

2009–10

IfL review of CPD

Excellence in professional development: Looking back, looking forward





Each year, the Institute for Learning expects its members to commit to continuing professional development and to share with their professional body the number of hours of CPD they have spent improving their subject or vocational knowledge and their expertise in teaching and training methods.

“ You can have the best curriculum, the best infrastructure, and the best policies, but if you don't have good teachers then everything is lost ... ”

Department for Education, 2010. *The Importance of Teaching*. p24.

“ ... we provide our teachers with 100 hours of professional development each year ... if you do not have inspired teachers, how can you have inspired students? ”

Provider with a strong commitment to excellence

About the Institute for Learning (IfL)

The Institute for Learning (IfL) was formed in 2002 by further education teachers and others, and is the professional body for teachers, tutors, trainers and student teachers in the further education and skills sector, including adult and community learning, emergency and public services, FE colleges, the armed services, sixth-form colleges, the voluntary and community sector and work-based learning.

An independent professional body, IfL is governed by an elected Advisory Council and works closely with learning and skills organisations, unions and employer bodies. www.ifl.ac.uk

Terminology

Throughout this document, we use the term 'teachers and trainers' or 'teachers' to cover all those who directly support learning in further education and skills, including lecturers, teachers, trainers, assessors, instructors, tutors and trainee teachers. We use the term 'FE and skills' to cover the range of publicly funded learning outside schools and higher education.

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Contents

Introduction	4
Excellence in professional practice: a strategic approach to CPD	5
Executive summary	6
Key findings	6
Key recommendations	7
Review element 1: dual professionalism	8
Review element 2: professional values	10
Review element 3: a research-based model for practice and professional development	12
Our guide to CPD priorities for 2010–13	14
What will success look like?	17
Suggestions for teachers and trainers	18
Suggested activities for organisations	20
References	22



Introduction

Welcome to IfL's review of teachers' and trainers' continuing professional development (CPD) for 2009–10.

The individual driving their own CPD is the hallmark of a professional. Teachers and trainers across further education and skills – just as other professionals such as pharmacists, lawyers, accountants, nurses and paramedics – are required to keep their practice up to date and highly effective through ongoing CPD. Part of being a professional is recording and declaring CPD to IfL as your professional body.

During 2009–10, teachers and trainers, IfL members, proved again your commitment to continually improving practice and staying up to date, with most IfL members carrying out double the minimum number of hours of CPD required.¹ You also demonstrated that you are dual professionals, achieving a good balance between CPD for subject or vocational area updating, and further developing teaching methods.

Time spent on CPD for teachers and trainers is an investment in ensuring excellent and modern teaching and training. CPD is not optional. Millions of young and adult learners depend on teachers and trainers to prepare them for tomorrow's world, not yesterday's, using teaching methods that are effective and efficient, and exploring new technologies well for learning.

This review shows encouraging progress since 2008–09, celebrates CPD that works and makes a difference, and points to what more needs to be done so that every teacher's and trainer's passion and determination to be as good as they possibly can be is spurred on through CPD. IfL will continue to share evidence of CPD that works to support teachers and trainers in your quest to maintain brilliance in your practice, or be well on track towards brilliance.

Toni Fazaeli
Chief Executive

IfL's definition of continuing professional development:

“ Maintaining, improving and broadening relevant knowledge and skills in a subject or vocational specialism and in teaching and training methods so that it has a positive impact on practice and the learner experience. ”

¹ A full-time teacher or trainer is required to carry out at least 30 hours of CPD, or pro rata for part-time teachers and trainers, with a minimum of six hours a year.

Excellence in professional practice: a strategic approach to CPD

Continuing professional development (CPD) lies at the heart of professional practice for teachers and trainers across further education and skills. It is recognised across all professions as a way of systematically maintaining and improving knowledge, skills and competence and of enhancing professional learning throughout a working life. CPD is inextricably linked with the Institute for Learning's ambition for FE and skills practitioners, our members, to be truly recognised as top-class professionals.

Five years ago, research was showing significant variances in the amounts and type of CPD activity undertaken in further education colleges: professional development opportunities remained just that, opportunistic.²

Our annual survey of 2009 showed that the picture was changing and that teachers and trainers were more informed about professional development,³ but our first annual review of CPD also illustrated that there was still a long way to go: 66 per cent of our members declared the CPD they had completed that year and fewer than 46 per cent had shared their CPD with a colleague or employer.

Although an overwhelming 98 per cent of members had exceeded the minimum numbers of hours required, a vision of a shared and strategic approach to CPD was not visible.

This review shows significant progress since five years ago, and progress since last year in the scale and effectiveness of CPD.

A key part of IfL's strategy is to support our members and partners in education and training to recognise the significance of IfL's model of CPD (see page 8) and its role as "a key driver in maintaining and raising the quality of teaching in our schools, colleges and universities".⁴

The most recent Ofsted chief inspector's report⁵ illustrates the particular importance of CPD for keeping up to date in all aspects of teaching and training:

“In a world in which the labour market and the economy are changing rapidly, there is a real premium for schools, colleges and work-based learning providers in maintaining the currency of their vocational offer. This means refreshing the curriculum, updating the industry expertise of staff and renewing the resources and opportunities on offer.”

In this year's review, we want to share the findings of how the IfL model of CPD is being used and suggest ways in which this can be extended. The IfL model of CPD has evolved over the past five years and it serves the needs of our members: teachers and trainers across the further education and skills sector. There are three key elements that make it such a good fit:

1. **Dual professionalism** fits the particular experience of teachers and trainers in the FE and skills sector where the individual further develops their vocational or subject expertise, and excellent teaching and training.
2. **Professional values** (see page 8) developed by and for members underpin the philosophy of professional development and the code of professional practice.
3. **Professional practice and research** to identify and ground effective CPD for FE and skills practitioners.

This review looks at CPD practice for 2009–10 from the perspective of each of these elements.

2 Institute for Learning. 2005. *Realising the Potential*.
3 Institute for Learning. 2009b. *IfL Members' Views 2009*.
4 Skills Commission, 2010. *Teacher Training in Vocational Education*. p38.

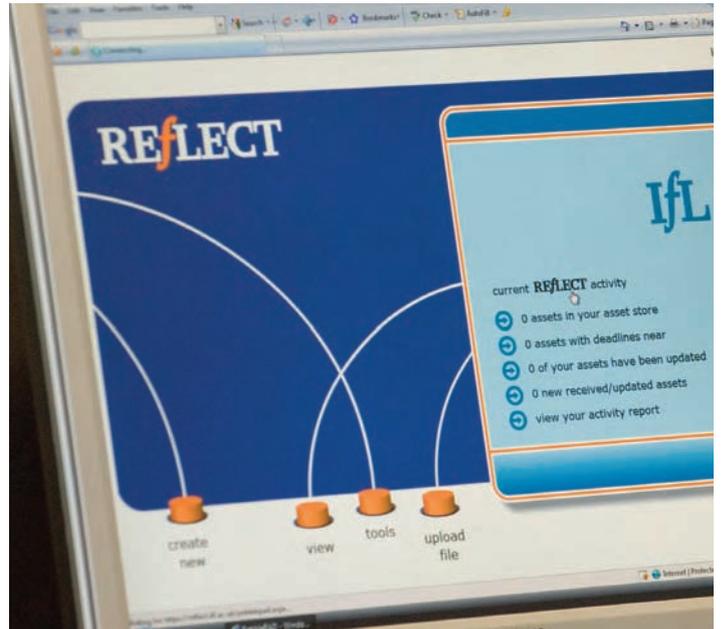
5 Ofsted, 2010. *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2009/10*. p168.

Executive summary

Professional development is an integral obligation and aspiration in long-established professional bodies and to the world-class professional body that IfL is becoming. The main objective of this review is to build on the foundations of 2008–09, which was the first full year in which IfL members were asked to share their CPD with their professional body. We have come a long way since December 2009 and we want to recognise how our members' commitment to CPD has helped the drive towards brilliant teaching and training for all learners.

Key findings

- Growing awareness of the professional commitment to CPD – nearly 82 per cent of members declared their CPD⁶ by the 31 August reporting date this year (in comparison to 66 per cent last year).
- A steady increase in the amount of CPD completed each year. The average number of hours' CPD undertaken by members in all parts of the FE and skills sector has increased slightly to over 49 in 2009–10. The percentage variance shows that teachers and trainers are doing twice as much as they are required to do (i.e. between six and 30 hours a year, according to whether they are part-time or full-time). This gives us a benchmark for the development our teachers and trainers see as necessary for maintaining their currency and good standing in the profession.
- An increased interest in sharing CPD with and beyond the profession – more teachers and trainers shared their CPD with colleagues or their employer: 64 per cent said they shared their CPD with a colleague; 67 per cent with an employer (compared to last year 44 per cent and 46 per cent respectively). CPD impact can be strengthened by reciprocal feedback from peers; it is critical to establish an effective means of asking for and securing valuable feedback.
- The number of teachers and trainers using REfLECT – the personal space that IfL provides for members to plan, record and review their CPD – for online reflection on the impact of CPD has increased from 82,000 to over 106,000 and more and more members are reporting that they use mobile technology to capture the effects of development on themselves and others. The review shows that the impact of CPD is greater for those using REfLECT.



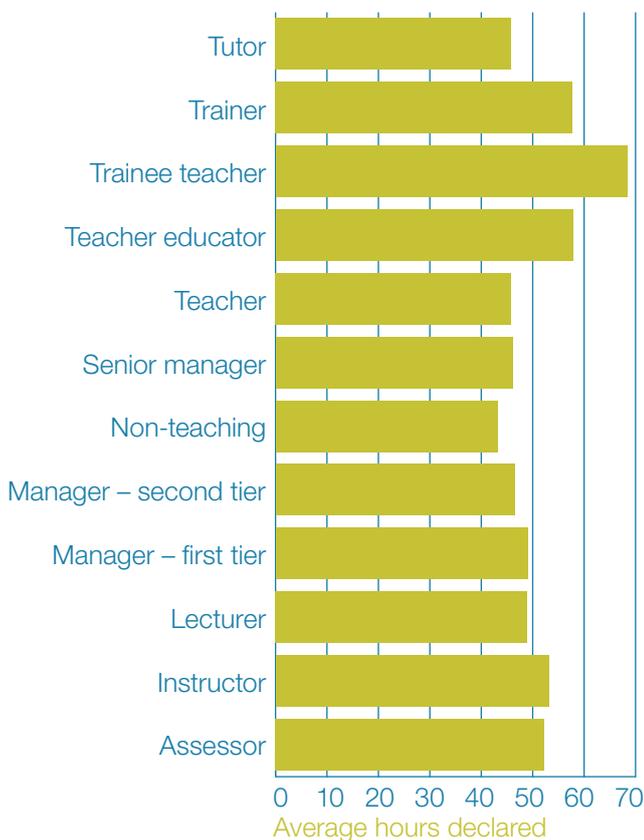
⁶ More than 134,000 IfL members declared the number of hours of CPD they had carried out in 2009/10, and how much time they spent on different kinds of CPD.



- Trainee teachers carry out more CPD a year, on average, than others.

Average hours of CPD declared in 2009–10

(based on responses from more than 134,000 teachers and trainers)



- Key findings from the peer review process – a random sample of 401 CPD portfolios with samples of evidence – were shared with our team of experienced peer reviewers:
 - 83 per cent of these were received online or via REFLECT
 - 17 per cent were received in paper-based format.

Key recommendations

Our priorities over the next three years are based on the most up-to-date evidence about teaching, training and professional learning, and are intended to support individual practitioners and the organisations in which they work.

These are the five key priorities we have identified for action between 2010 and 2013, in order to support teachers and trainers achieve excellence in professional practice through CPD:

1. Increase the use of the most effective and cost-effective methods for CPD and thereby increase the impact of professional development activities.⁷
2. Increase the numbers of teachers and trainers gaining professional status of Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS), as the process of Professional Formation helps them in developing themselves and others
3. Develop a recognised professional learning culture in the sector, based on reflection, planning, action and evaluation (see page 8 for IfL's model of dual professionalism).
4. Promote effective use of emerging technologies for teaching and training through CPD.
5. Promote effective professional development in priority subject areas.

⁷ Institute for Learning, 2010a. *Brilliant teaching and training in FE and skills: a guide to effective CPD for teachers, trainers and leaders.*

Institute for Learning, 2010b. *Brilliant teaching and training in FE and skills: sources of evidence.*

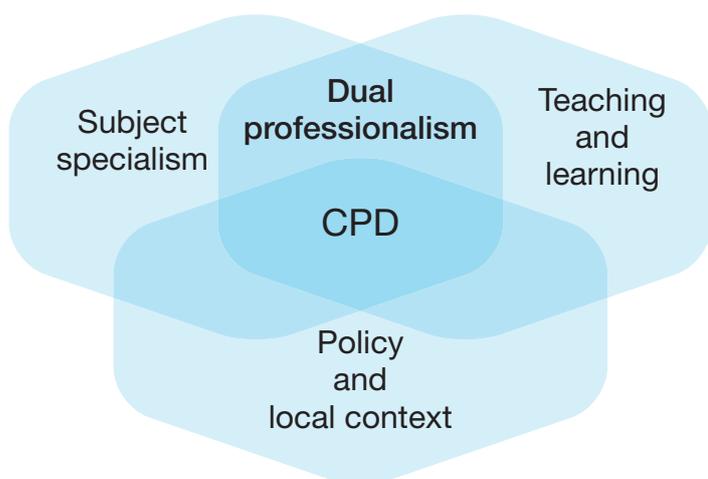
Review element 1: dual professionalism

IfL's definition of continuing professional development is “**maintaining, improving and broadening relevant knowledge and skills in a subject or vocational specialism and in teaching and training methods so that it has a positive impact on practice and the learner experience**”.

From this definition comes a model of CPD that recognises three distinct areas of professional learning:

- Vocational and subject-specific knowledge and expertise
- Approaches to effective teaching and training
- Knowledge of how changes in policy and the local context affect teaching and training.

The CPD model sees the teacher and trainer working in the context of further education and skills as the consummate **dual professional**, an expert in their subject and an expert in teaching, training and methods of learning.



The model is designed to help teachers and trainers think about CPD systematically and holistically. IfL works to build professionals' understanding of CPD and counter a more conventional tick-box approach or compliance that merely 'clocks up' random development opportunities.

To achieve real impact, use of the IfL model for CPD requires an autonomous, committed and responsible professional to be the driver, and often the designer, of their own CPD.

But the model also illustrates the articulation of individual, professional needs with other (sometimes competing) demands: the priorities identified by economic and social needs; the strategic and operational priorities of the employer; and crucially the aims and ambitions of the learners themselves, which are all integral parts of this complex set of interdependencies.

Findings from the last two years' CPD reviews and from our survey on vocational education⁸ show that most IfL members recognise the fit of this model for planning and deciding upon their CPD, combining a focus on updating their vocational specialism with approaches to teaching and learning to meet the needs of their organisation and their learners in equal measure.

Examples from our members show how they have shaped the development of a vocational pedagogy.⁹

“Many of our FE trainee teachers are teaching students from schools who have opted for vocational subjects. In some cases, these are 14 to 15-year-olds who have been excluded from school and I see first-hand how a teacher with a wealth of vocational expertise is able to connect with young people who would otherwise miss out.”

⁸ IfL conducted an online survey of its members to inform an independent review of 14–19 vocational education in England, commissioned by the coalition government on 17 September 2010, and chaired by Professor Alison Wolf. Over 5,100 members responded to the survey in the first two weeks.

⁹ Institute for Learning, 2010c. *The Wolf Review of Vocational Education: a response from the Institute for Learning*.



“One school of which I have first-hand experience has a Food Science department headed by a qualified chef with many years of working in the real world. He is the one teacher in the school who isn’t called ‘Sir’. He insists on the title ‘Chef’ and thereby creates a totally unique (real) working environment within the school. He runs his ‘kitchen’ with a chef’s efficiency and attention to detail and insists on his students playing their part in that. It is not difficult, it just requires new thinking and a willingness to innovate from the management team.”

Remaining in good standing as a dual professional means striking the right balance between updating the subject specialism and enhancing aspects of teaching and learning, while all the time recognising the organisational needs of the employer – not an easy balance to maintain.

One lecturer in construction management, who works in a college in north-west London, showed his CPD broken down in this way and then reflected on the difference that CPD had made for his practice:

Subject specialism	Teaching and learning	Institutional context
Attended annual bricklayers conference	Undertook A1 and V1 awards	Technical index database training

We have seen evidence in the samples of CPD that we have reviewed that some organisations draw a distinction between courses and events that are organised centrally, and those activities that are devised and carried out by the individual. More and more of our members are designating the two as staff development and professional development respectively. This distinction is not always helpful, as learning and development could occur in either category, of course, but it is indicative of the desire for individuals to take responsibility for professional learning and development.

“My line manager is very supportive with a timeline that will allow me more time to focus my CPD on gaining more up-to-date vocational and industry experience within the textile industry. And our VLE has allowed us to share information more efficiently amongst learners especially information about designers within the fashion industry and what new skills are needed. We also learned to upload podcasts on to our VLE for learners as well.”

Ruth Lacey, textiles teacher at South Downs College

New College Nottingham has increased its developmental lesson observations and team teaching to help develop more brilliance in teaching and learning, and has designed a professional development matrix, based on IfL’s dual professional model, with three headings for CPD:

- Subject
- Teaching and learning
- Wider professional development.

Review element 2: professional values

The IfL values of professionalism, development, autonomy, integrity and equality were identified by members for members and they underpin IfL membership and practice for the benefit of learners, employers, the wider community and the profession itself.

IfL's *CPD Guidelines*,¹⁰ in use since 2007, translate these values into key questions for the member to ask when completing development activities: have I reflected on the learning gained from my activities and has it made a difference to me and my professional status, my colleagues and my organisation and, most importantly, my learners? This leads to powerful, developmental thinking for the individual and makes meaningful impact assessment a critical piece of professional development in its own right.

Our members achieve recognition of their CPD from their professional body for committing to these values and for remaining in good professional standing. IfL promotes a strong commitment to CPD as the hallmark of being a professional teacher or trainer and central to our professional identity.

“When we declare that we have made a commitment to CPD; when we show evidence of what we have achieved and how we have made a difference to our own and others' learning; when we are able to reflect on feedback from our peers, then we are participating in a cycle of professional dialogue and development that is enriching and ennobling for the profession and our learners.”

Jean Kelly, director professional development, IfL

Using a values-based approach to professional development means that:

- CPD demonstrates evidence of rigorous reflection on learning and planning for the improvement of the learning experience
- CPD is self-directed and owned but also meaningful and relevant to context and others
- CPD outcomes are shared with learners, colleagues and organisations
- CPD content and impact are critically reviewed through self-reflection, and by peers.

There is evidence in this review that this values base continues to be strongly endorsed by IfL members.

This year, nearly 82 per cent of members declared their CPD by the reporting date, 31 August 2010, compared with 66 per cent last year. This increase in declarations could indicate increased familiarity with a new culture and system, as well as the value and importance, particularly in difficult economic times, of remaining in good professional standing.

There is another strong indicator this year of a philosophy of professional development that is more than individual satisfaction and achievement. The percentage of teachers and trainers who shared their CPD with others has increased in a very marked way – this year 64 per cent shared their CPD with a colleague and 67 per cent shared with their employer. This is in stark contrast to 2008–09, when only 44 per cent shared with a colleague and 46 per cent with an employer. In part this is because many more employers are aware of the importance of supporting professionalism,¹¹ but also because many teachers and trainers are realising that conversations and dialogue about pedagogy actually constitute reflection on practice and an integral part of the cycle of development.

Our IfL regional advisers who work with members to develop practice in CPD notice this all the time in their work with teachers and trainers. Anne Samson, who works with staff development managers and practitioners, says:

“I'm amazed at moments of enlightenment when people realise they are 'doing' CPD as they chat and reflect on teaching and learning over a cup of coffee.”

10 Institute for Learning, 2009a. *CPD Guidelines*.

11 Over 483 employers are making use of IfL employers' area.

And Kerin Burke, in the south-west region, says:

“I think the main thing I would say is how lovely it is to see practitioners’ reaction when they have it confirmed that what they do naturally and are motivated to do because they have their learners’ interests at heart (thinking about what happened and how they could make it even better) is very much part of their ‘CPD’ and just the sort of thing IfL is looking for and wants to promote.”

These examples of naturally occurring CPD have been reiterated by so many of the people we have interviewed this year and last. Perhaps it is a phenomenon of working in this sector that the very things that make teachers and trainers better at what they do seem to be so ‘hidden’ or underplayed in the desire to ‘do the best by my learners’.

The self-effacement of so many teachers and trainers is magnificent in one way, as they empower their learners to take responsibility for their own learning, but it can be counterproductive that they so often forget to take stock of their own efforts, and take credit for them. IfL is determined to recognise and promote teachers’ and trainers’ own dedication to their CPD, as part and parcel of their commitment to doing the very best for their learners.



The CPD story of Karen Rajapakse, who works as a mathematics lecturer and tutor in the maths and science department at Tower Hamlets College, illustrates the professional values that underpin practice in the sector.

Karen is a mathematician and has worked for over 10 years in the same department. She has got to know all her 15 colleagues well and shares her triumphs and disasters on a regular basis – around the photocopier, in the staff room, over a cup of tea ... ‘chatting’. But the chat is powerful and supportive, as it gives Karen back as much as she gives others – in theoretical terms this is collaborative reflection on practice, it just does not feel like that. It just seems to be encouraging others to ‘have a go’.

The range of CPD that Karen undertook this year exemplifies how important it is to get the balance right between subject specialism, teaching and learning approaches and things that are identified as important by her organisation: she attended events on self-harming and how to identify this; on looking after one’s voice – vital information for any teacher; and she was involved in mentoring a new trainee teacher.

Research confirms the benefits of being a mentor and the significant professional development it offers to the mentor.¹²

Karen unintentionally did over and above the hours required – she was not counting them up and found all that she did beneficial – but the CPD activity that had the most impact on her was the mentoring. And this was because she realised that she got more out of this than she gave to the trainee even though of course it took all her time, and more, to support their learning:

“You benefit from their new ideas, their creativity, their more interesting worksheets. It reminds you of things you have forgotten – it is a memory jogger and a motivator to improve your own practice.”

Karen is an example of these professional values in action. She is modest in her achievements and yet so profound in her understanding of what it means to be a teacher – it is about the learner, rather than the act of teaching, and yet the teacher can gain too if they are humble enough to learn.

¹² Cordingley, Philippa, 2010. *Sauce for the Goose: learning entitlements that work for teachers as well as for their pupils*. Coventry: CUREE.

Review element 3: a research-based model for practice and professional development

IfL research into professional practice has provided grounded evidence on what constitutes effective CPD; at the same time it recognises that time and support for development activities is a continuing challenge for most individuals.¹³

The evidence shows that teachers, trainers and experts in the field of education agree that the most effective form of professional development happens when teachers, managers and learners come together to reflect on and discuss experiences of teaching and learning. There is also evidence of the kinds of professional development that seem to make the most difference to practice. Teachers and trainers say that these forms of CPD are most effective:¹⁴

1. Reflecting on outcomes for learners

Teachers and trainers in their thousands told us that reflective practice, having the time and space to plan experimentation and to trial teaching and training methods and critically review and evaluate them, gets the most impact.

This extract from the reflective journal of a member, written as part of a level 5 additional diploma in teaching mathematics, exemplifies the impact of reflection on practice:

“Having researched the areas of instrumental, relational learning and surface/deep learning strategies over the past few weeks, I have altered the style of my teaching to use strategies that help the learner to reflect on what they already know about a topic. Through task-related learning and discussion, they are able to discover for themselves links between what they are learning and what they already know about the subject.

¹³ IfL, 2010b. *Brilliant teaching and training in FE and skills: sources of evidence.*

¹⁴ IfL, 2010a. *Brilliant teaching and training in FE and skills: a guide to effective CPD for teachers, trainers and leaders.*

“Individuals seem to be showing signs of recognition that they need to refresh or learn at a deeper level some of the skills they already thought they had. The learners are now beginning to realise that by exploring rather than learning facts, they can make calculated assumptions in learning a topic and reason or prove why a procedure works.”

Member of the armed services who works as an instructor in electrical installation for a college in Kent

2. Learning from others, collaboration and networking

The CPD most likely to lead to the desired impact is based on the learning gained from your own and others' experiences, successes and failures – from shared resources, from peer support, talking and working together and through formal and informal networks.

“I have been working with a group of nine advanced practitioners in Chichester College, all of whom have become IfL Volunteer Connections, and they work in partnership to put on workshops around the college. The network they have created is supported by the staff development manager and has evolved into a real and dynamic professional learning community.”

Sue Rees, IfL regional adviser in London and the south-east

3. Personalising learning

Most agreed that the best teachers and trainers are those who are expert at the personalisation of the curriculum and can completely transform their prepared lesson plans to match the precise needs of the learners on the day. This expertise requires the kind of professional development that can enable teachers to identify individual needs and then adapt their wide range of materials and repertoires of teaching and training methods with confidence.

This extract was taken from a reflective journal by a member working in mechanical engineering:

“I needed to put together a course plan and lessons, plus get help from other instructors as this course is outside my experience; the general consensus on the subject is that the students will struggle in future if I don't teach the most up-to-date information ... but it is a complex subject that many instructors have problems understanding; I need to be careful who I take advice from, no books about this subject in the department ... the students don't always know as much as you think they know. Even when you are given a teaching pack it might not be as good as you would like.”

Teacher at a college in Kent

In driving their CPD, teachers and trainers need to be discerning and selective about the topics and methods of CPD, and the authenticity of sources of evidence, so that they choose those likely to be the most effective.

4. Understanding and listening to learners

This requires a sophisticated approach to involving learners in reflecting on teaching and learning and what works well for them as well as capturing the learner voice in evaluations. Teachers and trainers need to test their understanding about assessment and feedback on learners' progress with other colleagues and with learners themselves.

“As a teacher trainer, I observe many tutors. When I see excellent, innovative practice, I can't wait to try new ideas out with my Skills for Life learners. I record this as my CPD. This completes the cycle of feedback: I have observed practice, listened to my learners, gone back to 'the books', tried new things out and got feedback on the new approaches ... listening to my learners (and that includes the trainee teachers) is key to moving on.”

Pauline Chisholm, IfL regional adviser

5. Using technology effectively for learning

Many teachers and trainers (38 per cent) have said that they are still relatively unconfident about using technology for learning in an innovative and engaging way and identified this as a key contributor to effective teaching and learning. There are, however, signs that the use of technology is on the increase.

“Halesowen College lends out mobiles when their staff go on development activities for the day – this means that they can record their immediate thoughts and impact of what they have learned on REFLECT Mobile.”

Anne Schofield, IfL regional adviser



“The VLE has allowed us to share resources more efficiently amongst teachers and we are looking to develop a staff intranet as well. For attending the Niace E-Guide event, I was given a grant that I used to buy flip videos and cameras for compiling evidence for assessment and for supporting learning in my Skills for Life classes.”

Ruth Riley, Ludlow Sixth Form College

“I have gained advantages from using a head camera to enhance the teaching and demonstration within a practical workshop. The students will now be able to refer back to how the processes are carried out, which will aid students who are unable to take in all the information in one go or if a student is unable to attend as they can refer to the demonstration and get a better idea from the VLE.”

Teacher at a college in Essex

Our guide to CPD priorities for 2010–13

Our approach to professional development is based on a coherent model of professional reflection, strong and compelling professional values and the latest research into what teachers, trainers, employers and learners need.

The priorities for effective CPD that IfL promotes for individual teachers and trainers were identified through our research and form the basis for our approach from 2010–13. The priorities are set out as a menu of ideas for teachers and trainers in order to develop their own CPD planning and as suggestions for organisations and employers to consider (see pages 18 to 19 and 20 to 21).

IfL also has priorities for our own action and has identified five areas on which we must deliver if we are to support teachers and trainers to achieve excellence in professional practice.



Priority for action 1: increase the impact of professional development activities

What IfL will do

- Disseminate research findings on the kinds of CPD that are most effective and cost-effective.
- Support teachers and trainers to reflect on their practice with greater criticality and precision using the frameworks in REfLECT, their personalised learning space.
- Work with partners in the sector to support the way in which the outcomes of teachers' and trainers' professional development activities are routinely shared and disseminated and reviewed.
- Develop impact assessment models that can be used by teachers and trainers to measure the impact of CPD activities on learners.
- Develop activities, resources and collaborative spaces that promote an understanding of professional learning and the benefits of learning networks.

Desired outcomes

For teachers and trainers: a deeper understanding of professional development most likely to be effective, and opportunities for collaborative working within organisations and across networks are increased.

For learners: involvement in dialogue with their teachers and trainers about learning that works well, as well as programme evaluation, which can lead to more effective CPD and in turn learning experiences.

For employers: the ability to use professional impact assessment to identify key areas for development across their organisations.

Priority for action 2: increase the numbers of teachers and trainers with professional status and expertise in development

What IfL will do

- Develop a module on ‘CPD and the professional journey’ to enable teachers and trainers in initial teacher training to plan for Professional Formation and gaining full professional status of QTLS or ATLS.
- Provide regional and local support for increasing numbers of teachers and trainers undertaking Professional Formation and gaining QTLS or ATLS.
- Provide a career framework and accompanying resources for teachers and trainers, from the new teacher to the seasoned professional.
- Provide opportunities and recognition of teacher educators and their triple professionalism¹⁵ through their work as peer reviewers of Professional Formation and CPD.

Desired outcomes

For teachers and trainers: increased support for the progression towards QTLS or ATLS and gaining most value in improving practice through the process of Professional Formation, in which reflective practice is integral.

For learners: the benefit of highly effective teachers and trainers with the professional status of QTLS or ATLS.

For employers: increases year-on-year in the number of staff with the professional status of QTLS or ATLS and who are able to support other teachers and trainers, as well as setting and regularly reinforcing the culture of teaching and learning and CPD being central, including leaders undertaking some teaching where possible.

Priority for action 3: develop a recognised professional learning culture in the sector

What IfL will do

- Provide regional, local and online resources and recognition for mentoring and collaborative practice among teachers and trainers in subject and vocational areas and special interest groups.
- Provide resources and bursaries for engaging in and sharing the results of action research on teaching and learning.
- Provide relevant and current research evidence that teachers and trainers can use to improve their own practice.
- Produce regular case studies on practice from teachers and trainers in all parts of the sector as examples of effective practice.

Desired outcomes

For teachers and trainers: increased engagement in peer support and review.

For learners: innovative and proven teaching and training expertise.

For employers: teachers and trainers who are always driving forward their own CPD and are confident to share resources and methods of improving practice with colleagues.

¹⁵ A ‘triple professional’ is a subject or vocational expert, an expert in teaching methods and an expert in training new teachers and trainers.

Priority for action 4: promote emerging technologies through CPD

What IfL will do

- Promote the effective use of REfLECT (an online, personalised learning space used by over 70 per cent of members) and mobile technology (i-REfLECT) for planning, recording, reviewing and sharing CPD through IfL regional advisers and Volunteer Connections.
- Provide online communities for teachers and trainers in special interest groups.
- Promote the use of social media engagement (Twitter, blogs, LinkedIn, Facebook) for developing and sharing effective CPD and in teaching and training practice.
- Provide organisations with REfLECT Connect as a means to integrate individual learning spaces with institutional VLEs.

Desired outcomes

For teachers and trainers: quick and effective methods of reflecting on their professional development with colleagues and organisations.

For learners: teachers and trainers who are confident with social media and technology in their practice and who exploit new technologies well to support learning.

For employers: teachers and trainers using technology to improve learners' achievements, and the impact of their own professional development.

Priority for action 5: promote effective professional development in subject areas

What IfL will do

- Provide access to resources and support for teachers and trainers in their subject or vocational specialism.
- Develop an evidence base in effective teaching and learning approaches in identified priority areas, for example science, technology, engineering and mathematics (STEM), in partnership with others.
- Link teachers and trainers to professional bodies and associations specialising in and relevant to their subject or vocational area, to extend their knowledge and experience in their own field.
- Signpost or provide opportunities for teachers and trainers to engage in peer review, work shadowing and industrial placements.

Desired outcomes

For teachers and trainers: increased effectiveness in subject and vocational pedagogy.

For learners: teachers and trainers who are confident and up to date in their subject area.

For employers: teachers and trainers with up-to-date expertise in their subject or vocational area, and especially in identified priority areas.

What will success look like?

It is a certainty that by next year, and certainly by 2013, the world of education, skills and vocational pedagogy will have changed yet again, and yet the fundamental purpose of the professional teacher and the trainer will have remained steadfast: to continuously develop and learn as much as possible themselves, to become ever more expert teachers and trainers for their learners, and to pass on the skills of learning and development to colleagues.

In 2010, the government is talking about a 'new deal' for teachers that will improve their professionalism:

“It is part of a new approach that recognises that you cannot improve education unless you enhance the prestige and esteem of teaching overall.”¹⁶

It will be evidence of the success of this approach to professional development if we can say in 2013 that all the identified priorities have been completed and that a new deal has been done. There will be more and better outcomes for young and adult learners, and in turn, broader impacts of transformed lives of learners, a stronger society and a more competitive and productive economy.

As the independent professional body for teachers and trainers in further education and skills, IfL will continue to undertake research on teaching and learning and effective continuing professional development (CPD), so that we can offer guidance based on the best possible evidence about teaching and learning, designed to be helpful to practitioners and your organisations alike.

In July 2010, we published *Brilliant teaching and training in FE and skills: a guide to effective CPD for teachers, trainers and leaders* and *Brilliant teaching and training in FE and skills: sources of evidence*. This was based on research that we had conducted at the beginning of the year, as part of a project supported by the LSIS Flexibility and Innovation Fund.

Reflecting the views of more than 5,000 IfL members, and of other experts and researchers, the document distilled their collective wisdom about teaching and learning and effective CPD in a practical and accessible guide.

¹⁶ Gove, Michael, 2010. New deal for teachers. *The Guardian*, 2 October.

Brilliant teaching and training in FE and skills

A guide to effective CPD for teachers, trainers and leaders

More than 5,000 voices from the sector



Institute for Learning IfL

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The suggested CPD activities for teachers and trainers and for organisations that appeared in the guide are reproduced on the following pages.

IfL intends to build on this by developing and publishing a series of guides to good CPD based on the stages of a teacher's or trainer's career journey and their subject specialism; offering practical CPD support services, locally and nationally, to organisations and individual teachers and trainers; and continuing to work with other partner organisations to gather the latest research and disseminate the findings across the FE and skills sector.

Suggestions for teachers and trainers

A menu of ideas that you might like to use in developing your own CPD plans.

Teaching and learning

On being a great teacher or trainer

- Take responsibility and drive your development and build confidence in your professional judgement.
- Using the LLUK professional standards as a prompt, develop a plan and vision for how you want your teaching career to develop and what CPD will be most effective for you at each stage.
- Set aside regular time for reflection and learning and to critically analyse your own objectives.
- Develop your understanding and experience of 'learning to learn', self-assessment and active learning approaches.
- Extend the breadth of your CPD activities by exploring opportunities for peer observation, coaching and mentoring.
- Identify opportunities for curriculum development and tailoring the student learning experience.
- Identify opportunities to experiment, trial and review teaching and learning methods.
- Identify your naturally occurring CPD activities, e.g. a television programme, consider how they can be enriched and utilised as a learning experience and capture them as part of your CPD record.
- Exploit the wider environment, YouTube, social networks and your professional body, IfL.
- Consider engaging in a formal programme of CPD, for example, through the LSIS Teaching and Learning Programme.

Learning from others, internal collaboration and peer networking

- Set aside regular time to share practice with colleagues and find new ways of working together.
- Find ways to disseminate learning from small projects to ensure larger-scale learning.
- Identify opportunities to collaborate in action research.
- Focus on assessing the impact of your teaching and training approaches on learners.
- Keep up with research findings on teaching, training and learning.
- Develop opportunities for peer support and professional dialogue:
 - working in teams
 - cascading CPD and sharing mechanisms with peer review and feedback
 - mentoring for both mentee and mentor
 - keep up with research on CPD
 - engaging in action research.
- Find opportunities to share with others in wider networks and identify new learning.

Understanding learning and learners

- Build your understanding of your different learners, their needs, interests, ambitions and priorities.
- Consider ways to personalise delivery of the learning experience for them in groups and as individuals.
- Find ways to engage with learners, to hear from them directly and act on what you learn.
- Look for ways for learners to design their own assessments.
- Be 100 per cent secure in your own functional skills.
- Recognise the significant impact you have on your learners through:
 - your style and enthusiasm in teaching
 - the extent to which they feel they are heard
 - your degree of professionalism
 - your level of commitment to their progress.
- Actively look at effective ways to capture and demonstrate improvements in your own learning practice.
- Enable learners to monitor their own progress and understand where and what they need to do to improve.

Being an expert

- Actively work to ensure the currency of your vocational or subject area.
- Establish an internal network of expertise to share learning and knowledge.
- Establish links with your professional body and other sources of expertise through:
 - Joining subject networks
 - Attending events
 - Reading papers and research.

Teaching your vocational area or subject

- Identify new ways to assess learner progress in a vocational context.
- Involve learners in designing their own assessments.
- Use a multi-disciplinary skill set in designing the learning experience, drawing on science, business and technical expertise
- Ensure that functional skills are part of vocational learning.
- Identify how your experience of learning to learn can be transferred creatively into a vocational subject.

Linking with employers, subject networks and higher education

- Develop and build links with employers.
- Work with colleagues to share ideas and employer contacts.
- Work with colleagues and peers to cascade the learning from linking with employers; consider implications for teaching and training practice and measuring impact.
- Consider opportunities for:
 - Work shadow placements
 - Fellowships for you to spend time in industry
 - Structured visits
 - Employers coming in to talk to learners
 - Observation of peers and experts
 - Subject-specific mentors
 - Employer partnerships
 - Subject networks, including those in HE.

Keeping up with change

- Be alert to changes in the political, social and economic landscape; consider the implications of this for your teaching and learning.
- Consider how these changes may also affect your learners and their approach to learning.
- As new growth sectors emerge, consider how these might impact on your own area of expertise and your teaching and training.
- Recognise the requirements for safeguarding in the context of your own teaching and training practice, and in using technology.
- Build your understanding of the needs of different groups of learners, including:
 - hard-to-reach learners
 - those in offender learning
 - 14 to 19-year-olds, older adults
 - apprentices.

Technology

- Actively plan to build your confidence in using IT.
- Identify and work with colleagues who have experience of using technology to improve teaching and learning practice to support you.
- Consider the most appropriate use of technology for your teaching and training, and engaging your learners.
- Identify opportunities to test new technologies.
- Consider using or maximising your use of REfLECT, the online personal learning space that IfL provides for you as a member to record, reflect on and share your CPD activities.
- Utilise existing IT resources such as VLEs for access to online learning.

Suggested activities for organisations

Are you helping your teachers and trainers to be consistently brilliant?

Teaching and learning

On helping teachers and trainers to be brilliant

- Provide opportunities for informal and formal CPD for teachers and trainers, individually and in teams.
- Encourage managers to support CPD opportunities through timetabling, reviews and team meetings.
- Develop opportunities for structured peer support, lesson observations as a basis for discussion, and coaching and mentoring, in the organisation and outside (high-impact CPD).
- Develop a culture where teachers and trainers are empowered to take responsibility for their own development.
- Provide processes and opportunities where teachers and trainers throughout the organisation can share their teaching experience, practice and effective learning.
- Work with teachers and trainers to identify new opportunities to collaborate with others.
- Offer opportunities for teachers and trainers to assess and update their functional skills in both a teaching and vocational context.
- Encourage teachers and trainers to develop and share their use of learning to learn strategies applied within the context of a vocational subject.

Leadership

- Establish an organisation-wide vision and strategy for brilliant teaching and training.
- Set the organisational tone and priority for exceptional teaching, training and learning amongst all other conflicting demands.
- Identify ways to build organisational focus, culture and understanding of self-improvement as a vital element in realising brilliant teaching.
- Integrate teacher and trainer support into organisational priorities through a whole-organisation approach.
- Encourage leaders and managers to engage with teaching and learning, to recognise the leader impact on learner outcomes.
- Develop a more consistent provision of leadership and management for teacher and workforce development.
- Consider in-house development with individual teams and across the wider workforce to build a common understanding of brilliant teaching.
- Encourage and support registration and active engagement with IfL, and the use of REfLECT, the online tool that IfL provides for members to record, reflect on and share their CPD activities.

Personalisation

- Actively engage teachers and trainers in your wider learner involvement strategy.
- Ensure that teachers and trainers are given the freedom to personalise and tailor the learning experience.
- Bring teachers and trainers together with learners to share learner involvement experiences.
- Encourage teachers and trainers to involve learners in determining CPD priorities and impact.

Building on excellent teacher training

- Work with newly qualified teachers and trainers to develop a career path and identify how best to continue their professional journey.
- Consider establishing teacher teams to develop and extend opportunities for development beyond initial teacher training.
- Identify common expertise gaps across the teachers and trainers to develop structured support.
- Ensure that the LLUK professional standards, IfL processes and IfL's Professional Formation are embedded within teacher development.

Being an expert

- Encourage teachers and trainers to maintain their occupational or subject knowledge and be real experts in their own area.
- Encourage teachers and trainers to engage with their professional industry bodies to build and share up-to-date subject expertise.
- Provide formal and informal opportunities for teachers and trainers to collaborate in the organisation and externally, in wider subject networks.

Links with industry

- Develop and manage a network of industry contacts who can provide opportunities for teachers, trainers and learners to attain workplace experience through:
 - Work shadow placements
 - Fellowships to enable teachers and trainers to spend time in industry
 - Structured visits
 - Employers coming in to talk to learners
 - Observation of peers and experts
- Subject-specific mentors
- Employer partnerships
- Provide opportunities for teachers and trainers to record, share, learn and reflect on workplace experience for implications for teaching practice and measuring impact.
- Take advantage of television and the internet for up-to-date information about their vocational or subject area.

Responding to change

- Ensure that your organisation is alert to the implications of social, political and economic changes to your teaching and learning strategy.
- Consider the impact of these changes on your teachers and trainers and what this might mean for them and their learners' experience.
- Provide opportunities for open discussion and debate about the teaching, training and learning implications of any changes.
- Identify and develop your teaching strengths in the science, technology, engineering and mathematics (STEM) subjects and priority sectors as the UK emerges from the recession.
- Develop and build the organisation's understanding and teaching expertise around specific target groups of learners, for example:
 - hard-to-reach learners
 - offender learning
 - 14 to 19-year-olds, older adults
 - apprentices.
- Ensure that all teachers are up to date on the requirements for safeguarding in the context of teaching and practice and technology.
- Provide opportunities for teachers and trainers to share, learn and discuss the implications of change.

Technology

- Establish an organisation-wide strategy to enhance teachers' and trainers' access to and use of technology.
- Identify how existing student Information and communication technology (ICT) facilities such as virtual learning environments (VLEs) can be extended and enhanced for the use of teachers and trainers.
- Identify advocates in using ICT and encourage them to develop their skills and share practice.
- Encourage a group of ICT teacher champions to develop with learners new ways of using technology for brilliant teaching and share this learning with colleagues.
- Establish strong links between ICT and teaching and training teams to investigate use of emerging technologies and understand appropriate support needs.
- Provide opportunities for a structured programme of eCPD professional development.

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