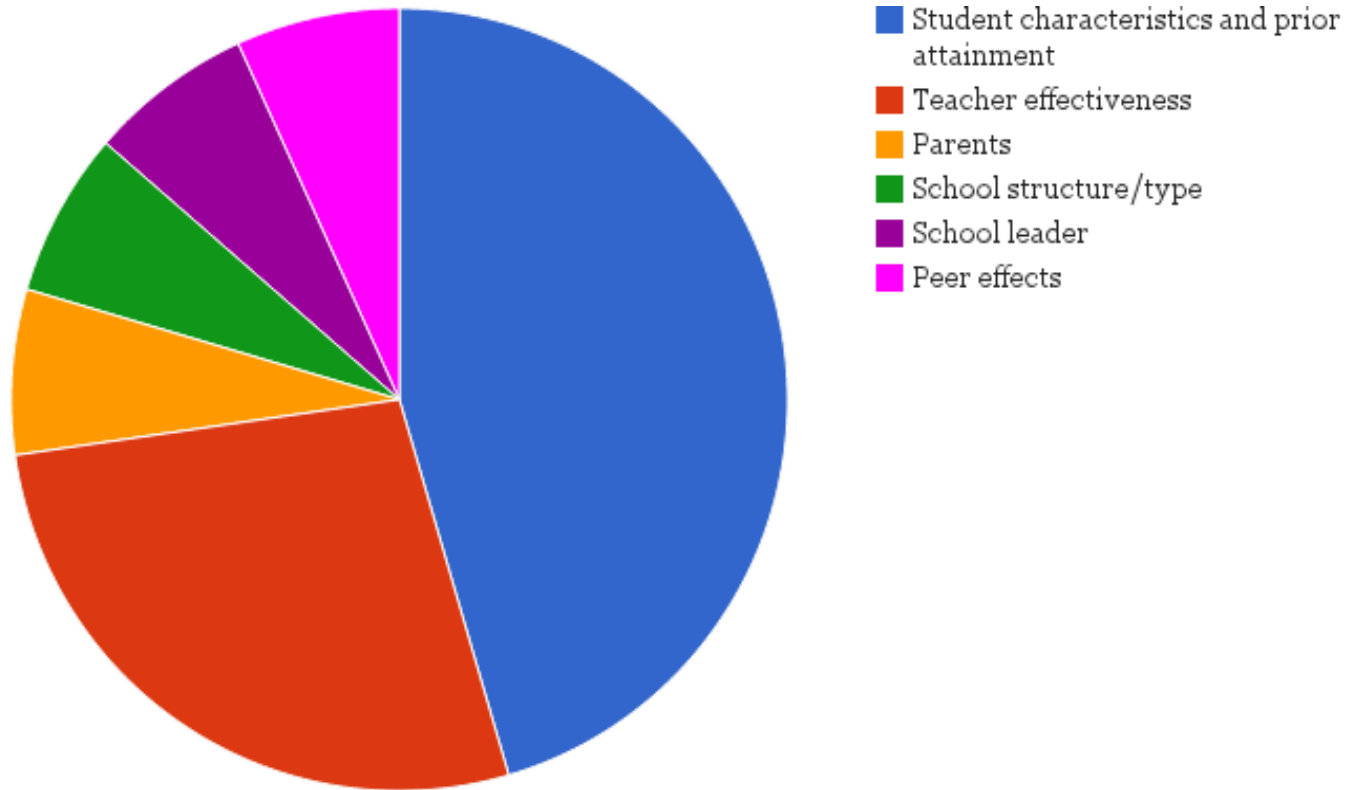


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John Hattie 2003

Traditional PD

A snapshot of 75 training opportunities by the TDA in 2011 showed that less than 10% were effectively embedding new practice, and barely 1% were transforming existing practice.



The most common form of training attended in 2010 was listening to a lecture or presentation

“Nothing has promised so much and has been so frustratingly wasteful as thousands of workshops and conferences that led to no significant change in practice when teachers **returned to the classrooms**”

Michael Fullan 2000

Effective CPD – Teachers Matter Most

Type of Experience	What it Does	Skill Transfer
Presentation	Helps the learner become aware of a new skill, strategy, or teaching practice	5%
PLUS - Modeling & Demonstration	Provides the learner with a chance to see “what it looks like”	10%
PLUS - Practice	Allows the learner to practice in simulated condition.	20%
PLUS - Corrective Feedback	Helps the learner understand how to modify their performance to be more effective	25%
PLUS Coaching & Mentoring	Provides the learner with coaching and mentoring about their instruction with their students <ul style="list-style-type: none">•Asynchronous video analysis, feedback in the context of planning learning goals, implementing strategies, evaluating progress•Real-time, job-embedded coaching	90%

Effective CPD needs to be:

- Personal
- In Context
- Collaborative**



Teachers reflecting on their own practice



Mentoring
Coaching



A video-based system that empowers teachers to reflect on, analyse and share lessons



Sharing

The effects of high quality teaching are especially significant for pupils *from disadvantaged backgrounds*.

The Sutton Trust

White working class pupils need schools to attract high-quality teachers and longer school days, to help them boost their test and exam results. June 2014,

A report from the Commons Education Select Committee

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