

# Designing Effective Professional development

Series of 3 online light-touch Twilight briefings

Suitable for: Headteachers, Senior Leaders, T&L leads, CPD leads and those aspiring to take on such roles



SCHOOL-LED  
SUPPORT FOR  
EVIDENCE BASED  
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£30  
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## About the programme

Professional development has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.

This series of light-touch, online, twilight sessions will take you through the recommendations in the EEF's recently published Guidance Report: Effective Professional Development.

You'll have the chance to reflect upon and review your school's current practice whilst also considering potential improvements to the offer.



# Designing Effective Professional development

## SESSIONS

- **Session 1, Wednesday 30th November 2022, 15.45-16.45:** Focusing on the 'mechanisms'
- **Session 2, Wednesday 18th January 2023, 15.45-16.45:** Ensuring that your PD builds knowledge, motivates staff, develops techniques and embeds practice
- **Session 3, Wednesday 15th March 2023, 15.45-16.45:** Implementing PD programmes with care

## Effective Professional Development Summary of recommendations

**EFFECTIVE PROFESSIONAL DEVELOPMENT**  
Summary of recommendations

**1 Designing and selecting professional development, focus on key mechanisms**

- High quality teaching requires good systems, and effective professional development offers a useful tool to develop teaching quality and address classroom challenges in the classroom.
- To improve good systems, careful attention should be paid to how PD is designed, in particular, how it aligns with what PD should focus on mechanisms.
- Mechanisms are the core building blocks of professional development. They are observable, can be replicated and could not be repeated without having PD that effective. Crucially, they are supported by evidence that research on human behaviour that has been found to enhance learning, to change practice.
- Examples of mechanisms include modelling your learning, and setting, providing feedback, and action research.
- Those who select PD should look for mechanisms in programme programmes, those who design PD should include mechanisms in their design.
- Caution: consideration is also required to ensure that PD is evidence based, and that content is drawn from tested sources.

**2 Embedding professional development, ensuring it builds knowledge, motivates staff, develops techniques and embeds practice**

- The mechanisms that make an effective PD can be set out in 6 groups, each of which falls a different role.
- PD may require to include a mechanism from each of these groups.

**A. Build knowledge**

- Merging together best
- Repeating your learning

**B. Motivate staff**

- Setting and agreeing on goals
- Providing recognition for a visible result
- Providing individualised and personalised support

**C. Develop teaching techniques**

- Assessment
- Quality support
- Modelling
- Modelling and feedback
- Rehearsal

**D. Embed practice**

- Practising concepts and skills
- Practising action planning
- Encouraging monitoring
- Encouraging regular repetition

**3 Implement professional development programmes with care, taking into account the needs of the school**

- Provide guidance on how participants can select professional development. Programme developers should aim to ensure that the selection and delivery of PD programmes where alternatives can be made, allowing for the mechanisms an individual professional.
- Ensure that professional development aligns with the needs of the school and is supported by school leadership. Seeking ongoing feedback, how it can facilitate successful implementation.
- Recognise that this complexity needs to be seen and what professional development accordingly. Those designing and leading PD should carefully consider how a PD programme will fit in with the school system.

Three recommendations for designing and selecting effective professional development.



## Course Lead



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