

# **An Enquiry Into Continuing Professional Development for Teachers**

by

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## *Foreword*

Trustees of the Esmée Fairbairn Foundation and of the Villiers Park Educational Trust have a long record of supporting activities that add value to the statutory educational opportunities offered to young people. Both take the view that one of the most effective ways of doing this is to invest in the professional development of teachers.

We are encouraged by the extent to which government policy now recognises the importance of continuing professional development (CPD) for teachers. The recent *Five Year Strategy for Children and Learners* from the Department for Education and Skills puts a welcome emphasis on personalised CPD and parallel developments in universities mean that much more attention is now devoted to helping lecturers develop their pedagogical skills.

We are keen to ensure that our own CPD programmes complement changing government strategy. Over the last eighteen months, the two organisations have worked together to identify ways of translating the plethora of new CPD initiatives into inspirational learning experiences for young people. The research that follows was a part of this process.

Overall, we have reached two key conclusions. First, we believe that teachers' and lecturers' conditions of service should entitle them to a training and development plan linked to performance reviews. Secondly, we believe that there is an urgent need to establish regionally based CPD 'clearing houses', one-stop centres where schools can access quality-assured programmes that address the complete range of their training and development needs.

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**Villiers Park Educational Trust** aims to foster inspirational 14-19 learning and teaching in the UK by facilitating the sharing of knowledge and best practice between teachers, lecturers and students at school, college and university.  
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**Esmée Fairbairn Foundation** is one of the largest independent grantmakers in the UK. Its Education programme covers two broad areas of interest: New Approaches to Education and Hard-to-Reach Learners. It looks to support imaginative and flexible approaches to learning that are unlikely to be funded through statutory education sources. **[www.esmeefairbairn.org.uk](http://www.esmeefairbairn.org.uk)**

## *Glossary*

ASE	Association of Science Educators
AST	Advanced Skills Teacher
CPD	Continuing Professional Development
DfES	Department for Education and Skills
EPPI	Evidence for Policy and Practice Information and Co-ordinating Centre
FE	Further Education
GTC	General Teaching Council
HE	Higher Education
HEI	Higher Education Institution
INSET	In-service training
LEA	Local Education Authority
LMS	Local Management of Schools (school controlling their own budgets)
NCSL	National College for School Leadership
NPQH	National Professional Qualification for Head Teachers
NUT	National Union of Teachers
OfSTED	Office for Standards in Education
SST	Specialist Schools Trust
TTA	Teacher Training Agency

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Finally, and most importantly, I must thank the research participants.

Dr Sandra Leaton Gray

# ***Introduction***

*Teachers must be educated as well as trained*  
General Teaching Council Trust, 1993, p.14

## **1.1 Research Aims**

This was a one-year research project, funded by the Esmée Fairbairn Foundation and the Villiers Park Educational Trust. The funders had become increasingly concerned about an apparent decline in participation in subject-based continuing professional development for teachers. The main aim of the research was to review current subject-based professional development opportunities, to identify gaps in provision and to make recommendations for improving future provision. It was conceived as a study that would engage with practitioners at a 'grass roots' level.

## **1.2 Towards a definition of CPD in teaching**

CPD stands for Continuing Professional Development. The term is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s. It was chosen because it did not differentiate between learning from courses, and learning 'on the job'. The term is now common to many professions. CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. In teaching, such development used to be called 'in-service training', or INSET, with the emphasis on delivery rather than the outcome. Arguably, the change in terminology signifies a shift in emphasis away from the provider and/or employer, towards the individual. In other words, the individual is now responsible for his or her lifelong career development, under the umbrella of the school or schools that employ the teacher.

## **1.3 Research background**

### **1.3.1 Soulsby and Swain (2003)**

*A report on the award-bearing INSET scheme*

There is much recent research into CPD, including three major reports. Soulsby and Swain (2003) carried out a study that examined an award-creating INSET scheme provided by the DfES (Department for Education and Skills). This scheme offered teachers the opportunity to carry out their own research into specific subject areas. Soulsby and Swain argue that this type of subject-based training is vital to stimulate the intellectual interest of a highly qualified graduate workforce. They also contend that such schemes are likely to have a positive effect on recruitment and retention within the teaching profession. However, recently this type of training has often been overshadowed by centralised training initiatives, aimed at whole school improvement, linked to Government policy. Soulsby and Swain make a connection between this, teacher workload difficulties, and the need for subject-based professional development activities.

*The evidence on decline in the take-up of award-bearing INSET suggests that the recent reduction in enrolments is not caused by any diminution in the popularity or relevance of award-bearing courses, but more probably by external factors such as teachers' workloads and the large volume of training provided for other central initiatives. (p.3)*

*School improvement should be defined widely enough to include courses aimed at subject knowledge and pedagogy. (p.5)*

Soulsby and Swain (2003) p. 3

Their position is clear. Whilst it might be expedient for schools and governments to tailor professional development according to their perceived short-term needs, this is not a sustainable position. CPD should be seen as a long-term investment in developing teachers' skills and professionalism.

### **1.3.2 EPPI (2003)**

#### ***The impact of collaborative CPD on classroom teaching and learning***

Also in 2003, EPPI (the Evidence for Policy and Practice Information and Co-ordinating Centre) carried out a review of research that examined the impact of collaborative CPD on classroom practice. This included CPD such as teacher research, of the kind reviewed by Soulsby and Swain. It found that sustained, collaborative professional development with colleagues, Local Education Authorities (LEAs) or Higher Education Institutions (HEIs), had a positive effect on teaching and learning in almost all of the cases reviewed. This supports the case made by Soulsby and Swain for the provision of subject-based professional development.

### **1.3.3 MacBeath and Galton (2004)**

#### ***A Life in Secondary Teaching: Finding Time for Learning***

Despite positive implications for school improvement, a recent study by McBeath and Galton (2004), commissioned by the NUT (National Union of Teachers), found that subject-based professional development opportunities for many teachers were being severely curtailed. As part of a wider study that examined the issue of workload amongst secondary school teachers, McBeath and Galton discovered that, on average, teachers were spending three days' a year on training for national initiatives, with one day a year allocated to all other initiatives. The report quoted the concerns of several teachers about the teaching requirements of the National Curriculum, suggesting that that teachers are finding it increasingly difficult to challenge the existing orthodoxies of subject teaching within current institutional structures.

## **1.4 Research design**

### **1.4.1 Sample**

The study used a sample of 181 research participants. Many were drawn from two databases held by the Villiers Park Educational Trust. The first database included 187 schools and colleges. These were selected to provide a representative sample of secondary schools and further education colleges in England, including maintained and independent, co-educational and single sex, urban and rural, as well as institutions of different sizes. The second database consisted of 293 classroom teachers and Further Education (FE) lecturers who had attended professional development courses at the Villiers Park Centre in Foxton. Other research participants were selected to provide a purposive sample that represented different types of schools, in different geographical areas across England and Wales.

### **1.4.2 Questionnaires**

We sent questionnaires to all 187 head teachers and principals, asking them a range of questions about CPD in their institutions. 43 replied, giving a response rate of 23%. We also sent questionnaires to all 293 classroom teachers and lecturers. They were asked a range of questions about their personal experiences of CPD, and their reflections on CPD within the present education system. In total, 46 replied, giving a response rate of 16%. An online version of the questionnaire was also made available, attracting responses from a further 12 teachers and one head teacher.

### **1.4.3 Focus Groups**

Additionally, we ran 10 focus groups, involving 56 teachers and further education college lecturers. Each group consisted of between four and seven teachers or lecturers, and participants were paid an attendance fee of £20 for 45 minutes. These focus groups included institutions listed on the Villiers Park database, as well as schools and FE colleges that had been approached only for the purpose of this research project. Again, we tried to ensure that the sample covered as representative a range as possible, including urban and rural schools and colleges of different types and sizes, and from different parts of the country. The teachers and lecturers who attended ranged widely in experience and subject areas.

### **1.4.4 Interviews**

We also carried out 11 interviews with head teachers, and eight interviews with representatives of professional organisations, including the Specialist Schools Trust (SST), the General Teaching Council (GTC), the Secondary Heads Association (SHA), a leading examining board, and various LEAs<sup>1</sup>.

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<sup>1</sup> The LEAs have been anonymised due to research convention.

### **1.4.5 Informal discussions and review of documents**

There were informal discussions with a number of specialist subject associations (see table 1.1), and we collected the literature they had published detailing their own activities. Finally, we interviewed four of the seven Villiers Park Regional Co-ordinators, who are responsible for organising subject-based professional development activities on a regional basis.

### **1.4.6 Data Summary**

What follows uses survey data from 89 questionnaires returned by teachers and head teachers/principals, 20 hours of taped interviews involving eight professionals, 11 head teachers and four CPD Co-ordinators. The institutions concerned represented urban, rural and suburban settings. The smallest institution had fewer than 100 pupils and the largest over 2,000. The institutions dealt predominantly with secondary-aged pupils, although a very small number were primary schools.

## **1.5 Data Analysis**

As stated previously, several different types of data were collected during the course of the research, and each needed different methods of analysis. First of all, there was a review of published literature relating to different CPD courses. In most cases, the individual organisations concerned were contacted for informal discussions relating to their activities, and their experiences of running courses in the current funding climate. This information was used to inform later discussions with teachers and lecturers.

Forms, transcripts and notes pertaining to all the questionnaires, interviews and focus groups were then analysed. The contents were coded to give overarching 'themes' that related to the original questions. Attention was given to comments that helped to illuminate past and future situations, as it was felt that such comment might be particularly useful in helping to inform later policy recommendations.

## II

### *Research Outcomes*

#### 2.1 A general picture of CPD

We asked teachers to describe any types of CPD that they had been involved with during the course of their careers, and we compared this to documentation produced by a variety of organisations<sup>2</sup> that listed frameworks for CPD. We found that ongoing career development in schools takes many forms including:

- whole-school training days
- the induction, mentoring and assessment of individual teachers
- peer observation
- collaborative planning and evaluation, and
- self-evaluation.

Looking beyond a particular school, teachers might build networks by:

- visiting other schools
- attending conferences
- undertaking joint training exercises with other schools
- joining teacher networks, and
- engaging with specialist subject associations.

Outside the school environment, teachers might:

- attend short courses by commercial and not-for-profit providers (such as charities and LEAs)
- study for higher degrees validated by universities
- take part in examining processes (for example by becoming examiners)
- study using online courses, or
- take part in secondments, sabbaticals and exchanges.

Finally, looking towards the wider community, teachers might:

- take part in outreach activities, particularly in the case of ASTs (Advanced Skills Teachers)
- sometimes provide opportunities for community learning.

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<sup>2</sup> Sources:            -General Teaching Council (2003) *Teachers' Professional Learning Framework*  
                          -Sheffield LEA (2004) *The Sheffield Guarantee: A Strategy to support Continuing Professional Development and the recruitment and retention of staff in Sheffield schools*  
                          -Warwickshire LEA (2004) *The Warwickshire Professional Learning Framework*  
                          -Southwark LEA (2004) *Southwark Guarantee: GTC CPD Opportunities Framework*  
                          -The TeacherNet website [www.teachernet.gov.uk/professionaldevelopment](http://www.teachernet.gov.uk/professionaldevelopment)

## 2.2 Career stages and CPD

*There's no such thing as a career path. It's crazy paving, and you have to lay it yourself.*

Sir Dominic Cadbury, cited in Mann (2004)

The list on the previous page gives an idea of the breadth of activity taking place. However, not all teachers take part in these different CPD activities all the time. Teachers tend to engage with CPD in different ways, at different points in their careers. According to the focus group participants, teacher engagement in CPD depends upon personal, financial and family circumstances, the school and Local Educational Authority they work in, and any particular year's Government funding regime. One Villiers Park Regional Co-ordinator described the reports she had been receiving about budget and time constraints within schools:

*One teacher reported that in a school of 600, the whole CPD allocation had been £200 for the whole staff for a year – that's all that was left.*

*We also ran a Spanish symposium in March, where the University invited teachers to come for an afternoon session with a lunch included, to throw open a discussion about bridging the gap between school and university. The University offered schools £60 a person towards cover<sup>3</sup> and we still only got six teachers.*

Villiers Park Co-ordinator  
Interview

More specifically, a teacher's likelihood of taking part in CPD activities can be significantly influenced by their professional role within a particular school. In the words of one teacher:

*Some people have the perception that you're only really doing your job if you're in front of the class teaching and so, therefore, if you were to [study for a Master's degree], there may be some people questioning your commitment if you were seen to be consistently trying to improve your career and taking time away from the classroom to do it.*

Classroom teacher, inner-city secondary school  
Focus group

This comment, echoed by other participants, suggests a common perception of an 'ideal type' of teaching professional, for whom vocation is more important than career progression. Nias (1981) found that some teachers made frequent references to concern for children in conceptualising the notion of teaching 'well', and that they were quick to judge their colleagues accordingly. She argued that being seen to work 'hard', almost to the point of exhaustion, was a benchmark of success for some teachers. If this is the case, it may begin to explain why some schools and teachers are likely to cut back on their personalised CPD activities during times of uncertainty,

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<sup>3</sup> Replacing the teacher in his or her absence.

in favour of face-to-face contact with children. It may be related to a feeling of loyalty to pupils. Joint teacher/pupil activities might go some way to accommodating this.

### **2.2.2 Balance between generic and subject-related CPD**

The earlier quotation also raises the question of how far CPD is perceived as an 'individual' activity, that helps teachers progress in their careers, as opposed to a 'group' activity, in which teachers work as a team to improve their school. Naturally, these perceptions are not mutually exclusive. However, a shift in emphasis from one to the other could mean lower levels of participation in subject-related CPD, and higher levels of participation in generic CPD, relating to whole-school initiatives.

Teachers generally take part in a minimum of five days' training a year<sup>4</sup> (formerly known as 'Baker Days'). Assuming, therefore, that they were all participating in some kind of training annually, we asked them to describe the proportion of time spent in subject-based CPD, compared with the time spent on generic CPD, and we assessed this in relation to McBeath and Galton (*op.cit.*). We found that many teachers were not taking part in any subject-based CPD at all, and some were attending courses relating to GCSE examinations only. In other cases, up to 80% of teachers' CPD was subject-based. When teachers were asked for the reason behind this balance, those not engaging with subject-based CPD tended to blame school funding problems, as well as difficulties in organising supply cover. This certainly reflected the issues identified by Soulsby and Swain (*op.cit.*) and McBeath and Galton (*op.cit.*).

Those teachers who were participating in higher levels of subject-based training, often spoke of how they were actively encouraged to improve their subject knowledge and professional skills by their head teacher, and by heads of department. However, in other cases, overly bureaucratic or prescriptive structures meant that there could be ceilings on achievement. For example, the Teacher Training Agency (TTA) *Bursaries for Best Practice* scheme insisted on teachers undertaking research without leaving their classrooms, which limited how far teachers could experiment with subject-related ICT skills. Preston argues that this lack of inter-school dissemination can be de-motivating for advanced practitioners (Preston, 2001).

### **2.2.3 CPD and performance management**

The 1995 the MORI *Survey of Continuing Professional Development* suggested that arrangements for CPD could be somewhat *ad hoc*, failing to link sufficiently to school development plans, personal development planning and teacher appraisals. We were therefore interested to discover whether this situation had changed during the subsequent decade.

Attitudes amongst head teachers varied in relation to these issues. Many were keen to base the CPD activities of their teachers on performance management criteria. In this system, teachers would receive annual performance assessments, mapping their

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<sup>4</sup> According to the *School Teachers' Pay and Conditions Document* (DfES, 1987) there is however no obligation to use these non-contact days for training. They can be used for planning, marking, moderating examinations, or similar.

agreed learning needs for the next year. In this way, training was used as part of a policy to identify individual strengths and weaknesses. This training would then be taken into account when teachers applied for threshold assessments, eventually taking them up to a higher pay scale.

One head teacher felt that external CPD provision had little to offer his school. This view was evident amongst a significant minority of head teachers (about a quarter of respondents), and reflected similar attitudes reported by Rhodes and Houghton-Hill (2000), in which head teachers expressed difficulties in linking the impact of CPD on classroom outcomes. Riding (2001) and Flecknoe (2000) also identified these difficulties, questioning whether the impact of CPD justified the investment of resources.

*Most professional development provision by outside agencies is too expensive. The limited time staff feel they can take out of school is taken up with examination board specification/feedback courses. We do not, therefore, rely very heavily on external CPD provision to manage school performance.*

Head teacher, maintained secondary school  
Questionnaire

Other head teachers felt that there was an inherent conflict between the need to participate in CPD, and the effect that this would have upon the school in the short term.

*CPD is the main vehicle for improving school performance, but much CPD does impinge on the day-to-day running of the school. "The current generation is sacrificed in the altar of future need"!! The problem is an archaic teacher contract.*

Head teacher, maintained secondary school  
Questionnaire

Over the past two or three years, some schools had become increasingly aware of the need to link participation in CPD to threshold assessments that allow teachers access to higher pay scales. One school had developed a software system that allowed CPD participation to be tracked effectively, with this aim, amongst others, in mind. Upon seeing the software demonstrated, the local LEA had been so impressed that it had entered into negotiations to purchase a licence for it, so that the software could be used across the whole region.

#### **2.2.4 Problems with supply teaching**

As the quotations above suggest, many teachers and head teachers referred to ongoing and apparently intractable problems in finding good supply teachers<sup>5</sup>, and ensuring continuity for pupils in the absence of their usual teachers. It was widely felt that time pressures on teachers in school made it difficult for them to set and mark work for cover lessons, in addition to their normal workload. This could be a significant disincentive as far as participation in CPD is concerned.

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<sup>5</sup> Also known as 'cover' teachers, and equivalent to 'locum' doctors.

In response to this, some head teachers described how they had come up with solutions to these problems. One had managed to find funding for a cover supervisor, whose role was to organise effective cover for absent staff members. Another head teacher had tracked which classes were taught by supply teachers each week, to ensure that no individual class ended up receiving too many supply teacher lessons.

There were also suggestions for improving CPD provision. These included following the model of independent schools, in which one entire afternoon a week was devoted to staff meetings and training, rather than teaching. Some head teachers felt that it was time to review teachers' contracts and working agreements in their entirety, to allow greater flexibility. In the eyes of this group of head teachers, current national workforce arrangements were felt to be outdated.

## **2.3 CPD frameworks for classroom teachers**

Currently, many organisations, including the GTC, are challenging tendencies to plan and resource CPD solely in terms of how it feeds into a school's development plan at any given time. Indeed, Harland *et al* (1999) criticise the use of one-off training days without any element of cumulative planning or benefit. The following section stems from GTC and LEA literature. It explains the professional hierarchy within schools, and lists the CPD activities that schools might ideally consider at each stage in a teacher's career. In some ways, it could be seen to be a benchmark against which teachers can measure their personal professional development.

### **2.3.2 Newly Qualified Teachers in their first year of teaching (NQTs)**

NQTs usually attend induction programmes run by their school and/or the local LEA. They are given a reduced timetable to allow this to take place. They are observed frequently by colleagues, and in many cases encouraged to observe other more experienced colleagues, or to visit other schools. NQTs are expected to have a mentor to encourage them to start building a professional portfolio of their achievements as a teacher. Their school is given £500 toward their ongoing training, although this funding does not necessarily have to be ring-fenced and spent entirely on the NQT. Good subject knowledge is expected, but in some cases, NQTs benefit from additional help in this area, particularly if they are not teaching the subject they took as a first degree (Bishop and Denley, 1997).

### **2.3.3 Second and third-year teachers<sup>6</sup>**

These teachers are generally encouraged to maintain their professional portfolio, and join working parties within the school, looking at issues such as learning styles, homework policies, etc. They are encouraged to develop new teaching resources. They take part in collaborative teaching, planning and assessment. In some cases, they take part in personal research, or organise visits to other schools. Time permitting, they also observe other colleagues teaching. If there are adequate funds, they might start attending externally provided courses or conferences.

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<sup>6</sup> Sometimes classified as 'early career teachers', along with teachers in their fourth and fifth years of teaching. This group was recently awarded money for additional training through the Early Career Bursary Scheme, which was withdrawn rapidly without warning during July 2003.

### **2.3.4 Fourth and fifth-year teachers**

These more experienced teachers might be encouraged to shadow colleagues, or to apply for a middle management role within the school, such as a head of department. They might become markers for examinations. They can act as mentors and induction tutors for NQTs or other junior colleagues. They might lead departmental or whole-school training. Time permitting, they might visit other schools, form partnerships with colleagues in other schools, and engage with specialist subject associations. They continue to build their professional portfolio, with a view to applying for a threshold assessment, allowing them access to higher pay scales. They continue to develop new resources and teaching materials.

### **2.3.5 Middle managers within schools (subject leaders, pastoral leaders, special needs co-ordinators)**

This group needs more extensive development opportunities. Typically, they would be expected to attend head of department support meetings, and chair working group meetings as appropriate. They work externally with a range of agencies, such as examination boards and social services. They are observed by members of the Senior Management Team, and receive feedback on their performance. They are expected to lead school training days. Some middle managers might contribute to professional publications or academic journals. They coach and/or mentor more junior colleagues, team teaching where necessary. They may become a performance management team leader, taking part in peer review processes. They initiate contacts with other schools, carrying out visits as appropriate. They are able to participate in the National College for School Leadership (NCSL)'s 'Leading from the Middle' professional development programme. Additionally, they might also participate in part of the National Professional Qualification for Head Teachers (NPQH) programme. They co-ordinate and implement national strategies and initiatives. They may initiate and co-ordinate partnerships with other schools and organisations. They continue to attend conferences, and to maintain a professional portfolio.

### **2.3.6 Advanced skills teachers (ASTs)**

ASTs take a different career path to middle managers and senior management team leaders, being considered exemplary classroom practitioners in their own right. They move on from developing their professional portfolios to spend 20% of their contractual time on outreach work. They coach colleagues and help to develop teaching and learning initiatives, both within their own schools as well as externally. They run master classes for teachers, and make visits across the LEA to promote best practice. They attend meetings with other ASTs, and participate in local and national developments. They make presentations to school governors as appropriate. They develop and publish new teaching materials and resources.

### **2.3.7 Senior management team members**

This group is often working towards the NPQH. During the course of this, they might shadow a head teacher or a deputy. They coach subject co-ordinators. They make presentations to governors and visit other schools as necessary. They lead quality initiatives within school. They take responsibility for certain budgets, and deputise in the head teacher's absence. They continue to attend courses and conferences as necessary. They may undertake a secondment or placement in another school or within industry. They form partnerships with other schools and external organisations on a range of projects.

## **2.4 Planning and organisation of CPD in England and Wales**

The above section details the range of activities that teachers, ideally, should be enjoying at different points in their careers. However, as already explained, this by no means reflects a universal entitlement or reality.

### **2.4.2 Devolved funding**

Local authorities have devolved funding for professional development completely to schools, leaving them to make their own arrangements. However, some local authorities continue to run teachers' centres and a diverse range of courses, to support and improve teaching and learning in their areas. These run as small businesses under the umbrella of the local authority. Some are of high quality, as in the case of one LEA centre we visited during the course of the project, which is fully booked throughout the year. Others are not, offering poorly-presented courses that fail to take into account the needs of their teachers. Both types of provision seemed to be widespread.

### **2.4.3 Growth of 'free market economy' in CPD provision**

An area of particular interest for this study is how the current complexity within CPD provision developed over time. In 1999, Bates, Gough and Stammers reviewed the post-1997 competitive bidding process for INSET (in-service training), introduced by the TTA (Teacher Training Agency). This was the point at which the TTA initially stated its commitment to working towards Government priorities for INSET. At this time, OfSTED (The Office for Standards in Education) also started moving towards school-based models of training. Bates, Gough and Stammers described this shift as a kind of 'deintellectualisation' (p.326). They found that the bidding process failed to take into account quality or unit costs incurred by higher education bidders for CPD. This put higher education bidders at a considerable disadvantage, and led them to consider their complete withdrawal from teacher education. This opened the field up for private providers to offer top-down, national priority-driven generic training, rather than the more reflective, subject-based provision found within the higher education system.

Consequently, over the last seven years, schools have become increasingly reliant upon a range of providers for CPD, in a largely unregulated free market. These include not-for-profit organisations (for example the Royal Society of Chemistry), museums (for example the Science Museum), theatres (such as the Cambridge Arts

Theatre), galleries (such as the Tate Gallery) and professional subject associations (such as the Geographical Association). There is also a thriving commercial sector of organisations such as private consultancies, research organisations and examining boards, which specialise in high-cost<sup>7</sup>, high-profile training for teachers, offering both in-house and external provision. Additionally, some researchers and examiners offer themselves as key speakers on commercial courses.

#### 2.4.4 Attempt to create national audit of CPD

Initially, in the absence of any relevant data available from the TTA and DfES<sup>8</sup>, we considered developing a large-scale database, listing all types of CPD provision for teachers nationally. However, it soon became apparent that this would be well beyond the scope of this project. Colleagues at Bath University, who are also undertaking research into subject-related CPD, in this case for science teachers, confirmed our suspicion that there was a growing and largely unregulated market in CPD provision that was becoming increasingly difficult to list or map in any useful sense. However, some sort of audit was necessary for our purposes. Therefore, as an exercise during the early part of this research project, we asked the Villiers Park Regional Co-ordinators, and the steering group of the project, to list the organisations they considered the most significant providers of CPD for teachers. The following table is based upon their responses. This table, continued overleaf, provides a useful snapshot of the some of the most visible provision during autumn 2003.<sup>9</sup>

**Figure 2.1**

*A snapshot of some key organisations offering CPD in Autumn 2003*

Subject area	Organisation	Location
All subjects	CCNT (Cornwall College National Training)	Exeter
All subjects	Institute of Education	London
All Subjects	NUT (National Union of Teachers)	London
All subjects	SST (Specialist Schools Trust)	London
Art and Design/Media Arts	Lighthouse	Brighton
Classics	JACT (Joint Association of Classics Teachers)	London
Classics	ARLT (Association for Latin Teachers)	Bradford
English	NATE (National Association of Teachers of English)	Sheffield
English	United Kingdom Literacy Association	Royston
English and Drama	Locum Group	Ware
Generic <sup>10</sup>	Hays Training	London
Generic	NASUWT (Teaching Union)	Birmingham
Generic/Headship	NCSL (National College for School Leadership)	Nottingham
Generic/Some subjects	Cambridge University Faculty of Education	Cambridge
Geography	Royal Geographic Society	London

<sup>7</sup> Courses can cost in the region of £180 - £300 a day.

<sup>8</sup> Neither the DfES nor the TTA appear to keep any records of CPD providers in the UK. This causes problems in relation to quality assurance, which will be discussed later in the report.

<sup>9</sup> LEAs, galleries, theatres and most museums are omitted as these were not named by the contributors, other than generically.

<sup>10</sup> 'Generic' training in this context refers to general training in such areas as classroom management, different teaching and learning styles, child protection, special educational needs, basic skills delivery, etc.

Geography	The Geographical Association	Sandbach
Mathematics	Mathematics Association	Leicester
Mathematics	Association of Teachers of Mathematics	Derby
Mathematics	Millennium Maths Project	Cambridge
MFL <sup>11</sup>	CILT (Centre for Information for Language Teaching)	London
MFL	ALL (Association for Language Learning)	Rugby
MFL	ISMLA (Independent Schools Modern Languages Association)	London
MFL/French	Alliance Francais	London
MFL/German	Goethe Institute	London
MFL/German	Austrian Cultural Forum	London
MFL/Spanish	Instituto Cervantes	London
Music	Incorporated Society of Musicians	London
Music	MMA (Music Masters' and Mistresses' Association)	N/a
PE/Dance	Laban Centre for Movement and Dance	London
Performing Arts	Arts4Schools	London
Science/Biology	Institute of Biology	London
Science/Biology	Natural History Museum	London
Science/Biology	Royal Botanic Gardens	Richmond
Science/Chemistry	RSC (Royal Society of Chemistry)	London
Science/Chemistry	Salter's Institute	London
Science/General	ASE (Association of Science Education)	Hatfield
Science/General	British Association for the Advancement of Science	London
Science/General	Royal Society	London
Science/General	Royal Institution	London
Science/General	Science Enhancement Programme	London
Science/General	Wellcome Trust	London
Science/General	Teacher Scientist Network	Norwich
Science/General	Science Museum	London
Science/Physics	IOP (Institute of Physics)	London
Science/Physics	Cavendish Laboratory, University of Cambridge	Cambridge
Science/Physics	TTA (Teacher Training Agency) <sup>12</sup>	London
Social Science/Psychology	ATP (Association for the Teaching of Psychology)	Leicester
Technology	BECTA (British Educational Communications and Technology Association)	Coventry

<sup>11</sup> Modern Foreign Languages.

<sup>12</sup> Several teachers mentioned this training, initiated and funded by the TTA, but when the TTA was asked for more information, they were unable to supply further details.

As previously explained, this table is not based on a scientifically selected sample, and is not comprehensive. Neither does it take into account the scale of training offered by providers. However, analysing the table in more depth does give some idea of the training available and the balance between generic training and subject-based CPD.

Provision appeared to be dominated by science CPD. This constituted 33% of the list. The next most significant subject group was modern foreign languages, which constituted 16% of the list. The other subject groups were less strongly represented in the table, regardless of their perceived importance in terms of the National Curriculum. This was particularly notable in the case of English and Mathematics. They are both core subjects, with equal weighting to Science, yet they constituted only 6% and 4% of the total respectively.

If we categorise the information in another way, it is also possible to see how different types of providers were represented. 50% of the training was provided by professional or subject associations, 27% by public sector organisations such as FE or HE institutions, 17% by not-for-profit organisations, and 6% by private organisations. 58% of the training was based in London.

#### **2.4.5 Emergent research hypotheses**

The above analysis was used to develop three tentative hypotheses for the research project. The first hypothesis was that there was better provision for science CPD than there was for other subject-related training. The second was that teachers were more likely to look towards a subject association than other types of provider for subject-specific training. The third hypothesis was that schools outside London would have more limited CPD budgets, as they had to budget for teachers to travel long distances. These hypotheses were taken into account when formulating interview and focus group questions for teachers.

### **2.5 Quality of CPD courses**

Riding (2001) described 'traditional' INSET as:

*fragmented, unproductive, inefficient, unregulated ... and lacking in intensity and follow-up.*

Riding (2001), p.283

The quality of CPD courses can be extremely variable, regardless of cost, a fact that is heavily criticised by teachers. In the course of our research, one teacher described her attitude to 'gloss', as she had called it, as follows:

*It was all very posh. We had little notepads and pencils, and bottles of water on the tables. But I could have delivered a better course myself. It didn't tell me anything I didn't know already.*

Classroom teacher, maintained secondary school  
Focus group

### **2.5.2 Teacher judgement of quality**

In judging the quality of provision, the teachers we interviewed tended to place most importance upon word of mouth recommendations from colleagues. In many cases, they received significant amounts of 'junk mail' advertising different courses, and they found these courses difficult to assess in terms of potential quality. They were quick to criticise training providers who were disorganised, rambling, poor at public speaking, and who failed to take into account different learning styles, levels of ability and prior knowledge amongst the teachers attending the course, particularly if they were private sector providers.

*Some of those whole school INSETs are terrible. They got this guy in from Wigan once, who showed us the most useless internet site ever, and everyone was just in absolute shock that this guy was up telling us that it would be useful for us. He stood there and lectured all of us for an hour.*

Classroom teacher, maintained secondary school  
Focus group

As educators themselves, teachers felt justified in demanding high standards of preparation and delivery. They also resented providers who cut sessions short. In the words of one comprehensive school teacher:

*The trainer stood up at the beginning of the afternoon session and said "We're going to stop at 4.30 rather than 5.30 as we all want to get the 5.10 train from Paddington, don't we?" And I thought "no, I don't want to get that train, I'm here to learn".*

Classroom teacher. Maintained secondary school  
Focus group

### **2.5.3 Teacher criticisms of course content**

Some teachers criticised providers for failing to tailor their courses sufficiently to the subject matter, instead running the same course under different titles to maximise income. For example, one secondary school teacher described attending a course that aimed to improve levels of achievement amongst high-ability pupils. He was appalled to find that a colleague had attended a course with the same content and overheads given by the same provider to improve achievement amongst low-ability pupils. Another pair of teachers described how they had left one course at lunchtime and gone back to school, as they felt it was of such a low standard that they couldn't justify spending time at the afternoon session. Teachers frequently described feelings of guilt and professional negligence if they took a day away from the classroom to attend a course that failed to offer anything of use to their pupils. This harks back to the discussion earlier about teachers' perceptions of the importance of showing loyalty to pupils.

### **2.5.4 Teacher criticisms of charges made by examination boards**

The majority of teachers and head teachers we spoke to also resented the high charges examination boards make for training courses, which are essential in relation to improving pupils' examination results. Many teachers argued that such information

should be in the public domain, available for free, although they did praise the delivery and content of the courses. In a few cases, there was particular resentment directed at chief examiners, who were accused of profiting personally out ‘moonlighting’, by giving talks on examinations at expensive private sector training events.

### 2.5.5 Characteristics of good quality subject-based CPD provision

Whilst teachers could be extremely critical of poor provision, they were quick to praise high quality courses, many of which appeared to have been delivered by universities and subject associations. These courses appeared to share characteristics. Table 2.2 lists these characteristics in relation to the characteristics of provision perceived as ‘poor’.

*Table 2.2  
Characteristics of good versus poor quality CPD provision*

<b>Good quality provision</b>	<b>Poor quality provision</b>
Economical in terms of time and money	Wasteful in terms of resources such as time, money and teacher enthusiasm
Carefully researched, in terms of teacher needs	Insufficient planning and tailoring to teacher needs
Well-presented, preferably by a teacher or a cutting-edge research scientist with relevant teaching experience	Poor presentation skills; presenter not familiar with current classroom practices or curriculum content
Giving plenty of fresh, relevant information	Duplicated or irrelevant information
Offering opportunities during the day for reflection upon what was being learnt	Overloading teachers with information; teachers unclear about quality and relevance of information to them
Likely to have immediate impact upon their return to the classroom	Unclear or dubious relevance to classroom practice
Likely to improve general subject knowledge and understanding	Duplicates teachers’ initial teacher training
Offering scope for later follow-up, support and networking	Isolated event with no subsequent opportunities for discussion or communication
Offering scope for feedback both during the session and later on, beyond the feedback form usually provided on the day	Teachers have little ‘ownership’ of process via their own input

Many of these characteristics seem to echo those described by Riding (*op.cit.*). In an article describing and analysing a pilot CPD project that encouraged teachers to network with professional colleagues via email, he argues that good CPD should:

*[be] ongoing, provide opportunities for individual reflection and group enquiry, be school-based and embedded in teacher work, be collaborative, be rooted in a knowledge base of teaching, be accessible and inclusive...*

Riding (2001), pp 283-284

## 2.6 Teacher networking

In his article (*op.cit.*), Riding quoted many examples of CPD that matched his criteria for best practice. We also found that teachers were enthusiastic about networking and learning opportunities that took place outside school, where they demonstrated high quality characteristics similar to those listed in table 2.2. They reported that although these opportunities took relatively little time out of their working lives, they found them stimulating and refreshing, and that they assisted their overall professional development. Interestingly, this links to arguments made by Wenger (1998), that engagement in social practice is the fundamental process by which we learn and gain a sense of identity - in this case, professional identity. In the words of one FE college lecturer:

*I enjoy attending the ASE<sup>13</sup> conference each year. Personally at the moment, I'm just motivated by wanting to become a better teacher.*

Biology lecturer, FE college

Several head teachers mentioned the need to keep staff enthusiastic and motivated in this way:

*Staff need updating. It keeps the subjects fresh. It can be a bit hard to organise cover, but all my staff get to go out once or twice a year. It gives them a chance to meet other colleagues, apart from anything else.*

Head teacher, independent secondary school

Another head teacher confirmed this.

*Teachers need time to think about what they are doing, and brainstorm good practice. It should be 'cream cake and coffee time'.*

Head teacher, maintained secondary school

### 2.6.2 Networking and subject associations

Some teachers reported lively networking activity in their part of the country, but this tended to depend upon the subject they taught. Science teachers mentioned networking activities more frequently than teachers of other subjects, although English, Mathematics, Humanities and Modern Foreign Languages also appeared to be reasonably well served, with many teachers serving as enthusiastic members of the relevant subject associations. Science teachers also expressed interest in the new national network of 'Science Centres', sponsored by the Wellcome Trust. Subject conferences in all fields were also reported as being extremely popular.

This apparently healthy picture was not substantiated by some of the smaller subject associations<sup>14</sup>. They reported reduced numbers of delegates at recent conferences and training sessions, and they had initially attributed this to problems with teacher workload. They were trying to establish reasons for the downturn more precisely.

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<sup>13</sup> Association of Science Educators

<sup>14</sup> Anonymised due to research convention

### **2.6.3 Networking between maintained and independent sectors**

Teachers from independent schools expressed the desire to take part in networking events alongside their colleagues in the maintained sector. However, they reported that CPD organisers often overlooked their schools even though they were keen to work in partnership. Two independent school teachers had organised networking events at their own schools as a way of overcoming this problem.

### **2.6.4 Role of LEAs in organising networking events**

Teachers frequently expressed the desire for networking activities to be arranged by LEA subject advisors, even though many LEAs had ceased to provide this function. They felt that too often, in the past, the organisation of networking activities had relied upon the goodwill of a handful of dedicated local teachers. When such teachers had retired, or moved to other areas, the networking groups tended to disintegrate, and teachers regretted this.

### **2.6.5 Role of GTC in organising networking events**

Several teachers suggested that the GTC was well placed to organise local networks, instead of dedicated local teachers. Many teachers expressed surprise that the GTC had not taken the initiative in this respect. Some teachers reported that they had originally thought this was going to be the main function of the organisation when it was first established, and that they had been disappointed when this failed to happen. Few, if any, teachers appeared to have knowledge of the GTC's current work in developing a national framework for CPD, although they had been aware of the Early Career Bursary Scheme<sup>15</sup> that had been withdrawn during summer 2003.

### **2.6.6 Peer observation**

Many teachers expressed great enthusiasm for observing peers teaching the same or similar subject areas. Some schools had taken part in a recent NUT training programme, to encourage peer-to-peer relationships within teaching, over a long period of time. Some teachers reported organising peer observation within departments, or on occasion, within different local schools. The ability to visit other schools in this way was felt to be extremely important, as it prevented staff teams from becoming too introspective. Teachers felt that peer observation was an extremely cost-effective and time-effective professional development opportunity. They argued that, in the present uncertain funding climate, this was one method of training that could play a more important role within schools.

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<sup>15</sup> Originally advocated by the GTC and funded by the DfES.

## 2.7 Access to CPD

### 2.7.1 Travel difficulties

Teachers based outside London described difficulties in finding the time and funding for travel costs to attend courses in the capital, and they expressed a preference for locally based training. Head teachers outside London also described the negative effect that high travel costs had on balancing CPD budgets within their schools. London based teachers described the difficulties in travelling around the capital, and the disproportionate amount of time that could take. One teacher described a situation in which the LEA had provided a taxi to collect her at the end of the school day, to take her to the local teachers' centre for a 'twilight' training session. She said that this type of imaginative resourcing had made a big difference to local participation in such events.

### 2.7.2 Timetabling events to allow for individual teacher preferences

Sometimes providers were deemed unresponsive to the preferences of teachers when timetabling CPD activities. Often, training was offered mid-term, during busy periods, at long distances from schools. Teachers usually preferred to engage with training when things were quieter at school, particularly at the beginnings and ends of school terms, although they reported that workload had now increased during these periods as well. Some teachers preferred 'twilight' sessions given after school, during the late afternoon and early evening, whereas others found these too draining after a full working day. The following quotations capture part of a discussion about studying for a subject-related master's degree at evenings and weekends:

Speaker 1

*I think one of the barriers is personal cost. I mean it is not cheap. That's a lot of money you have to find when you pay to do it.*

Speaker 2

*I have thought about doing it, but like you said, it's the money. It's also time and energy as well, and I can't imagine doing it. I don't know how you put it in, to be honest. That's what's putting me off.*

Classroom teachers, maintained secondary school  
Focus group

### 2.7.3 Willingness to sacrifice 'own time' for CPD

Some teachers were happy to give up a day or two of their holidays each year to attend conferences or training sessions. Indeed, several head teachers reported that they ensured teachers were paid for this extra work.

*The three of us have been to the Geographical Association conference, and we found that, well, we gave up two days of the holidays to go, and it was social, but it also gives you the opportunity to meet other teachers and other*

*geographers across the country. It was beneficial for me, and I think it was for these two.*

Classroom teacher, maintained secondary school  
Focus group

Others felt that they needed the holidays to recover from the demands of term time, or to care for dependants. All teachers stressed the need for providers to offer a variety of courses throughout the year, to accommodate these different preferences.

#### **2.7.4 Teachers' feelings of 'social exclusion'**

Some teachers preferred online learning, so they could participate in training at their own convenience, according to their own interests. This was of particular value to some teachers with dependants, who described feelings of being 'overlooked' and 'left out' of career-related training owing to time and financial constraints associated with family life. However, nearly all teachers described how they valued being able to meet, and network with colleagues from different schools, as they were often too busy to organise this for themselves. They lamented the demise of the LEA subject advisors, who had often fulfilled the role in the past.

## **2.8 Resourcing of CPD**

The way CPD is resourced appears to vary according to the type of institution, its geographical situation, and the priority the senior management team places on professional development. Local Management of Schools (LMS), which was brought in after the 1988 Education Reform Act, has led to increased devolution of school funding directly to schools and education institutions. Generally, this means that schools and colleges now receive money to spend on professional development, and consequently they usually 'buy in' the services they consider necessary. This funding is supplemented from time to time by extra funds, for example, those targeting newly qualified teachers, early career teachers, special educational needs co-ordinators, and co-ordinators of Gifted and Talented programmes. Additionally, money can come from sources such as the Excellence in Cities programme<sup>16</sup>, the Standards Fund<sup>17</sup>, AimHigher<sup>18</sup> programmes, and so on, depending upon which education policies are a priority at any particular time.

### **2.8.2 Inequitable funding**

This system can lead to apparent inequalities, particularly for institutions that do not fit the funding priorities listed above, for example, those in rural or semi-rural areas. In such circumstances, the failure of the SMT to prioritise professional development, or to take an entrepreneurial approach to budget management, can lead to arbitrary cuts in CPD budgets. As a consequence, certain teachers may not receive any subject-based CPD at all during some academic years, with funding steered towards meeting management objectives such as improving disability awareness or pupil/student

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<sup>16</sup> This is aimed at schools in 'challenging circumstances'.

<sup>17</sup> This is aimed at 'raising standards', and is also the main source of funding for ICT development.

<sup>18</sup> This is aimed at encouraging non-traditional applicants to participate in formal post-16 education.

attendance instead. The following comment was made by a CPD co-ordinator in an FE college:<sup>19</sup>

*There's a big squeeze on in sixth form college funding looming. Other colleges are feeling the pinch this year, and it'll be worse next year. It's partly because of a salary initiative. It's all to do with National Insurance contributions and so on, and CPD is the area that's been cut most. So my budget was cut this year by about 20%, and I'm told it will be cut by the same next year again ...In a college budget, there's very little to play with, the staffing is most of it, and we abide by national agreements on staffing, on pay deals and so on. The college has very little leeway over that.*

CPD co-ordinator and lecturer, FE college  
Interview

Many teachers were aware that some subject areas appeared to have more funding than others. Some arts and humanities teachers reported that courses they wished to attend were frequently cancelled due to 'insufficient numbers'. They attributed this to difficulties in funding training in subject areas with fewer members of staff in a team to cover for each other, or lower pupil numbers. This situation made them feel professionally 'restricted'.

### **2.8.3 Problems with time as a resource**

In schools, the new workload agreement reduces the number of duties teachers are obliged to perform. This has caused additional strain on resources, which has in turn affected schools' ability to resource CPD adequately, both in terms of time and money. In the words of a secondary school head teacher:

*Where's the money please? The budgets are so stretched that one cannot keep employing these cover supervisors and these additional technicians without the funding ... We are supposed to have "thinking time" but my "thinking time is at night in the bath, at 3 o'clock in the morning ... I don't see the average dentist worrying about when they are going to fit their CPD in.*

Head teacher, maintained secondary school  
Interview

An administrator from a leading examining board and training provider also referred to problems with finding time. She referred to some commercially-driven market research that had been carried out by the board. This suggested that there were other pressures, aside from the immediate costs of subject-related training courses.

*I think in terms of the budgets, that's not what our feedback is. It's more the pressure of time on teachers, actually getting out of schools and colleges, to come up to the events ... it's not just the cost of the events that we're charging, it's the on-costs of enabling people to come out.*

Administrator, Examining Board      Interview

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<sup>19</sup> FE colleges mainly cater for student between the ages of 16 and 18.

## 2.9 Initial conclusions

Throughout the research, teachers at all stages in their careers expressed the desire to take part in a wide range of professional development activities. They described subject-based CPD as one of the most highly regarded forms of professional development, as it allowed teachers to engage in reflective practice, and to discuss teaching with their subject peers, giving them considerable mental stimulation. Continuous professional improvement gave a sense of forward momentum to the job, which had an immediate impact on life in the classroom. In this sense, teachers found subject-based professional development a rewarding activity. It helped their career development, and influenced their teaching.

However, such enthusiasm was tempered in many cases by frustration at existing structures for planning, resourcing and delivering CPD. An unregulated free market with no system of quality assurance (with its own 'CPD cowboys', in the words of one primary school teacher), meant that time and money was being wasted on courses of dubious quality. Erratic funding patterns meant that it was hard to plan effective CPD programmes from year to year. Varying distribution of CPD funding across the regions has resulted in a 'postcode lottery' of provision, with some teachers feeling overlooked, and others feeling barely able to address their CPD needs on top of their already considerable workloads. Such a haphazard approach to education has in many ways been addressed at school level, with the introduction of the National Curriculum, quality assurance via OfSTED inspectors, differentiated classroom teaching, *per capita* funding of pupils, and so on. Yet the same principles are not being applied to the provision of professional development for teachers. This is a situation that needs addressing urgently.

The final section of this report summarises the main areas of concern, and makes recommendations for improvements to planning, resourcing and delivery systems based on the experiences of teachers.

### ***III***

## ***Conclusions and Recommendations***

### **3.0 Relationship between Government policy and CPD**

Throughout the research, it was clear that time, money and teacher enthusiasm are all valuable resources as far as professional development is concerned. These resources are limited, however, and need to be carefully husbanded, if professional development is to be anything other than a token gesture.

Recent research into the allocation of time within education (Bernstein, 2000; Leaton Gray, 2004; Hargreaves, 2004) suggests that since the 1988 Education Act, Conservative and Labour Governments have developed policies that result in greater control of teachers' time and limits to their professional autonomy. Limited time for subject-based professional development means that many teachers are increasingly directed towards fairly instrumental, information-led training, such as briefings on examination syllabi. This training in turn feeds into a school development plan, which is informed by Government objectives and priorities. The training is, in effect, depersonalised.

Such highly directed activity is in contrast to professional development that allows teachers to engage with their subjects on a personal level, as 'reflective practitioners', constantly renewing and refreshing their own knowledge and perspectives on education. An example of this might be studying for a master's degree, which teachers usually carry out using their own resources, as described previously. This type of activity allows teachers to develop their own identities as educators. It allows them to build their own understanding of what constitutes high quality teaching, and to make their own judgements about what should be taught, and how it should be delivered.

This style of highly personalised training is occasionally seen as self-indulgent, as evidenced by quotes given earlier. Yet, considering the current Government quest to individualise learning in the classroom through careful use of differentiated teaching, this attitude seems self-contradictory. Many teachers and head teachers spoke of the need to lead by example, applying solid classroom principles to the provision of professional development activities. Sadly, many reported that this does not always happen.

Teachers are required to navigate a disjointed maze of provision that is of varying quality. In many cases, the higher levels of professional development can only be achieved through self-funded study, which puts it out of the reach of many teachers. Outreach efforts on the part of groups such as specialist schools and advanced skills teachers are viewed as erratic and inconsistent. The desire to build networks and learning communities is often stymied by the pressures of teacher workload. Therefore, unsurprisingly, a significant de-motivating factor amongst teachers appeared to be inequalities in provision for subject-based professional development opportunities. For this reason, perhaps more than any others, an effective review of professional development opportunities is long overdue.

## **3.1 Recommendations**

### **a) Teachers should have both a personal and a professional entitlement to CPD**

#### **General recommendation**

A personal entitlement would allow teachers to engage in subject-based training, relevant to their own skills and the needs of their pupils as they perceive them, encouraging reflective practice. This should be enshrined in a revised version of the *DfES School Teachers' Pay and Conditions* document. Teachers should be able to 'bank' this entitlement throughout their careers, perhaps using it to help meet the costs of higher degrees or sabbaticals, for example. This could be supplemented by a professional entitlement that promotes generic training, if necessary to fit in with the needs of school development plans and Government policy as appropriate. The introduction of a personal entitlement would also help to ensure equality of access to training, offering scope for monitoring participation in CPD according to gender, race, or disability, amongst other things.

#### **Recommendation for research sponsors**

To achieve this goal, schools should be given more assistance in learning to audit their own professional development needs, to ensure effective practice. There is scope for this role to be fulfilled by organisations such as Villiers Park. It would work at a local level but would also be part of a national network of providers. In turn, this network could be overseen by the General Teaching Council, to ensure effective communication and collaboration.

### **b) Funding should be more equitable.**

#### **General recommendation**

Certain geographical areas, such as inner cities, need supplementary funding to compensate for years of under-investment in education. However, continually weighting CPD funding in favour of such areas, via multiple funding streams relating to special initiatives, such as the 'Aim Higher' campaign, over time, may have a detrimental effect on standards of subject teaching in other areas. This is particularly important if we are to avoid exacerbating the urban/rural divide that teachers already perceive as existing. It is time for the DfES to develop a nationally determined funding system.

#### **Recommendations for research sponsors**

Villiers Park and the Esmée Fairbairn Foundation should work to influence central Government in ensuring better balance between rural and urban CPD provision.

### **c) Funding should be more consistent**

#### **General recommendation**

Schools and teachers experience genuine difficulties when attempting to plan CPD effectively, as income streams vary considerably from year to year. In times of hardship, subject-based CPD is often rejected in favour of 'information-based' CPD, relating to Government targets and school development plans. This leads to limited opportunity for personal development, and a de-motivated workforce. Instead, funding should be planned on a five-yearly basis at least. Schools should be required to ring-fence this funding from existing school budgets. The obligation would then be on head teachers to fund development programmes resulting from individual teaching and learning reviews.

### **d) Quality assurance should play a greater role in monitoring CPD provision.**

#### **General recommendation**

In the best cases, a free market in CPD allows for a creative, entrepreneurial approach from providers, responsive to the needs of customers. However, all too often, resources are wasted on poor or indifferent provision. A system of accreditation should be introduced so that teachers and schools can make an informed choice about which provision is most suitable for their needs. This could be achieved through the development of a 'charter mark', or similar system of accreditation. The GTC is ideally placed to lead such an initiative, by overseeing the quality assurance process.

#### **Recommendation for research sponsors**

Schools and teachers could look towards organisations such as Villiers Park to work in partnership with them. Villiers Park could act as a regional 'brokerage agency', helping schools to identify high-quality provision.

### **e) There should be a national planning framework for CPD.**

#### **General recommendation**

Currently, organisations such as the DfES, the TTA, the GTC, the SST (Specialist Schools Trust), the NCSL and the teaching unions appear to work in relative isolation with regard to CPD planning. There needs to be more communication between agencies to ensure a national planning framework. Once again, as the representative body of the teaching profession, the GTC is perhaps the most appropriate organisation to take on responsibility for co-ordinating this.

### **f) Providers should continue to develop increasingly diverse CPD activities.**

#### **General recommendation**

Traditionally, CPD has been dominated by one-day, *ad hoc* courses and whole-school INSET days, supplemented in some cases by higher degree courses, that are usually self-funded by teachers. This pattern no longer fits with the needs of teachers, or the

institutional structures of schools. More attention needs to be given to new routes for learning. These include online learning, networked communities, local delivery of courses, and teachers attending subject courses alongside their pupils. Increasing the variety of methods for course delivery will help to take such changes into account.

There are also other important areas of CPD that would benefit from attention. These include CPD in under-served subject areas, such as social sciences, humanities and arts, subject-based CPD needs in primary schools, and personal and regional variations in CPD participation.

### **Recommendations for research sponsors**

There is also scope for Villiers Park and/or Esmée Fairbairn Foundation to host a conference exploring a range of possible futures for subject-based CPD.

Both organisations should consider funding research and development of new systems of CPD for teachers, taking into account the latest research into different learning styles and changes to patterns of work. Villiers Park is well-placed to propose and pilot such new methods of course delivery.

Both organisations should also consider researching and developing subject-based CPD provision for primary schools and in underserved areas including mathematics, social sciences, humanities and the arts.

## **IV**

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### **Internet resources**

The TeacherNet website [www.teachernet.gov.uk/professionaldevelopment](http://www.teachernet.gov.uk/professionaldevelopment)

**V**  
***Appendix***  
***Interview Questions***

**5.1 Question schedule - head teachers**

1. How far does current CPD impact on your ability to manage school performance?
2. In your school, is individual training used as part of a policy to identify and improve individual strengths and weaknesses?
3. In order to meet the needs of your school over the next five years, what type of provision should Government be championing? How does this relate to the current system?
4. How far have recent changes in policy and funding affected CPD opportunities for teachers in your school?
5. Given the choice, what would you like to see in place to ensure that the CPD needs of teachers in your school are met?
6. Given limited funding, what criteria would you use to describe which teachers should take advantage of CPD opportunities?
7. Should training be accredited?
8. How useful do you think a local network of teachers in specific subject areas might be to teachers in your school? Please specify in what ways this might be useful.
9. How would you prefer to see such a network set up?
10. What would need to be in place for teachers to benefit from it?
11. What would it allow teachers to do that they can't do now?
12. Any other comments?

## **5.2 Question schedule - classroom teachers**

1. Can you describe any professional development you have taken part in, since becoming a qualified teacher? Name of organisation(s) giving the training.
2. Has any professional development been subject-based?
3. How easy was the training to access? Were there any practical difficulties to overcome? (Time, funding, etc.)
4. How did the training build on initial teacher training?
5. Was the training useful in developing classroom practice?
6. Was there any opportunity to give feedback on the training? Any follow-up and support?
7. What sort of training would you like to see made available? Why do you think this training might be important?
8. How do you think training should be delivered?
9. What kind of training would best support you as a practitioner?
10. How useful do you think a local network of teachers in your subject area might be to you personally? Specify in what ways.
11. How would you like to see such a network set up?
12. What would need to be in place for you to benefit from it?
13. What would it allow you to do that you can't do now?
14. What do you think your needs in this regard might be over the next five years?
15. Should training be accredited?
16. Any other comments?

### **5.3 Question Schedule - organisations**

1. Can you describe any CPD activities your organisation offers, or is linked with?
2. Has any CPD been subject-based?
3. How easy is the training for teachers to access? Are there any practical difficulties they might have to overcome? (Time, funding, etc.)
4. How does the training build on initial teacher training?
5. How does the training improve classroom practice?
6. Is there any opportunity for participants to give feedback on the training? Is there any follow-up and support?
7. Have there been any recent changes in the numbers and types of teacher attending your courses?
8. What sort of training would you like to see made available? Why do you think this training might be important?
9. How do you think training should be delivered?
10. How useful do you think a local network of teachers in specific subject areas might be to the teachers you are in contact with? Specify in what ways.
11. Should training be accredited?
12. Any other comments?

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