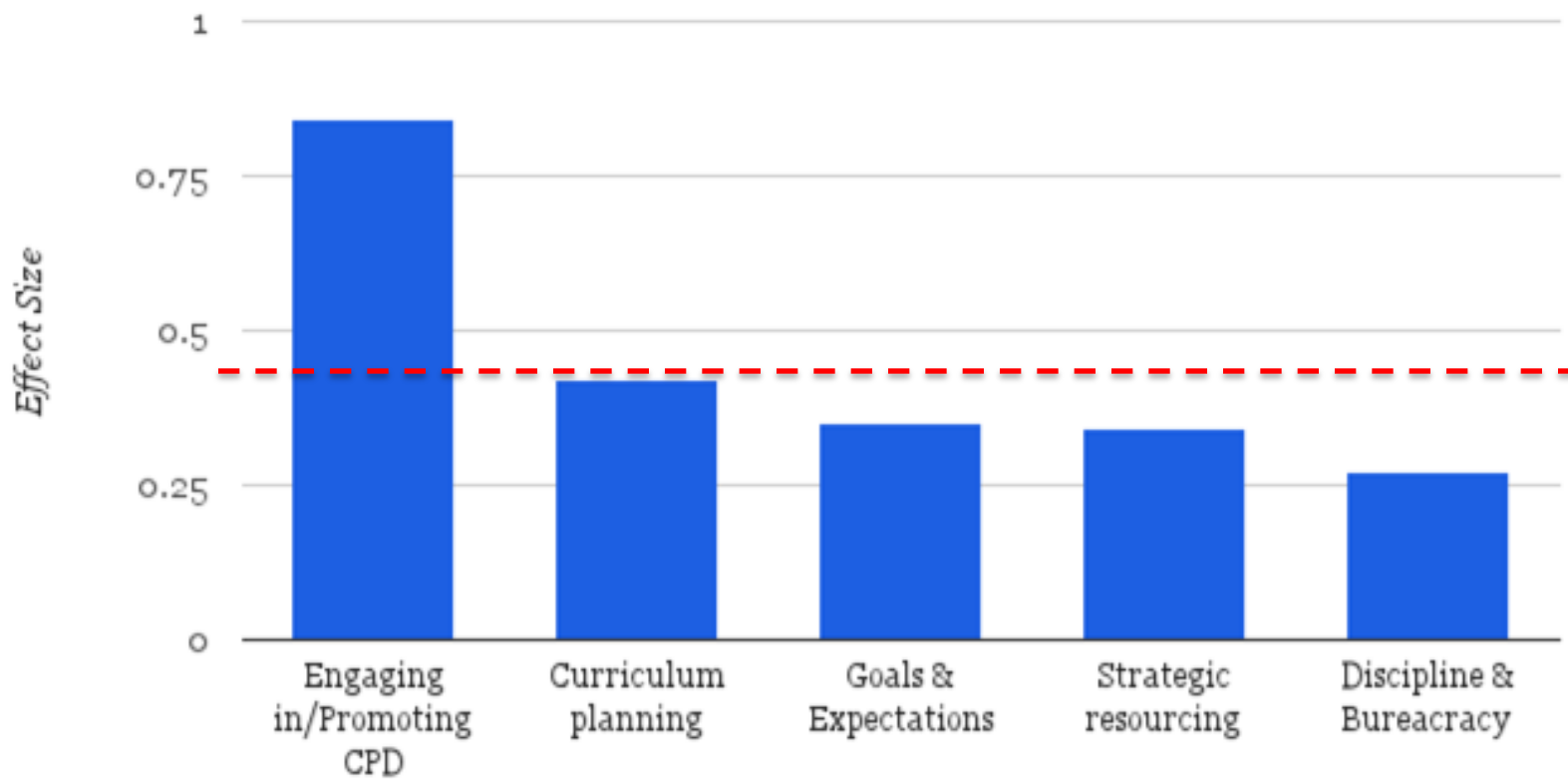
But teachers do not appear to be getting better with experience



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.

Teacher CPD has the biggest payoff

Effect of aspects of school leadership on improving student attainment



Think about some recent teacher development activity you took part in....

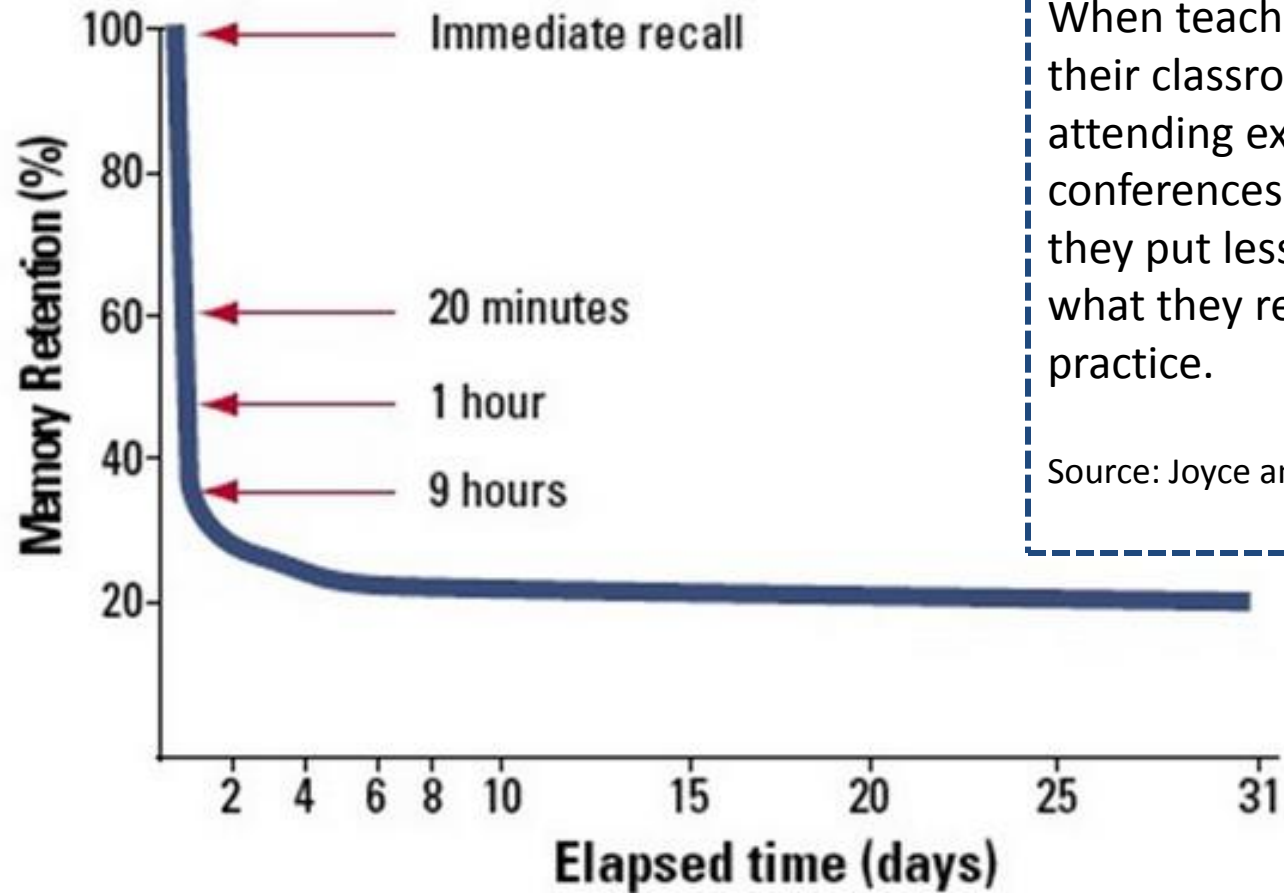
- Describe it
 - How did you end up taking part? Optional? Compulsory? Your own initiative?
 - Was it a positive experience?
 - What effect has it had on your teaching?
 - What difference has it made to your students?
 - How do you know?
-
- What distinguishes positive CPD experiences from negative ones?

The Professional Development Conundrum

“Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when teachers returned to their classrooms.”

Michael Fullan
(Fullan, 1991, p. 315)

One-shot CPD does not work



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

What does good CPD look like?

- it should be concrete and classroom-based
- it involves teachers collaborating with other professionals
- it should engage with expertise outside the teacher's institution
- it should involve teachers in selecting their own professional development activity
- it includes mentoring and coaching
- it should be sustained over time
- it requires the support of leadership

(Walter and Brigg (2012))

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.

Teacher Habit Change is Hard

Many teachers are already self-aware enough to know how they could be more effective and most have been exposed to summaries of the latest research and pedagogy. The challenge is:

- Often we only have the determination to continuously improve their performance during the early part of our career
- After we have learnt enough to 'get by' the payoff from continued professional development weakens (it creates risk of failure, increases potential for conflict and changes the norms of the established teacher-student contract)
- It requires moving from a culture of Satisficing to Maximising

Self-directed CPD

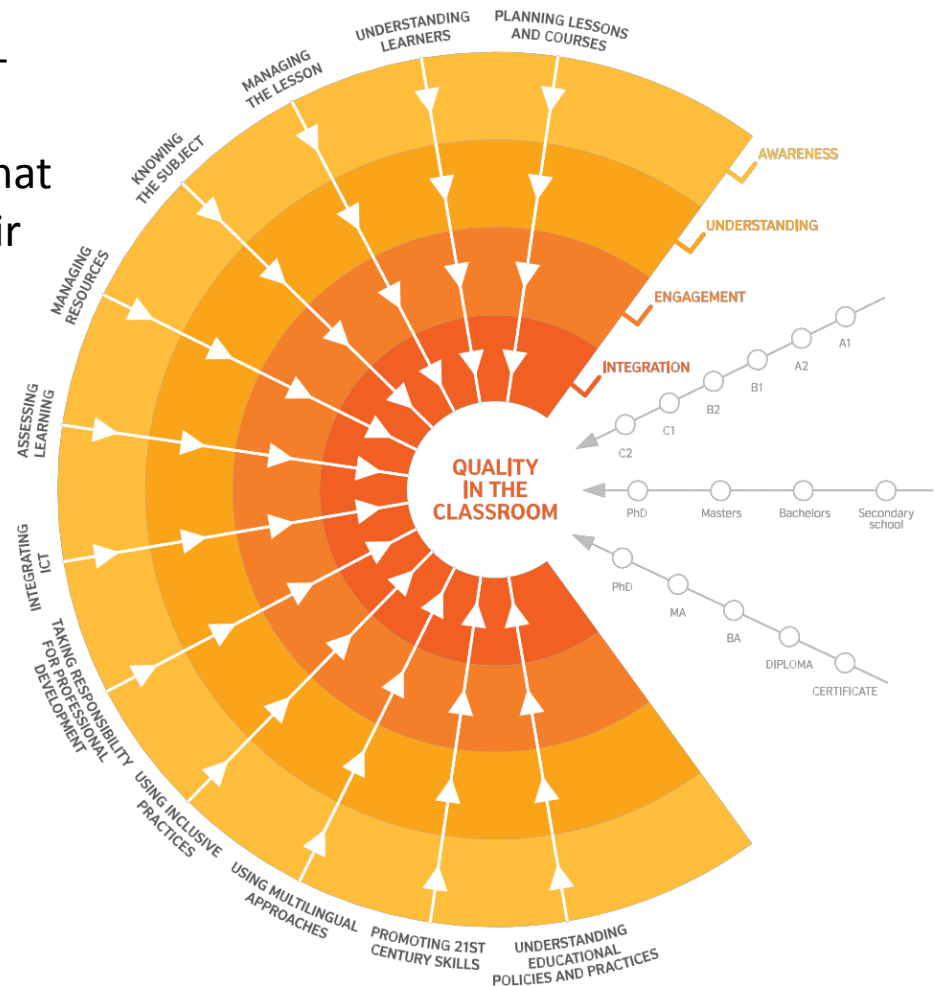
- It's not enough to rely on our schools or education systems to provide our CPD
- But change is hard - how do we find support?

The British Council's continuing professional development framework for teachers

“All teachers in the world have high-quality continuing professional development (CPD) opportunities that improve their own practice and their learners’ success.”

12 professional practices and their elements

Four stages of development



Teaching for Success

- 1 PLANNING LESSONS AND COURSES
- 2 UNDERSTANDING LEARNERS
- 3 MANAGING THE LESSON
- 4 KNOWING THE SUBJECT
- 5 MANAGING RESOURCES
- 6 ASSESSING LEARNING
- 7 INTEGRATING ICT
- 8 TAKING RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT
- 9 USING INCLUSIVE PRACTICES
- 10 USING MULTILINGUAL APPROACHES
- 11 PROMOTING 21ST-CENTURY SKILLS
- 12 UNDERSTANDING EDUCATIONAL POLICIES AND PRACTICE



Four stages of development

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

Understanding learners involves:

Making decisions about teaching and assessment by applying an understanding of the following learner characteristics:

- level of attainment
- preferred ways of learning
- group dynamics
- any special educational needs
- personality
- education, social, cultural and linguistic background
- age
- interests
- motivation to learn
- level of autonomy.

Exploring theories of learning and applying them to my context and learners.

Conducting needs analysis and applying the results.

Applying an understanding of the impact of the learning environment on my learners.

Reflecting on my approach to understanding my learners and the impact this has on their learning.

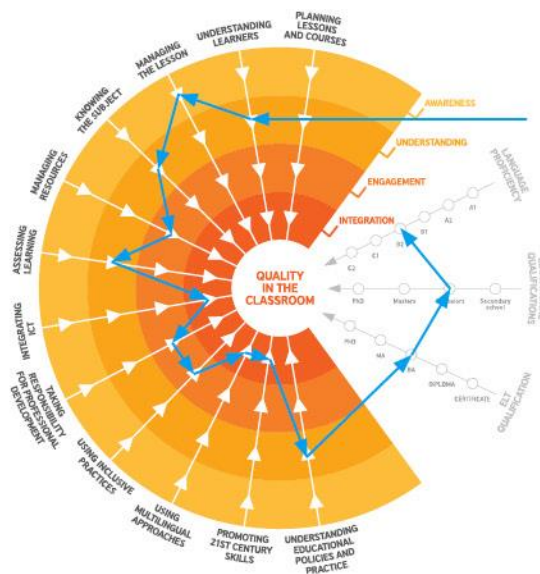
Each professional practice is described in detail.

Training modules are mapped to the elements of each professional practice.

The elements form a detailed syllabus of what a teacher needs to know and do.

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		☺		

Some of your results!

Areas where you are less confident:

- feedback on learner performance
- teaching pronunciation
- teaching writing skills.
- finding, creating and using digital tools and content effectively
- addressing special educational needs
- teaching 21st Century Skills – critical thinking, global citizenship and digital literacy
- Involving parents, learners and any other relevant persons in an inclusive learning environment.

Where to find all this

- <http://www.teachingenglish.org.uk/teacher-development/continuing-professional-development>

Planning your own development

In general, I could be more effective if...

(think about skills, behaviour, knowledge)

...I could keep better discipline

Or

My students would be more successful if I....

Get more specific - interrogate and personalise!

When have I experienced indiscipline this term?

What form did the indiscipline take?

How did I react?

Did I react appropriately?

How should I have reacted?

Who was responsible?

Why did the indiscipline take place?

What is the appropriate strategy? In the short-term? In the long-term?

What would make you more effective and your students more successful?



Planning development

The issue	Where I'll find help	How I'll practice	How I'll know if it's working

- it should be concrete and classroom-based
- it should involve collaborating with other professionals
- if possible, it should engage with expertise outside your institution
- it should involve selecting your own professional development activity
- if possible, it should include mentoring and coaching
- it should be sustained over time
- How could you engage school leadership?

Summary of key points

1. It's about teachers rather than schools [schools are made up of teachers]
2. Teacher effectiveness is unlocked through CPD and relentless practise [10,000 hour rule]
3. Initial teacher training does not equip educators with the expertise we need and nor is ever likely to
4. All teachers enter the classroom as novices with a steep learning curve – they learn by trial and error [Slow Thinking]
5. But most teachers actually stop improving after 3-5 years in the classroom. Our performance plateaus and we satisfice rather than maximise [Fast Thinking]

Implications for education systems

4. The research suggests that we are only beginning to scratch the surface of what teachers are capable of, if we engage in 10,000 hours of deliberate practice and reflection
5. **We need to develop our ability to continue to improve as long as we stay in the job, learning by reflecting on our own performance, and learning from other teachers**

A couple of bits of news...

Teaching for Success Online Conference

Dates: 5 October – 9 October



Upcoming free course – starting 29th August



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FREE ONLINE COURSE

Teaching for Success: Lessons and Teaching

Look at lessons, courses and resources with this continuing professional development course for English language teachers.

[Join now – starts 29 Aug](#)

The banner features a woman in a yellow and blue striped shirt standing in front of a chalkboard. The chalkboard has several analog clocks drawn on it, with the word 'Evening' written above one of them. The woman is pointing upwards with her right hand.

FREE online course

Duration: 4 weeks

2 hours pw

Certificates available

Thank you!

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