

Generate Teaching Hub's Continuing Professional Development Position Statement

Last amended: 29th October 2021

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This positional statement will be kept under review and updated as appropriate.

For more information or questions about this statement please contact hub@wpat.uk or 07897 280 909.

1. Introduction

In being awarded Teaching School Hub status, Generate Teaching Hub is required to both deliver and support teacher development in Halton, Warrington and Wigan.

“Teaching School Hubs’ primary role is to address the teacher development needs of their local area first and foremost through the delivery of the national frameworks.”¹

Beyond the remit to deliver the Early Career Framework, the reformed National Professional Qualifications, and an Initial Teaching Training offer, we must also provide Continuing Professional Development (or CPD, as it is commonly referred to).

Between March and July 2021, the Department for Education confirmed the core expectations for CPD delivery by Teaching School Hubs (see Table 1). These are:

TSH Remit	How is Generate Teaching Hub fulfilling this requirement?
To identify teacher development needs and provision within our Hub area and monitor changes.	<ul style="list-style-type: none"> An annual audit of local teacher development needs and plans.
To support and encourage high quality, evidence based CPD in the Hub area.	<ul style="list-style-type: none"> Networking and engagement with local teacher development providers and specialists in our schools. Independent providers of CPD are encouraged to complete a self-assessment checklist (see Appendix 2 below).²
To signpost teachers and school leaders to appropriate training, resources and guidance for their teacher development needs.	<ul style="list-style-type: none"> Promoting the curriculum hubs and DfE resourced / accredited initiatives prominently in all marketing and communications. Identifying local, national and international resources and research to publicise when appropriate. Sharing of non-DfE programmes will be highlighted as ‘independent’ providers and NOT part of the Teaching School Hub offer.
To deliver a targeted programme of CPD.	<ul style="list-style-type: none"> Securing annual DfE approval for limited CPD provided by the Hub and planning a distributed approach so provision benefits all three areas. Operating a Theory of Change model with a process for planning, assessing and evaluating delivery (see below).
Must not duplicate or conflict with DfE programmes, especially the ECF, NPQs and curriculum hubs.	<ul style="list-style-type: none"> Prioritising DfE funded programmes in our communication material. Auditing other CPD provision to clarify there are no duplication or conflicts.

Table 1: CPD options for Generate Teaching Hub

At this time – and upon instruction from the DfE - Generate Teaching Hub is not offering additional independent CPD services – even on a full cost basis.

¹ Section 3.42 Teaching School Hub Handbook, version 3

² The checklist is NOT required for DfE authorised (e.g. NPQ, ECF) or Generate Teaching Hub programmes.

a. Signposting other Providers

Teaching School Hubs (TSH), *“may signpost and facilitate DfE-approved programmes (i.e., those that receive funding from the DfE), such as Curriculum hubs, EdTech Demonstrator Network, and Research schools.*

Programmes that have not been approved should not be branded as TSH provision nor funded through the TSH grant.

You can also signpost to non-DfE approved provision as a TSH, but it must be made clear it is not TSH-affiliated or DfE funded. This is applicable for any CPD that is not a DfE approved programme or has not been signed off within your delivery plan.”³

If Generate Teaching Hub is asked to promote or signpost schools to non-DfE approved programmes or providers of CPD we must make it clear that such services are:

- Not affiliated to the Teaching School Hub;
- Not approved DfE programmes; and,
- The schools must independently access the quality of the provision.

On Generate Teaching Hub’s website we will share resources and sources of learning for schools, and clearly demarcate DfE and non-DfE approved programmes.

External providers will be encouraged to complete our CPD quality checklist (see Appendix 1).

Our communications to schools **WILL promote appropriate one-off events or workshops** (e.g., conferences) - which are not defined as CPD (see below) but may be additional offers that complement a teachers understanding and knowledge.

b. Partners and Warrington Primary Academy Trust CPD

Warrington Primary Academy Trust (WPAT) hosts Generate Teaching Hub, and its staff can promote independent CPD programmes from parties or partners it trusts. However, we will not use the Teaching School Hub brand or DfE resources to do so, i.e., messages may be sent directly by WPAT.

The same applies to partners in Generate Teaching Hub’s network. Each partner can independently promote CPD from non-DfE resources but these must not use Teaching School Hub resources or the brand to do so.

Below we define what we term CPD and therefore what is / is not applicable to this restriction.

2. What is CPD?

Generate Teaching Hub defines the term CPD (or Continuing Professional Development) for teachers as, *“structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.”* (Darling-Hammond et al, 2017). The Education Endowment Foundation concurs with this approach in their recent review of professional development (2021) when they

³ Section 3.45, teaching School Hub Handbook version 3.

quote Simms et al (2021) description as a, “structured and facilitated activity for teachers intended to increase teaching ability.”

For Generate Teaching Hub this **definition includes the terms training, coaching, facilitation and mentoring; both in person and online, on a one-to-one or one-to-many basis.**

To achieve a structured process with measured impact, we denote the requirement for **our own CPD to be more than a one-off event – it is a programme of activity not a stand-alone event** (DfE, 2016). Therefore, it will involve at least two planned interventions over a period of two weeks or more.

Self-directed learning can be part of CPD – it is an important supplementary activity - but we do not regard it as the sole activity. Information sharing (e.g. resources, briefings, recorded material) and engagement activities (e.g. networks, forums) are not classed as CPD.

3. What is a Suitable Evidence Base?

Evidence for the content and approach of CPD can be varied. Generate Teaching Hub uses guidance provided by the Education Endowment Foundation (EEF) to recommend evidence chosen is robust, relevant and recognised.

Sources of evidence can include:

- An EEF Guidance Report (i.e., by referencing the specific recommendation you are referring to and the specific messages within this recommendation that have informed your content).
- DfE frameworks such as the Core Content Framework, the Early Career Framework or the National Professional Qualifications Frameworks (i.e., by referencing the specific aspects of the ‘learn that’ or learn ‘how to’ statements).
- An EEF published study (i.e., referencing how a specific lesson learned from this study has informed your programme’s content).
- The EEF’s Teaching and Learning Toolkit (i.e., by referring not only to the headline measure, but the underlying messages involved).
- Evidence from other trusted sources, again referencing the specific messages that inform your content; for example:

The Chartered College of Teaching.
Education Development Trust.
Teacher Development Trust.
The Early Intervention Foundation.
IES’s What Works Clearinghouse.

Deans for Impact.
Institute for Effective Education.
Peer reviewed academic publications.
Public policy or official guidance.

- A range of other sources, which may include individual studies, reviews or summaries of evidence and reviews of practice.
- We would not expect you to refer to social media posts, podcasts, blogs, informal papers or articles, online videos or testimonials alone; though, they may connect or illustrate the robust sources listed above.

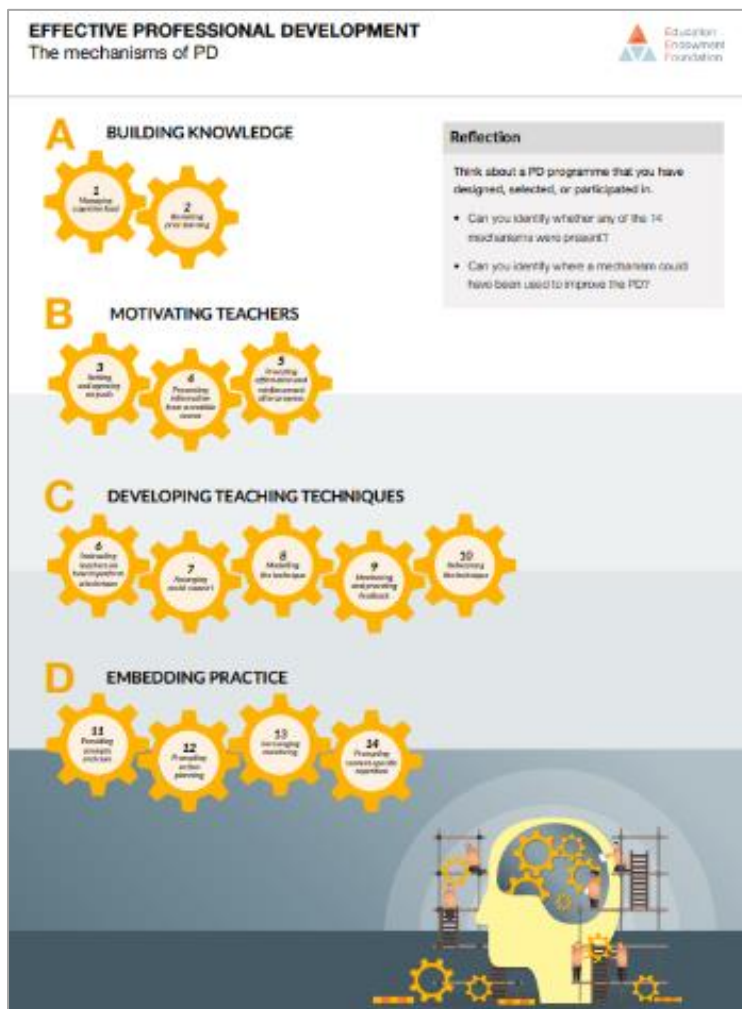
4. Conditions for Effective CPD

There is no one size fits all mantra that encapsulates all that is needed to plan and deliver effective CPD. As a guide, literature reviews point to six common characteristics as necessary or sufficient conditions that need to be in place (Simms & Fletcher-Wood, 2020).

Listed, in no order of significance, they are:

1. Collaborative in nature.
2. Includes subject knowledge training.
3. Offers clear opportunities to practice.
4. Draws upon outside expertise.
5. Is sustained over time.
6. Has teacher participant buy in.

Generate Teaching Hub has an expectation that as a minimum the six conditions listed above will be seen, heard and felt within high quality CPD provision.



The Education Endowment Foundation (2021) has investigated in detail effective professional development, and their findings compliment the above.

Their guidance report contains considerable detail on the right conditions for effective professional development. Built around four main groupings, thirteen mechanisms are identified (*see figure 1*).

Their report also includes a summary poster, templates for programme planners and details on creating a balanced design.

It is recognised that not every programme can fully include every mechanism but the aspiration to consider each one creates better conditions for learning that impacts on pupil outcomes.

Fig. 1: EEF's effective mechanisms for professional development

5. Theory of Change

Any CPD provided directly by Generate Teaching Hub will be underpinned by a clear Theory of Change. Utilising guidance from the EEF our process of planning CPD has been developed.

What is a Theory of Change? In essence, a Theory of Change considers the contextual factors that could impact the extent to which an outcome is reached.

How does Generate Teaching Hub apply a Theory of Change to its CPD training?

We do this in five ways:

- i. All CPD must be expected to have a *direct impact* on pupil outcomes.
- ii. All CPD must be pre-approved by the DfE within of Delivery Plan (citing evidence and need).
- iii. All CPD must be underpinned by and meet the Standards for Professional Development (DfE, 2016)
- iv. A Theory of Change and a logic model is completed when *planning* a programme of professional development.
- v. The logic model becomes the *point of assessment* when building evaluation and reflecting on impact.

Prior to a CPD offer being published we will undertake two processes:

1. We will **produce a statement when planning the CPD** (see Table 2) covering the following points to create a Theory of Change:

What change are we seeking from this intervention?	<i>A top-level description of what you expect to be different by this intervention.</i>
What evidence base are we relying upon?	<i>Cite specific sources of evidence or research that you are referencing or relying upon and why.</i>
What local (or relevant) need have we identified?	<i>Connect the intervention to an identified need from the Hub's analysis of teacher development.</i>
Who is delivering this intervention?	<i>Explain those involved in the delivery (including the planning and assessment stages) of this intervention.</i>
Who is benefiting from this intervention?	<i>Identify the teachers (in attendance), schools and pupils who will directly and / or indirectly benefit from this intervention.</i>
When and where will this intervention happen?	<i>List the timeline for the intervention; such as when training, coaching, self-directed or practice will happen and where.</i>

Table 2: Baseline statement of intent for a CPD offer

2. We will then **complete a Logic Model plan** (see figure 2 below for a content map) that considers inputs, activities (in training and in the classroom), outcomes for teachers and pupils, and also moderating factors (as a school, teacher, class and trainer level).

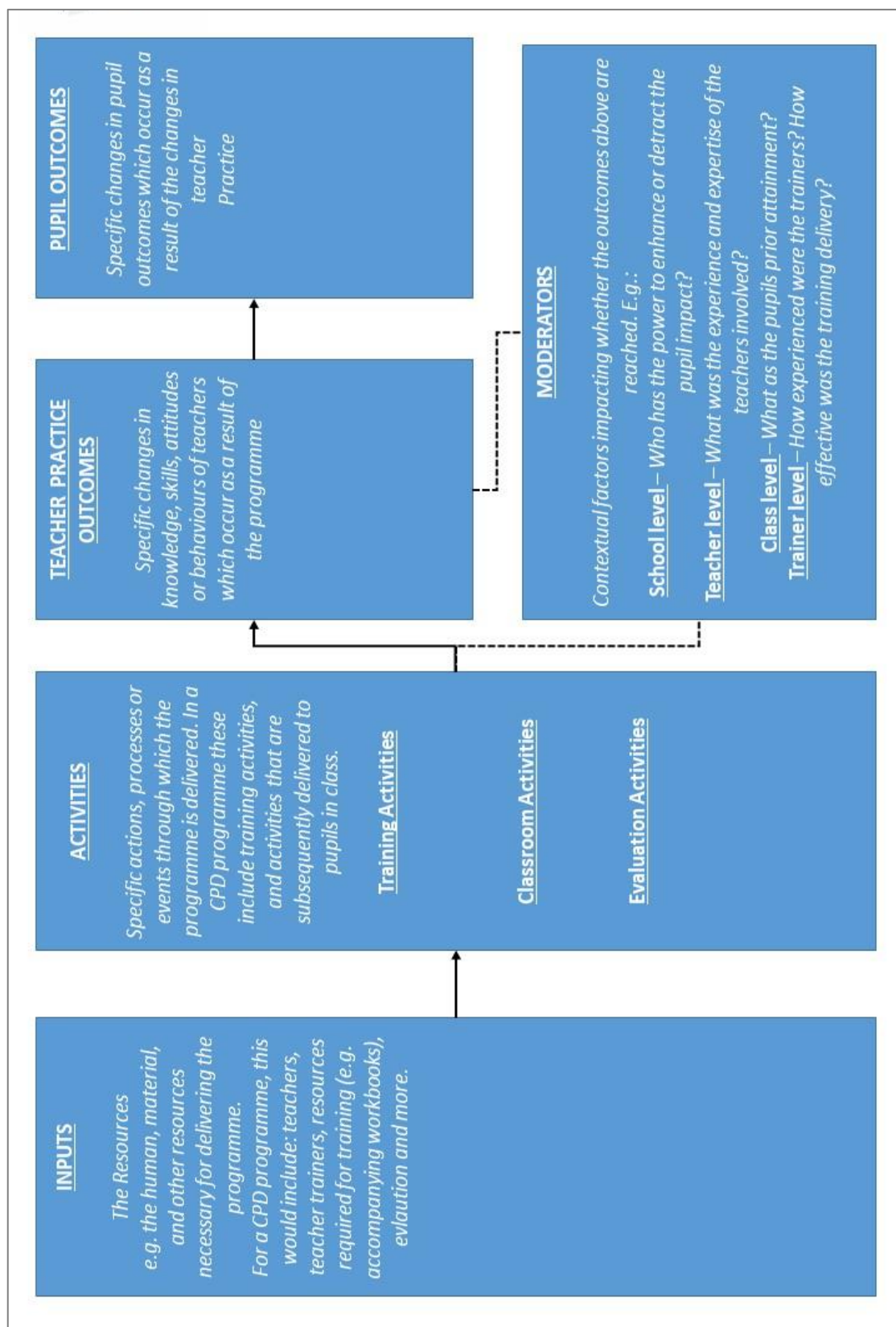


Fig. 2: A plan of the Generate Teaching Hub's Logic Model

Please refer to the internal Theory of Change template for more details.

6. Evaluation

There are multiple approaches to measuring the impact of teacher training. The spectrum of priorities in approach, range from a need for the absolute highest accuracy of impact results through to what is easy to execute by a busy teacher. For instance, randomised control trials offer academic rigour but are harder to deploy within the school environment; limited time and resources in schools often demand quick and lighter touch assessment of staff training. A consistency of approach across the education sector has not yet been achieved.

Within Generate Teaching Hub's CPD programme we have adopted a model that focuses upon accessibility and application of learning. *It is an approach that we welcome being consistently reviewed and improved.*

Our evaluation focus is centred upon reviewing shorter programmes of development (e.g. 1 to 5 days) which are unaccredited and do not have an external body as the qualifying agency.

Steps to Evaluation

1. At the planning stage of the CPD offer the desired outcomes are stated and key baseline questions (see Table 2 above).
2. Within the Logic Model (see Figure 1 above) a description of when, where and who will be assessing the CPD is made.
3. Feedback collected by participants *must comply with the DfE recommended surveys* for Teaching School Hubs, as laid out in the Handbook (see Annexe E of the TSH Handbook, Version 3).
4. An evaluation statement will be compiled using the template of questions outlined in Table 3 below.
5. Any learning or recommendations will be shared with:
 - a. The Steering Group of Generate Teaching Hub to influence plans and allocations of resources.
 - b. The Independent Hub Assessor reviewing quality and impact.
 - c. The annual Generate Teaching Hub quality report.
 - d. Other providers, partners or interested parties to improve knowledge and planning of teacher development in the Hub area and beyond.

What change are we seeking from this intervention?	<i>Has your view of the evidence base changed or have you draw on different evidence?</i>
What evidence base are we relying upon?	<i>Identified needs are not always the complete picture in teacher development, did you discover other or connected needs?</i>
What local (or relevant) need have we identified?	<i>Refer to your logic model and explain your reasoning with the evidence gathered.</i>
Who is delivering this intervention?	<i>Refer to your logic model and explain your reasoning with the evidence gathered.</i>
Who is benefiting from this intervention?	<i>What could have been done to improve the impact of this intervention?</i>
When and where will this intervention happen?	<i>Can you identify any clear recommendations for other practitioners from this intervention?</i>

Table 3: CPD Evaluation questions

Appendix 1: External Provider CPD Checklist

For Generate Teaching Hub to ensure it supports training and development providers to offer high quality CPD, we recommend a self-assessment checklist process be completed at the planning stage.

Please refer to the definition of CPD (listed above).

Organisation		Date	
Name		Email	

Title of CPD course/programme	
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This CPD offer...		
Has a clear theory of change underpinning its structure and content.	Yes / No*	<please explain answer>
Has been planned with a robust logic model framework.	Yes / No*	<please explain answer>
Will directly improve pupil outcomes.	Yes / No*	<please explain answer>
Makes use of a recognised, robust evidence base.	Yes / No*	<please explain answer>
Has an effective evaluation plan to demonstrate its impact.	Yes / No*	<please explain answer>
Includes the 6 conditions for effective CPD (as described above)	Yes / No*	<please explain answer>
Involves structured learning through more than one event/session.	Yes / No*	<please explain answer>
Is led by staff / volunteers who understand and are experienced at working in schools.	Yes / No*	<please explain answer>
Is accredited by a recognised authority	Yes / No*	<please explain answer>
Please add any other details you feel demonstrate the quality of your offer.	<please explain answer>	

If there are costs / subsidies involved in schools accessing the training please explain.	<please explain answer>
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*Delete as applicable**

Upon completion of this checklist, partners can self-assess their CPD planning.

Partners are welcome to share this checklist with Generate Teaching Hub for comment and good practice input. Please contact hub@wpat.uk if this is required.

Appendix 2: Sources of CPD Information and Guidance

- Burgess, S. (2019) Understanding Teacher Effectiveness to Raise Pupil Attainment. IZA World of Labor 2019: 465. doi: 10.15185/izawol.465.
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- TES (2021) How Good CPD can Boost Pupil Attainment and Staff Retention: The Need for High Quality Teacher Development in Schools.
- Weston, D., Hindley, B. and Cunningham, M. (2020) A Culture of Improvement: Reviewing the Research on Teacher Working Conditions. Teacher Development Trust – Working Paper