



CPD for all

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Wellcome – a global health charity
committed to improving health for
everyone.

Why Wellcome supports teachers' CPD?

- Supply of scientists
- Everyone better able to make health-related decisions

What are the benefits of subject specific CPD?

94% of teachers attending science specific National STEM Learning Centre CPD reported a high or medium impact on aspects of their knowledge or practice.

Secondary science teachers who engaged in STEM Learning CPD were 160% more likely to stay in teaching.

and

“Professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a **significant impact on student achievement**.

Subject-specific CPD is more effective, in terms of its impact on pupil outcomes, than generic pedagogic CPD.”

Developing Great Teaching, Teacher Development Trust, 2014

Yet our teachers do less of it than those in high performing nations

Just under 50% of teachers in England participated in curriculum-related CPD in the 12 months before TALIS, yet almost 90% of teachers in Shanghai and 80% of teachers in Singapore had done so.

TALIS, 2013

and

of teachers in state-funded secondary schools:

- 50% of ICT teachers
- 37% of physics teachers
- 25% of chemistry teachers
- and 19% of English teachers

did not have a relevant post A-Level qualification.

Supporting science teachers



- National STEM Learning Centre
- Project ENTHUSE
- *96% of teachers attending science specific National STEM Learning Centre CPD reported a high or medium impact on aspects of their knowledge or practice.*

Impact Report, STEM Learning, 2016 - 2017

Supporting all teachers to have subject specific CPD

- Research into barriers to participation in CPD (NFER teacher survey)
- Visits to schools in England, Scotland, Finland, Canada
- Talking to other professions (e.g., nursing, accountancy, surgeons)
- **Rapid evidence review of the prevalence, nature and impact of subject-specific CPD**
- **Wellcome CPD Challenge**

Developing great subject teaching

Evidence for the extent, nature and impact of subject-specific CPD in the 4 UK nations.

Key findings on subject specific CPD

1. The schools who need it most, do less of it.

- Despite the fact that subject specific CPD is more beneficial on pupil and teacher outcomes, struggling schools tend not to prioritise it. Instead, they tend to opt for more generic CPD e.g. classroom management, assessment and development of marking policies.
- Curriculum development and the subject specific CPD that goes alongside it, is seen as a luxury in such schools.

2. Within the self-improving school system, there has been an increase in whole school improvement and generic, pedagogic CPD

Publicly funded provision of CPD has reduced significantly since 2010 and local authority subject advisers have all but gone.

3. Where subject-specific CPD is prioritised, school leaders play an essential, enabling role.

Changes in curriculum and assessment policies are key drivers of uptake, with budget, teacher workload, competing priorities and a culture of low expectation of externally- provided subject-specific CPD identified as barriers to uptake.

4. Where subject-specific CPD is prioritised, schools tend to provide it internally.

There has been a growth in in-house subject-specific CPD and through school-to-school partnerships. Often this is through the establishment of peer to peer subject networks.

Learning from more experienced colleagues is now the norm, sometimes through cascading of external CPD, but with much variation in the quality of delivery and design.

What is needed?

- CPD for school leaders and teachers on what effective CPD looks like
- Quality assurance of CPD provision
- Individual teacher professional development, school development and CPD to be linked
- Review and enhance the quality of CPD across teacher networks

What would it take for every teacher in a school to regularly participate in subject specific CPD?

The Wellcome CPD Challenge

System-wide change and local level change

To improve the **culture** in schools for CPD and subject-specific CPD in particular

Advocacy

for policy change on teachers' access to and participation in CPD, and subject specific CPD in particular.

Aim

To find out what happens within the system when schools are required to meet certain **CPD criteria**:

- meets the needs of the individual teacher and is predominantly subject-specific
- is high quality
- amounts to at least 35 hours

Features of the pilot

A pilot study of 40 schools

- 20 primary and 20 secondary, including some special schools
- Small geographical area – Sheffield and Rotherham
- Full range of OFSTED graded schools and wide range of school types
- Highly CPD engaged to little engagement in CPD
- September 2018 – July 2021

Management

- Recruit schools to the pilot
- Facilitators and Challenge Champions
- Help schools to understand what high quality looks like and what constitutes CPD
- Small nudges - sustainability

Independent evaluation

Monitoring

- capture data against each of the Wellcome CPD criteria alongside key demographic data

Evaluation

- **Surveys and interviews:** to capture attitudes, understanding, barriers etc.
- **Case studies**

Every teacher should regularly participate in subject specific CPD