

CPD approaches - 1

15-Minute Forums	
School-based regular time slots where teachers share good practice	
What is it?	
Each session is led by a colleague who is willing to share a successful teaching strategy and/or resource that they have used in their own classroom. They present for five to ten minutes, this is then followed by a brief discussion during which other colleagues have the opportunity to describe similar strategies or resources. It works best if it is in a regular time slot in an informal setting such as a classroom.	
Who is it for?	
For 15-minute forums to be successful, they need to be led by classroom teachers talking about their own profession.	
Benefits	
<ul style="list-style-type: none"> • A regular opportunity to share the best practice that is happening in a school • A celebration of great teaching • Quick, to the point and not a burden on busy teachers • May act as a starting point for further developmental work 	
Challenges	
<ul style="list-style-type: none"> • Teachers may be reluctant to take part at first • Selecting the right people to start the programme running – not a senior leader, someone trusted and respected by their peers • Getting staff to attend regularly 	

CPD approaches - 2

Coaching
Professional and supportive relationships, based on trust, between two colleagues
What is it?
Coaching is not about telling people how to get better – it’s a solutions-focused approach based on asking directed questions. The purpose is for the coach to help the coachee to identify the solutions to their problems for themselves.
Who is it for?
Coaching can be used for all teaching and non-teaching staff. All staff may receive some coaching training to allow for whole-school co-coaching, or specific members of staff may be trained as coaching specialists.
Benefits
<ul style="list-style-type: none"> • Great way of encouraging teachers to work collaboratively • Enabling staff to solve their own problems develops their problem solving skills and resilience • Being supported to try new approaches can make teachers more open to innovation • As a culture of coaching develops, problems are regularly addressed and development is continual • Allows very specific and personal teacher development
Challenges
<ul style="list-style-type: none"> • Choosing the right people to be coaches • Getting ‘stuck’ teachers to engage with a coach • Keeping coaching pairs focused on the task over a period of time

CPD approaches - 3

Learning Development Groups

A group of up to 12 colleagues who meet up regularly to develop best practice

What is it?

A group of teachers who meet up on a regular basis throughout the year to share best practice, support each other and commit to trying out new teaching strategies and/or resources. Each LDG should have a clear focus. At the beginning of each session, each teacher describes and evaluates the new strategies or resources they have used since the last session.

Who is it for?

All teachers with an interest in sharing and group development

Benefits

- Leading LDGs is great CPD for aspiring leaders
- A great opportunity to share best practice
- Can act as a catalyst for further collaboration
- Regular meetings spur teachers on to try new practices/resources to discuss at the next group

Challenges

- Maintaining the impetus of LDGs throughout the year
- Keeping the meetings tightly focused

CPD approaches – 4

Action Research
Teachers carry out educational research following their own pedagogical interests
What is it?
Teachers carry out a one-year action research project on an area of pedagogy that interests them and which also aligns with the improvement priorities of the school. Once the project is completed they receive a small payment for their work. Teachers research an area of pedagogy and use this to develop their own classroom practice before widening involvement across colleagues. Regular meetings with a CPD co-ordinator help keep the project on track and stimulate new ideas.
Who is it for?
All teachers and TAs who have an interest in a particular area of pedagogy
Benefits
<ul style="list-style-type: none"> • Allows teachers to follow their own pedagogical interests • Enables staff to become experts in a particular field, who can then go on to support others • Helps develop a forward-looking approach open to new ideas • Helps with retention of RQTs • Ensures school improvement priorities retain a high profile
Challenges
<ul style="list-style-type: none"> • Finding the funding to support action research • Ensuring quality • Choosing which AR projects to support

CPD approaches – 5

Professional Learning Visits
Teachers visit other schools to observe practice
What is it?
Teachers visit another school to observe practice, see different approaches to common problems and gain a fresh perspective on their own setting. Teachers benefit most if they have considered what they want to get from the visit and how it fits with their own personal development. An added benefit comes when staff share what they have gleaned with their colleagues.
Who is it for?
All teachers
Benefits
<ul style="list-style-type: none"> • Allows teachers to observe what works in another setting
Challenges
<ul style="list-style-type: none"> • Finding schools suitable and willing to host • Supply costs for teachers out of class. • Ensuring good practice gleaned is disseminated and/or put into action

CPD approaches – 6

TeachMeets	
Informal conferences for teachers by teachers	
What is it?	
<p>TeachMeets are free, informal conferences organised by teachers and are about hearing real stories about learning from real teachers, based on successes they have had in their classrooms. Each TeachMeet consists of a programme of micro-presentations – each no longer than seven minutes – about a teaching strategy, a specific resource or both. TeachMeets are often held in the evening, with no more than 12 micro presentations.</p>	
Who is it for?	
All teachers and TAs	
Benefits	
<ul style="list-style-type: none"> • Teachers get to hear about ideas that work • Encourages teachers to reflect on their own practice • Good opportunity for teachers to network • Led by teachers so does not feel like imposed CPD 	
Challenges	
<ul style="list-style-type: none"> • Finding good quality presenters and getting a good balance of presentations • Time spent setting up and promoting the event as well as distributing information after the event • Cost of refreshments etc 	

CPD approaches – 7

Lesson Study
A group of teachers plan a research lesson together, observe the lesson being taught then review and develop it together
What is it?
A group of teachers identify an area of teaching that needs to be developed, then plans a lesson together to address this need, with a particular focus on specific students. One teacher delivers the lesson while the others observe. The group interviews the target students to gauge their progress and engagement during the lesson. The lesson is then reviewed by the group, with strengths and further areas for development identified. The process is then repeated (with someone else teaching the research lesson) based on this review.
Who is it for?
A group of three teachers, plus optionally a lesson study coach.
Benefits
<ul style="list-style-type: none"> • Encourages teacher collaboration and reflection • Allows teachers to take control of their own CPD • Evidence based research • Uses student voice to develop quality of teaching
Challenges
<ul style="list-style-type: none"> • Teachers will need additional time to prepare and engage • Supply costs • Disseminating the finding of the group