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Developing a Discourse for CPD Leadership in the Secondary School Sector in England

by

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for the Degree of Doctorate in Education**

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ABSTRACT

This study was founded upon an assumption that the discourses of leadership and Continuing Professional Development (CPD) in England are different, and that leading CPD in England is complex and difficult to manage. The overall goal was first to develop a shared understanding of concepts of CPD leadership which underpin the complexity, and second to assist overcoming the confusion. Both the assumption and the stated goal emanate from the researcher's own professional position.

The researcher is professionally active in the field, as a provider of CPD, and also as a representative of the University sector. As chair of the Universities' Council for the Education of Teachers (UCET) CPD committee, the researcher has lobbied for academically accredited CPD. This presupposes a respect for teachers' criticality and a reflective approach to Government proposed policy.

The work examines policies and practices of CPD since 2000. Significant organisations (e.g. General Teaching Council for England, Training and Development Agency for Schools, National College of Leadership for Schools and Children's Services) have based their work on a number of concepts which have contributed to a confusion and complexity for leaders of CPD tasked with shaping practice. The initial literature review showed how concepts associated with CPD leadership are emerging, and that therefore any research could not be based upon a static focus. The study explored concepts of educational leadership, noting the emphasis on individual styles, behaviours and performance of leaders. This analysis contrasted with findings that CPD is more focussed on the collective effort of professionals.

The study is based upon professionally focussed research. Findings varied according to different stakeholder groups' attitudes and tacit understandings. The methodology adopted was essentially qualitative and consisted of approaches and techniques associated with phenomenology, action research and grounded theory. Although the term 'discourse' is frequently used, it is in the sense of 'discourse analysis', rather than of 'discourse theory'.

Outcomes of the work were the identification of four dimensions, which may be seen to drive CPD leadership, and which served to provide an underpinning framework to help the analysis of the research. The uncovering of nine variables, which determine the emphasis contained within different approaches to CPD, served as finer detail to aid CPD leaders. These perspectives were developed into a survey tool, and served as stimuli for interviews.

Use of the survey and interviews provided data sets for close scrutiny, leading to a visual representation of different stakeholder perspectives, and indications of how and why each group differed from others. The findings also showed areas of agreement and shared understanding.

The work ends with a consideration of how identifying the concepts and perspectives underpinning a CPD initiative can assist CPD leaders in shaping their behaviour and practice.

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CHAPTER 1: THE NEED FOR A DISCOURSE FOR CPD LEADERSHIP

Summary of Chapter

This introductory chapter highlights key issues which have underpinned the study and spells out the purposes of the work. The study was founded upon an assumption, drawn from my own professional experience, that the discourses of leadership and that of teachers' continuing professional development (CPD) are different, and that, therefore, leading CPD is complex and difficult to manage. This chapter aims to uncover issues which have contributed to the complexity, and to provide a shape to the study as a whole.

The study

This study was conducted in the context of two contestable areas in education in England – CPD and that of leadership. The key focus is CPD, as an aspect of the education system in need of appropriate leadership. The topic is contentious despite the considerable attention given to CPD in recent years, following reform in Scotland known as the McCrone Agreement (McCrone 2001) and indeed within the post compulsory sector demanding engagement with CPD to retain teacher status. The establishment of the General Teaching Council for England in 2000, the launch of a national CPD Strategy in 2001 (DfEE, 2001a), the institution of the National College for School Leadership (NCSL) and the extension of the remit of the Training and Development Agency for Schools in 2005, should have heralded a new age for CPD. In both cases, discourses have emerged over the last twenty or more years. Scrutiny of the literature demands consideration of texts which have been used to inform new practices over that period of time.

The broader understanding of what constitutes CPD, as “any activity that increases the skills, knowledge or understanding on teachers and their effectiveness” (DfEE, 2001a) is, at best, loose in its definition, but is also an acknowledgment that CPD can take many forms. In the context of teachers and other educationalists exploring learning styles, pedagogical issues and experimenting with new modes of delivery, the definition at first seems to be one which invites enquiry, experimentation and

evaluation by teachers – for teachers to take ownership of their own CPD. However, for many, CPD is a continuation of a more traditional view of training – the learning of skills and competences, deemed to be essential for effective teaching and learning. Schools are assessed according to pupil learning outcomes in the form of league tables, and teachers’ performance is managed according to national professional standards. Government-led CPD demands teachers teach in predetermined ways (e.g. 4 phase lessons, literacy hour, phonics). It is not surprising that a corporate, performativity focussed approach to CPD has been developed.

On the other hand, as Craft (1996) has indicated in her research into teacher perspectives of CPD, there is a recognised need to develop approaches to learning and teaching which promote innovation, creativity and imagination. It is the tension between this ‘educative’ approach to CPD and the ‘competence/performativity based’ approach which demands leadership and direction at all levels. The tension is inherent within the debate, as scholars contend the relative values of transactional and transformational leadership, along with many other forms of education leadership (e.g. MacBeath, 2004).

At the same time as developments in CPD, there has been a growth in approaches to developing educational leaders. The National College of School Leadership (founded in 2002), following on from the then Teacher Training Agency, the Specialist Schools Trust and others have developed a raft of leadership training programmes and activities to prepare teachers for leadership roles. The concept of leadership has changed and is ever developing. Sammons *et al* (2005), following ongoing empirical research into the contributory factors leading to effective schools, point out that strong leadership does make a difference in schools, and the most effective leaders are not those who adopt a dictatorial, heroic stance, but those who work through staff, to shape a school culture within agreed and shared values.

Human resource management is clearly a powerful tool in leading, and to face the future, CPD has a key role in it. The ‘people’ side to leadership is not new. Scholars have drawn on Hofstede’s (1991) ‘onion’ metaphor to demonstrate how human values add to the complexity of the concept of leadership. Gordon (2004) uses the idea to explain the interconnectedness of values and CPD practices. Both school leadership

and CPD are values-related, which begins to demonstrate a confusion of two different discourses.

There are, then, tensions within the discourse of CPD, not dissimilar from the tensions within the discourse of leadership. In the context of secondary schools, subjected to the external policy drivers of the Government and its agencies, the tensions risk creating confusion and a lack of direction.

This study falls into the two areas. The discourses of CPD and of leadership represent, first 'what' is to be led and managed (CPD) and second 'who' is to be led and managed (leadership). The dichotomy is not simplistic however. Missing from this crude analysis is the 'how' people and tasks will be managed and the contexts in which they will be led and managed. In addition, the analysis does not account for 'who' should lead. Already, mention has been made of several agencies – the GTC(E), NCSL, TDA, schools, and teachers themselves. The problem is multi-dimensional, and indeed the apparent divisions are not clear cut. Views on leadership and management are multifarious, as are those on CPD. Discourses emerge from different traditions, yet in many cases overlap and show great similarities. They differ, yet not always in a logical manner. Much depends on the stance of the decision-makers at all levels. One cannot be considered in isolation from the other. As Whitaker (1997) points out, if CPD is to be seen as a means of motivating and stimulating the workforce, the goal of self-actualisation can only be achieved if the climate and conditions are conducive to promoting a sense of autonomy and responsibility. The study of CPD leadership inevitably involves considering who influences what teachers develop, and how these are put to use. Power and influence relate directly to the leadership of CPD.

An analysis of each of the discourses will serve to identify areas of consensus and of difference. In attempting to develop an improved, coherent approach to leading CPD, it is helpful to recognise tensions and to blend them in a way that enables the achievement of common goals. The aim is to examine the discourses in use, in order to identify different stances for different stakeholders. Understanding (by the CPD community) is achieved by relating what is said or written to a dominant discourse (Foucault, 1969). For some this will be the discourse of leadership, for others the

discourse of CPD. The meaning of a statement depends on the general rules that characterise the discursive formation to which it belongs. My concern is that there is no standardised discursive formation for CPD leadership, and to avoid subjectivity and meaningless interpretations, it is important to begin to establish a more unified understanding. My purpose is to go one step beyond identifying differences, and to establish some principles to underpin a shared and agreed discursive formation.

The starting point is that the languages of CPD and leadership are very similar. A key question is whether the terminology deployed in each discourse actually *means* the same thing. It may be that the two have crossed over, and that confusion is borne from the lack of clarity about the actual meanings intended. It is important therefore to identify the discourse which actually informs the statements about CPD. The study is underpinned by several assumptions, which give rise to the belief that CPD is in danger of being driven by the leadership discourse, as opposed to the more inductive, 'bottom-up' values embedded in its own traditions.

Increasingly, engagement in CPD is a professional obligation for teachers. Professional standards for teachers require rather than encourage engagement in CPD, and for more senior teachers (Senior, Advanced Skills and Excellent) to engage as providers of CPD for others.

OfSTED demands teachers account for CPD activity and analyse data in relation to their participation and the impact of CPD on learners. OfSTED (2006) also recommends that the TDA should work with schools to enhance managers' skills in evaluating the impact of their CPD arrangements. This places a layer of accountability not previously experienced by teachers. A new education landscape and a need to transform education add to the sense of urgency. Educationalists are facing systemic change through the Every Child Matters agenda, the Children's Plan (DCSF 2007) the introduction of full service (extended) schools, a 14-19 curriculum, and new forms of governance (trust schools, specialist schools, academies, Better Schools for the Future) and workforce reform. CPD is a key element of the change processes, as opposed to helping teachers to shape their own professionalism for themselves.

The underlying contention of this study is that an analysis of changing and emerging discourses, with reference to these policies and the ways in which they are interpreted in leadership and CPD contexts, is vital to understanding the mechanisms of CPD leadership. Policy documentation referred to (see later) does acknowledge that CPD should be led and co-ordinated if the full benefit to individuals, teams, schools and pupils is to be fulfilled.

The prevailing discourse of CPD, on the other hand, suggests that links between CPD and the development of learning communities lead to successful schools. This more ‘bottom-up’, inductive approach conflicts with more deductive and ‘top down’ approaches recommended within the leadership discourse. The influence of a CPD leader is not yet fully considered.

It must be remembered that in England, and in the secondary education sector, CPD is not compulsory for teachers. The Masters in Teaching in Learning (MTL), first proposed in The Children’s Plan (DCSF 2007) is a step towards compulsory CPD, following the failure of so-called INSET days to offer development opportunities, beyond time, to complete essential administration tasks (Leaton Gray 2005). It is interesting to note an apparent shift from institution-organised CPD to individually driven approaches through fulfilling new national standards for teachers and personalised study. Co-ordination and management need to be supplemented by key professionals championing CPD to empower and inspire professionals. A better understanding of the discourses, and the establishment of one which is more accessible to the profession as a whole, and which makes explicit that which is implicit, will support the shift from coordination to leadership. At present, the discourses of CPD and of leadership are confused, and the purpose of this work is to clarify by identifying the underpinning concepts and variations of interpretation, in order to provide CPD leaders with an a more sophisticated and sharper understanding which will inform professional decision-making.

Chapter Outcomes

This chapter provided a brief description of the complexities facing a CPD leader, notably the challenge of addressing two conflicting discourses. The chapter also gave a shape to a process of study, aimed at developing a new ‘discursive formation’ and

intended to give clarity and shape to the task of leading CPD. The examination of competing discourses was recognised as a means of informing the development of a new 'discursive formation'. The DCSF (2007) Masters in Teaching and Learning (MTL) proposals have provided an opportunity to test out this new conceptual framework.

CHAPTER 2: DIFFERENT INTERPRETATIONS OF CONTINUING PROFESSIONAL DEVELOPMENT

Summary of Chapter

Accepting the need to establish a new discourse for CPD, this chapter examines the policies and practices which have resulted in the range of interpretations of CPD within the context of secondary education. It is essentially a literature search which serves to indicate the overall complexity and confusion surrounding the issue. The chapter also demonstrates how the concepts associated with CPD leadership are emerging, and therefore any research cannot be based upon a static focus. The need for a grounded approach to the study begins to emerge.

A POLICY BACKGROUND FOR CPD

The much trumpeted launch of a national strategy for CPD, in March 2001 (DfEE, 2001), appeared to galvanise the wide range of factors which have influenced the way teachers learn and develop their practice. The strategy and the accompanying Code of Practice represented the culmination of thoughts, ideas and policies, which date back over thirty years. The political climate, and the presentation of key principles upon which CPD was to be based provided a context and framework within which the profession (teachers and CPD providers) should operate. As a consequence, a curriculum model for CPD is emerging, fraught with complexity and organisational difficulty. A theoretical analysis, consisting of perceived efficiency, the political, economic and social context and the need for public accountability is necessary. The strategy served, as Bolam (2001) indicates, to provide the profession with fresh challenges and opportunities.

The relationship between CPD and performativity measures is key in the fact that the bulk of funds for CPD goes directly to schools in the form of the 'standards fund' and general grants, which contrasts with the swing towards the responsibility for CPD resting with individual teachers. When allocating the money to CPD activities, schools are recommended to give consideration to central government initiatives, school needs and individual teacher needs (GTC(E) 2002a). This shift of emphasis towards what Bottery (2000) calls 'Customer Quality' can be seen to be a reaction to

the failure of 'provider quality' approaches. Accountability, through OfSTED, is in the form of inspection evidence informing judgements about schools' use of funds and the impact of development activities, rather than the standard of provision and delivery. However, a more recent OfSTED report (OfSTED 2006) does examine the need for senior managers to identify individual teachers' needs and to marry these with those of the team in which they work and those for the schools. In terms of content, the focus is less on the upgrading of subject knowledge and school management, which via a 'transmission model' (GTC(E) 2002) is not perceived to have been successful. As Puttman (2001) acknowledges, teachers in the future will need to cope in a climate of continuous change, and to be open to developments emanating from so-called good practice. A culture of team work and learning from each other is the order of the day. Modern and effective CPD is to be based upon key principles, highlighted in the National Strategy:

- teacher ownership, and a shared commitment to, and responsibility (by teachers and schools) for development
- professional development should be centred on raising standards
- development opportunities should match different needs
- there should be equality of opportunity for professional development
- new and innovative ways of using time and resources for CPD should be sought
- ICT should be central to CPD
- high quality CPD depends upon schools being discerning customers
- planning and evaluation are essential components of CPD
- good practice should be shared and disseminated, using ICT

(DfEE 2001a, p24)

Close scrutiny of the strategy and these principles serves to problematise the location of CPD on a grand scale. As long ago as 1982, Bolam analysed CPD in terms of it either serving the needs of the individual teachers, or those of a system. His presentation of a continuum enables types of provision to serve each, to a different amount, simultaneously. His later (2000) presentation of four different forms of CPD shows less integration of methods and intended outcomes. At first sight, the National Strategy appears to herald a new age, one where a wide range of objectives can be met

in a wide range of ways. OfSTED (2006) does retain the view that the best results occur when CPD is central to school improvement planning, serving to warn against an overly subjective focus on individual needs and wants.

For many, the unfulfilled promises of 'The James Report: Teacher Education and Training' (DES, 1972) appear to be addressed in the new strategy, and the rhetoric attached to the new strategy seems to acknowledge the need to 're-professionalise' teachers. Distinctions are made, as O'Brien and MacBeath (1999) point out, between professional development, staff development and career development; although none of these are labelled as such in isolation of the others.

The Government appears to recognise the failure of INSET days (Bolam 2000) as a form of professional development, in that too often such time is used for administrative purposes. Estelle Morris, in her keynote speech as Secretary of State for Education when launching the national CPD strategy (2001), gives some hope:

"It's [CPD] actually core to the standards agenda. It's actually the essence of what we mean by improving the station of the profession, by giving teachers more standing in the community and amongst other professions, and without professional development we can't possibly get what we all want to achieve, which is better teaching and more effective learning in the classroom, so in terms of where its place is in the big picture, in the big education strategy, it's core to everything that's been done and it's core to everything that's going to go on in the future" (Morris, 2001)

There is, of course, another side to the coin. Bolam (2000) reminds us that the overall approach to CPD is best encapsulated in compulsory literacy, numeracy and ICT projects - designed to ensure the attainment of externally imposed targets. This centrally determined content and process conflicts with the view that teachers can be trusted to update knowledge and skills for their own benefit and for that of their pupils (NFER, 2000). Indeed, the fact that only $\frac{1}{16}$ of CPD funds are available to support HEI-accredited programmes suggests that the emphasis is more on meeting targets and delivering a prescribed curriculum, than providing personal, professional learning opportunities for all teachers.

The language and many ideas contained within the CPD strategy and subsequent reports are encouraging for those who support a more ‘bottom up’, individual-led form of CPD. To establish an effective and meaningful pedagogy, however, it is useful to study the full context and purposes underpinning such a strategy.

Context

It is true that since 1997 the Government has made available £1 billion to support teachers’ professional development through initiatives such as the Literacy and Numeracy Strategies, Excellence in Cities, Education Action Zones, Beacon and specialist schools, Headship training and ICT. The Specialist Schools and Academies Trust (SSAT) has also used matched funding from the private sector to fund CPD, much of which has been used to support the development of the wider workforce. However, these initiatives have not been labelled ‘CPD’, and have essentially been developed under the banner of raising standards (DfEE, 2001c). This ‘impact funding’ is perceived as a means of imposing a way of working, and less as a means of offering personal and professional development opportunities. Whitty (2000) sees the measures as a way of specifying outputs, and of defining the content of what teachers should do. This reductionism, and potentially managerial approach, Whitty continues, runs the risk of causing feelings of de-professionalisation, and a restriction of autonomy and self-direction. By its own admission (DfEE, 2001), the National Framework of Teacher Standards is intended to show teachers what they can aspire to, and to help monitor progress and to plan CPD. The national standards for teachers provide clarity in terms of job specifications and expectations, yet also reduce the sense of teachers’ professional judgement (Whitty, 2000). Blandford (2000) lists the purposes of the standards:

- to establish clear and explicit expectations of teachers
- to help set targets for professional development and career progression
- to help to focus and improve training and staff development at national, local and school levels
- to ensure that the focus at every point is on improving pupil achievement
- to recognise the expertise required of effective headteachers and teachers in school.

(Blandford, 2000, p66)

The National Standards, Blandford notes, can be used directly to assist the raising of pupil standards, and CPD can be structured around them to promote targeted development.

A context of managerialism (to be discussed later) is evident. Morris (2001) herself, acknowledges that the Literacy and Numeracy strategies were essentially “. . . a professional development programme for teachers”, and that these were centrally directed. She proceeds to explain that the Key Stage 3 Strategy would be “a little bit the same”. Indeed the NFER (2000) research into CPD reveals that the most common forms of CPD, in rank order, are:

- training for Literacy and Numeracy hours
- development of knowledge in teachers’ own subject areas
- the use of ICT and the Internet in the curriculum
- assessment
- support for pupils with SEN
- leadership skills.

(NFER, 2000, p3)

Such forms of CPD are, evidently driven by policy makers. Alternative forms associated with teacher creativity, through autonomy and opportunities to innovate, are less to the fore. Each of the above is bound by centrally imposed standards, methodologies or codes of practice.

This presents a certain irony. The education profession has suffered from a serious recruitment and retention problem. The need to re-professionalise teachers, in order to create “new professionals” (Morris 2001) is urgent. The national strategy recognises these demands, claiming that the extension of a pilot to fund CPD for teachers in their second and third years of teaching will help to motivate young and ambitious teachers. Puttnam (2001) expresses the view that professional development serves to lift morale and that its availability encourages recruitment and retention. The building of a collective professional confidence and the development of a renewed sense of self-belief and enriched personal satisfaction, he claims, will serve to make the teaching profession attractive to ambitious young graduates.

Professional development is also a means of acknowledging what teachers have to do, and recognising their commitment to the task (Morris, 2001). The collective responsibility of the profession, and the individual's commitment to teaching and learning are ongoing learning and development experiences. Teachers need to be helped to "accommodate new initiatives and requirements" (Pollard, 2002 p404), but also need to drive the process themselves. Interpretation of, and response to, such initiatives, require time, reflection, evaluation and professional sharing. Working as a professional community is recognised to be essential (DfEE, 2001a). The depth of intention in relation to these claims is, of course, a strand of the policy research proposed as part of this study. The extent to which these really do represent a commitment to developing a professional community, or whether the words represent an empty rhetoric, is key.

The educational context is complex. The real context is one of central control, a set of standards, a prescribed curriculum and specified outcomes. On the other hand the language of CPD is one of autonomy, professionalisation and teamwork. One is left to ponder if the rhetoric is one of 'spin', and if there is a case for 'presentation over content'.

Managerialism

"The hallmark of a strategic approach [to CPD] is the degree to which the school effectively integrates individual's (*sic*) learning objectives with school improvement objectives in order to achieve pupil performance targets, and to satisfy the professional and personal aspirations of staff"

(McCall and Lawlor, 2002 p130)

McCall and Lawlor present a balanced view. All the elements cited above are present in the CPD strategy, but their emphasis is not apparent. Morris's (2001) presentation of the strategy, and indeed the strategy itself, make clear that CPD provision should be linked to government priorities. The extent to which an imposed curriculum model dominates CPD is apparent in other DfEE publications. The authors of the NPQH Development Stage (Units 3.4) fear that there is an over-emphasis on controlling the CPD curriculum. They recognise that compliance and conformity to

instrumental CPD outcomes has predominated over pedagogical innovation. The focus is therefore on applying centrally determined policy - on classroom practice - rather than on identifying new effective ways of working. As Whitty (2000) explains, New Labour has increased state regulation through managerial approaches and performance related pay. Increased salaries and 'threshold payments' rely on the presentation of evidence of improved pupil performance. In this way, evidence of successful completion of CPD is less related to qualification and motivation, than to improved performance statistics.

The word 'managerial' is an interpretation of 'instrumentalist', a term coined by Bolam (2000). The basis of the concept is that action is determined by specified outcomes - standards and targets. Much of the education agenda has, as Field and Philpott (2000) posit, been informed by the school effectiveness movement. They argue that school effectiveness is concerned with conformity to a set of standards deemed acceptable, and measurable. They base their argument on Hammersley's (1997) view that:

"Put into practice, an exclusive focus on effectiveness leads to an over-emphasis on those outcomes that can be measured (at the expense of other educational goals)."

(Hammersley, 1997, p215)

The findings of Rhodes and Houghton-Hill (2000) confirm this view. Their survey of school leaders reveals that CPD is 'used' to help teachers deal with changes demanded by policy and legislation, to ensure that pupils benefit (measured by assessment scores), and to ensure that teachers can demonstrate suitability for career development, within a standards defined framework.

Pollard (2002) recognises that CPD is a core element of school management. Through performance management procedures, teachers are required to meet performance targets, and CPD is the means by which this can be supported. One is left to surmise that school improvement actually means increased effectiveness, and that teachers' sense of personal fulfilment is an outcome of meeting the pre-determined success criteria.

Education leaders can use CPD as a management tool, to influence practice from a distance. It is not, in reality, used to empower teachers, but to encourage change of practices. The rhetoric of the CPD strategy shows a healthy respect for teachers' existing expertise, but does not go so far as to enable teachers to shape educational policy. According to the DfEE (2001a), successful professional development involves:

- a focus upon specific teaching and learning problems
- opportunities for teachers to reflect on what they know and do already
- opportunities for teachers to understand the rationale behind new ideas and approaches; to see theory demonstrated in practice; to be exposed to new expertise
- sustained opportunities to experiment with new ideas and approaches, so that teachers can work out their implications for their own subject, pupils, school and community
- opportunities for teachers to put their own interpretation on new strategies and ideas to work, building on their existing knowledge and skills
- coaching and feedback on their professional practice over a period of weeks and months. This is a particularly important element, and can be decisive in determining whether changes in practice survive.

These characteristics do chime with those contained in the GTC(E) (2001a, see earlier). Teacher engagement, both individually and with each other, and the need to build on each others' understandings, are highly valued.

The assumption is that CPD is a positive activity, and therefore the discourse begins to establish a regime of truth.

So what is CPD?

Continuing Professional Development is a relatively new term. It evokes memories of the 'The James Report' (DES 1972) which recommended periodic training and development for teachers, through sabbaticals and periods of professional and academic refreshment. It also links with individual and collective morale, self-esteem, status and professional control. Development relates to improvement, which involves exposure and access to ideas, reflection, implementation and evaluation. The impact of development is widespread, affecting the school, teachers themselves and learners.

It comes as no surprise that CPD can become a management tool, as Alexandrou *et al* (2005) conclude. Close analysis of the terminology and associated concepts reveals the potential of CPD, and its uses.

Continuing

Society is ever changing. If one goal of education is to prepare young people today for the world of tomorrow, no teacher can rely on lessons learned yesterday. Teachers can engage in learning for practical reasons. The CPD strategy (DfEE, 2001a) mentions the need for pupils to develop an enthusiasm for lifelong learning, as it is key to success in adult life. Such an enthusiasm is more likely to develop if young people see their teachers modelling such practices.

O'Brien and MacBeath (1999) comment that teacher lifelong learning in the form of CPD is increasingly regarded as an important means of contributing to the creation of more effective schools, and as integral to learning organisations.

Following this argument through to its logical conclusion: lifelong learning leads to a learning organisation, which continuously and collectively, re-evaluates its purposes and seeks ways to develop effective and efficient ways of reaching its goals. Improvement is more likely to be continuous if learning is ongoing.

Continuous and continuing learning is not problematic. The core 'business' of a school is teaching and learning. All teachers have access to teaching and learning situations all day, prompting Morris (2001) to assert that teachers learn best from teachers. This suggests the need for contact, communication and regular access to other teachers. Putnam and Borko (2000) condemn the traditional view that teachers should 'find their own style' (p19), in that it encourages a paradigm of privacy. For them, the development of a community of learners leads to the establishment of common theory and language, and opportunities to challenge assumptions. *Continuing Professional Development* relies on regular interaction with colleagues.

Professional

The word ‘professional’ is problematic, as pointed out by many specialist writers over the years (Eraut, 1994, Hoyle, 1980, Whitty, 2000). Certainly Morris uses the term to draw approval for the strategy from teachers:

“[CPD] is part of the re-professionalisation of what teachers should do, shout as loudly as we possibly can that, yes, we demand a lot of teachers.”

Professionalising teachers means for some (e.g. Whitty, 2000) providing independence and self-governance, in line with other professions (e.g. medicine, accountancy and health professions). Within the strategy, some allowance is made, in that teachers are encouraged to take responsibility for professional development. This does not go as far, as Whitty would want - to have, as a profession, a mandate to act on behalf of the state. Education is, and will continue to be subjected to, and regulated by, market forces and supervision by the Government.

To a degree, some features of a profession are in place:

- teacher skills are based on theoretical knowledge
- education in the skills is certified by examination
- there is a code of conduct (DfEE, 2001b) oriented towards the public good, and
- a new professional organisation (GTC(E)) enjoys some power and influence

(Whitty, 2000, p281)

The impact of the above is difficult to measure. Puttnam (2001) argues that the existence of the GTC(E) provides some self-regulation, and that the implementation of the CPD strategy will lead to ‘thought leadership’.

Day’s (1999) analysis is less positive. Characteristics of the ‘restricted professional’ are applicable. Action is intuitive, and learning is derived from the work base. Experience rather than theory is used to justify action. Teachers are not encouraged by the CPD strategy to become ‘extended professionals’, that is to locate practice in a broader political and social context. The extent to which teaching is ‘value-led’ is also questionable. The ‘values’ are imposed; present in the TDA’s (2007) latest set of standards for QTS. The values have not emerged from the profession itself.

The CPD strategy is moving towards the professionalisation of teachers. It is contributing towards the professionalism of teacher behaviour and practice, but, as yet, stops short of providing the decision- and policy-making powers traditionally associated with professions (Eraut, 1994). The risk is immense. As Ranson (2003) concludes, a loss of faith in teachers as professionals has resulted in the belief that societal matters, including education and well-being, are too important for the profession to address and, therefore, there has to be central interference. In short, centrally led CPD can lead to de-professionalisation.

Development

Field and Philpott (2000) comment on modes of engaging with teaching and learning, in the context of Initial Teacher Education (ITE). They identify activities which provide trainee teachers with learning opportunities, and the mentoring and coaching activities which shape practice. In the context of CPD, this involves learning, and changing (rather than shaping) practice. Development, or improvement, of practice is then further enhanced by evaluation. Development, then, consists of two distinct phases:

- Learning activities and processes
- Application and evaluation.

There is no option to withdraw from development. All teachers do model learning for their pupils, whether they choose to or not. Pupils experience teacher development first hand. With pupil learning as the core business of schools, Williams *et al* (2001) rightly assert “(a)ll teachers must model lifelong learning” (p198). The DfES (2005) states the need for teachers to convert professional learning into professional action, and asserts that “...the effectiveness of a CPD activity should be measured by its impact on pupil achievement, and thus contribute to school improvement” (p5).

For motivational purposes, teachers, as learners, must recognise the fruits of their labour. Evaluation enhances learning and development. OfSTED inspections of CPD provision, and access to funding through application to the TDA, both demand the demonstration of measurable impact on pupil learning. As Rhodes and Houghton-Hill (2000) confirm, the requirement to demonstrate linkage between professional

learning of teachers and classroom improvement is firmly established. It is this which serves to convert professional learning into professional development.

What should be at the heart of CPD?

The Government endorsed the GTC(E) stance towards the purposes of CPD at the launch of the national strategy in 2001. Laudable reasons justifying investment in CPD are to:

- develop a shared understanding in the profession about what professional development and learning should include
- influence national policy and funding
- raise teachers' expectations both on entry to the profession and of professional learning communities
- enable teachers to reflect on how they can and do contribute to the professional, collective knowledge about teaching and learning
- provide the basis for widening opportunities for accreditation and recruitment
- provide support for school leaders in making time and support available.

(GTC(E), 2002)

The professional context means that CPD is tied into performance management procedures, and also that it is linked to school improvement as expressed in the school development plan (Pollard, 2002).

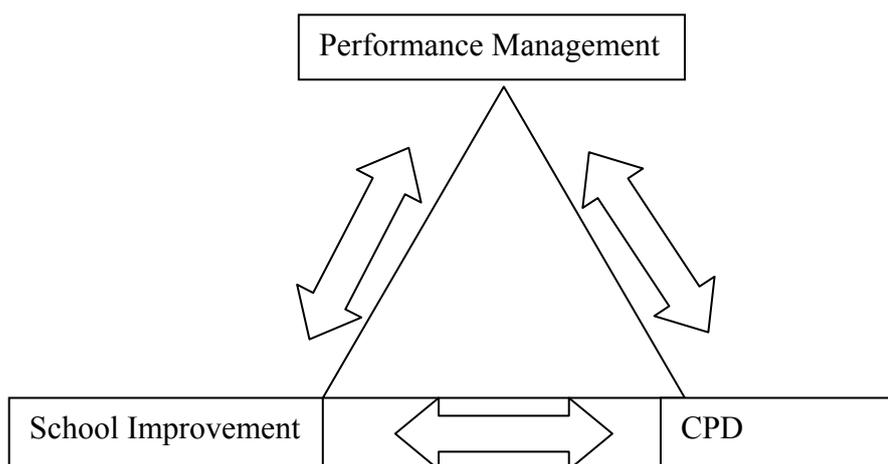


Figure 1: The triangular relationship between CPD, School Improvement and Performance management.

This triangular relationship provides the tension between the individual's needs and wants, and those of the school as an institution. Striking the balance is, of course, dependent upon the situation.

For individuals, CPD should address the outcomes of self-evaluation in the form of an audit. This is not to insist that development is only related to weaknesses, but also to ambitions and aspirations. Part of being a professional is self-direction. Moon (2001) notes the influence of self-esteem and morale on performance, and that CPD provides the opportunity to enhance self-perception - through planning for, and evaluating the effect of, CPD on the individual teacher.

The relationship between teacher performance and development and school improvement is reciprocal (Day, 1999). CPD must be in the context of institutional development. Accordingly, the national CPD strategy, places "professional development at the heart of school improvement" (DfES, 2001a, para 1), similar to more recent DfES (2005), and OfSTED (2006) reports.

The school is the principal location for professional development. "Learning with and from each other, and from the evidence of best practice" (DfES, 2001a, para 23) is fast becoming the CPD mantra.

Learning and development is incomplete without a thorough evaluation. Evaluation is more than the measurement of specified outcomes, and Rhodes and Houghton-Hill (2000) recommend the scrutiny of many sources of evidence of impact, including:

- observing teaching
- scrutiny of schemes of work
- departmental reviews
- linking departmental needs to solutions in development plans.

(Rhodes and Houghton-Hill, 2000, p429)

The development of practice remains personal and fails to add to a community's collective body of knowledge if it is not externalised. Moon (2000) argues that dissemination of personal professional development is essential, if such developments

are to add to teachers' repertoires and understanding. Deep learning has to stand the test of professional scrutiny and evaluation.

A brief literature search in relation to CPD, and cross referencing to the national CPD strategy does initially appear to match in terms of content and purpose. Certain truisms emerge: the need to focus on the individual and the institution; to make real teaching and learning situations the focus of professional development; to encourage the development of learning communities; to conduct full evaluations of CPD, including a measurement of impact. However, such guidance is insufficient to develop a meaningful pedagogy. Each factor, and the emphasis placed on it, influences others. The purposes and principles underpinning the strategy, and interpretations of them, alter the outcomes for teachers, both individually and collectively. There is no doubt that processes and skills need to be in place for successful CPD to occur.

As Eraut (1994, p107) points out, teachers need to be able to:

- access and acquire information
- be skilled to apply a full range of competences
- have the deliberative skills and processes to enable informed decision making
- be able to provide information and ideas to others
- be intellectually able to generalise and make meaningful conclusions.

It is clear that CPD has a hard edge, and that aspects identified by Eraut can be assessed (information, competence, skills), yet their full use is dependant upon less quantifiable factors (e.g. generalising, communicating). A true study of the pedagogy of CPD demands an understanding of the interrelationship between the key factors. The following section attempts to clarify these contributory factors, and their influence on an emerging pedagogy.

Bolam's (2000 p.267) assertion that there has been a shift towards 'system-led' CPD has had a profound effect on approaches to providing CPD. In order to re-assert a focus on the individual, CPD providers may see a need to make changes to the pedagogy. The opportunities for CPD have been affected by the marketisation of education. The reduction of the Local Authority's capacity to provide CPD, coupled with the funding of five INSET days, has led to a considerable increase in the number

and types of trainers. The market for longer term, often accredited, CPD is regulated. Standards for newly qualified teachers and aspiring Headteachers must be addressed. If success is measured by the quality of evidence presented, knowledge should be matched by application. Applications to enter the threshold status by meeting higher level professional standards and applications for Advanced Skills Teacher status must also be accompanied by evidence of development and improved pupil performance.

Applications to the TDA for DCSF funding of accredited Postgraduate Professional Development (PPD) programmes must meet specified criteria. OfSTED inspections of providers of accredited CPD have focused on the attainment of pre-specified learning outcomes and the impact of provision on pupil learning.

Consequently, Bolam's (2000) assertion is justifiable and does demonstrate that control of CPD rests outside the profession, detaching those who participate in CPD from those who direct it. Decision-making, in terms of content and approaches, has been essentially centralised, and the collegial involvement of providers has been minimal. Often, professional qualifications (Qualified Teacher Status, and NPQH) have been separated from academic awards. Performance Management procedures have led to greater managerial control of teachers' work, as has the specification of performance targets for schools. The Literacy and Numeracy Strategies consisted largely of an imposed methodology. The teacher shortage, and increased numbers of teacher assistants in the classroom requires teachers to delegate routine tasks.

These changes have led to a corporate bureaucracy and increase in accountability measures. These have resulted in the identification of new skills and understanding demanded of teachers. The GTC(E) (2002) summarises that there is a need to provide teachers with the skills to collect and analyse assessment data, to develop a capacity to act on findings, and in short to improve teachers' ability to 'think' like researchers.

The availability of computer-aided packages renders such development needs as technical and skills-based. Teachers are not in a position to challenge the agenda, but are required to develop the technical skills necessary to operate new systems. Williams *et al* (2001) explain that the primary purpose of CPD is to move the school forward; providing teachers with the wherewithal to keep pace with rapid change.

They argue that the focus on personal development goals and career targets is the means by which individual responses and morale can be reviewed against the professional development programme.

A 'system-led' CPD programme is designed to respond to external forces. There is always a need to develop teachers' understanding and to make staff feel valued; but essentially Morris (2001) lists the reasons for CPD as building a capacity for change, clarifying policy and improving the whole staff.

Day (1999) provides greater detail. He recognises that teachers are a school's greatest asset and that, without their creative co-operation, key educational goals will not be met. These include:

- a predilection for lifelong learning
- keeping pace with societal and technological change
- school development depending on teacher development
- content and pedagogy not being separable.

These theoretical considerations are matched by recommendations contained within the National Strategy for CPD, and even GTC(E) guidance (2002). CPD must prepare teachers to:

- implement new teaching or assessment strategies
- devise curriculum approaches, resources and schemes of work
- take new approaches to target setting
- access new techniques for classroom data management.

These serve as clear evidence of a policy-driven system, and a managed approach to CPD.

It is agreed that the most effective form of professional development involves teachers learning from and with teachers. Consequently, CPD involves developing appropriate, work-based learning processes: observation techniques, collaborative planning, teaching, assessing and evaluating, enquiry work, mentoring, etc. Teachers must be able to select development activities that are likely to have the greatest impact on their teaching (DfES 2001a).

CPD strategies do recognise that teachers have different learning needs, yet support for individual teachers is provided to create a teaching force able to address national and local priorities. Competences and standards are therefore common goals, imposed upon, rather than emerging from, the profession. Individual teachers are encouraged to identify their own needs in relation to the relevant set of national standards, develop a personal development plan (within the context of available funds), maintain a learning log (for accountability purposes) and benchmark their practice against the Standards after the period of development (GTC(E) 2002). The argument is that the pedagogy of CPD must be shaped according to the external forces of marketisation and central regulation.

Internal factors

For the organisers of CPD, there is an array of factors which impact upon the most effective approaches adopted. These may relate to (1) the school (including geographical location), (2) the school's organisational culture, (3) views on teaching, (4) beliefs about professional learning, (5) individual teachers' attitudes, (6) learning styles, (7) levels of motivation and (8) the stage of individual teachers' career development. Within each of these categories there are sub-categories, but for ease of explanation only the above categories are provided. The complexity of a pedagogy for CPD becomes apparent when one considers the almost infinite range of combinations of factors; firstly, within any single school, and secondly, when overlaid by the external factors. In addition, the funding arrangements complicate the organisation of CPD. Almost all funding is contained within the Standards Fund for schools, and none of this is ring-fenced for CPD. CPD is therefore not a requirement, nor is it funded directly. It is no surprise that CPD provision can be seen to be somewhat *ad hoc*.

The School

The GTC(E) (2002) is right to remind us of the need to develop an approach to CPD which suits the type and size of school in question. The location of a school determines access to libraries, HE institutions, resource centres and other similar schools. The sector and phase influence both what is taught and how it is taught to

pupils, and, most particularly in the primary sector the age range of pupils in any particular class/year varies enormously. The ability and motivational range of pupils, especially in 'selective areas', impacts upon the demands made on teachers, and increasingly the gender mix of the pupil population leads to differing approaches to teaching and learning.

The School's organisational culture

Much has been written about schools' organisational culture (e.g. Hargreaves 1995, Handy 1983). Hargreaves' (1995) definition of culture is 'the way things are done'. For Handy the issue is more concerned with the location of decision-making powers. If professional development involves the application and evaluation of new professional learning, then these factors should be taken into account. As we have seen, the CPD strategy (DfES 2001a) promotes teamwork and learning from and with each other. Consequently, positive interrelationships, professional trust and respect are powerful ingredients. Part of a school's culture is the extent to which cross-fertilisation, cross-curricular co-operation and distributed leadership (Gunther 2001) are encouraged. Bolam (2000) asserts categorically that a collaborative culture is an essential pre-requisite for effective CPD.

Views on teaching

Views on teaching which prevail in schools are symptomatic of the organisational culture. On an individual basis, teachers' views are a product of the teachers' own biographies and experiences. Unlike in other professions, there is no respect for substantive subject disciplines underpinning the core of the work. History, psychology, philosophy and sociology of education were discredited as a basis for education and schooling throughout the 1970s and 80s. The result, according to Hargreaves (1998) is that teachers tend to justify their practice in four ways, through:

- tradition
- prejudice (personal choice)
- dogma
- ideology

Hammersley (1997) reiterates the point, claiming that experience, wisdom, local knowledge and personal judgement guide teachers' practice. If such inward-looking views are not made explicit and 'put to the test', there is a risk of developing 'learning disabilities' (MacBeath and Mortimore, 2001 p17). CPD does involve the examination and scrutiny of practice and personal theory to overcome these 'disabilities'. Through rigorous research and evaluation, teachers can avoid projecting their own deficiencies on children. The risk is, of course, that teachers cling to past practices and are defensive when faced with threatening messages from outside. Too often, new practice is resisted due to a fear of failure, and teachers may protest against imposed initiatives as a means of seeking safety in numbers (a ring-fenced mentality). The work of MacBeath and Mortimore (2001) demonstrates that effective CPD can provide a sense of ownership and commitment to change as opposed to resistance.

This potential negativity can be challenged. The discovery, and use, of a creditable knowledge base is a way forward. Each teacher possesses a personal knowledge base, and each to different degrees. Turner-Bisset (2001) has attempted to categorise the essential knowledge base, without defining the content of each category. This shows the complexity, particularly when one takes into account the interrelationships between each category. The categories are:

- substantive subject knowledge
- syntactic subject knowledge
- beliefs about the subject
- curriculum knowledge
- general pedagogical knowledge
- knowledge of models of teaching
- knowledge of learners – cognitive (context and situational)
- knowledge of learners – empirical (affective and social)
- knowledge of self
- knowledge of educational contexts
- knowledge of educational ends (aims – long term)
- pedagogical content knowledge.

(Turner-Bisset 2001 p13)

For each teacher, the overall knowledge base is a unique mix of the above. Development of different forms of knowledge, for different purposes, demands different approaches. CPD is more than being in receipt of received wisdom, it is

about knowledge creation, sharing and dissemination. This does not prohibit core learning activities, but does demand, at least, personally tailored application and development opportunities.

Beliefs about professional learning

The respect of teachers' existing expertise is explicit in the CPD Strategy (2001a), through the recommendation that development activities build on current good practice. Teachers, therefore, bring with them to CPD ideas, knowledge and skills. Interaction with fellow professionals leads to updating, stimuli for critical thinking, self-evaluation, the dissemination of new innovations and the consideration of new policies (Eraut 1994). The concept of the 'Reflective Practitioner' (Schon 1981) is brought into play immediately teachers are brought into contact with each other. Eraut (1994) argues that practitioner knowledge must be exposed to critique, if the teacher and others are to understand how to use this knowledge.

For others, teaching is less about reflective practice, and more about technical competence (Hargreaves, 1995). If effective teaching is concerned with the mastery of techniques and methods, CPD should provide the opportunity to practise and perfect such techniques, away from the hindrances of pupils' emotional responses.

Joyce and Showers (1980) recognised this when they identified four interrelated levels of professional learning, comprising general awareness, the organisation of knowledge of concepts and theory, learning new skills, and finally application at the work place.

Joyce and Showers also presented five teaching and learning methodologies, (presentation, modelling, practice, feedback, coaching), and demonstrated how each impacted on the levels of learning. This approach is commendable, yet limited. The activities do not represent a pedagogy, but do begin to demonstrate the need to consider the impact of professional development. It does assist to take into account teachers' starting points, attitudes and intended outcomes.

Individual teachers' attitudes, learning styles and levels of motivation.

Turner-Bisset's (2001) presentation of paradigms for teachers demonstrates how adherence to one set of beliefs by an individual teacher, pre-determines his / her expectations in terms of professional development outcomes. Figure 2, below contains Turner Bisset's list of paradigms and my own interpretation (in the final column) of how such attitudes can dictate, to a degree, professional learning styles:

Paradigm	Explanation	Appropriate Learning Style
Common Sense	Limited analysis and reflection	Follow instructions, evaluate, adapt.
Art	Unpredictable, teachers are born not made	Intuitive responses to stimuli.
Craft	Focus on 'skills'	Careful planning in advance, matching curriculum demands to repertoire of activities.
Applied Science	Demands knowledge of foundation disciplines	Reading, establishment of key principles to underpin practice.
System	Holistic view, decontextualised	Knowledge of curriculum studies and rationale for practice.
Reflective Practice	Process, not substantive knowledge based	Work-based enquiry, discussion. Use of evidence.
Competence	Atomistic, not holistic	Break teaching down into constituent parts. Identify effective strategies for each unit.

Figure 2: Linking paradigms to professional learning styles

No teacher would adhere solely to one particular paradigm, and would evidently represent an eclectic mix of attitudes. Conversely, there is the possibility of conflict

and tension between, for example, a ‘competence- based’ approach, and a ‘systems’ approach. The challenge for providers is to overcome prejudices and beliefs. Esterbaranz *et al* (1999) propose a process for professional learning, dependent upon the establishment of learning groups. They recommend that observation of practice is an essential starting point, as it represents common ground for all teachers.

Stage of career development

The TDA and DCSF have in combination used rafts of National Standards to develop a professional framework for teachers. Teachers are able to benchmark their performance against standards appropriate to their position, and also to identify targets for development at higher professional levels. This serves as a useful basis for career development, in that it provides the opportunity for consistency and common ground when:

- talking about practice;
- observing each other;
- collaborating on the development and evaluation of materials;
- teaching/coaching each other.

(GTC(E), 2002c)

In order, however, to move “collegial learning from the margins of professional practice to the heart of it” (GTC(E) 2002b), further considerations are necessary. Craft (2000) recognises the shortcomings of course-led models of CPD, and Flecknoe (2000) places high value on teachers engaging in local research rather than being expected to respond to externally conducted research. The notion of ‘engagement’ is, however, dependent upon experience and expertise.

Dreyfus and Dreyfus (1980) provide five levels of professionalism, each with a different level of capacity for involvement. A ‘novice’, for example, is concerned with adhering to rules and routines, whereas an advanced beginner is able to recognise and respond to success. ‘Competent’ professionals are prepared, to work towards the fulfilment of long term aims, but essentially enjoy the establishment of routines and ways of working. ‘Proficient’ practitioners and ‘experts’ are more capable of analysing new situations and recognise the value of continuously re-assessing the

value and purpose of maxims. For the CPD provider, consideration should be given to the potential and level of expertise of teachers as both practitioners and as researchers. This clearly does relate to the more pragmatic 'stages' as presented by DfES (2005, p44):

- Newly Qualified Teachers
- 2-4th year of teaching
- Middle Leadership
- Advanced Skills Teacher
- Leadership Team
- New Head
- Experienced Head

Day (1999) demonstrated how many internal and external factors influence the effectiveness of CPD. An examination of an appropriate pedagogy for CPD involves the consideration of the input stage of professional development. The DfES (2005, p53) have clearly linked CPD with Performance Management procedures:

“...Performance Management provides a real opportunity to unite teachers, heads and governors in their primary task to secure high standards of education for all their pupils”.

Moving On

Organisers of CPD are constrained and enabled by government regulations and guidelines. Bolam (2000, p. 272) explains that:

“The essence of professional development for educators must surely involve the learning of an independent, evidence informed and constructively critical approach to practice within a public framework of professional values and accountability, which are also open to critical scrutiny?”

By establishing guidelines, it is inevitable that the tension between the individual, the school and the Government will be created. Professionalism, we have seen, involves the liberation of teachers from central control, but public accountability demands justification for action taken and the measurement of success. Hargreaves (1996) and Hammersley (1997) both recognise research and the active use of evidence by teachers as the way forward. Research, Hammersley argues, allows the illumination of aspects of teaching and learning which are below the normal level of

consciousness. Hargreaves' (1998) advocacy of an evidence-based profession involves converting information needs into answerable questions, research to generate evidence to answer the questions, a critique of the validity and reliability of the evidence, the application of justifiable theories and the measurement and evaluation of performance. In these ways, teachers seize control of development and are able to base development work on real practice.

Accountability is a check for autonomy. A broader view of 'impact' as a measure of success is recommended by Holden (2002). Impact is more than improved assessment outcomes; he argues it is evidenced by changes in attitudes and behaviour. Professional learning therefore involves adaptations of practice, and Holden acknowledges that learning is an outcome of participation in new practices. This cyclical representation of professional development is justifiable, when coupled with the evidence- and research-based approaches propounded by Hargreaves and Hammersley.

Graham *et al* (2000) expand upon the assessment of impact. An appreciation of what constitutes measures of success, determines the nature and form of CPD. It is clear from Graham *et al* that the focus for CPD is dual – in that it should be intended to benefit the individual and the school in the following ways:

Aspects of Impact	
Individual	School
Promotion	Recruitment
Motivation	Retention
Morale and job satisfaction	Participation in innovation
Sense of correctness	Development plans
Personal growth	Pupil assessment scores

Figure 3: Aspects of Impact (Graham *et al*, 2000 p. 29)

The individual as a resource for and a beneficiary of CPD

Although the GTC(E) (Puttnam 2001) welcomes a focus on teachers' personal development and growth, this does present CPD organisers with issues. Not all teachers are enthusiastic about CPD, and the reasons are often very personal. His research concludes that teacher resistance to development and change may be due to any combination of the following:

- it is not easy to receive help as it can be perceived as an admission of weakness
- it is difficult to commit to change
- it is difficult to submit to receiving help (self-esteem)
- it is difficult to recognise one's own problems
- problems seem too big
- it is difficult to trust a stranger.

Egan (1987 pp. 297)

Despite the DfEE's (2000) assertion that career planning should be part of CPD, and that this is a motivation to teachers, the proposal does not account for emotional factors. Goleman (1996, 2004) is quite clear that a pedagogy for learning must take account of five domains of emotional intelligence:

- i) knowing one's emotions (self-awareness);
- ii) managing emotions (self regulation);
- iii) the drive to make a difference
- iv) recognising emotions in others (empathy);
- iv) handling relationships (social skills).

Evidently, a pedagogy for CPD must allow for the development of the individual teacher's emotional intelligence. For the individual, this links with a sense of belonging. Nixon *et al* (1997) present a sequence of events to support the development of a network. Encouraging intra-professional networking enables professionals to work together. Teacher/pupil networking involves negotiation with the learner, linking to teacher/parent networking. The effectiveness of a learning network is greater when co-operation and co-ordination with other linked professions are achieved. In this way, the teacher is an integral part of a community, providing access to ideas and beliefs but also offering emotional and personal support.

The benefits of a learning community also, according to Nonaka and Takeuchi (1995), enable new knowledge to be converted into professional development and action. The community allows for socialisation and the sharing of ideas, and the externalisation of tacit knowledge. This new explicit knowledge, achieved through discussion and negotiation is, then, re-internalised, and combined with other existing forms of knowledge. Without membership of a learning community, this would not be possible.

For teachers, the learning community is work-based. The DfEE (2000) claim that work-based development in the form of mentoring, peer networks, liaison with colleagues in other schools and professional learning teams, is wanted by teachers. Rhodes and Houghton-Hill (2000) claim that teachers respect peer evaluation to a greater extent than external inspection.

Undoubtedly, a personal focus, with careful management and the deployment of collegial support and guidance, is an essential element of an emerging pedagogy for CPD.

The school as a resource for and a beneficiary of CPD

Moon (2000) explains that the working context defines the nature of professional learning, and that all interactions and discussions are inevitably lodged in the work base. The school and classroom are clearly the context of professional development. Daily contact and absorption lead to continuous learning and development. Pollard (2002) laments the relegation of the school's internal culture throughout the 1990s in favour of external accountability, school effectiveness, target setting, inspections and league tables. Any planned professional development should include the active participation of teachers in the schools in which they work.

Again, it is wrong to assume that this professional interaction will lead to professional development without intervention. Professional development activities within a school must be the focus of discussion and joint learning. As Hargreaves (1999) points out, theorising about practice has a positive effect of leading to considered

generalisation. This process enables the ‘transferral’ (Hargreaves 1999 p230) of ideas between people. External networking with fellow teachers from other departments and schools promotes the ‘transposition’ of ideas and theories into new and different environments. The school base is an essential, but not the only, context for CPD.

The school also offers resources, and increasingly, the technology to facilitate professional learning and development. Technology, for example, enables a more blended approach to learning and development, and should not automatically lead to the rejection of previously successful approaches. For example, each of Joyce and Showers’ (1980) activity types, for example, are achievable through use of technology:

Theory	Access to electronic texts
Demonstration	Use of video and accompanying commentary
Practice	Use of the video camera
Feedback	Asynchronous communications through web-board, e-mail and chat-rooms in response to videoed performances
Coaching	Synchronous communication (web-boards and chat rooms) to support planning and evaluation activities

Teaching is a team activity. Similarly, evaluation and the measurement of impact are most respected by teachers, if the activity is objectively conducted by trusted colleagues (NFER 2000).

Collaboration in school promotes discussion. If teachers are to “break out of their private world” (Putnam and Borko, 2000 p13) the school must be seen as a primary base for CPD. The school has the physical, technological and human resources to make it the richest of learning environments.

The place of external providers

Research has shown that within partnerships between two or more of schools, LAs, HEIs, professional associations and community groups (Graham *et al* 2000) lead to

more effective professional learning and development. There is, Graham *et al* warn, the danger that too much focus is placed on the processes of partnership, and not enough emphasis on the content and teachers' actual learning. Bolam and Weindling (2006) also commend the involvement of external partners, as do other research reports, including the Evidence for Policy and Practice Information (EPPI) review of CPD (CUREE, 2004).

External providers offer detachment, objectivity, theory and access to alternative applications of knowledge. The DfEE (2001b) recognises the value of external provision, but places certain conditions in the form of a Code of Practice for CPD providers. These conditions mirror many of the characteristics of effective CPD identified above. These include:

- delivery of suitably skilled and experienced trainers
- materials of a high standard (content and presentation)
- differentiation to meet all participants' needs
- a well prepared venue
- content and processes informed by recent, relevant research / inspection evidence.

These conditions should be met through discussion and negotiation with the school. The DfEE Code (2001b) stipulates that explicit needs should be addressed by the provision, the purposes of activities overtly expressed, and that success criteria should be publicised in advance.

External providers have a major role to play. However, it is clear that quality measures should emanate from the customer and the extent to which intended outcomes and expectations have been met. A pedagogy for CPD is to be based upon the teachers' and the schools' defined needs.

Initial outcomes

Bolam (2000) argues that the paradigm for CPD established in the 1980s and 1990s has been sustained, and that there is a need to swing back to a focus on individual teachers, which he saw to be prevalent in the 1960s and 1970s. There are, of course, new contextual factors which should be taken into account, if teachers are to develop

the capacity to cope in the twenty-first century. The CPD strategy is ‘managerial’ in tone, and the resourcing of CPD does focus on practice rather than policy. Many teachers (GTC(E) 2002) have expressed a wish for time to link their learning and development back into policy-making. Teachers and CPD providers do have an opportunity. The development of a pedagogy which is research- and evidence-based, or which respects and encourages the active participation of teachers, and one which is firmly located in the context of the work-base, is important if teachers are to be ‘re-professionalised’. The establishment of a new knowledge base, to replace the discredited ‘-ologies’, is a prerequisite for ‘thought leadership’ and professional control. CPD is the means by which teachers can meet desired outcomes, thereby closing the gap between idealism and reality (GTC(E) 2001).

A CPD approach must, of course, be flexible and sensitive. As O’Brien and MacBeath (1999 p76) suggest:

- Development must be in a supportive climate
- Providers must understand the context
- Development and change happen if people see an advantage
- Teachers must be seen at different stages of career and personal development
- Development is active, not passive
- For teachers, improvement is better than discovering universal truths.

The recommended approach is to establish a consensus amongst teachers, leaders, the school and policy-makers. The need for co-ordination and a simultaneous process of empowerment cries out for sensitive leadership.

Chapter Outcomes

Key writers have identified the need for successful CPD to address more than one dimension. Scrutiny of government documentation does reveal a more instrumentalist approach to CPD than the more refined research outcomes of academics. The prevalent culture contained within official policies is that CPD should contribute directly to the raising of standards in schools. The GTC(E) recommendations give greater consideration to a collaborative and professionally beneficial approach, recognising the relationship between professional profile, reputation and status and professional development opportunities. The literature search reveals concepts of

collaboration, professional collegiality and a sense of empowerment which underpin the discourse of CPD.

CHAPTER 3: DIFFERENT INTERPRETATIONS OF LEADERSHIP

Summary of Chapter

The previous chapter begins to uncover key concepts underpinning the discourse of CPD. The study as a whole is concerned with CPD leadership. This chapter examines leadership related literature. The aim is to ascertain if the original hypothesis that the discourses of CPD and that of leadership are at odds with each other. Consequently, this chapter aims to expose concepts underpinning educational leadership, noting the emphasis on individual styles, behaviours and performance of leaders. The need for, and impact of, positive leadership on schools is noted, and key determinant factors are identified.

Professional suspicion

Education leadership is not a new area of study, but studies have picked up pace in more recent years. To appreciate the context, it is necessary to understand that educationists have resisted management theories for many years (Bush (1995)). Only after the publication of national standards for head teachers and the introduction of the National Professional Qualification for Head Teachers (1998), has the profession accepted the need for professional training. Bush explains that industrial and commercial techniques have been unattractive for many reasons. Educational objectives have always been hard to define and measure, and teachers have always felt that they should be directly involved in decision making, if change is to occur. As Handy and Aitken (1986) profess, management has been a second priority, with teaching itself being the main priority for the profession. Teachers recognise and respect motivation, but rather than it being supported through an external intervention, it is an outcome of the social and professional ideals which emanate from a desire to serve others, notably children, and a passion for the subject(s) they teach. For teachers, Sergiovanni (1999) claims, excellence is to engender a love of learning, critical thinking, aesthetic appreciation, problem solving and creativity. The view has been that in management terms, excellence is measured by outcomes rather than by the process. Sergiovanni recognises this to be a perception rather than a logical conclusion. For him, competence is part of being a professional. However, teachers have focussed on the 'virtue' less than the need to measure up to defined competences.

Leadership and management are often associated with the feelings of insecurity when experiencing change. Education has been a conservative profession, concerned with transmitting cultural models and forms of acceptable behaviour. The irony is that teachers have practised management theories themselves, aiming to provide learning and development within a stable environment. Sergiovanni suggests that a teacher perspective on management relates to a perceived ‘railroad theory’ (p97), which is all about imposing standardised work processes for teachers. This lack of respect for professional autonomy is unattractive to teachers, who have traditionally enjoyed a greater sense of professional independence. He explains that ‘professionals’ view themselves as super-ordinate to work systems, and aim to shape rather than follow policy and practice. In this way, teaching is a “vocation engaged in by professionals” (p85), which reflects a mismatch in terms of the quality of teachers entering the profession, and the trust shown to them by those in authority.

School leaders and managers have generally all been teachers themselves. They have accrued a tacit knowledge and understanding through personal experience. Many would deny applying theory to real, day-to-day problems, relying on a sense of instinct and moral purpose. Formal knowledge, Eraut (1997) reminds us, has been related to the subject. Only from the 1970s has education been regarded as a social science, and a subject with its own substantive content. Throughout the 1990s, giving a sense of control during a period of social upheaval and political change through an insistence on development planning, was seen to be the solution. The tensions created by the imposition of a national curriculum were resolved through careful, subject-based planning.

The centralised curriculum was matched through local delivery, and teachers faced hierarchical systems, rules and regulations. The fear was that managerialism strove for uniformity. As leaders’ and managers’ roles in schools came to the fore, authority was based upon necessary bureaucratic systems. The sensitivity to the needs of fellow professionals became sub-ordinate to the outcomes represented by quantitative data. Ten years of an emphasis on leadership, which has been perceived as based upon instructional and command approaches (transactional as opposed to transformational), does threaten the autonomy of teachers, and runs the risk of

developing dependency amongst the profession (Sergiovanni, 1999). Sergiovanni argues that leadership fails if it is perceived as a form of behaviour, and if bureaucratic systems are emphasised there can be a human cost. A normative reality – one based upon a common belief in the purpose of education - is replaced with a technical rationality, which appears to neglect the very values and purposes which bond the profession. The technical rationality has led to a reductionist approach to managing change. Breaking processes down into apparently simple units, without considering the whole, denies the complexity of education. For teachers, managerialism is unrealistic and unnecessarily detached from complex human factors. It does, however, offer a sense of stability and control. Leigh (1994) highlights the dichotomy between this sense of control and discipline with the uncertainty associated with change. A deductive logic is in conflict with the intuition borne from professional engagement. Managerialist approaches show little respect for the judgment of professionals. Sergiovanni explains that teachers teach according to norms which emanate from the culture of a school, as opposed to being imposed from outside. Professional autonomy is a substitute for leadership – the more professional teachers are, the less they need to be led. Eraut (1997) confirms the high level complex knowledge base of teachers, and that it is construed personally and from experience.

Culture, as opposed to structure, is what leads to effective education. Sergiovanni promotes a ‘tight culture, loose structure’ which is linked to motivation, enthusiasm and loyalty, as opposed to simplistic straightforward rational work systems.

Bush (1995) is realistic when he claims that teaching based on personal theories is too narrow. Sharing practice and problems can help to establish tacit understandings, and can be theoretically validated. Leadership needs to create a climate and opportunities for professional sharing, and thereby focus on learning as a process rather than the demonstrable outcomes. Clearly, there is a tension between this and the emphasis on structures, roles, outcomes, standards and compliance associated with a view of traditional management approaches. The profession’s tainted view of leadership and management explains a perceived collective suspicion of leaders and managers. A preference to rely on human interaction within a particular social context is, no doubt, a generalisation, but does assist in beginning to understand the attitudes to leadership.

The value of education leadership and management

Despite the suspicions, research studies (e.g. Sammons *et al*, 2005) do show the benefits of effective and strong leadership in schools. Managerialism, Coleman (2005) asserts, is part of a more general social trend away from welfarism (state-run public services), and towards a business-like approach characterised by target setting. The centralised curriculum model coupled with the decentralised operational systems has led to a feeling of increased accountability and a culture of performativity (the use of measurable success indicators). Leaders can appear remote and detached from day-to-day professional activity (Leigh, 1994). However, this is a one sided view. There are advantages to centralisation – a consistency in quality, economies of scale, the diffusion of innovation and the identification of development needs. The need for leadership and management in a culture of change is obvious. The challenge is to avoid prescriptive change. Within a centralised system, ‘wild institutions’ cannot be tolerated, which creates a culture of fear. Strong and effective local management can protect and offer stability, if practices change. As Bailey and Johnson (1997) explain, an organisation with a stable management and long-term momentum of strategy is more likely to have a more homogenous provision, and is able to work towards improvement in a more controlled manner.

For Sergiovanni, the task of leadership is to transform a community/organisation into an institution with recognisable values. It is the use of values as factors determining decision making, as opposed to measurable outcomes, that can enable an institution to transcend the technical requirements. The discourse of leadership must be based upon clear, agreed and explicit values. In this way, the institution is not run by rules and targets, but consensus and purpose. Leaders in institutions do not operate a technical, rational authority where teaching and supervision are treated as precise sciences. Often, the culture dominates, and is more stable. Re-structuring will happen all the time.

Given that schools ‘belong’ to children, parents, local authorities, the Government and indeed those that work in, or in partnership with, them, political skill is required to bring about consensus. If achieved, schools become a repository for values and beliefs, rather than being rule-governed. The leader provides an expression of the

values as opposed to being control-driven. The leader serves the purpose and is the moral authority, not the dominating imposer of rules and regulations. Education leadership and management are about community leadership and communal learning. One has to pose the question of whether established concepts of leadership are appropriate in this new post 'Every Child Matters, integrated services environment'.

In cases where leadership has been seen to be successful, the professional authority is based upon underpinning values:

- There is no one best way to teach
- Professional knowledge is created through practice
- Scientific knowledge informs, but does not prescribe
- Professional authority is not externally imposed
- All teachers are committed to an explicit professional ideal.

(Sergiovanni, 1999, pp51-52)

Bush (1995) reinforces the view that leadership in a collegial form can exist, and when working with professionals is more likely to succeed. The discourse of leadership should be based upon concepts of consensus, empowerment, commitment, service, representation and voice. For the leader, this involves aligning personal and professional goals. To harmonise the two, Gray (1979) argues, is to motivate. The danger is, of course, political manipulation. Negotiation, bargaining, empowerment, team work, autonomy and responsibility can be nurtured without resorting to coercion, control and autocracy.

Teachers need to be reassured in a way that encourages them to challenge norms and basic assumptions, to innovate and experiment, and to engage meaningfully with professional colleagues.

Leadership and professionalisation

The assumption is that teachers fear that managerialism leads to de-professionalisation. Leaders are shaped by, and emerge, during periods of change (Field *et al*, 2000). In recent years the nature of change has been large scale with externally developed innovations. Leaders are seen by teachers to represent the external forces of change. Wallace (1991) argues that external innovation leads to a climate of unpredictability and a sense of losing control. This frenetic ambiguity hinders planning, but demands capacity, creating a tension in terms of purpose and an inability to rely on established practices. Leaders can resort to bureaucratic authority

to counter-balance the inevitable resistance of teachers to relinquish practices which have been embedded over many years. The feelings of de-professionalisation are that teachers feel sub-ordinate, over-supervised, lacking in expertise and accountable for processes for which they do have a sense of professional ownership. As Eraut (1997) explains, teachers' knowledge is no longer respected. Leadership allows for the critique and challenge of ideas to distinguish the intuitive from what can be proven, to identify effective practice from mere habit, and to validate theories which underpin and serve to validate new approaches.

Eraut (1997) resists the view that teachers should follow, rather than challenge, patterns of thinking. Professional learning involves personal interpretation, and the generation of new theories which belong to the profession, as opposed to new ways of working which are blindly accepted. In this way, as Fullan (1992) recommends, change is owned by teachers, and a culture of an acceptance of continuous change becomes the norm. Leading change is based upon a 'bottom-up flow' of authority, as opposed to the external scheduling and monitoring of practice, which teachers resent. With an agreed and accepted value system based upon professional respect, change becomes something teachers do, in a climate of stability and security (Leigh, 1994). Systems and processes become part of the whole, and are not detached from the day-to-day norms of professional practice.

Leadership should be designed to support teachers...

"...passing through zones of uncertainty, the situation of being at sea, of being lost, of confronting more information than you can handle"

(Schon, 1981, p12).

The stability and certainty provided by clear leadership does not remove fears and anxieties associated with change. As Hubermann (1993) reminds us, there is never complete control. However, an appreciation of effective leadership is an acceptance that insecurity and doubt are acceptable and valuable as enquiry tools. Ambivalence and uncertainty, Fullan (1992) argues, are the basis of meaningful enquiry.

Leaders have to manage the conflicting views and practices associated with an uncertain future. To consider all options in advance is an impossible task. The leader needs to be responsive, and supportive; yet adhere to the agreed values as a

justification for uncertain actions. As Sergiovanni asserts, teachers are motivated when they recognise their work to be meaningful, and when they have a degree of control when initiating and implementing change. Leadership is about instilling a personal responsibility and collective accountability (Hackman and Oldman 1976).

Leadership as visioning

Visioning is more than the painting of an ideal future scenario. It is concerned with the establishment of agreed and shared values which underpin the vision, and also with the more practical predictions related to staffing capacity, and how provision will be monitored in the future. The need for engagement through distributed leadership is documented above; school staff does not react well to hierarchies based on command leadership, and will not tolerate overly bureaucratic rituals. Greenfield (1984) identifies the task of leadership as creating the moral order which binds staff. Sergiovanni (1999) recognises that excellent schools have a clear culture and a strong sense of purpose, yet at the same time teachers have a degree of operational freedom. His argument is that the tight culture, loose structure can be successful. In this way, the leader's authority would be based upon the common understanding of goals, purposes, values and commitment. When the leader acts in the service of these higher ideals, the staff is more comfortable that decisions are made in good faith, and according to the common good. Leaders, as followers, work towards the same end.

Part of visioning is therefore the development of a loose structure which is based upon ideas rather than bureaucracy. Authority reflects a passion and clear vision. Bailey and Johnson (1997) see an organisational culture consisting of deep beliefs and reliant upon assumptions. The relationship between all stakeholders is therefore an important ingredient. During a period of change, such a vision has to be future-oriented. The culture therefore should allow for reflection, discussion and debate. The reformers, or external-policy makers, have prepared and assimilated the need for change. School based staff warrant equal respect, and in order to initiate and implement change need an equivalent amount of time. As Sergiovanni recommends, the process of development demands four factors: leaders, followers, ideas and action. Only with the connection between the ideas and actions do leaders and followers come together. Therefore, a central function of leadership is to define purpose. Bennis (1984) expands the argument: in order to express a vision which

chimes with all, due account must be given to the current state of affairs and due respect given to the successes which have brought about the existing state of affairs. In showing respect for the current state of affairs, and recognising the potential to develop into the desired state in the future, the leader is able to gain respect and authority as a trusted servant of the vision and the institution.

The link between the present and the future requires a shift from behaviour to meaning, and back to behaviour. The leader becomes an embodiment of an ideal, and an ambition on behalf of the institution. The leader has to master meta-processes (Eraut 1997). This involves modelling desired practice, demanding self-management and self-awareness. Respect for external feedback on progress and coaching advice prevents self-deception and consequently the impression of deceiving others. A leader should not slip into believing his/her own actions and decisions are always the best. This is a slippery road to autocracy and the forms of leadership which are least respected in the school environment.

The practices which demonstrate the goal of bonding the community with a common purpose in mind is the celebration and positive reinforcement of desired qualities. A positive culture, Sergiovanni (1999) claims, consists of enduring qualities which are represented in rituals, ceremonies and folklore. The leader needs to tie successes together into institutional stories and create recognisable symbols of success. A dogged and tenacious adherence to the common values creates what Goleman *et al* (2002) refer to as resonance between leaders and followers. Resonant leadership should be authentic and not contrived. Communications and dissemination become crucial elements of success.

Organisational structures are important, but they do not create an organisational culture. Indeed, Bush (1995) recommends the reverse, in that structures should be based upon the emerging culture. The leader should recognise, and indeed celebrate emerging norms, rituals and meanings by galvanising positive features through the introduction of a suitable management structure. In this way, the structure itself becomes the physical manifestation of the culture. The culture is not moulded, but reinforced through structures.

Clear and meaningful structures facilitate the next role of the leader – the establishment of a strategy. A strategy is not a blind reaction to external demands, but a considered response drawing on the views of stakeholders and shaped by the values. Clearly, as Leithwood *et al* (1999) note, direction setting and thoughtful strategy do not have a fast and instant impact on practice, particularly when times are changing so quickly. The vision will, however, be sustainable and serve as a guiding light for all involved in the institution.

Building on the ideas above, it is possible to develop a picture of leadership in a nutshell (Goleman *et al* 2002). Successful leadership is visionary and resonant. It is people-focussed, and effective leaders will coach others in order to build a sense of affiliation to the goals of the institution. A governance which leans more to the democratic than the autocratic, but which entrusts the leader to determine the pace of change, and to command through consensus, will enjoy greater success in the longer term. For teachers, this softer approach is in conflict with the managerialism they fear.

Leadership styles and competences

The education profession's suspicion of formalised leadership and management may well be unfounded. The rhetoric of leadership does not always match up to the perceived reality. Leadership styles are how a leader is perceived through the interpretation of his/her behaviours (Goleman 2004), rather than the leader's own stated intention. In a context where professionals do not feel a need to be over-supervised, and when a feature of professionalism is that one is driven and compelled from within, overly imposing leadership and management is treated with suspicion (Sergiovanni 1999).

Leadership styles have been categorised, however, and teachers are quick to label leaders. Coleman (2005) lists the categories, which inevitably contribute to the discourse of leadership. She identifies the following (p14):

- instructional (learning at the core)
- transformational (concerned with capacity building and improvement)
- moral (based on values and intellectual stimulation)

- participative (sharing decision-making powers)
- managerial (transactional geared towards formal efficiency)
- contingent/situational (variable according to circumstance)

Inevitably leaders themselves are often categorised, although Coleman's view is that all leaders consist of a blend of styles resulting in a complex profile. For the purposes of analysis, leadership and management are often separated, although students of leadership and management recognise that in practice the two are inseparable. Law and Glover (2000, p13) explain:

“Leadership is frequently seen as an aspect of management, with real ‘leaders’; often characterised as charismatic individuals with visionary flair and the ability to motivate and enthuse others – even if they lack the managerial or administrative skills to plan, organise effectively or control resources. On this basis it is often argued that managers simply need to be good at everything leaders are not”.

It is the strategies deployed by leaders which determine their perceived style. Sergiovanni (1999) examines how leaders persuade others and places the tactics into four categories. ‘Bartering’ refers to the approach when the leader draws on rewards and sanctions to achieve his/her goal. ‘Building’ represents the leader providing a climate and interpersonal support to enhance the followers’ self-esteem and sense of achievement. ‘Bonding’ requires the leader to develop shared values and commitments, and ‘binding’ is the situation when the leader and the led feel obliged, yet self-manage. The challenge for the leader is to be consistent. A confused approach feeds the suspicions of others, and then taints the perceived leadership style.

Leithwood (1996) places learning at the core of leadership. With schools as learning organisations, the leader needs to be the ‘lead learner’. He argues that once an overall sense of purpose is agreed, the leader needs skills to initiate change and to engage staff, drawing on his/her own vision as a stimulus. The interpersonal skills necessary to enthuse colleagues and to develop their own internal vision, in order to activate the outward-looking vision, are immense. The key competence for Leithwood (1996) is to link the staff’s internal vision to a social mission.

For a manager, Bush (1995) states, the key competences relate to financial management, human resource management and positive relationships with

stakeholders. Followers are, on the whole, respectful of the hierarchical position of leaders, and accept that they have more power. Authority rests on the judicious and careful use of that power, which involves clear and transparent communications and decision-making. Authority rests on the inter-personal styles, use of bureaucracy, professional profile and expertise, and the shared moral purpose. A key competence is therefore, to combine all of these in a meaningful way. This involves connecting people to each other and to their work. The leader has an obligation to build a community.

Leigh (1994, pp18-26) draws out the qualities and attributes that followers respect in their leaders. These are:

- a sense of direction
- values
- excitement
- teamwork
- accountability
- transforming skills ability to get things done
- ability to see the big picture
- ability to think clearly
- personal maturity.

Competence is less about being in possession of these attributes, but more about making them visible in a natural way. Leithwood *et al* (1996) suggest this is achieved by the way leaders interact with others. Competence and respect for the leader is created through the leader expecting his/her staff to be innovative, and by demonstrating a commitment to the same cause as s/he is espousing. By creating structures which enable creative thinking and sharing of ideas, leaders show a real commitment to their words. Leaders must, it seems, be clear about what is right and wrong, in relation to the future vision and values.

The community with which the leader works extends beyond the school. Fullan (1992) recognises that part and parcel of leading is the engagement in networks, partnerships and collaborations. The sense of belonging and influence must permeate the whole community. In many ways, the leader is an external representative and advocate for the institution. Leithwood *et al* (1996) reaffirm the need to develop symbols and rituals which reflect the mission of the school.

The most important competence for leaders relates to how they treat people. Leithwood *et al*'s (1996, p72) research results in a list of skills and competences necessary for success:

- no favouritism
- an open door policy
- being approachable and accessible
- protecting staff from excessive intrusion from external forces
- giving personal attention when needed
- being thoughtful and sensitive
- encouraging new approaches
- supporting individuals' suggestions for change and development
- making resources available for professional development
- offering coaching where appropriate
- recognising successes
- sowing confidence in others
- following through in decisions
- sharing caution for new initiatives
- instilling a sense of belonging and pride.

None of these are contentious, but they certainly overlap. Hay McBer (2000) have reduced these to five categories of competence, which feature teamwork, drive and confidence, influencing others and being able to see and present the 'big picture'.

These 'outward' competences should be matched by internal, emotional intelligence. Coleman (2005) draws on the work of Goleman (1998) to explain that leaders need to be comfortable within themselves, demanding high levels of self-awareness, including confidence. These enable self-regulation, and the control of emotions. Leaders must be personally motivated, be empathetic and have developed social skills. Without these natural attributes, a leader may not appear to be genuine. Contrived competence revives the suspicions of leaders and managers.

Self-awareness relates to learning. Leaders cannot, and should not strive to have a monopoly on knowledge and understanding. By learning from others, and being prepared to adapt, the leader not only demonstrates empathy, but a recognition that in complex organisations such as schools, a linear approach to development is not possible. Securing feedback from colleagues, but also from external sources, allows the leader to self-check and be sure that developments relate directly to the shared

goal and mission. Improvement and development is messy, and non-linear. The leaders assured acceptance of this is respectful of the demands and needs of others.

The demands of others are one 'force' which shapes action. Sergiovanni's (1999) views on 'servant leadership' state that leaders must be responsive to a range of forces. A balanced approach demands that the leader takes account of technical forces, which can be harnessed through sound management techniques. It is also important to listen to human forces. The leader's own expert knowledge should inform decision-making. Excellence is achieved if symbolic forces are acknowledged and the tailoring of action to suit the unique cultural factors associated with the school gives reassurance and a sense of security and stability to those within it.

Beware of ideals!

The literature on transformational and servant leadership is appealing to professional practitioners, as it appears to promote a 'bottom-up' approach. A mistrust of leadership and management derives from the apparent mismatch between the rhetoric and the reality in school life. In schools, decisions and reputations are largely based on measurable data. For many the short term imperatives of outcomes-based judgements, and indeed resourcing, place individual needs above those of the community. A possible result is that transactional leadership approaches take precedence over transformational. As Sergiovanni (1999) explains: transactional leadership rewards are based upon outcomes, resulting in management controls being introduced in the forms of scheduling, prescribing, programming, monitoring, inspecting, testing and checking. It is these elements that represent the power exerted by leaders on followers. In an oppressive climate and culture, power is associated with being rule-bound.

The national education landscape is dominated by league tables, inspections and national standards and norms. The culture is one of competence, rather than one of the 'excellence' associated with transformational leadership. Leaders are seen to resort to salesmanship and manipulation. Extrinsic factors, including financial reward, are used to 'get things done'. The result of this focus on extrinsic motives is short-term gain, but a concern for ongoing sustainability.

When congeniality is promoted rather than collegiality, an organisational culture is fragile. Congeniality does rely on formal codes of conduct and an imposed culture. Collegiality develops organically from all those involved.

Despite the promise of positive literature in relation to leadership, the reality for many is that leadership is defined in terms of rules, procedures and organisational factors. It is this mismatch that leads to mistrust and a lack of faith in leadership and management theory. The discourse of leadership must be placed in this context.

Chapter Outcomes

Very often, literature about educational leadership is focussed on the qualities and standards expected of leaders. For some twenty years, school leaders have been facing the challenges of unprecedented change. A centralised curriculum has been introduced and national standards have been imposed upon the profession. The key agenda for the Government has been raising educational standards amongst pupils. Local management of schools, and a competitive system of more open enrolment and league tables has led leaders to be more focussed on how they can create visions and processes which will effect change and improved performance. The discourse of school leadership has been one of individual enterprise, measurable success indicators and performativity. This is in marked contrast with the findings of chapter 2.

CHAPTER 4: METHODOLOGY

Summary of Chapter

Given the dual focus of the study, and the view established in chapters 2 and 3 that the concepts of CPD and leadership are complex, confused and dynamic, this chapter presents a bespoke and purposeful research plan. The purpose of the plan is to uncover principles which guide the practice of CPD leaders, and to consider how these might relate to the range of discourses associated with CPD leadership. The plan embraces the individual perspectives of a range of stakeholders, in order to extract evidence of working within different frameworks and guiding principles. The research is practice-focussed, and the methodology adopted is qualitative, consisting of methods and techniques associated with action research and grounded theory. Although the term ‘discourse’ is frequently used, it is used in the sense of ‘a close analysis of texts’, rather than of ‘discourse theory’.

A personal epistemology

This study did not involve the examination of a static situation. My own engagement as a professional with experience and influence meant that any learning inevitably affected the issues under scrutiny. The study was also located in an area which is developing, one which does not operate in an established paradigm, where a prescribed methodology might be suitable. My own position, as an active professional in the field of CPD Leadership, demanded that I adapted the processes as I learnt. Consequently each stage of the research process informed the next. My role and responsibilities were core to the study. I occupy the position of a leader, a manager and a practitioner. As a consequence, I was very aware of the impact of my work on others, as well as on my own understanding, and it was my intention to combine professional, experiential knowledge and understanding with academic research findings, in order to inform the debate surrounding CPD Leadership. I already interacted with a range of stakeholders, and recognised the need to vary approaches to meet the needs and circumstances of those with whom I worked.

The learning was progressive. One stage of the research informed the next, and I recognised that my own stance, and therefore practice, changed as I learnt. The findings at each stage needed to be validated and triangulated in order to assure

ongoing rigour. No single approach/methodology was likely to accommodate the complexity of the project. However, I was very aware that the study involved attitudes and influences on others, as well as on myself. Part of the research process was therefore to build a bespoke methodology to suit requirements at each stage.

Mixed method, research – deploying several instruments to generate data – can be constructed in one of two, or in a combination of, ways. Cohen and Manion (1994, p398) recommend the use of a range of instruments to enable simple triangulation. Simultaneous application of different instruments, as Strauss and Corbin (1998) explain, means that triangulation, through the gathering of data through multiple methods and from multiple sources, enables the comparison of outcomes to validate any findings. Such a comparative study forces the researcher to make comparisons at a dimensional level. However, if the application of research instruments is one after the other, and aimed at a slightly different focus, then such comparisons are not valid. This type of mixed-method approach lends itself to progressive focussing. Silverman (2001, pp70-71) describes this process:

“Progressive focussing is part of a characteristic ‘funnel structure’. Two components of progressive focussing are that:

- The research problem is examined, reshaped and honed, and
- What ends up being researched may not resemble the initial intention”.

The initial intention of this research project was to uncover the expectations and aspirations of, and for, school based leaders of CPD. This necessitated a close examination of what is meant by CPD and what is meant by leadership. The extent to which these two discourses overlap provided a basis for the examination of practice, which can be characterised, at this point, as an excellent case of ‘ad hocism’. New hypotheses were developed as the project progressed, and therefore systems of checking and verifying findings as they emerge were accounted for through reflection. The project was, then, a combination of mixed-method research (simultaneous and consecutive).

Most of the research activities occurred one after another, thereby enabling me to draw on and reflect on the findings at one stage to inform the next. Fairclough (2003) recommends building a trans-disciplinary approach – pulling together methods from

different paradigms; not to validate but to construct an approach suited to the problems being addressed. As Strauss and Corbin (1998, p46) reiterate:

“All theoretical explanations, categories, hypotheses, and questions about the data arrived at through analysis should be regarded as provisional”.

Sequencing research activity

In order to define the competing discourses of leadership and CPD, it was helpful to formulate conceptual frameworks through content analysis. Silverman (2001, p41) explains:

“Theory provides a framework for critically understanding phenomena, and a basis for considering how what is unknown might be organised”.

This process of content analysis can be broken down into steps. Once established, the conceptual frameworks were applied to policy documentation in order to locate and ground the emerging theory in those frameworks. Fairclough (2003) points out that ideological stances can be identified in texts, and that ideology is a representation of the social worlds which contribute to the establishment and maintenance of ways of behaving. Using the conceptual frameworks enabled the identification of the ideology and social forces which drive policy.

With a clear theoretical and policy-based framework, the next step was to apply the model to a sample of CPD providers and ‘users’. The use of a survey to explore responses to, and the implementation of, strategy assisted in finding gaps between policy and practice. Commonalities and differences between participants’ professional application and practice provided a conceptual model of practice – or at least boundaries for what is perceived as effective professional practice.

The plan then involved the interviewing of key policy-makers. This is evidently not a process of random sampling, but of theoretical sampling. Theoretical sampling is the choosing of respondents who represent a particular theory or stance (Strauss and Corbin, 1998). These interviews, coupled with the outcomes of discourse analysis, enabled the identification of dominant and regressive discourses. Indeed, the study may make a contribution to the development of a new discourse which relates to CPD leadership *per se*.

A final and important group of practitioners to take into consideration was the ‘recipients’ of CPD. In this way, due consideration can be given to the impact of CPD.

Figure 4, provides a diagrammatic representation of the sequence of research activity.

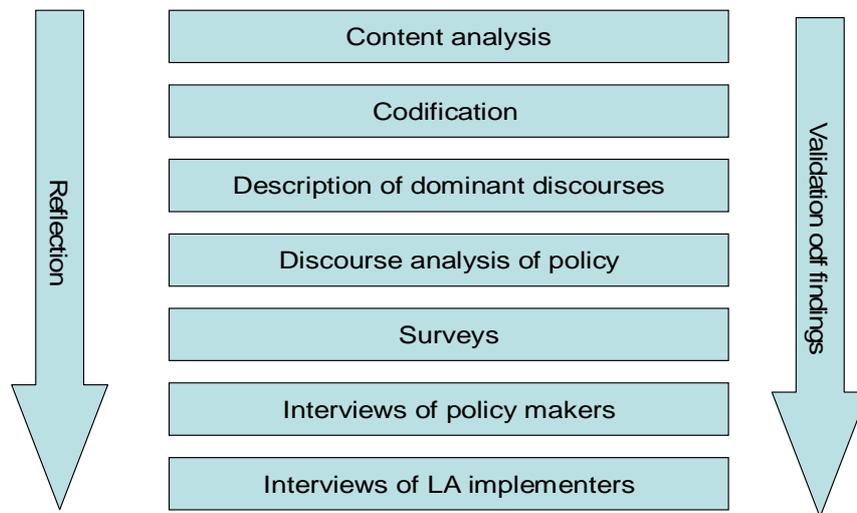


Figure 4: Sequence of research activity

Content analysis

Content analysis was the first step towards the identification and description of the competing CPD and leadership discourses. The reading meant the extraction of key vocabulary and concepts which represent each discourse. Theories of leadership and management abound, each often containing a critique of others. Similarly, research and theory relating to the range of dimensions (Field 2004) demonstrated how CPD contributes to successful professional performance. At this stage of the process, it was clear that terminology was borrowed from each discourse, and that it has been used in subtly different ways. Using Gordon’s (2004) onion model, it is possible to represent this diagrammatically. At the core of the CPD and Leadership discourses are values and vision, which may be articulated in a similar fashion, and indeed express the same intent. A key difference is evident within the second layer. For

CPD, the discourse is based upon collective development, whereas for leadership it is more of an individualised approach. Thereafter, the nature of each discourse is different. With an emphasis on individual performance, Figure 5 shows a manifestation of the values through a focus on personal/individual style, leading to an imposed strategy and consequent actions. Figure 6, on the other hand, represents a more collaborative, collegial and shared approach to development, through a concentration on entitlement and service to the learning community.

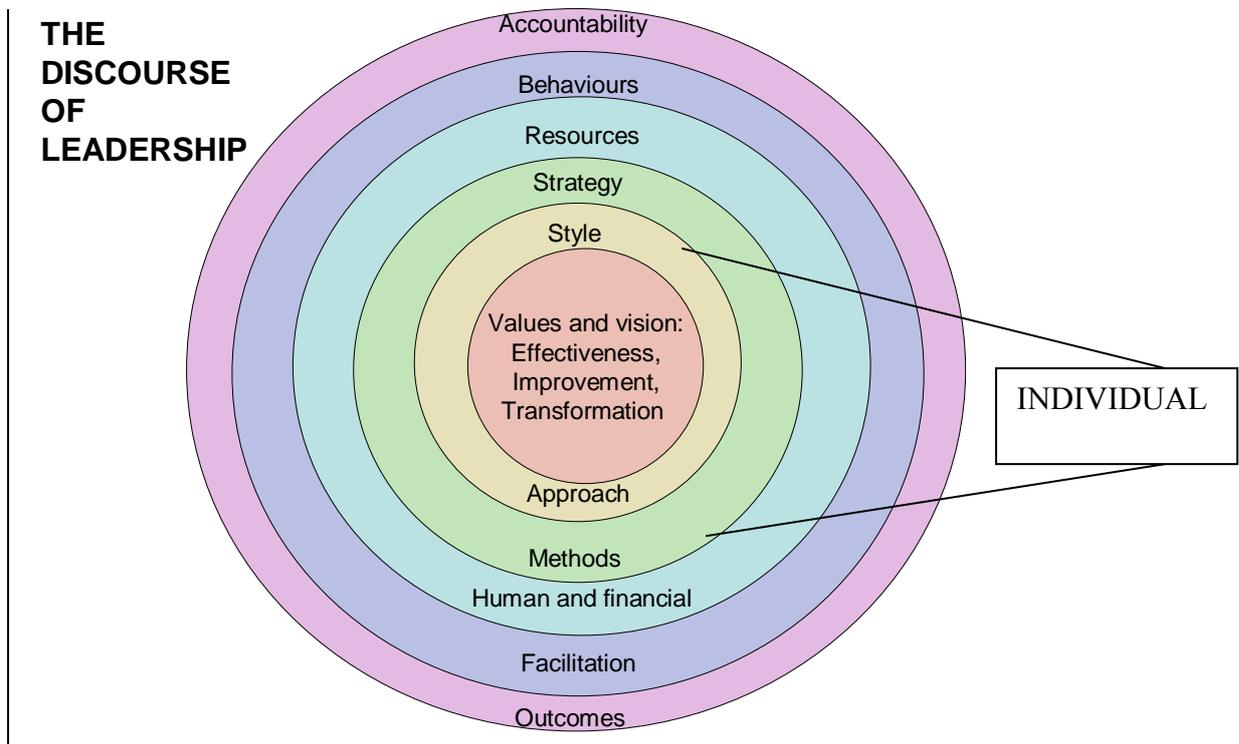


Figure 5: The Discourse of Leadership

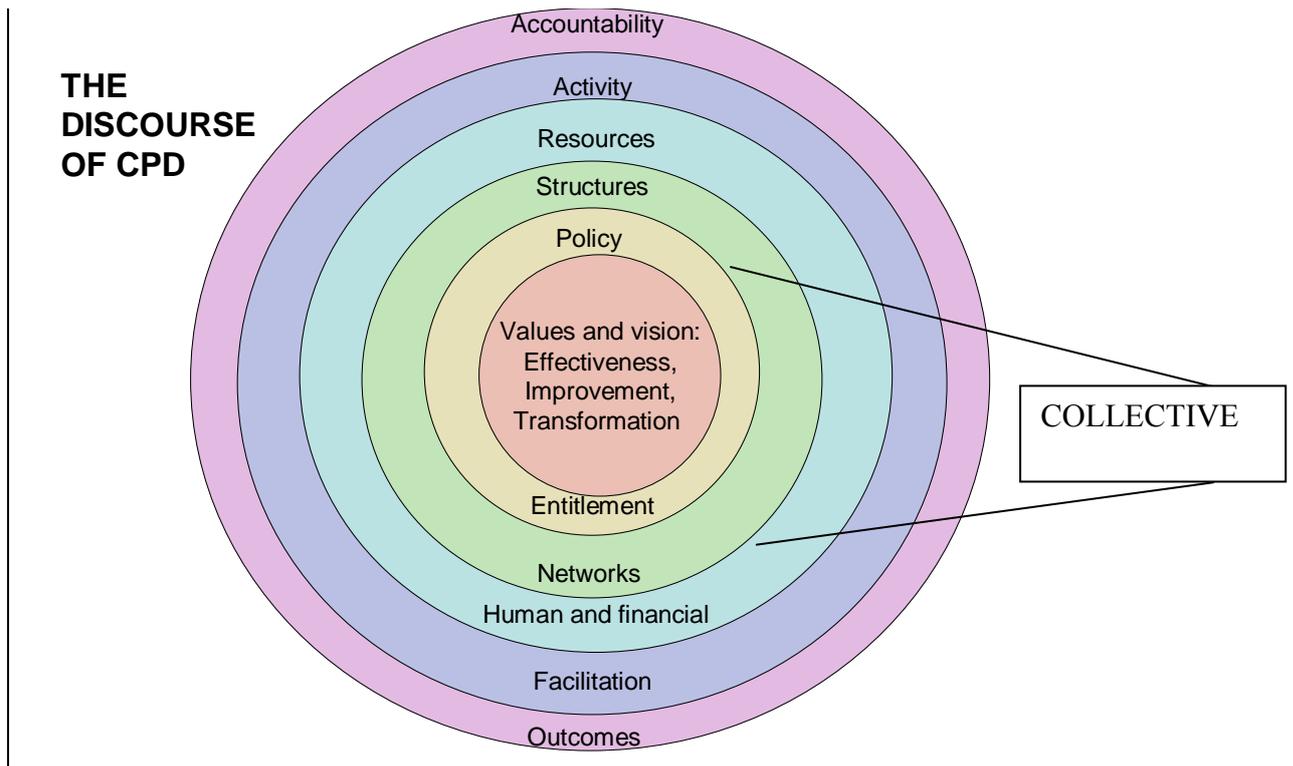


Figure 6: The Discourse of CPD

Content analysis allows the researcher to begin to appreciate what terms mean in the different contexts, and how these relate to each other. Fairclough (2003, p131) provides an excellent explanation:

“Different discourses may use the same words (for instance, both neo-liberal and ‘anti-globalisation’ discourses use ‘globalisation’) but they may use them differently, and again it is through focussing upon semantic relations that one can identify these differences”.

Codification

The content analysis can be extended. The vocabulary of ‘CPD’ and of ‘leadership’ carries meaning only in the contexts of use and, therefore, the relationship each term has to others. These relationships are determined by social, cultural and linguistic structures. Codification allows for an explanation of the complex uses of language through a process of categorisation. How a term like ‘transformation’, for example, is used in each discourse, revealed similarities and differences between the two discourses. This overlapping of concepts, from one context to another, leads to confusion. For Strauss and Corbin (1998) analysis involves comparing each usage with other usages at a dimensional level, thereby revealing different meanings. ‘Flip

flop' techniques involve analysing the opposite to the issue under scrutiny. For example to understand what is meant by leadership, consideration must be given to what was meant by followership (Janov, 1994). The analysis may therefore extend beyond the precise contents of a text. Codification through analysis permitted the labelling of sections of a text. Constant and continuous coding and re-coding allowed for an ever more detailed analysis of texts. A computer programme, such as Leximancer provides a detailed analysis beyond the capability of the human eye, and therefore offered a sophisticated instrument designed to complement the content analysis and to draw on codification (Gibbs, 2002).

Figures 5 and 6, above begin to illustrate how terminology and concepts overlap, and how they are predicated on layers of understanding and usage. By recognising the layered relationships, the use of terminology in policy documentation was 'unpacked' and analysed. Again Strauss and Corbin (1998, p147) provide a structured explanation:

“To codify or to categorise a term or concept:

- all categories must be related to the central one
- it must appear frequently in the data
- the explanation is logical, data are not forced to fit
- the label of the central category must be abstract
- the concept must be able to explain variation as well as similarities”.

Throughout Fairclough's (2003) work, he draws attention to other devices used by writers to convey meaning. These include the use of metaphors, nominalisation, use of pronouns and passivisation (hiding the subject of the verb and thereby removing responsibility of direct action), and choice of modal verbs (e.g. must, should, could, might, may) thereby concealing a sense of obligation. Codification had to account for these nuances as well as the cruder identification of key vocabulary.

Policy discourse analysis

This stage of the research process was designed to ascertain what is 'meant' by a policy (in terms of the writers' intention, and the recipients' interpretation). 'Leximancer' permitted an analysis of:

- the frequency of use of a term
- the semantic relationship of terms to others (i.e. concepts)

Leximancer is a software tool that enables users to find meaning from text-based documents. It automatically identifies key themes, concepts and ideas from unstructured text. The innovative concept map allows users to interact with the analysis – navigating the true meaning of the text.

This data analysis exercise drew on Leximancer for two purposes. Firstly, at the lower level, texts representing key stakeholders in the field of CPD were analysed, with the purpose of identifying the extent to which each body shared a discourse. The second, higher level, analysis looked closely at the text, in order to establish the extent to which the concepts identified related to each other. In this second analysis, a more detailed view of the dominant discourse was revealed.

The analysis was based upon the view that a discourse contains agreed concepts. Usage and frequency measurement of vocabulary (lower level analysis) provided clear markers, labelling concepts. The labels may not have represented the true meaning of each concept. The discourse was therefore more apparent through the inter-relationship of the concepts contained. (higher level analysis)

Even the second analysis did not provide a complete picture. It did, however, serve as an excellent preparation for a more sophisticated analysis.

Leximancer operates in the following manner:

‘Automatic Concept Selection’ - the instrument automatically identifies the key concepts through a frequency of language use tool.

The ‘Dynamic Thesaurus Generation’ automatically enables a simple identification of the relative importance of the concepts/language contained within the text. This is coupled with a ‘Grammar independence’ approach, thereby enabling full coverage, regardless of the syntactical relevance of any particular term.

A key feature of the programme is that it provides an 'Interactive Concept Map' allowing the user to navigate the results and visually adjust the depth of view according to preference. The statistics and findings enable the creation of a table identifying usage of terminology, and secondly a consideration of the inter-relationship of concepts. This facilitates a closer definition of the concepts contained; and in this case, the concepts are usable as analytical tools. Concepts can therefore be treated as themes.

This deep and detailed analysis assisted the researcher in assessing the intended impact of texts. The aim of analysing a policy was to understand how it relates with the world outside itself. This, Fairclough (2003) claims, depends on identifying semantic relations, grammatical relations, intended purpose, uses made of the aesthetic presentation and logical arguments. This list intimates that the analysis needed to be accompanied by a more holistic study. The use of emotive adjectives, rhetorical devices, irony and examples all served to expose an underpinning ideology.

Writers' tacit assumptions often underpin a text. This research methodology was also based upon a tacit assumption. It was assumed that CPD policies and documentation will carry different meanings to leadership-related documentation. This assumption was initially based upon a prejudice borne from experience, and subsequently on a literature search relating to each concept. The simplistic dichotomy is that leadership is essentially 'top-down' and CPD is 'bottom-up'. The research tested and served to refine this hypothesis.

Surveys

Leadership is a complex concept. Leaders emerge, and often through their engagement with CPD. Qualities and attributes of leaders are often perceived differently by those in leadership positions from those being led. This raises Hammersley's (1992) concern that research should strive to achieve a degree of consistency with instances which are assigned to the same category by different observers. A focus group was intended to check and verify the outcomes of prior research. A focus group was consulted at this stage of the research process, in order to validate findings to this point in time, the frameworks elicited from theory, and to clarify that the

- facts never speak for themselves and knowledge is theoretically impregnated
- theory provides a framework for understanding
- research problems are distinct from social problems.

Silverman (2001, p23)

The outcomes of this focus group provided an insight into the impact of CPD leadership on those being led. Fielding and Fielding (1986, p21) provide a justification for a focus group approach, in that

“...researchers who generalise from a sample survey to a larger population ignore the possible disparity between the discourse factors about some topical issue and the way they respond to questions in a formal context”.

This method added to the ethnographic evidence base. By relating the outcomes to the broader framework, the researcher was able to judge the extent to which the findings are, or are not, generalisable.

Interviews of policy-makers

The identification of intentions and meanings, which underpinned and were conveyed in a text, was a subjective business. Understandings differed according to whose perspective was accounted for – the writer or the reader. Interviews with policy-shapers assisted in developing a perspective of those with greatest influence. Silverman’s (2001) advice is pertinent. Interview questions had to be structured in a way that reflected who the researcher was talking to. By approaching policy shapers, the question had to be posed whether one was interviewing the individual (requiring psychological approaches) or a representative of an institution they represented (requiring sociological approaches). Again an eclectic mix seemed most appropriate, and therefore an over-emphasis on labelling the questions was a red herring. What was necessary was to probe beyond superficial questioning. The textual analysis (above) led to ‘open coding’. Interviews demanded ‘axial coding’. Axial coding enabled the researcher to track the provenance of a perspective. It helped to understand how a situation has arisen and how meaning has become fixed. Elite interviews (Aberbach and Rockman, 2002) required considerable probing and demands on why the interviewee thought in the way responses were expressed.

Patton (1980, p.206) identifies four types of interview: (a) informal conversational interview (b) interview guided approach (c) standardized open-ended interview (d) closed quantitative interview. The most appropriate types of interview for this study represented a combination. This meant the interviewer decided the sequence and wording of questions as the interview developed. The approach allowed the interview to remain fairly conversational, but flexibility in wording questions resulted in different responses. The disadvantage of (c) was that using the standardized open-ended interview meant that the exact wording and sequence of questions was decided in advance. This does mean that respondents answered the same questions, increasing the comparability of responses, resulting, however, in little flexibility in relating the interview to particular individuals and circumstances. The combination of the styles of interview meant there were to be predetermined questions. There was, however, an opportunity to deviate from the preset order, and also to ask additional questions if appropriate. The approach was disciplined, but allowed for the advantages of the approach proposed by Denzin (1970), who recommends unstructured interviews as:

- 1 respondents will define the world in own unique way
- 2 no fixed sequence of structures and questions will suit all respondents
- 3 respondents can raise issues new to the researcher.

The outcome of the interviews allowed for further refinement of the emerging hypotheses and, also, to locate the views of the interviewee to the conceptual framework. The analysis of an interview transcript permitted the verification of the more impressionistic outcomes of an holistic response. The detailed scrutiny sought out the different forms of legitimisation used by the interview to present a sense of certainty, necessary to justify a policy. These rhetorical devices included:

- Authorisation (reference to an authority)
- Rationalisation (reference to the utility of institutionalised practice)
- Moral evaluation (reference to value systems)
- Mythopoesis - legitimation through narrative – making a good story hang together.

Fairclough (2003, p98)

The goal of locating an interviewee's perspective firmly within one discourse or another was, of course, over-aspirational. The likelihood was that the perspective 'leaned one way or the other', simply indicating and suggesting how the interview

was influenced by the codes and categories uncovered in the content analysis. The outcomes also, undoubtedly demanded a revision of the codes and categories – all part of the process of progressive focussing.

The approach was, then, to engage the interviewee in a semi-structured conversation, and to note how the full meaning of what was said was influenced by ideologies and other factors. The analysis was conducted in several ways. A checklist to record the use of key terms in conversation featured as part of an interview schedule. Other, non-verbal signs of commitment such as tone, gestures, use of reported speech, were noted 'live'. However, an audio tape was made and a transcript produced for analysis.

The assumption was that the questioning would elicit an argument, or a stance. Gieve (2000) notes argument is part of the language of persuasion, and that effective arguments consist of:

- Grounds (premise of argument)
- Warrant (justifies the inference for grounds to claim – the logical argument – what could be done)
- Backing (what can be done given the right circumstances)
- Claim (what should happen).

Scrutiny of each of these aspects enabled the appraisal of the strength of, and commitment to, that argument.

The interviews were a pivotal point within the research. They tested out theories derived from textual analysis (content analysis, codification and discourse analysis), yet also provided further textual data. The outcomes led to the refinement of the theory and hypotheses, themselves used in the next stage of the research.

CPD Leader Focus Groups

The purpose of engaging with CPD providers was to elicit examples of effective policy implementation, and to identify how leadership supported this perceived effectiveness. Silverman (2001, p88) has identified 6 types of knowledge which can be gleaned during interviews:

- facts
- beliefs about facts
- feelings and motives
- standards of action (i.e. what could or should be done about something)
- present or past behaviour
- conscious reasons.

In order to uncover the above, it was essential to listen to and analyse the personal accounts of the CPD providers. The researcher's role was simply to prompt and record. Given the approach was one of progressive focussing, it is worth noting Fairclough's (2003) advice is to place the research within an ethnographic context.

Once again, the logging of responses to the prompts allowed for a surface level analysis such as the noting of emotive responses, the frequency of use of key terms, the use of metaphors and images.

Fairclough provides a lengthy list as guidance for textual analysis. Due consideration had to be given to what he calls 'social events' This meant that events referred to had to be related to a sequence. In this way, the researcher could distinguish between what was an uninformed opinion, and what was a viewpoint consistent with the environment referred to. The researcher therefore needed to reflect upon other texts referred to, and even why these were mentioned.

It was also interesting to note the speech functions adopted (whether the interviewee was trying to persuade, describe, challenge), and consequently the metaphors used. The frequency of use of modal verbs (e.g. must, can, might, could) revealed the strength of feeling. The interviewees very quickly revealed their own stance, and even their values, by overtly and covertly, passing judgement on issues raised.

Analytical memos

Ongoing researcher reflections had an impact on the context of the research. The interventions and involvement of the researcher in response to the stages of the

process meant that at no stage was the context of the research static. Gibbs (2002) argues that analytical memos help researchers to keep track of emerging themes, and the memo becomes a sub-set of the analytical tools being used. Over a period of time there were new legislation, new policies and new personnel in influential positions. The research context was therefore ever changing. Reflection ‘freezes’ action and makes that action analysable. It enabled a comparison of what was written with what was done. Strauss and Corbin (1998) recommend the use of analytical memos, as they make the researcher work with concepts rather than raw data. Reflection and analysis ‘as you go’, provided a store of analytic ideas for future reference.

ETHICAL CONSIDERATIONS

The work examines the different perspectives of key players in the field of CPD Leadership. Those contributing to the research all have a professional involvement. It is, therefore, essential to demonstrate that the research will not cause professional or personal harm, nor be in breach of any legal constraints. As a piece of research aimed at securing a qualification, there are also implications for the institution supporting the project.

Lawrence Stenhouse (1975) asserts that research is systematic enquiry made public. The ‘systematic’ element demands that the researcher follows a process. It is necessary to explore all avenues and to justify actions in terms of rigour.

The concept of ‘enquiry’ relates to the understanding and structure of the knowledge generated by the research. I intended to be bound by a conceptual concord that my research aimed to produce useful and the purest possible (even if applied) forms of knowledge.

Conducting research in a ‘public’ domain raised issues related to my own relationship with the world in which I operate. The actions had to be legal, and meet the expectations and demands of my profession. Legal liability and cover was provided by my university, and therefore organisational requirements had to be met. These three external relationships, legal, professional and institutional, all relied on my own personal values and integrity being consonant with them.

This process of scrutiny had therefore the goal of addressing and pre-empting potential conflicts and tensions.

Consideration of whether research could harm participants, yet benefit a wider community, had to be taken into account. My own stance as a researcher determined that the approach was intended to benefit individual professionals, and the profession as a whole. The research involved criticism of governmental approaches to CPD. The utilitarian purpose underpinning the research challenged the deontological assumptions of Government agencies.

The development of an ethical code was less about arriving at a solution to this dilemma, but more to assure all interested parties that the project was based upon and informed by ethical principles. Lawrence (1999) warns against falling into the trap of being compliant, and suggests transparency and openness.

Ethics are borne from customary practice, passed down by authorities, and from a societal perspective, crystallised in law. Legal requirements are mediated by professional bodies and organisations, yet the hierarchical hegemony of the law is beyond question. Despite a lack of absolute objectivity, the law provides a foundation for further action. As Uhr (1992) explains, by recognising a distinction between the constituent concepts of *responsibility/accountability*, the researcher is able to proceed with some assurance. Koehn expands upon his argument (pp7-8):

“While each of these professional ethics is not identical with ordinary morality, we shall see that they do not violate its dictates”.

I felt bound to take *professional* ethics into account. The education profession, through examination, would review the quality of the research. Canterbury Christ Church University (CCCU) follows the common practice of explaining within their documentation that it defines their own ethical code. Clearly the relationship between the institutional and professional dimensions is strong.

Rigorous processes assure the quality of knowledge generated by the research. However, the emphasis on supporting and protecting human subjects and participants reveals a concern for legislation and possible institutional liability.

Lawrence (1999) feels that any ethical code, and the declaration by the researcher, must relate to institutional aims and objectives. Contained within the application for a full review is a necessary declaration. Firstly, therefore, I disclosed that the work was:

- i) aimed at achieving a qualification
- ii) designed to improve practice
- iii) intended to be published.

CCCU's code and governance make reference to higher authorities (i.e. ESRC, 2005 *Research Ethics Framework*). CCCU's code therefore contains agreed elements. The avoidance of causing harm to others is the major component.

CCCU allows for exemption from a full ethical review. This does not mean, however, that informed consent is not necessary and that attention to avoiding harm need not be given. As NCB (2003) asserts, voluntary participation in all research is a pre-requisite. This is built into the institutional code and determined whether the project was exempt from full review or not.

In addition, I felt a personal responsibility:

“In modern society, individuals have simultaneous membership of many distinct groups of collectivities”

(Lawrence, 1999, p 187)

My belonging to a profession and other collectivities imbued me with sets of values. The interface between myself, the profession and the institution had a range of effects. It could have led to tension, yet at the same time provide a sense of security and protection. The construct ranges from compliance to empowerment. It is for these reasons that I needed to establish my own stance (see abstract). I positioned myself as a researcher with direct influence and interest in the practice of others.

The self-examination, and the scrutiny of ethical codes enabled me to weave a path with which I was comfortable. This ‘weaving’ involves mediation, negotiation and sensitivity to others, expressed through a public statement of the values intended to underpin the particular research project (Lawrence 1999). The CCCU requirements incorporated this level of commitment.

Concepts such as ‘harm’ and ‘benefit’ are difficult to define. Issues of long- and short-term, whether individual ‘harm’ may lead to ‘collective benefit’, and whether the means justifies the ends all need addressing in this context.

Snow (1959), and later Weinstein (1981), had simple solutions. The pursuit of truth and the requirement to tell the truth should, they argued, be the dominant value at all times. In applied research, however, there are more issues to consider. Just as matters relating to the collection of knowledge must be considered, so should those related to the use and dissemination of the knowledge. Criticisms of public policy and the public views of policy makers are, Eraut (1994) would argue, professionally acceptable and even desirable. Experts must not be treated by a profession as infallible. The outcomes may also benefit the service-users who are victims of the ideas which underpin the policies and practice in question. These arguments provided me with a full justification to proceed.

It is evident that there was no single set of ethical principles available to support me as an education researcher. There was potential for tension and dilemmas when two or more sets of values appear to be mutually incompatible. However, there was a solution. The point at which all the dimensions meet, is indeed the individual researcher and his/her own research project/responsibility.

This project, therefore had its own ethical code (*see appendix 3*), which addressed all the dimensions (social/legal, professional, institutional and personal), and indicated where potential conflict may occur. The code was written from a personal perspective with a view to identifying risks, complying with legal requirements, yet also contained a critical edge. The presentation of purpose and the identification of possible uses of the research demanded ongoing revision of the code. Lancaster and

Broadbent's (2003) insistence that participants should have the right to withdraw at any stage was therefore upheld.

Chapter outcomes

The examination of a range of methods, which suited the project, revealed the need to avoid adhering to a single methodological approach. The dynamic nature of the issue under scrutiny demanded an approach which accounted for progressive focussing, and therefore had to be built in an ongoing way. The use of reading was found to be enhanced by the use of the electronic instrument, 'Leximancer'. To give the research as a whole credibility, the inevitability of personal interpretation had to be accounted for. Theoretical validation and cross-referencing to the wide range of methods and subsequent outcomes provided a greater reliability. It was clear that as new ideas emerged new techniques had to be added. For similar reasons, planned methods had to be adapted as the research process unfurled. These were accounted for as data and evidence were generated, reflecting an approach which was less 'systematic' (in which all planning and schedules were pre-prepared) and more of a narrative approach in which the story of learning was chronicled and developed throughout the project. An examination of ethical issues from a range of perspectives and the development of an appropriate code assured and enhanced quality, equity, and integrity.

CHAPTER 5: TOWARDS A CONCEPTUAL FRAMEWORK THROUGH CONTENT ANALYSIS

Summary of Chapter

As a piece of research containing elements of a grounded approach, and one which extracts personal beliefs and attitudes, the findings at each point in time needed to be verified within a theoretical framework. Reading, to this point, has demonstrated complexity, and a lack of a single framework to establish meaning. This chapter aimed to provide a single framework, a source of reference to aid understanding. The aim was also to develop a practical usefulness, and to build an informed instrument to support CPD leadership. This chapter represents a return to the literature in order to progress the study in ways which provide a conceptual framework to inform the empirical study, building on the outcomes of chapters 2 and 3 which provided an early acknowledgement of the difficulty of combining the two competing concepts of CPD and leadership.

Introduction

Effective CPD leadership CPD is a complex task and relies on an understanding of the wide range of purposes for CPD. It is heavily influenced by several bodies, explaining the reasons behind the confusion and mixed messages associated with CPD. As Bubb and Earley (2004) explain, successful CPD depends on effective leadership of the school, Local Authority and national bodies. This confusion links to massive changes in the field over the last twenty years. Law and Glover (2000) point to the introduction of the National Curriculum, the privatisation of education services, the shift from centralised provision to on-site management and school development, and professional demands to self-manage and direct. Bolam and MacMahon (2004) add the shifts in funding arrangements for CPD, due to a regulated market introduced from the 1990s. The rise of private providers and the consequent demise of local authorities as providers of CPD, opportunities for open and distance learning, national standards promoting engagement in CPD, CPD related to educational reform, the need to bid for grants and funding on the one hand, and non-ring-fenced standards funding on the other hand, have all contributed to the mixed messages and lack of purpose underpinning CPD. If, as Bolam and MacMahon (2004) claim, CPD is rooted in the education system of a country, and that it is a product of political, social, cultural,

technical and historical factors, it is no surprise that school-based CPD leaders face a confused and complex task.

The literature does give some guidance, often in the form of demonstrating the key factors contributing to successful CPD. Gordon (2004) serves as a prime example, arguing that CPD should be for individuals, teams and schools, designed to improve the curriculum, support assessment methods and promote student growth and development as learners. Such indications do not assist CPD leaders to focus provision, but recommend a breadth of provision which is almost impossible to meet. Sparks and Hirst (1997) provide a description which is equally complex to convert learning into meaningful action. The shift from the local authority to school-led approaches, the emphasis on pupil gains, as opposed to teacher benefits, the rejection of transmission models to personal study approaches, and the development of learning communities through individual teacher development, all represent apparently impossible tasks, particularly when the recommendation is that all CPD should incorporate all of the features.

Furlong's enduring view (2000) (supported by Pedder *et al*, 2008) provides some focus, in that he suggests that the lack of take-up of university-led CPD is due to the ephemeral focus on academic matters as opposed to a more professional focus. Furlong recommends routes to qualifications which encompass professional competences which impact upon classroom practice. This focus on competence is of superficial appeal in a climate of change. Kelchtermans (2004) notes that competence and performativity have become the frame of reference for effective CPD. It is this focus on performance which links CPD with whole school development. Funding for CPD has been dependent upon addressing national priorities and their implementation. The DfES commends CPD which has, in effect, been prescribed – provision linked to ICT across the curriculum, literacy, thinking skills and assessment for learning. Law and Glover (2000) comment on how OfTSED and the TTA (now TDA) have emphasised the need for schools, teachers and CPD providers to demonstrate outcomes in the form of measurable success indicators, which relates directly to the attainment of national standards.

It is, then, no surprise that CPD has been used to reconcile individual needs and wants and whole school needs identified through formal school development plans. Consequently, as Hargreaves and Hopkins (1991) note, the outcomes of CPD have to be put to immediate use, and their impact measured. The danger is that the needs of individual teachers become subservient to corporate needs. As a result, a successful professional is one who meets corporate rather than personal goals, one who is effective and efficient in meeting standardised criteria, and who makes a positive contribution to the school's formal accountability processes (Brennan 1996).

CPD leaders/coordinators in schools have inevitably followed this paradigm – providing courses and support for pre-determined, school-based reasons. Bubb and Earley (2004) lament this instrumental approach, and there seems to be a common agreement that one-off CPD events, such as training days, have failed. They argue that a focus purely on the school's intended outcomes is a flawed approach. Similarly, they argue that a more individual approach, seemingly supported by the rhetoric of 'evidence-based practice' (Hargreaves 1998) has also failed. Groundwater-Smith and Dadds (2004) note that the goal has been interpreted as being that of finding out best practice and suggesting that one method is universally better than another - relating to the established work of FW Taylor (1911) and a scientific approach to managerialism some 97 years later! The outcomes of Groundwater-Smith and Dadds's (2004) study is that such approaches do not lead to a deep understanding of how and why certain approaches appear to work.

For others, CPD is presented as a means of “rejuvenating practice, expanding professional expertise, increasing self-esteem, self-confidence and enthusiasm for teaching...” (Pachler and Field, 2004, p 2). The fault with this perspective is that CPD is intended to assist individuals to re-capture the ideals and practices of the past, based on the assumption that all teachers had a moral purpose in the first place. The DfES (2005) recognises the need to ‘re-charge and refresh’ individuals, yet suggests that CPD must also be forward looking. For the DfES, improving teachers' expertise is:

“..new subject knowledge, honing pedagogies (skills, strategies and techniques), learning new technologies, learning how to operate in a new role, exploring lines of enquiry, problem solving, innovating new approaches....(p(ii))

For others, CPD is a human resource management tool. For Draper and O'Brien (2006), it is part of the psychological contract between employer and employee. Schools use CPD as an enticement when recruiting and as a retention tool for teachers when in post. Bolam and McMahon (2004) suggest that this use of CPD works when linked to career development. CPD being linked to promotion and reward is a strategy adopted by the TDA in the introduction of the new professional standards.

The purposes of CPD are clearly dependant upon a range of factors, providing CPD with multiple dimensions. It is seen and used as a school development tool, a means of motivating individuals, a means of attracting new teachers to a school and a way of organising human resource management. The content analysis is aimed at providing a conceptual framework incorporating the full range of dimensions.

Early attempts to develop a framework

Bolam's (1986) analysis of CPD revealed two dimensions; individual-led CPD and system-led CPD. In commenting upon pendulum swings between the two models, Bolam presents the two dimensions as dichotomous, and mutually exclusive. Swings between the two are evident, yet later work suggests that the two dimensions may be complementary. Commentators note the importance of both as factors which contribute to successful CPD. Nevertheless, an excessive focus on the one may be at the cost of the other.

Wideen (1987) sees individual teachers at the core of CPD, and that the fullest impact results from subsequent sharing and collaboration. The emphasis on the individual teacher as a key learner, for others, is less instrumental. Kelchtermans (2004) sees a major role of CPD being the development of teachers' emotional intelligence, by appealing to their personal values and ideas, and enabling individuals to relate these to policies, and therefore implementation. Focussing on the individual does, of course, lead to professional gains. A work force which feels motivated, valued and enabled will have positive outcomes on a broader scale. It helps teachers, Bradley (1991) claims, to anticipate and cope with change, and to be encouraged and excited about being involved in change and development. Individual-led CPD results in teachers being willing and able to make positive contributions. This concept of personal

growth, and investment in self-esteem and professional confidence is borne from a deep knowledge of the self and one's role (Day and Leitch, 2001). Goleman's work (2004) concludes that emotional intelligence can be learnt, and is not a predetermined gift. This developmental model gives hope to those who argue that leadership can be learnt and developed over time. This does not neglect a system-led view of CPD, it simply recognises that motivation and commitment are increased if the goal of CPD is less about the implementation of policy, and more about supporting the development of individual habits and structures. In this way CPD becomes respected and an endemic part of a school culture.

OfSTED (2006) supports this, but not at the expense of supporting the implementation of policy. The identification of teachers' individual needs is an important stage of a CPD plan, and the needs should be identified as an outcome of performance management procedures. This prevents an excessively subjective approach, and promotes the development of individual learning plans. Too often, OfSTED note, this formalisation is not evident in schools. Self-assessment, supported and guided by senior managers, is under-developed.

Theorists and researchers (e.g. Senge 2006) argue that organisational development is, at least in part, dependent upon personal mastery. Personal mastery is, according to Senge, being true to one's own vision, and being committed to 'the truth'. The 'truth', Kelchermans and Vanderberghe (1998) believe, is the personal gain and benefits of teacher learning to the pupils they teach. As Eraut (1993) states, self-development derives from self-knowledge and self-management, which in combination promotes the autonomy required for teachers to act in a professional manner.

Elliott (2004) agrees with OfSTED that individual-led professional learning should not be devoid of rigour. Accountability procedures must be in place, and the impact of CPD should be defined and identified by teachers themselves. CPD becomes a professional duty and the responsibility of the individual. External interventions may be to make CPD compulsory, as is the case in several countries, and across other professions. Senge (2006) argues against such compulsion, claiming that the reduction in the freedom of choice limits the sense of personal growth; the most

successful CPD is voluntary. Jones and Robinson (1997) have views which contradict this stance. Their research, revealing a lack of support and monitoring of personalised CPD, means that appraisal outcomes do not inform CPD unless the process is formalised.

System-led CPD inevitably appeals to policy-makers and managers.

“Performance Management provides a real opportunity to unite teachers, heads and governors in their primary task to secure high standards of education for all pupils”.

(DfES, 2005, p53)

The DfES line of argument is explained by Groundwater-Smith and Dadds (2004). For schools to change and to develop local knowledge, an awareness of external demands should be taken into account. National standards dominate training, and are used to develop needs analysis and audit tools. The outcomes, or impact, of CPD are related to government determined priorities, e.g. subject knowledge, planning, teaching and class management, monitoring, assessment and other professional requirements (Bolam and MacMahon, 2004). An OfSTED inspection gauges a school’s success in relation to performance data, demanding a clear focus on Government systems and processes. It is for this reason that OfSTED (2006) commends schools where CPD can be seen to be central to school improvement planning, and where performance management, school self-review and CPD are key components of a cycle of planning. OfSTED sees this as evidence of school managers understanding the potential of CPD to raise standards. Groundwater-Smith and Dadds (2004) feel comfortable claiming that action research by teachers has been appropriated for the purposes of policy implementation. They argue (p259) that CPD is “a strategy which meets the needs of an audit society to control public policy and restrict professional judgement”.

Bolam’s view, that undertaking CPD in order to address national priorities is at the cost and expense of personal interest, rings true. Brown *et al* (2002) confirm this suspicion. However, an integrated approach is less pessimistic.

Muijs *et al* (2004) argue that a CPD focus may be oriented towards school needs, teacher needs, pupil needs and policy implementation needs, without the emphasis on

one precluding another. Indeed, as Day and Sachs (2004) assert, the challenge for the CPD leader is to make CPD a core value for all teachers, to address system needs and to motivate individuals all at the same time. OfSTED's (2006, p4) advice concurs: "the very best schools selected types of CPD most appropriate to the needs of the schools and of individuals". The DfES (2005) recommends an early focus on individuals in the form of enthusiasts, who lead by example and assist in creating a culture conducive to organisational learning. Shared visions and values, Senge (2006) explains, emerge from personal visions, and cannot be imposed upon a collective of members. Consequently, the guidance is to focus on personal mastery as a means of developing a shared vision. In contradiction to Fullan's (1992) view, individual need and attention stimulate institutional development, and not the reverse. Institutional development plans legitimise individual learning and development, yet cannot stimulate it in the first place. Bolam's (1986) model/framework does stand the test of scrutiny, yet it is possible to integrate institutional and individual learning.

Adding a third dimension

Work by Alexandrou *et al* (2005) compared attitudes and approaches to CPD across Europe. The outcomes can be summarised by the list below:

CPD can be seen to be:

- A management tool (England)
- A means of raising individual professional profile and esteem (Italy and Portugal)
- A means of giving a sense of professional identity (France)
- A means of assuring a quality public service (Sweden)
- A means of stimulating and motivating educators (Trade Unions in Scotland)

The English approach relates to a perceived systems-led approach, and the Scottish experience, relating to the role of Union Learning Representatives, is an extreme form of individual-led CPD. In Portugal and Italy, due to new requirements that all teachers are graduates, more experienced teachers found themselves less qualified than newly qualified colleagues. In France, where teachers are appointed to schools, rather than recruited, there was little affiliation to the school and more to the profession. In Sweden, the sense of public service was seen to be a primary motivating factor. The analysis, thus far, appears to have neglected the role CPD plays in promoting the public service. These generalised comments are a very brief

summary of the outcomes of studies conducted by professional scholars on contrasting approaches to CPD in each country. They are indicative of types of CPD, rather than in-depth summaries of research outcomes.

Commentators do frequently make reference to the term ‘professional’. Bubb and Earley (2004), for example, state that CPD consists of *professional* training, *professional* education and *professional* support (p4, my italics). The use of the term is tentative. Since James Callaghan’s Ruskin Speech (1976), in response to criticisms of the new comprehensive education system, the professional hegemony of the teaching profession has been challenged. Throughout the 1980s, the government position was that investment in education had not led to economic growth, and that therefore the teaching profession should play a lesser role in policy-making (Kydd, 1997). Smithers (2001) believes that this public perception of the teaching profession helps to explain the low morale, high levels of stress, and exodus from the profession by young teachers. Scott *et al* (2000) also attribute teacher shortages and the recruitment problems to this decreased status, external interference and excessive change. This gloomy picture contrasts with the common view that CPD is a means of empowering the teaching profession to prepare them for change by adding to a professional knowledge base, improving professional skills and clarifying professional values (Bubb and Earley (2004). Evidently, a failure to use CPD for professional purposes has dire consequences.

Empirical studies confirm the value of professionally focussed CPD. Robinson and Sebba (2004) note increased job satisfaction and commitment to the profession, and suggest that profession-led CPD does contribute to improved retention. In terms of outcomes too, OECD (2002, p213) comment that

“unless teachers and their representatives are actively involved in policy formulation and feel a sense of ‘ownership’ of reform, it is unlikely that substantial changes will be implemented”.

The fact that CPD contributes towards the development of a learning community means CPD should be a professional responsibility and an entitlement. Without promoting positive professional status and profile, deriving from professional judgment, autonomy, the right to self-regulation, expertise in a highly valued body of

knowledge, Kydd (1997) concludes, no-one can expect professional attitudes and behaviour.

Teaching is reliant upon professional knowledge and understanding. It is not about replicating what works in one situation in another. Rigorous enquiry enables a sharing of knowledge and the identification of principles and theories which explain good practice. Even the DfES (2005) recognise that development along these lines is best achieved through peer support, rather than imposition by supervisors. The EPPI review of CPD, reported by Draper and O'Brien (2006), re-affirms the view that professional collegiality creates a fertile context for learning and development. Indeed, criticisms of educational research (Tooley and Darby, 1998) are that research is too distant from professional practice. It is seen to be too theoretical and of little direct use by the profession.

Of course, a professional dimension to CPD relies on a perspective of professionalism which aligns with Hoyles's (1980) much respected views on what constitutes an extended professional. This includes study of, and access and contribution to, a professional body of knowledge, and working conditions which value and reward training, responsibility and a relentless focus on the 'client' and the common good (Law and Glover 2000). Bubb and Earley (2004) note that 'strong professions' are regulated by law, public authority and even royal charter. Teachers are governed in this way when initially trained and recruited, yet the formal support dwindles post qualification. Bubb and Early respect the relationship between autonomy and voluntary responsibility. The profession can regulate itself, but only if it enjoys the respect of the external world. Professionalism is linked to accountability. The DfES (2005, piii) demands that teachers take responsibility for themselves, yet also promote the conversion of profession-wide knowledge into action within institutionalised settings. This demands teachers engage in practitioner research, yet also relate their outcomes, for validation purposes, to established theory (Devlin, 2006).

The language of policy includes the term 'new professionalism' (DfES, 2005). This new form of professionalism, according to the DfES, is integrated with a sense of personal responsibility. Similarly, the developing personal expertise is a resource for others. Consequently, the obligation to contribute to the development of fellow

professionals is embedded within the new professional standards for Advanced Skills and Excellent Teachers. Whether this ‘obligation’, as opposed to the voluntarism advocated by Bubb and Earley (2004), contributes to a community of practice, (Wenger 1998) is arguable. What Wenger states as necessary features are:

- sustained mutual relationships
- shared ways of doing things together
- rapid flow of information
- absence of introductory preambles in conversations
- knowing what others know and can do

(Wenger, 1998, p47)

National policies and strategies are not institution-bound. A professional understanding is necessary if change is to be implemented in a meaningful way. Assumptions, tacit understandings and personal theories do need to be challenged and scrutinised. Kelchtermans (2004) sees CPD as means of doing this. The outcome is a professional understanding, brought about by individuals engaging. Formal professional accreditation of CPD adds motivation and a recognition of that contribution (Muijs *et al*, 2004). It is this integration of the individual and professional which led Waters (1998, p35) to use the term ‘pro-personal’. As Alexandrou (2006) points out, personal development, improved self-esteem and an appreciation of how lifelong learning happens, lead to increase professional capacity and capital.

A fourth dimension

The fourth dimension is so embedded and intertwined with the first three, it is almost possible to neglect it. For many, CPD which supports and promotes school improvement relates closely to a system-led approach, in that schools are required to implement policies and strategies. For many teachers, the ‘school’ means the pupils and learners, and their own motivation for teaching is to benefit learners. There is a very close link to individual-led CPD. Teachers in England are recruited to a school, and a school aims to be at the core of a local community. Belonging to a profession involves belonging to a school. Profession-led CPD and institution-led CPD are in many ways similar. However, whether intertwined or not in practice, the specific role

of CPD in driving school improvement is a key element. Day and Sachs (2004) state categorically that the goal of CPD is to sustain the school as a learning community, and this is only possible if school leaders place CPD at the heart of school development plans. This reflexive relationship is built on the premise that “organisations learn only through individuals who learn” (Senge, 2006, p129). If CPD provides the opportunity for the individual to shape school practice, then the reverse is also true. School practice will shape participation in CPD (Wenger, 1998).

The theory is matched by a shorter term, instrumentalist stance. The DfES (2005) notes that CPD designed for individuals, which does not match to school needs, may well motivate and encourage retention, but it will not have an immediate impact of school improvement. The two dimensions can therefore be separated, and the one can have a negative impact on the other. Eraut (1995) insists the two dimensions should be integrated, and at even the lowest level, this should mean that the monitoring of staff development should involve a consideration of its effect on the individual. This view evokes further questions. An integration of the dimensions must take into consideration that a school culture is never static. CPD for individuals must align with changes in school culture and priorities, and *vice versa* (Day and Sachs 2004). It is through careful planning that CPD is set in the context of school improvement.

Learning is a personal and social activity. The conversion of learning into development and subsequent action provides the link with school improvement. Unless learning is applied, there is no gain for the school (DfES, 2005). Teachers work in schools, and therefore any application will be in the context of the schools. Indeed, Devlin (2006) recognises that the appeal of CPD is the immediate and demonstrable impact it has on pupils and their learning. Such tangible and concrete outcomes motivate and inspire. Gordon (2004) feels that the interactivity between the individual and the school is the most significant factor in successful CPD.

This interrelationship is not only research- and theory-based. The DfES (2005, p3) insists that the effectiveness of CPD is measured by the impact it has on the individual, and separately by its impact on attainment and thus school improvement. For many this strong emphasis on the measurable is heavy-handed, as it is almost impossible to demonstrate a causal link between pupil attainment and CPD.

However, few would argue with the need for CPD to have positive effects on the pupil learning experience. It is indeed a source of pride that practitioner research has had a visible impact on school culture and school improvement (Devlin 2006).

It is important to emphasise that the relationship between CPD and institutional development is not linear, but cyclical. It is feasible that CPD is lacking from the much vaunted transformational leadership model at present. This explains the need to examine institution-led CPD in isolation, whilst recognising the close links with the other dimensions. Individuals stimulate change and school improvement, but, in return are stimulated by the development process. It is for this reason that Muijs *et al* (2004) are able to claim that good CPD has a lasting effect and that the cultural changes it brings about are sustainable. CPD is a substitute for leadership (Sergiovanni, 1996), in that it impacts upon motivation, attitudes, values, policy, resource allocation, and pupil learning experiences. In reverse, Hopkins and Reynolds (2001) recognise that good CPD and, in particular school, improvement research, relies upon a school infra-structure which enables it. If school improvement is a strategy for educational change, and CPD is the principal contributory factor in terms of action, it will lead to an organisational culture conducive to change, as well as depend upon it. CPD fosters collegiality and professional dialogue necessary to develop common goals and improved practices. This inter-dependence is not new. Senge (2000) notes that an effective community of practice is not about all doing the same things, but doing them for a common, agreed purpose. Diversity and homogeneity are both necessary. In short, individual-led CPD and institution-led CPD are two sides of the same coin.

The conceptual framework

The inclusion of this fourth dimension to CPD completes the conceptual framework. The fusion of system-led, individual-led, profession-led and institution-led CPD create, in combination, the whole. Each contributes to the others, yet it is also possible to over-emphasise one at the expense of others. What should be emphasised and when, will depend upon circumstance, individual preferences and default style. The framework can therefore be represented visually. As a construct, CPD consists of extremes, and, for most, a true profile of their stance is a combination of the four dimensions. A matrix design demonstrates this structure.

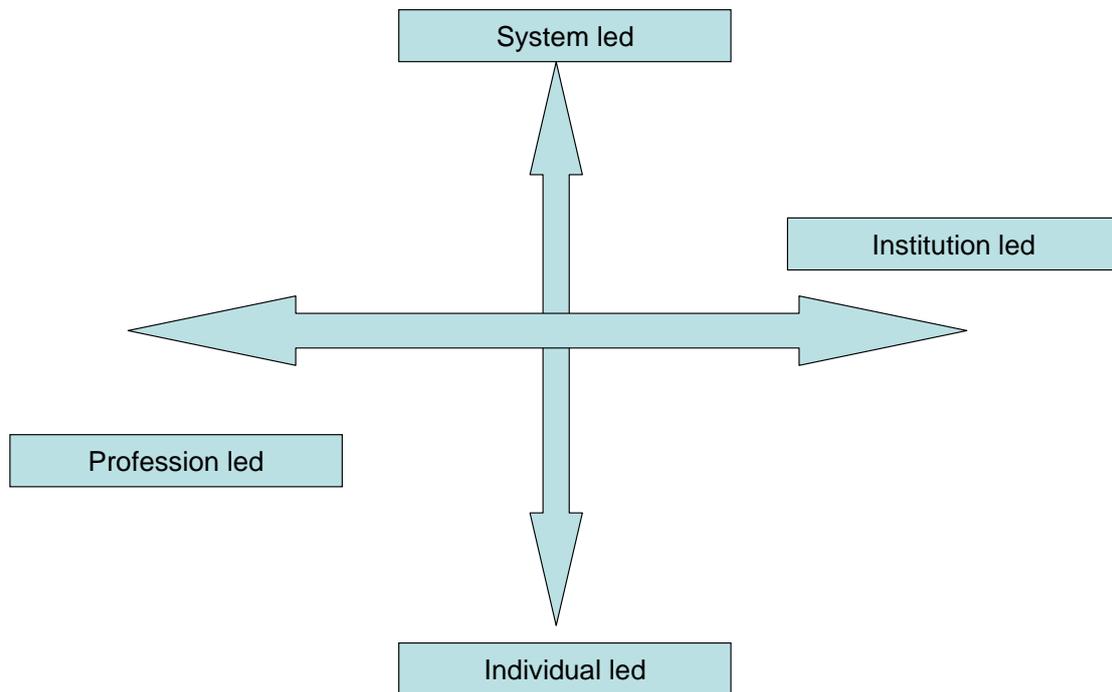


Figure 7: The four dimensions of CPD

Individual and institutional stances will reveal varying profiles. However, joining the extreme views in any of the dimensions will reveal a boundary. By boundary, it is meant that the range of perspectives will fit into a discourse represented by the most extreme of all interpretations.

Any particular views should fit within this model. As illustrated in chapters 1 and 2, single phrases and words may mean different things within different discourses. This conceptual framework allows for the examination of language in relation to CPD leadership. The framework enables the understanding of concepts within the relevant context, and is aimed at preventing confusion and lack of clarity when leading and designing processes for CPD within a school, professional, policy and personal context.

The outcomes of the ‘content analysis’ phase of the research served two main purposes. They represented a first step towards the presentation of findings, but also

they informed the next stage of the research. Initial reading revealed tensions between, and complications within, the key concepts of CPD and leadership. A further literature search in relation to these concepts has led to an expanded understanding in the form of four dimensions. These have provided a framework enabling the analysis of professional texts and perspectives. The four dimensions, themselves, demanded close scrutiny.

This approach was consistent with the process of progressive focussing, or ‘funnelling’, and enabled an informed codification for the future discourse analysis of interview transcripts. In this study, the codification is the identification and use of key concepts and terminology associated with the dimensions of CPD leadership.

Using the dimensions

Four texts were selected to be analysed through the use of the Leximancer programme. These texts were carefully selected to represent a range of perspectives.

The first text used is: **OfSTED (2006) *The logical chain: continuing professional development in effective schools* London: OfSTED**

OfSTED is the inspecting body for Postgraduate Professional Development, and also of schools. The report was based upon the research in a range of schools, with the aim of identifying what CPD practices are effective, and how ‘delivery’ needs to be accompanied by meaningful and purposeful strategies. OfSTED’s principal purpose is to relate CPD to educational outcomes, which impact directly on the effectiveness of schools in implementing national strategies and the fulfillment of school improvement targets. The text is therefore representative of the link between CPD and school effectiveness.

The second text is **DfES ‘Clarke sets out plans for high quality Professional Development for Teachers including Annex A – Copy of letter to TTA’** (www.dfes.gov.uk/pns/Displaypn.cgi?pnid=20040154). The selection of this text is based upon the view that the (then) TTA was to become the regulatory body for CPD. Subsequent to this new remit, the TTA (Teacher Training Agency) changed its name to the TDA (Training and Development Agency) to reflect its role in supporting and directing CPD, in addition to its traditional role of promoting recruitment and the

initial training of teachers. The symbolic value is that the TDA adopts a more system-led approach to CPD.

The third text emanates from the GTC(E). The GTC(E) is a professional body representing the teaching profession. It makes recommendations and evaluates the effect of CPD in relation to professional concerns. Evidently, the early assumption is that the text **GTCE (2002) *Synthesis of recent policy related research and evaluation projects concerned with teachers' professional development*** www.gtce.org.uk/cpdsynthesis reflects a professional dimension to CPD, and the relationship between individual teacher engagement and personal and career development.

Fourthly, a second government authored document was selected. It provides direct guidance to CPD leaders: **DfES (2005) *Leading and Co-ordinating CPD in Secondary Schools*** London: DfES)

The use of Leximancer was never intended to provide a definitive and complete picture. The identification of most commonly used terms, and an investigation into how terms are interrelated provided an initial indication of key concepts. Frequency of use and inter-connectedness provided an early insight.

The outcomes are represented in Appendix 5 (concept maps) and Appendix 6 (Concept tally sheet). They reveal commonalities and differences between the underlying themes and concepts of the texts. Appendix 7 demonstrates the concept linkage.

Concept maps and concept tally sheet

The tally sheets revealed a long list of most commonly used terms (see Appendix 6). A brief interpretation of these follows:

The OfSTED document focuses on concepts related to *stakeholders*, *process*, and *managing*. Not surprisingly, as a document which draws on inspection data and evidence, the text contains examples of what has worked for whom. It provides little advice and guidance, save illustrations of perceived good practice. *Teachers, Schools*

and *Staff* represent the stakeholders, and the reference to *managers* and *management* suggest a ‘top-down view’ of how CPD is provided.

In contrast the TDA-related paper emphasises more the *purposes*, *content* and *outcomes* of CPD. Reference to *work* and *working*, in combination with *development* and *expertise*, means that there is an eye on the future levels of *performance* of those who engage. Little mention is made of teachers, more of the role and function of the TTA itself. Given the text is a letter stating the new remit of the TTA, this is not surprising, although the lack of reference to the concept of *professional*, and the emphasis on *performance*, is revealing (see later).

GTC(E) is a professional representative body, with a particular interest in teachers’ conduct and development. The consideration of types of CPD, through mention of *Types of CPD*, *evidence*, denotes a concentration on the processes as opposed to the outcomes of CPD. The mention of *evidence* and *findings* suggests the need to generate, rather than to use, the outcomes of enquiry and practitioner research.

The DfES is clearly concerned with the content and functions of CPD. The reference to *criteria*, *subject*, *knowledge*, *evidence* and *performance* illustrates a clear concern with the outcomes, and frequent use of *should* reflects the DfES role to direct and drive CPD. A focus is maintained on those to be affected by CPD, namely *schools* and *pupils*, although teachers as the key recipients of CPD are less prominent.

Finally, also interesting are the issues not noted as key concepts. It is surprising, and revealing, that the official bodies make little reference to leadership and to learning. An overarching flavour provided by the papers is one of top-down managerialism, and one which focuses on outcomes rather than processes. The prominence of *performance* and the lesser usage of *professional* serve as evidence for a concern to be pursued in later studies.

Use of a long list of terms to analyse individuals’ personal stance in relation to CPD is cumbersome. However, the clustering of inter-linked concepts does reduce the number of categories, which enables more focussed and meaningful discussions. The recognition of four dimensions to CPD and the consideration of how these are played

out within each constituent concept, therefore, provided the basis for the empirical research.

Concept linkage

The most commonly used and linked terms are contained within Appendix 6. This enabled the next step of the research plan to be conducted. The linkage revealed how terms can be grouped together, providing a picture of the key concepts to be explored further. The groupings were as follows:

- 1 INSET, Courses, Training, Work-based (Forms of CPD)
- 2 Competence, standards, criteria, national, development (Success indicators)
- 3 Evidence, data, evidence-based practice (Basis for teacher development)
- 4 Accountability, monitoring, impact, (learning) outcomes, evaluation, findings (Outcomes of CPD)
- 5 Knowledge, critical, reflection, study (CPD processes)
- 6 Leadership, managers, management, Mentoring, Coaching, support (Support for CPD)
- 7 Performance, performance management, TLR, appraisal (Audit tools)
- 8 Professional learning, professional qualification, professional recognition, professional, new professionalism, expertise, intelligent demand, accreditation (Acknowledgement)
- 9 Working, wider workforce, work, schools, pupils (Location and relevance)

Through a process of reflection, the terms were placed into nine categories. Such groupings were achieved through joint analysis. A focus group of practitioners, coupled with personal interpretation, enabled the categorisation. As a consequence, to facilitate further use of these categories, each cluster of terms was given a 'title'. These are shown above, in parentheses.

In order to validate the findings from the content analysis, the categorisation needed to be tested. Reference to key literature therefore served as an interrogation of the findings, and also provided the opportunity to develop the findings further. The identification of a conceptual framework enabled this process. If each category of concepts was scrutinised in a way that drew out four independent definitions, the

discourse boundary would be established. Content analysis provided a set of definitions and, therefore, a boundary within which stakeholders' views could be located. This is one step beyond what Cohen and Manion (1989), amongst others, have labelled theoretical triangulation. It is the use of theory and related literature to extend the study, rather than to simply justify and validate it.

Chapter outcomes

The identification of four discrete dimensions enabled the formation of a conceptual framework. The framework emerged from the content analysis of accounts of relevant research and theoretical perspectives. This framework enabled the classification and codification of empirical evidence. Further reading, and use of 'Leximancer', led to the identification of nine key elements of CPD leadership. It was suggested that approaches to each of these elements were what led to the different perspectives and practices of CPD leadership. Stakeholder perspectives, despite containing similar vocabulary, could now be analysed and categorised in a way that provided a greater clarity of understanding. The construction of such a framework has provided a means of collating and analysing the empirical data to be generated.

CHAPTER 6: EXTENDING THE STUDY THROUGH USE OF LITERATURE

Summary of Chapter

This chapter is pivotal. It aims to make practical use of the findings from the content analysis in chapter 5, and to inform future empirical research. By returning to the literature, it was feasible to create four different statements for each of the nine variables discovered. The reading was, therefore, very focussed. The summary statements are presented in this chapter, followed by an explanation of each. The four summary definitions for each of the nine variables enabled the creation of a survey tool (Appendix 8). This represents a continuation of the ‘progressive focussing’, serving also as an ongoing check of the rigour of the overall approach.

Competing priorities

The four dimensions identified are justifiable in terms of the literature. Bubb and Earley (2004) recognise competing priorities for CPD which relate closely to the four dimensions identified above; those of a school’s agenda (institution-led); the need to implement and embed government initiatives (system-led); Local Authority priorities (profession-led) and the individual’s own professional and personal needs (individual-led). Bolam and MacMahon present this complexity in a less than positive manner. They recognise CPD to ‘suffer’ from ‘conceptual pluralism’ (2004, p52).

Developing a conceptual framework, from which an interview schedule, and indeed questions, could be formulated, took into account this complexity and pluralism. The proposal was to develop statements, enabling each respondent to rank in priority order within each of the nine categories. Thus, respondents would be able to locate themselves within the discourse boundary. The thirty-six options were not definitive and exhaustive, but representative of a discourse boundary. For a leader of CPD, the model allowed for a conceptualisation and consideration of a wide range of approaches to CPD leadership – early steps necessary for a situational leadership approach. It is the summaries of the four definitions of the nine variables which formed the statements contained within the survey. A further literature search was used to inform and justify the summary statements.

FORMS OF CPD			
Individual-led	System-led	Profession-led	Institution-led
CPD should encourage creative, and reflective thinking skills to enable and inform innovation.	CPD should enable the linking of personal ambitions and policy led priorities. Learning and development will occur through active engagement in implementation.	CPD should consist of multi- agency provision, enabling teacher development within this broader context	CPD should be a planned mix of formal and informal learning activities with time to reflect on the content and school development priorities.

Individual-led

If the many ‘forms’ of CPD represent a choice according to differing personal, professional learning styles, then it can be interpreted as individual-led. Bolam and MacMahon’s (2004) classification of learning programmes, through their detailed analysis of relevant literature, showed a focus on intra-personal learning through high level cognition-based courses. This reveals a focus on ‘thinking skills’ which need to be converted into action, and professional learning through social and moral development opportunities. A recognition of multiple applications, across curriculum disciplines, but an accent on the creative and artistic, appeals to individual-led learning. Bubb and Earley (2004) see this form of CPD as consisting of self-study, the observation of fellow practitioners and the extension of existing experience and expertise.

Other key features relate, but not exclusively, to the recognition that teachers develop as professionals in stages. Huberman, (1993, 1995) amongst others (reported in Bolam and MacMahon 2004), identifies five stages, and recommends the deployment of particular activities appropriate to the individual teacher’s stage of development. (launching, stabilising, new challenges, professional plateau, final phase). Taking these into account, individuals learn from different activity types (role plays, problem-solving, debates and discussions, micro-teaching, observing others, being observed, buzz sessions, action learning, for example). An individual-led approach to CPD involves an acceptance, and an active provision, of, options designed to address individual needs (Bolam and MacMahon, 2004, p 1).

Individual-led CPD is not easy to negotiate. It is demanding of high levels of self-awareness and also of resource. Union Learning Representatives (STUC, 2005) are appointed to champion the individual professional's needs and wants in terms of professional learning and development. This means devising an infra-structure, and promoting a culture conducive to effective individualised learning. The ULR role is dual, as Alexandrou's (2006) work indicates. ULRs strive to raise employee awareness of learning needs and opportunities, yet also negotiate learning agreements with employers. This advisory and unionised support demonstrates how an individualised approach needs to be championed, and rests with certain influential and charismatic individuals.

System-led

OfSTED (2006) does not appear to recognise the dichotomous relationship between centrally organised and individual-led CPD. Consonant with the ULR approach, there is an argument that centralist approaches to CPD give certain foci authority and status. These may marry with individual ambition and aspiration. However, Draper and O'Brien (2006) conclude that CPD is often designed and approved because it supports types of pupil learning seen to support economic well-being.

System-led CPD is attractive to policy-makers. The political force of government agencies, supported by local authority officers, to encourage compliance to ideas and the embedding of new practices, means CPD is measured in terms of classroom impact. Day and Sachs (2004) recognise that CPD is an opportunity for teachers to refresh and extend their commitment as change agents to the moral purposes of teaching. However, limited opportunities to reflect, network, challenge and shape does mean that too often CPD is restricted to introducing new authority-led innovations. System-led CPD is characterised by a predominance of training methods and little time to share and discuss.

Profession-led

CPD is often criticised for not being altogether professional. Kelchtermans (2004) argues that CPD is too often de-contextualised, fragmented, and that it only focuses on individual teachers. Little (1993) argues that less of an individual focus is required if CPD is to lead to an improved professional profile for teachers. Profession-led

CPD is concerned with individuals using their learning to improve collective performance. OfSTED (2006) notes that teachers and schools adopt a professional view to non-contact time, enabling teachers to use such time liberally, including observation and use of a library. Draper and O'Brien suggest that CPD is a natural progression from initial training. Professional development is not a series of events which should be on offer from time to time, but an integral part of being a teacher. Teachers are concerned primarily with learning, and therefore to neglect their own learning would be inconsistent and unprofessional. This perspective mirrors the view of Day (1999) whose definition of CPD is used by many. Day presents CPD as a natural experience, whether planned or incidental, intended to lead to an improved quality of education. Profession-led CPD is a necessary part of being a teacher, and serves to characterise teaching as a profession.

The profession does extend beyond teachers, and involves, as the DfES (2005) posits, a range of agencies including local authorities, Higher Education Institutions, the TDA, GTC(E) and the NCSL. Only a profession-led CPD can bond and bind any competing interests of such bodies. Bolam (2003) does identify competing approaches and tensions – placing quasi-governmental bodies at one end of the spectrum, and the university approach at the other. He does not argue one is correct and another to be wrong. What is important is the commonality rather than the differences.

Institution-led

Institution-led CPD is concerned with localised school improvement. Models of evaluation proposed by Guskey contain an emphasis on the impact of development in the classroom, and relationships with pupil learning outcomes. More and more CPD takes place in schools. OfSTED recognises the value of external input, but also notes the positive and instrumental effect of school based CPD. It is not argued that school-based CPD does not take place, but that it is often treated as a separate concept – labelled 'School Improvement'.

Effective CPD, and models of evaluation and impact, bring attention back to the school. Connections to the outside world are important and valued, yet without a close relationship with the school, CPD is not valued by those who lead and who are

accountable. In this way, institution-led CPD is closely related to organisational culture. Not only does CPD reflect the culture of a school, (Fullan 1992, Hargraves, 1995), it shapes the ethos and attitudes. Institution-led CPD relies on collaboration, teamwork and sharing. It mitigates against cultures of individualism and balkanisation. On the negative side, such a focus can lead to an inward approach, threatening a culture of critical enquiry and reflection.

This tension is acknowledged by DfES (2005), who recognise the value of external speakers and an allowance for reflection. Effective institution-led CPD does demand developed leadership and management skills. The DfES (2001) developed a code of practice to assist schools in bridging gaps between different forms of CPD. They recommend planning around school development priorities, building on existing good practice, linking to national standards and evaluating thoroughly with impact in mind.

SUCCESS INDICATORS			
Individual-led	System-led	Profession-led	Institution-led
Successful CPD should lead to improved motivation, self-esteem and work interest.	The content of CPD should be related to national priorities and national professional standards should be used to encourage participation in targeted CPD.	Collective planning, experimentation, and evaluation through a team approach and inclusiveness are essential for successful CPD.	CPD should involve working together with work force reform in mind, for the purpose of school improvement.

Individual-led

Individuals engaging in CPD will do so for many reasons. O’Sullivan *et al* (1997) distinguish between training and education. The former is as a means of filling a gap between the requirements of a job, and the teacher’s related, existing knowledge and skills. In this way, training solves problems, whereas education is more concerned with maximising the engagement and contribution of the learner from the outset. Success criteria for the individual rely on his/her relationship with the external world of work, and also his/her own self-perception. Bubb and Early (2004) recognise the close reflexive relationship between the occupational role and the personal, seeing development in one as related to growth in the other. Success criteria for the

individual will relate to intangible outcomes such as motivation and ‘work interest’, and we are entitled to assume, through a leap of faith, that these will be manifested through improved performance. This basic premise enables a further related idea. Gordon (2004) assumes the reverse – skill development (reducible, visible and measurable) is evidence of critical thinking, reflection and controlled experimentation. Any argument favouring personalisation would be resistant to categorisation. However, the recognition that teachers’ careers may progress in stages does suggest a need to differentiate CPD according to the stage of development of an individual. Leithwood (1992) and Furlong and Maynard (1995), amongst others, propose a personalised approach which focuses on ability, capacity, confidence, flexibility, responsibility and autonomy as personal learning outcomes, which progress the quality of teaching from an individual perspective.

Without the individual’s commitment and engagement, Joyce and Showers (1988) recognise the likelihood of CPD failing to influence and change practice. Fullan (1992) treats teachers as agents of change and recognises their motivation to be borne from moral and cultural imperatives. Failure to recognise the value and importance of individual-led CPD is to fail to initiate and embed change in learning and teaching. Again, stimulation and motivation are necessary components, and are therefore clear indicators of success.

System-led

It is almost a truism that teacher learning and development is affected by changing policy and practice contexts. System-led CPD is an approach which uses CPD to implement new policies and practices, and therefore one which influences and changes the professional culture in which teachers work. This observation can be substantiated through observation of the shift in approaches to CPD from individual-led to system-led throughout the 1980s (Craft 1996). At the same time, the whole education system was subjected to a raft of national priorities, which can be labelled external to the teaching professional, and be seen to be so remote from teachers’ own interests. Examples abound, including Literacy and Numeracy Strategies, the training of teachers in ICT and most recently a focus on 14-19 education and skills. Accompanied by national professional standards and a system of performance management which relates to such standards, it is clear that a system-led form of CPD

is one which is concerned with competence. Trotter and Ellison (1997) explain that *competence* is about achieving what one has to, in order to be deemed satisfactory. For Trotter and Ellison, a *competency* approach is learning how to achieve pre-determined intended outcomes. Externality is key to system-led CPD, and therefore success criteria should be relatable to the external interests and the explicit and imposed agenda/priorities.

Law and Glover (2000) go further. For them, externality, represented by CPD in the forms of NPQH, LPSH, and Subject Leadership (all emanating from the NCSL) are prescribed through the adherence to national standards. The linking to established professional roles in schools, they proceed, suggests that they represent a shift from voluntary to obligatory training.

Compliance, Law and Glover argue, thwarts creativity, noting a focus on the job rather than the person, thereby neglecting teamwork and collaboration. The deficit model which emerges as one examines a system-led approach does focus on knowledge and skills, evident through the measurement of change and success which aligns to the external policy agenda.

Profession-led

It is, at times, difficult to separate profession-led CPD from system-led CPD. The development of a 'new professionalism' (DfES, 2005) is, for many, the imposition of new ways of working, as opposed to the profession's own view and approach to developing codes of practice. Embedding a 'new professionalism' is seen to be one of the key principles in the *Five Year Strategy for Children and Learners*. On the other hand, a profession-led CPD is a way of establishing professional autonomy in face of government imposed salary scales, conditions of service, career ladders and performance-related pay (Bolam and MacMahon, 2004). One sign of successful profession-led CPD, is the extent to which it does *not* align with government priorities, and that it reflects an entitlement, rather than an obligatory model.

A key factor is the respect given by external stakeholders to the outcomes of profession-led CPD. In 1998, the TTA, Elliott (2004) recounts, was critical that teachers did not engage in research and use of profession-generated research findings to promote development and change. In response to Hargreaves' (1998) inaugural lecture, the TTA did initiate the establishment of a national teachers' panel as a voice of teachers as users of educational research. The generation, access to and use of education research evidence by teachers is a clear sign of a respected professional community. As Goodson (2000) and Kelchtermann (2004) assert, it is knowledge developed by the profession that determines the type of profession to which teachers belong. Dissemination leads to research evidence and recommendations being applied in practice, and effective practice contributes to new policy writing. Forde *et al* (2006) lament the failure of teachers to engage in policy implementation at formal levels. Working independently from, but possibly in tandem with, external bodies, on behalf of the professional membership, is a sign of well informed profession-led CPD.

Inclusivity and a sense of collective ownership of actions are real success criteria. Mutual trust and being responsive to the environment rather than awaiting instruction are clear signs of autonomy. Collective planning, experimentation, evaluation through a team approach, and inclusiveness are all important success criteria.

Institution-led

Elliott (2004) explains that standards-driven educational reform has left little space for the individual. Teachers teach groups, in standardised ways. Monitoring and evaluation has led to a techno-rational analysis. Elliott argues for an aesthetically driven model which focuses more on the situation and the learning environment – i.e. the school. Schools have responsibility to plan for, and are accountable for achieving the outcomes of the *Every Child Matters* policy and the subsequent Children's Bill (2003) and Children's Plan (2007). OfSTED (2006) identified the link between CPD and school improvement in twenty survey schools. In combination, these demonstrate the value and success of CPD in terms of School Improvement. A focus on the learning environment, planned CPD and the location of CPD within the school are all key factors.

Institution-led CPD poses challenges. It is not congruent with profession-led CPD. The introduction of para-professionals (Forde *et al*, 2006) who work with the same learners in the same buildings, and indeed the cross-agency engagement through workforce reform and the 14-19 developments, for example, reveal an arbitrariness in terms of professional identity. The OECD (2002) report made similar observations. It recommends a teacher and school-led policy to create learning environments conducive to success, and identified centralised forces as constraining factors. Gordon (2004) provides a straightforward argument to sum up – as teachers deliver the curriculum they should be engaged in developing CPD designed to improve learning. Working in isolation from each other destroys the positive outcomes of teamwork, and teamwork must involve actors who come together in real and practical ways. Institution-led CPD can provide these.

BASIS FOR TEACHER DEVELOPMENT			
Individual-led	System-led	Profession-led	Institution-led
The use of research and analytical skills should be part of day-to-day work for teachers . CPD aims to provide the best learning opportunities, and to enable personalisation of learning.	Data and evidence underpin management decisions, and therefore CPD should help teachers to consider pre-existing data sets, (e.g. attainment).	Ownership of and commitment to evidence and data are means of empowering the profession. Research skills are seen to be integral to teaching, and not separate from practice.	In-house CPD must be designed to improve levels of measurable performance. It should be target-driven and designed often to address issues other than just pupil learning.

Individual-led

The DfES (2005) states categorically that teachers need to be research literate. Teachers must, it is claimed, understand what motivates individuals to learn, how to analyse and respond to test results, how to learn from colleagues. However, being able to research does not enable professional development alone. Jallongo (1991) suggests that if teachers are to instil a love of learning, they should be active learners themselves. One way to achieve learning is to engage in research. Jallongo proceeds to state how important it is for a teacher to work in a culture that promotes research, and also that by engaging in research, such a culture is developed. Teachers have a personal responsibility to research.

Groundwater-Smith and Dadds (2004) go further, advocating that a willingness to research is related to a teacher's moral responsibility. Devlin (2006) concurs when she argues that the shift from tacit and unsystematic knowledge through to pedagogic practice is a necessary step for teachers, and that it can only be achieved through the generation and analysis of evidence and data, that is to say, the research process.

The DfES (2005) feel that teachers do not have the opportunity to experiment and evaluate. Rehearsal and risk taking through practice are vital components of professional learning and development. Eraut (2001) begins to fit the components together. Research informs the identification of need, a commitment to experiential learning, the evaluation of new practices and the use of constructive feedback. If, as Hargreaves (1993) argues, CPD is stimulated by individuals recognising need, and developing new practices for themselves, the basis for individual-led CPD should be research.

System-led

There is a view that 'evidence-based practice', despite being seductive and appealing, is nothing more than a management tool (Day and Sachs, 2004). Hargreaves' (1998) own justification is less about empowering individual teachers, and more about helping professionals to understand 'what works best' and establishing what effects are caused by what actions. Following this line of argument, evidence-based practice can be used to justify particular approaches recommended through policy and strategy. It is not about inventing new ways of working, rather justifying externally imposed strategies and policies.

This top-down approach also has its appeal. Kelchtermanns (2004, p 218) shows that
“...conceptual diffuseness and multiple perspectives make it difficult to draw firm conclusions and develop a solid over-arching research-based theory, that can be used to construct practices for CPD”.

To accompany this use of research findings, system-led CPD requires teachers to develop skills and competences to analyse and interpret data and evidence in varying ways. However, the purpose of analysing assessment data and practice with cause

and effect in mind, and the observation of colleagues for performance management purposes, are instrumental in character. As Senge (2006) explains, 'systems thinking' is concerned with reconciling intuition and rationality. 'Systems thinking' encourages linear and simple explanations, and is therefore managerialist. Research of this type is concerned with solving problems, and justifying decision-making in a system-led culture and climate.

Profession-led

The National CPD Strategy (DfES 2001) recommends that teachers build and draw on an evidence base to inform professional decision-making. It is this link with decision-making that impacts upon the understandings and behaviours of others and provides a moral dimension to teaching (Kelchtermanns, 2004). Even technical decisions have a moral impact. Rigorous research enables such decisions to be justified, and for professionals to be protected from the negative impact of any decisions. For profession-led CPD, however, the basis for teacher development is not so negative as to simply 'cover backs'. Elliott (2004) notes that research is interesting for teachers, as it illuminates the complex relationships between the teacher, the learner and the subject content. The basis for profession-led CPD is to understand and to improve, whether research methods relate to case studies, experiments, surveys or narratives. For Elliott, research-based CPD provides professional control and ownership of the knowledge base.

Oldroyd and Hall (1997) show how a professional approach to CPD involves research from the outset. Needs identification, needs analysis, priority setting and evaluation all make demands on the individual, but represent a professional approach to CPD. Gordon (2004) places research at the core of an empowerment model of CPD. Empowerment demands a respect for teachers' perceptions of learners, a preparedness to plan and implement new practices, and a commitment to evaluate these in an open and honest manner. Empowerment is not concerned with forcing participants to adopt new practices but inviting participants to develop them for themselves in a safe and secure environment. The construction of a respected knowledge base leads to professional empowerment. In addition, as Senge (2006) confirms, the opportunity to engage in professional dialogue, to model and experiment in a regulated manner,

injects discipline. The engagement of the profession through an ethical and moral responsibility is what provides profession-led CPD with a distinctive feature.

Institution-led

Embracing a culture of a learning community is inevitably affected by the competitive climate in which schools operate. Investment in People (IiP), has been used by many schools as a marketing device, yet has also contributed to the development of conditions conducive to professional development (Bubb and Earley, 2004).

League tables require schools to focus on improvement. School improvement practices have influenced thought in that, as Day and Sachs (2004) confirm, development and enquiry have been linked. They argue that learning occurs through enquiry and that values- and evidence-based development is the most effective. Knowledge about practice that is relevant to the immediate context of teachers is best achieved when inter-teacher, and intra-school, dialogue and debate is encouraged. The DfES (2005) recommends class observations, monitoring of development through performance management procedures, self-evaluation and external validation of improvements.

At the core of institution-led CPD is teamwork. Small groups, engaging with school-based issues, which may relate to the policy agenda, provide the basis for institution-led CPD. Evidence is used to mark starting points, milestones and achievement.

OUTCOMES OF CPD			
Individual-led	System-led	Profession-led	Institution-led
CPD must lead to increased personal motivation, job satisfaction, changing expectations and aspirations.	Outcomes relate closely to effectiveness and therefore teachers growing competence should be made evident though performativity measures.	A future oriented view of CPD means that outcomes should add to a professional knowledge base which is transferable across institutions.	Outcomes are long term, and evaluation should be staged, identifying positive indicators of success rather than final outcomes.

Individual-led

“Joy is brought about by being used to achieving a goal, which you recognise yourself to be a mighty cause” (paraphrased from George Bernard Shaw, 1950, in Senge, 2006, p137).

Shaw is clearly commenting upon the psychological and motivating impact of success. For teachers engaging in CPD, success must be demonstrated and acknowledged, particularly when, as Day and Sachs (2004) claim, teachers work in isolation from each other. The success factor provides a psychological and a sociological dimension in the bringing together of teachers. Collaboration promoted by CPD has an impact on individuals as well as the collective. It promotes a constructivist approach to professional learning, in which teachers can gather ideas, reflect upon them, interpret them, and then add to their own repertoire. The translation of what is learnt into classroom action is personal. A process of relating new knowledge and ideas to the context is personal, and the potential success is what will lead to new practices and thinking about practice. Without a personal dimension, CPD will not succeed. Outcomes must, therefore, relate to self-perception and a personal perception of the outcomes. The reverse makes the point (Day and Sachs, 2004): low self-esteem and shame at not achieving personal targets and goals can lead to a reduction of the variety of classroom activities. Success encourages experimentation through increased confidence.

Measuring the outcomes of individual-led CPD is problematic. It involves personal motivation, job satisfaction, changing expectations and aspirations. It also involves a leap of faith; that motivated and stimulated teachers lead to motivated pupils, which lead to improved and enhanced pupil learning experiences and outcomes (Field 2000).

System-led

The DfES' (2001, p3) definition of CPD reflects a system-led approach:

“... by professional development we mean any activity that increases the skills, knowledge or understanding of teachers and their effectiveness in schools”.

The use of the word ‘effectiveness’ suggests that development and learning processes must have demonstrable outcomes, and that such outcomes are related to performativity (Day and Sachs, 2004). Demonstrability and performativity run the risk

of exhibiting success on one-off occasions. Literature on change management (e.g. Fullan, 1992 and Blossing (2000)), recognises the need to phase innovation, from initiation through to embedding new practices. CPD is therefore more than a one-off event, and evaluation must take the long-term effect into account.

Bolam and MacMahon (2004) acknowledge that little research has been conducted on the relationship between CPD and policy and consequent practice. What is known is that CPD has been targeted as a means of implementing national policy. The outcomes are therefore related to the large scale vision underpinning the policy, rather than the narrower purposes of the CPD events and experiences themselves. As Craft (1996) argues, evaluation usually focuses down on what the funders want, rather than the hopes and expectations of teachers. Kelchtermanns (2004) supports this, and justifies it by arguing that intended outcomes are abstract, or at least detached from the real reasons. Visions are concrete, and from a political perspective are more accountable in a public arena.

A feature of system-led CPD is that the outcomes relate to the past, more than to the future. Nuttall (1990) sees evaluation as a means of providing accountability for money spent, but also recognises its place in improving future provision. System-led CPD outcomes therefore serve political purposes, and relate back to decisions made. This is in contrast to processes of illuminative evaluation (Parlett and Hamilton, 1976) which see the outcomes as questions which will help to shape the future.

The advantages of system-led CPD and the focus on outcomes is that it promotes a planned and organised approach. However, some commentators (Hargreaves, 1995; Mintzberg, 1994; Glover *et al* 1996) warn against too much planning, as it can constrain and prevent flexible responses, dynamism and innovation. Rational planning relies on outcomes reflecting intentions.

Profession-led

A view of profession-led CPD is dependant upon the understanding of the concept of professionalism. The effectiveness of CPD and the perspective on the outcomes will be determined by whether the goal is compliance, or criticality and enquiry. CPD as a professional empowerment tool leans towards the latter, whereas the former reflects a more system-led CPD. Robinson and Sebba (2004) suggest that profession-led CPD

is one in which participants expand their views of what is desirable and possible in classrooms across all schools, and with all children. Profession-led CPD is characterised by making thinking, insight and purpose more coherent. Outcomes should relate to these new ways of approaching issues, rather than the re-iteration of past practices.

This futuristic approach relates to individuals within the professional service, and relies upon increased self-esteem, improved self-image and a clear task perception (Kelchtermanns 2004). The future perspective is crucial, and a realistic appreciation of teacher potential and levels of autonomy are equally important. The early expression of objectives, success criteria and values which underpin intentions need to be validated by the profession itself. CPD participants are, therefore, inventors, providers and supporters. The responsibility to demonstrate positive outcomes therefore rests with the participant. Evaluation methods must account for a wider perspective than the individuals' own personal learning experience.

Muijs *et al* (2004) provide guidance. Drawing on Guskey's five 'layers of evaluation' (see later), they recommend an earlier focus on the impact on children's learning, and work backwards through the layers to identify the factors which contribute to any successes. In this way, the professional gain is to understand processes as outcomes, rather than simply the products. New understandings enable future thinking, in that learning and development opportunities can be structured in respected and proven ways.

The outcomes of profession-led CPD benefit the profession through the impact on the 'end-users'. A processual model supports teachers as professionals and is justifiable through the positive effects on pupils and the usability of the outcomes in other institutions..

Institution-led

An organisational perspective considers value for money, the quality of CPD delivery, and the extent the experiences impact upon collective motivation and morale. Successful CPD can have an influence on the extent to which it alleviates stress in the

working environment, and how individuals are enabled to take ownership of desired developments. CPD is a way of achieving a shared value system within an institution (Bubb and Earley, 2004).

School and subject leaders are inevitably influenced by the need to maximise the quality of pupil output. Consequently the guidance from the DfES (2005) is to measure impact and outcomes in terms of teaching, learning and pupil achievement. Hallinger and Heck (1999) explain that the impact on pupil learning can only be indirect. They argue that, like school leadership, the influence of professional development is through teachers, who may affect attitudes to learning through their teaching. Their own attitudes are also affected by the ethos and culture of the school, and CPD may have a direct impact on their motivation and job satisfaction. Following this argument, as Craft (1996) does, CPD should target school factors, such as organisation culture, management and organisation, teachers' attitudes and skills, knowledge and attitudes. It is for these reasons that the evaluation of CPD and teacher learning events are often structured in 'layers'. Middlewood's (1996) and Guskey's (2000) models are very similar, and draw schools into a process of evaluation.

Middlewood (1996)	Guskey (2000)
Reaction to the learning event	Participants' reaction
Learning of those involved	Participants' learning
Changes in professional practices	Institutional support and change
Impact of the changes on the individual and his/her immediate environment	Participants' use of new knowledge and skills
Impact of changes on the organisation	Student (pupil) learning outcomes

Despite the similarities, it is interesting to note how Middlewood emphasises organisational change, in line with the view that teachers work in collaboration rather than in isolation. For Guskey, although a focus on pupils is about measuring results in the form of cognitive factors (performance and achievement), he also recommends a consideration of the impact on affective factors (attitudes, beliefs and dispositions) and even psycho-motor skills (behaviours and skills).

Institution-led CPD is typified by the relationship it has to change, and change which spreads from the individual to the institution. The personal and individual dimension

is therefore important, yet only in that it makes a contribution to organisational renewal. Change management writers argue that a stabilizing influence is necessary if change is to be institutionalised. This influence may slow down change processes, yet can act as a counter to the cynicism of teachers not directly involved in the CPD. The outcomes of institution-led CPD may therefore be slow to emerge, and evaluation often consists of identifying positive indicators rather than actual outcomes. The outcomes of institution-led CPD must be validated and disseminated internally.

CPD PROCESSES			
Individual-led	System-led	Profession-led	Institution-led
Processes underpinning effective CPD must acknowledge and value personal experiences of teachers.	CPD processes are designed to assist in the implementation of new practices emanating from new policies.	CPD should be collaborative and non-hierarchical; a balance between retrospective reflection and future thinking to empower teachers	Teachers should be both participants and providers of CPD.

Individual-led

There are many ‘common sense’ views on how professional learning occurs for individuals. Craft (1996) recognises four simple approaches – from concrete experience, through reflection in and on action, as a result of experimentation and evaluation, and through conceptualising and exploring ideas. None of these are simple processes however, and as Craft acknowledges any combination of the above will also lead to professional learning. Eraut (1995) recognises the need for teachers to develop the skills and understanding to access and acquire information. He also sees a challenge in routinising new forms of behaviour and developing the deliberative processes of planning, decision-making and problem-solving. Eraut also treats self-assessment, evaluation and attempting to control the learning as *meta*-processes.

Although many of the above can be accessed and supported through professional affiliation, the actual process of development is individualised. Staff development is in essence a form of adult education. Many writers stress the individual focus associated with adult learning and androgogy. Gordon (2004) asserts that adult

learning is most successful when what is being learnt is directly associated with issues which confront the learner in everyday life. This political stance reflects the commonly held view that learning for adults is about assuring autonomy and self-direction. Knowles' (1984) concept of androgogy is based upon the implicit relationship between personal experience and learning, and the need to take biographies into account. Hargreaves (1998) acknowledges this historical focus, but also emphasises the need to take into account future aspirations and motivation of individuals in order to make their learning and development meaningful.

Day (1997) also recognises the uniqueness of each and every adult learner. As a result, he explains that CPD is

“...multi-dimensional, a dynamic interplay between teachers' stages of biographical and situated experience, environmental factors, career and lifelong phases”.

Even the DfES (2005) acknowledges the need for personalised learning, given individual teachers' desire to take responsibility for their own CPD, and to innovate through classroom-based research and enquiry.

CPD is linked to moral development through personal growth. Senge (2006) argues against limiting the input of CPD to working life. Teachers do pursue a moral purpose. Senge (2006) explains that often cynics are negative due to their own failure to convert ideals into realistic expectations. Idealism should be encouraged and promoted. Individual-led CPD enables the individual to put the sparkle back into their teaching.

System-led

In contrast to Stenhouse's view, summarised by Rudduck and Hopkins (1995), that the world would be changed by teachers who understand it, the centralist policy thrusts of the last twenty years have promoted small-scale teacher-led research, but which follow, rather than inform, the publication of policies. Day and Sachs (2004) note the possible confusion as the research is characterised as normative, research which does not challenge, but which accepts and focuses on implementation. Visionaries contribute to the establishment of goals, the teaching profession, in a system-led world, focus on implementation and embedding the practices.

Devlin (2006) comments that policy is dominated by a short-term agenda, which leaves practitioners ill-equipped to face the complexity of change. As a consequence, system-led CPD becomes ever more functional and instrumentalist. This domineering approach to CPD becomes a vicious circle. The knowledge base underpinning the education profession remains tacit, fragmented and under-developed. This attracts criticism from official bodies (e.g. DfES, 2003), meaning that official bodies can lose trust and faith in the profession and continue to wrest control from it.

Mockler (2001) amusingly characterises CPD of this type as ‘spray-on CPD’. Long-termism can mitigate against the system-leaders’ demands, who require up-skilling and an insistence on development in line with policy statements.

The contrast with individual-led CPD is stark. System-led CPD processes take little account of individuals’ context, nor of their existing expertises. CPD is lodged in a political context, driven by external forces, and is essentially concerned with skill development. In this way CPD, is normative (Kelchtermanns, 2004).

Profession-led

Hargreaves’ (1995) assertion that all professional development should have a moral dimension is based upon two key factors. Firstly, adult learners have affiliative needs (Caffarella and Barnett 1994), and secondly for communities of practice to work a “covenantal relationship...a commitment to ideas, issues values, goals and management processes” (Senge 2006, p 134) is necessary. Therefore a collaborative and profession-led approach is reliant upon commitment to a cause and affiliation to the professional body. Clement and Vandenberghe (2000) argue that characterising features are, then a balance between independence and collaboration.

Bubb and Earley (2004) value networks and professional associations as the repositories for knowledge, but also as catalysts for further enquiry and the generation of new knowledge. Profession-led CPD removes the fear factor and heavy-handed mentoring of performance in favour of an open and frank exchange of ideas. Kelchtermanns (2004) demonstrates how biography and narrative can be used to good

effect within a professional environment. The gathering of individual responses to critical events, how each touches upon individuals' self identity, when shared explicitly, becomes relatable to other contexts and indeed transferable across institutions. This process of retrospective reflection is a powerful source of professional development and professional affiliation.

Bubb and Early (p91) proceed to identify processes which endorse reliable development opportunities and the outcomes as valid knowledge bases. Reflection as a 'slowing down' and 'inquiry as ascertaining ways of dealing with real situations' (Senge, 2006, p175) is promoted. Use of the community to extend reflection beyond problem-solving to problem-setting is a key part of profession-led CPD. It is practical, in that real examples are used, yet is future-oriented and therefore conceptualised as a means of making relevant to a wide range of practitioners. Profession-led is concerned with encouraging creative and new ways of thinking to provide a refreshed, up-to-date and relevant knowledge base (Borko and Putnam, 1995).

Affective factors need to be part of a psychological contract. Faith and trust are core to profession-led CPD. With no hierarchical career-related structures, professional bodies are able to offer high levels of intellectual freedom and criticality. In these trusting environments, research and practice come together in a way that Day and Sachs claim represent the most effective forms of CPD.

Institution-led

A response to post-modernism, the shift from an industrial age to a knowledge age, has prompted Senge (2006) to make the following recommendations. New paradigms suggest focussing on the holistic and not atomising and analysing separate parts. In a similar vein, Senge suggests concentrating energy on organisational learning, as opposed to individuals learning in isolation from one another. Lastly, Senge also proposes researching and challenging systems through the participant rather than in isolation of the participant. The need for content, and process as indicators of quality, are complemented by an understanding of the context. Pachler and Field (2004, p6) place this into an educational context:

“CPD is dependent upon debate, discussion, sharing and joint learning and therefore we must be prepared to use our work context and the people there as a resource for our learning, but also be prepared to assist in the ‘generation’ of sharable examples to enable the transferral, and adaptation, of good ideas to others”.

Institution-led CPD is a two-way street, it provides resources for learning, but the individual is morally obliged to share the learning outcomes. Learning organisations are less about sharing knowledge, and more about shared norms and values, leading to an enquiry stance which is critical and has the potential to be transformative.

Groundwater-Smith and Dadds (2004) argue that criticality is achieved through a heightened awareness of the external landscape, but that internal stakeholders must be accounted for when planning. This sensitivity demands a flexible plan which is responsive to the (sometimes unknown) expertise and expert knowledge held by teachers. The willingness to innovate, a high tolerance of managed risk and treating problems as learning opportunities are real characteristics. A calm, collaborative and risk-taking organisational culture is necessary for institution-led CPD to thrive (Bolam and MacMahon, 2004).

OfSTED (2006) notes how this is achievable through a structured plan to integrate CPD and performance management procedures, through face-to-face sessions with mentors and/or coaches. Teachers are encouraged to develop personal learning plans which are consonant with the school’s development priorities. OfSTED comment that when this is done successfully, teachers feel positive. Individual training plans feed into personal career ambitions and relate directly to school development needs. This type of consistency and coherence is well respected by teachers.

SUPPORT FOR CPD			
Individual-led	System-led	Profession-led	Institution-led
Individuals need to have an external champion who sponsors and promotes the cause. Staff need open access to learning	Accountability must be planned from the outset, providing clarity in terms of the targeted resources available.	Distributed leadership serves to empower and enhance learning. The engagement of external partners assures a degree of	Support for learning projects has to match institutional goals. Needs analysis and impact evaluation should help to

as opposed to direct delivery.		criticality but also of professional sharing.	shape learning opportunities in school.
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Individual-led

Whatever resources are made available to practitioners, it is only the people themselves who can grow and develop. To assure learning which contributes to desired goals is the responsibility of the leadership of the school. Real success is the matching of people's expectations to their performance outcomes (Riches and Morgan 1989). Senge (2006) comments that too often there is no infra-structure to give individual learning purpose and meaning. When headteachers have pressing priorities, CPD often slips down the list of priorities. Champions for individual-led CPD are therefore necessary, and Alexandrou (2006) suggests ULRs fit the bill. Such a champion acts as a sponsor within a CPD provision which is managed, co-ordinated and structured. ULRs are active in Scottish schools. Such support is required from senior managers in English schools. Other managerial responsibilities do mean that individual support can be diluted, and overly-managed CPD can serve to strip away teacher professionalism, resulting in teachers who are little more than technicians. (Hargreaves A, 1994).

The type of leadership support needed for individual-led CPD is listed by Jones *et al* (2006, p79). The 'job specification' includes:

- facilitating, guiding, supporting as opposed to coercing
- planning in concise ways and identifying key actions to help teachers attain their own objectives
- monitoring success and gathering evidence of progress
- gauging needs as they emerge
- knowing the full range of relevant learning opportunities available.

Many writers are labelling such forms of support 'mentoring and coaching'. Bubb and Earley (2004) do distinguish between the two, and list the skills necessary to support individual-led CPD. These support mechanisms assure teacher ownership, drive and focus. Coaching is very individualised. Coaches question, gather evidence, invite self-evaluation and act as critical friends for development purposes (Gordon (2004). A coach is not, Gordon proceeds a panacea, but a link between the individual and the organisation. In-house CPD, in particular, and the conversion of learning (cognitive) into practice (application) is a vital role.

Alexandrou (2006) fears that face-to-face delivery of CPD at times agreed by management teams may distract from the individual focus. On-line learning opportunities allow teachers to engage at times to suit themselves. Alexandrou again sees a role for ULRs here. The promotion of loosely planned learning opportunities provided through the ULR's CPD network, is a way of retaining power and influence in the hands of the learner as opposed to the management team.

System-led

Accepting that effective CPD does not 'just happen' (Bubb and Earley 2004, p 80), risks managerialism. The leader's role is to assure a positive impact, and value for money. For system-led CPD this is not always obvious. As La Tzu (in Senge 2006, p328) argues, great leaders are those of whom people say "We did it ourselves". Often autonomy can be an illusion. If teachers are to be led in a way that improves the delivery of pre-existing policies, the leader has to be very aware of all practices and attitudes amongst practitioners. Support is needed in the form of evidence and data to justify all planned development activities. It is the leader that requires support, who will monitor participation and evoke discussions on whether such actions are contributing towards the stated goal.

For participants, the support required consists of accurate needs analysis, clear guidance on relevant training and development activities and clear and simple methods to measure success. In addition to these pressing Human Resource skills and capability (OfSTED, 2006), there needs to be a coherent administrative process to enable and record innovation.

Accurate monitoring of system-led CPD demands objectivity, provided by an external stakeholder. This may, and often does, extend to funding bodies. Accountability is therefore financial and related to performativity. There is a clear need to ascertain if public money has been spent to support 'worthwhile' activities.

System-led CPD is domineering, and can de-professionalise teachers. The design is, ironically, intended to professionalise (Whitty 1998). The types of support for

system-led CPD need to be sensitive and subtle to the extent they may not even be noticed. The integration of CPD and national priorities is a skilful task.

Profession-led

Many writers (e.g. Chivers, 2003, Day 1997, Furlong *et al* 2003) see mentors as influential support for profession-led CPD. The role relates to problem-solving, the provision of expert knowledge to help develop, and also pastoral care. Mentoring is therefore not a peer system. It is direct and provided by a mentor who is more expert than the mentee. Bohm (1965) argues that playful, exploratory dialogue is antithetical to development. Expertise and trust are required to clarify expectation and aspirations, and to identify suitable actions designed to access effective CPD. An awareness of the policy context and organisational culture are essential, but Senge (2006) acknowledges the value of thinking outside these constraints as part of a development process. Profession-led CPD is transferable, and therefore not organisation culture bound.

The provision of external networks and sources of knowledge and ideas is a positive aspect of profession-led CPD. Low level collegiality is helpful, yet higher level interdependence provides a broader and more critical understanding. Support in finding external sources is a key. Support needs to be well communicated in a spirit of trust and collaboration. Failure to provide these key strands (Gordon, 2004) results in transactional approaches. Profession-led CPD is future-oriented and is intended to be transformational.

Internal support from 'lead teachers' is also helpful. The personal motivation of career development through CPD is valuable. Rewards and support in achieving standards demand an infra-structure. Lead teachers, advanced skills teachers or subject leaders must have particular skills associated with adult learning, high levels of professional competence and interpersonal skills. It is for this reason that schools have sought partnerships with external bodies, including universities, businesses and wider community agencies. An injection of new ideas is an effective part of profession-led CPD.

Institution-led

Being a good administrator is not enough for institution-led CPD. Leaders need to be motivators, facilitators and enablers. Institution-led CPD demands that CPD participants influence organisational change. Jones *et al* (2006) do re-iterate, however, how important administrative skills are. They stress the need to schedule CPD events into a calendar, and to link to the school development plan. OfSTED (2006) concurs and itemises the administrative functions further, seeing the need to manage non-contact time, to timetable CPD and to match participants with resource availability (including mentors and coaches).

In addition, though, softer leadership and management skills are required – team building, conflict management, motivational communications and presentation skills. Gordon (2004) proceeds to add decision-making skills, critical thinking skills and change management skills. Support for institution-led CPD is about climate setting, and enabling.

Participants in this form of CPD need to access learning opportunities in-house, but also to take part in projects which lead to change. Resources need to be allied to the improvement projects identified, yet approval of such projects must relate to identified needs and priorities. Guskey (1994) supports large-scale planning but incremental action through CPD. Bolam and MacMahon (2004) remind us of the need for careful co-ordination and alignment with school improvement plans.

The OFTSED (2006) review of CPD acknowledges the need to balance leadership functions between administrative tasks and a strategic role. The review asserts the requirement to concentrate these efforts, and that to separate the functions is harmful to effective CPD.

AUDIT TOOLS			
Individual-led	System-led	Profession-led	Institution-led
Auditing takes into account personal factors such as aspirations, self-perceptions,	The success of CPD is discernible through an examination of related	CPD must be audited and related to resulting teacher activity. Participants should	It is important to account for how teams shape projects and how individuals' roles

interests, and personal biography in the context of performance and national standards.	performance outcomes. CPD must improve performance measured against national standards and descriptors.	be required to demonstrate improvement as an outcome of CPD.	within projects contribute to potential and capacity for change and improvement.
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Individual-led

Wallace (1990) spells out the four possible purposes for CPD which all reflect the pre-eminent position of the individual. Wallace recognises the need to respond to policy, and therefore to learn new skills. However, he argues that these two are in the context of two critical factors. CPD must lead to improved performance in the participant's current job, and also contribute to promotion potential, or at least higher status within an organisation. These are very egocentric foci, yet do show that to audit and evaluate effectiveness, the individual is integral.

Brumbach's (1998) perspective is a little more outward-looking. He sees the need for CPD to lead to improved performance, and therefore behaviours and also improved results. Behaviours emanate, Brumbach argues, from the performer, and account for the conversion of personal learning (abstract) into real action (performance). The monitoring process must not, Jones *et al* (2006) argue, fall short of taking action and levels of performance into account, but should also recognise the new learning which has enabled these to happen.

The use of the term performance does immediately bring the governmental performance management processes to mind. Interestingly, OfSTED (2006) recognises that targeting national priorities and foci for development will not automatically address all teachers' individual needs. The recommendation is that self-audits, based upon evidence of performance levels (related to national standards) should be used to identify need and to give personal development a direction. Self-evaluation against set benchmarks is a more instrumentalist view of individual-led CPD, yet is at least an acknowledgement that it is the aggregate of individual endeavour that constitutes success in education and schooling. Bubb and Earley (2004) examine the Career Entry and Development Profile in this vein. The questions posed of new teachers in order to focus and structure their development are very

individualised. The prompts include very personal questions relating to aspirations, self-perceptions, interests, attitudes and personal biography. Early Professional Development (EDP) does begin in a very individual-led way, although all forms of assessment/appraisal demand evidence to support claims. Evidence is drawn from experience, but shaped by the expectations expressed in national standards.

System-led

Systemic government change does not demand criticality and autonomy, but obedience and compliance (Day and Sachs, 2004). This represents a shift away from the concept of democratic professionalism to a more managerial professionalism. Day and Sachs spot a trend in terms of an imposed curriculum, performance management, and argue that CPD and defined processes for monitoring and evaluation are part of the same movement. The responsibility to audit and monitor rests with the individual teacher, yet to assure compliance and obedience this must be within an external, system-led framework. Robinson and Sebba (2004, p2) provide an excellent definition of CPD which places this in its fullest context:

“CPD is the systematic maintenance and broadening of knowledge and the development of personal qualities necessary for the education of professional and technical duties throughout the practitioner’s working life”.

The argument is that CPD is individual-led in terms of experience, yet is system-led in terms of its purpose. Such a nationwide, centralist involvement, linking CPD with a standards based accountability model was intended to provide greater coherence. Day and Sachs (2004) argue that, ironically, this has had the opposite effect. When monitoring and auditing, stakeholders are often happy to identify indicators (motivation, increased collaboration, greater ambition, etc.) and fail to link with performance outcomes. System-led audit tools are a necessary adjunct while individual- and institution-led monitoring fails to track processes through to end user performance. This view of performance relates to the views of Bernadin *et al* (1995) who argue that performance does link to satisfaction, the strategic goal of an organisation, and that satisfaction links to the contribution the outcomes make to the wider educational and economic goals of society. For system-led CPD successful performance is the completion of tasks commissioned by the Government to the pre-specified standard.

Profession-led

The DfES (2005, p7) claims, that a “... knowledge base plus effective coaching leads to significant improvement in performance”. Auditing therefore involves the interrogation of the knowledge base. The evidence base should relate to identified professional need (Hopkins and Harris, 2002), and be built by the very professionals involved in the delivery of the service (Law and Glover, 2000). Auditing is, in this way, designed by teachers, for teachers.

This level of engagement is consistent with effective CPD. The cultures of collegiality should not be confused with congeniality, which is superficial. Trust and respect for the profession is borne from the rigorous demands the profession makes of its members. This requires an encouragement and also a monitoring of teacher-led research. Careful auditing will demand that teachers are suitably equipped with research skills. For CPD to be effective, the outcomes of teacher learning must be applicable in each teacher’s work place. In this way, curriculum initiatives developed through a collaborative effort can have meaning and impact. No audit should neglect the local significance of professional development, and although a direct impact is difficult to attribute to particular actions, it is necessary to account for new skills and strategies emanating from the teacher him/herself. In essence, the auditing of profession-led CPD must include resultant teacher activity.

Institution led

Engagement in CPD by large numbers of staff is, for, Miliband (2003), an indicator of a vibrant learning community. This rhetoric needs closer scrutiny. CPD and pupil learning are symptoms of the same vibrant community, yet one is not necessarily the cause of the other. OfSTED (2006) disagrees, suggesting causal links. Effective CPD is reliant on the headteacher’s support, not only in terms of a commitment to performance management processes. Institution-led CPD links individual teacher performance to policy priorities. This managerial picture presents institution-led CPD as no different from system-led CPD. Day and Sachs (2004) acknowledge that an instrumental approach can work well, but runs the risk of reducing the teacher’s role to that of technician – simply delivering what is required of them. Jones *et al* (2006) suggest a solution. For them school improvement must combine with that which characterises individual-led CPD. Improved team-work through mutual

understanding and respect, will be necessary for this form of CPD to be successful. Teams should frame improvement approaches, and individuals need to commit to the institutional cause. An audit of institution-led CPD is concerned very much with process and the identification of key players, rather than the apparent outcomes and impact.

ACKNOWLEDGEMENT			
Individual-led	System-led	Profession-led	Institution-led
The recognition of successful innovation through assisted dissemination and promotion are external forms of acknowledgement.	Teachers respect the content and outcomes of CPD, when it is managed and supported through performance management.	Recognition and acknowledgement of the value of the impact and outcomes of CPD give teachers a sense of worth and respect.	Acknowledgement takes the form of the acceptance of the development of ideas emanating from groups of teachers working collaboratively.

Individual-led

The traditional concept of professionalism is associated with a personal responsibility to keep up-to-date and to organise one's own professional development, in order to maintain and improve the level of service provided. Consequently, to be a 'good' professional, the onus is on the individual to focus attention on his/her own instructional capability, rather than to attain organisational development (Gordon, 2004). The shift to a more organisational approach runs the risk of removing the professional identity from the individual, and replacing it with a school being recognised as a learning community (Bolam and MacMahon, 2004). Senge (2006) presents a different argument. By citing eminent leaders of successful enterprises (in this case Rich Teerlink of Harvey Davison in a speech at the William J O'Brien Memorial Lecture, 2005, in Worcester Massachusetts), Senge makes the point that any organisational development relies on a faith and belief that individuals choose to learn in order to follow a vision, to which they subscribe. The challenge for leaders is to articulate a corporate vision to which all commit. In this way, all CPD becomes individual-led.

Bubb and Earley (2004) regularly remind the reader that individual CPD must appeal to the more material aspirations of individual teachers. Successful engagement in

CPD should, they argue, contribute towards promotion and personal financial gain. Acknowledgement of individual-led CPD stretches from the almost spiritual to the material gains.

Hargreaves (1994) argues that acknowledgement of individual achievement and the professional respect of teachers to lead their own CPD is a real form of acknowledgment and recognition. Knowledge generation, transfer, application and evaluation are all in this sense incumbent upon the individual. The recognition of successful innovation through assisted dissemination and appointment as mentor/coach to others are two simple ways of recognising teacher achievement (Bubb and Earley, 2004).

System-led

Teachers have suffered a huge loss of professional esteem as their efforts appear not to have been acknowledged by system leaders. Draper and O'Brien (2006) caricature this sense of de-professionalisation when they ironically quote Ranson (2003), who equates state and centralised interference as the cause of a loss of faith and trust in teachers, due to a belief that education and well-being is too important to entrust to teachers. If this is the case, the opposite must also be accepted. Entrusting teachers with development work is to recognise their professional and societal significance. Teachers need to follow programmes of CPD to empower them in these ways. Professional acknowledgement is associated with the granting of decision-making powers.

Bolam and MacMahon (2004) lament the demise of local authorities, teacher centres and universities since the 1980s. Only teachers themselves, as recipients of CPD, can use new knowledge to empower and develop practice. Acknowledgement can be through the dissemination of 'good news stories', case studies and an ever increasing (teacher-owned) knowledge base. Official recognition that CPD is an obligation, and a right, stands testament to the view that, without teachers respecting their own and each others' professional development, no positive impact will be made. System-led CPD is heavily controlled but is also reliant on individuals' commitment, recognition and application.

Profession-led

Excessively individual-led CPD can lead to a sense of professional isolation, and overly-managed CPD, to a feeling of being de-professionalised. Networking across schools has always been seen as a way of addressing these tensions. Professional acknowledgement deepens a sense of professional affiliation and duty (Day and Sachs, 2004). Profession-led CPD is a natural follow-on, from what is already a very profession-led initial training. The professional has also been introduced to and expected to follow a code of ethics and professional values. Lastly, Garratt and Bowles (1997) insist that the professional is totally committed to the core business of learning. Adherence to these values gives the individual the right to call him/herself a professional. Profession-led CPD gives him/her the right to continue calling him/herself a professional.

This stance is problematic. Societal change and development has involved assigning new roles and responsibilities to teachers. As professionals, teachers are not the principle knowledge-holders; they may work as non-specialists. CPD is also about learning to expand understanding beyond traditional school environments. Learning within a network is effective, and therefore professional affiliation is all the more important. As an individual working in a 'zone of uncertainty' (Schon, 1983) professional acknowledgement offers a re-assurance and security not otherwise available. Profession-led CPD gives learning a direction and sense of worth.

For Draper and O'Brien (2006), professional endorsement of CPD means that the values, knowledge and qualification/acknowledgement are properly acknowledged. Similarly Bolam, (1993) sees the professional endorsement of CPD, whether it be training, accredited courses or on-the-job learning as a means of uniting the efforts. Endorsement through acknowledgement provides different forms with a unity of purpose and equivalence otherwise not evident.

Institution-led

The development of learning communities and the school improvement movement has demanded recognition of a new type of professionalism, and therefore professional. (Senge *et al*, 2000). For Senge, this new professional must work in collaboration with others directly involved or affected by work undertaken. This

restricts the community to those directly associated with the school; pupils, parents, local community. Lave and Wenger (1991) see the community as individuals able to share contextualised understandings. Institution-led CPD can be fully acknowledged by the institution itself. An understanding of the context of developments made is essential. Draper and O'Brien (2006) support this view when they see CPD as a continuation of institutional induction.

Gordon (2004) also promotes institution-led CPD, when he lists tips for successful organisation of institutional study groups (p73). Consequently, the rewards intrinsic to that community mean more to the individual. Elements to be included in a list of protocols for effective in-house development groups include encouraging, performance checking, standard setting summarising and acknowledging. Clearly, any external acknowledgement is worthy, but not fully appreciative of the contextual matters which shape development projects in the first place.

LOCATION AND RELEVANCE			
Individual-led	System-led	Profession-led	Institution-led
The individual is the key stakeholder within CPD. The individual needs to recognise stages of development, and whether their values are consistent with those of the work place.	CPD must be designed to assist teachers to deal with new policies and to prepare them to manage widespread educational reform.	CPD is a mixture of the personal, institutional and political. The profession itself mediates between these and provides the opportunity for innovation and creativity within policy frameworks.	CPD is centred around teachers' own classrooms and schools. The alignment of teachers' aims and the school priorities is effective targeting of resources. The use of in house expertise to support teacher development is necessary.

Individual-led

The focal point for individual-led CPD is the self. For Senge (2006), this is the quest for personal mastery, which is the intrinsic desire to understand and perform. Kelchtermann (2004) attempts to analyse the context of the self. He sees a need for teachers to understand the relevance of their own biography, which provides a temporal context. An ethnographic study assists in providing an appreciation of the

personal relationship with the physical environment and the values and culture in which one works. It is by taking these into account that Bierema and Eraut's (2004) fear is overcome. Their concern is that professionals separate learning and the workplace. An integration of the two requires an individual perspective which takes more than work experience into account. Alexandrou's (2006) research shows how attending off-site courses can be a barrier to real learning and development. CPD must be personally relevant, and involve the integration of personal values and those of the work place.

It is in this way that "reification" (Wenger 1998, p 58) occurs. The projection of the self onto the organisation, as opposed to falling victim to the demands of the institution, means that the individual's own stories, narratives and symbols have an impact. Learning needs to be personalised, particularly if democratic professionalism is to be the dominant model in schools. Individual-led CPD depends on the individual's own choice and sense of professional affiliation. Stakeholders (e.g. providers, local authorities, universities) must work *with* teachers as opposed to *to* teachers (Whitaker 1997, p242).

In addition to temporal, physical and affective contexts, individual-led CPD must take account of particular stages of development. As stages change, so will the need for CPD differ. Leithwood (1990) identifies 5 stages, as does Bolam (1990). There is some overlap (preparatory stage, launching a career, appointment and stabilizing, in-service, and facing new challenges). However, the argument is that teachers need to recognise their own stages of development and their own needs in terms of future development. They are at the centre of the learning and development process.

System-led

The 'system' provides a legal context for CPD. The Teachers' Pay and Conditions of Service Act 1987 requires teachers to participate in further training, and makes provision for time. The statutory obligation therefore leads to confusion between learning and development. Many commentators (e.g. Harland *et al*, 1999) note that the five INSET days have been used for administrative purposes as opposed to servicing professional learning.

This view of CPD as a chore can be tracked to official documentation. OfSTED (2006), for example, spell out requirements, and obligations, rather than present opportunities. Modal verbs, such as *must* predominate. However, the use of CPD as an active subject in sentences “CPD *must* provide teachers with...” (para 8) conceals the managerialist approach. CPD is *nominalised*, protecting the real protagonists through rhetorical devices. In these ways, the content of CPD within policies is also presented. Behaviour management, subject knowledge, personalised learning and Assessment for Learning are all presented as key elements of CPD programmes, in this subtle manner.

To service social needs as presented through policy, a clear overview of governmental policy and reform is essential. Craft (1996, p192) identifies mega-trends in education, which include centralised accountability, national considerations, personalisation of the curriculum, use of technology-supported learning, the increase in involvement of parents and the local community, and the development of a wider professional workforce in education. System-led CPD must be seen in this context. Programmes have to be relevant to this agenda in order to be relevant to the ‘system’. Law and Glover (2000) also claim that such trends are woven into CPD through the involvement of the TTA (now TDA). System-led CPD is characterised by bureaucratisation and the attempt to link personal and school development through performance management.

Profession-led

The future of education is very uncertain as we enter a period of continuous change. Hay McBer (2000) state that the best teachers will be those who can draw on existing knowledge and skills, and adapt and amend them for new contexts. They add that a critical feature of effective teaching is the ability to integrate good practice from other teachers, schools and even cultures. This trans-contextual relevance is a feature of profession-led CPD. The multi-stranded conceptual framework of CPD does mean that the context of professional learning is confused. Sachs (2003) sees a policy context, and institutional context, and a need to continuously enhance the status and profile of the profession.

To neglect one or more strand damages the overall impact. Owen *et al* (1991) see an over-concentration on the school as a location for CPD risks professional isolation, poor evaluation and a system which rewards conformity as opposed to creativity. Without variety of location and relevance, it is impossible to connect school and local experience with the external world (Gordon 2004, p158).

The context for profession-led CPD is dynamic. The context and conditions surrounding any action can never be replicated. Established ways of working must be renewed. Profession-led CPD provides a disciplined environment for this process of re-negotiation. It is the profession that mediates between the individual and the socio-political agendas prevailing at any point in time.

Institution-led

Members of staff at any institution join a community which has its own ethos, aims and objectives. The teacher is recruited, as opposed to appointed, and therefore has a corporate responsibility to the community s/he is joining (O'Sullivan *et al* 1997). In return, the institution has a duty of care to the teacher. One professional responsibility is to undertake CPD, and therefore, institution-led CPD should relate the two sides of this psychological contract. Within a school, the teachers are the principal engine for change, and therefore at times of imposed change, institutions take the lead in harnessing the professional energy of its teachers. The school is therefore the location for CPD, and all CPD must be relevant to the needs of the school. Muijs *et al* (1994) see the need for institutional leadership if individual efforts are not to run counter to organisational goals. Institutional leadership addresses the issue. Gordon (2004, p7) captures this in a catchy phrase:

“Although not all change leads to school improvement, school improvement does not take place without change”.

For Wenger (1998) the challenge is to make schools places where professional learning can take place. Professional learning and development is part of community building, and the means by which all individual effort is combined for collective gain. McMahon's (1999) study of 66 secondary schools showed how the misuse of training days, the poor use of budgets and an overly managed approach to CPD led to ineffective outcomes and a workforce not committed to collective goals. The school

is the context for CPD, the focus for impact, but it is not the sole location for learning. Gordon (2004) does recommend linking CPD programmes to school priorities, but not exclusively. Individual endeavours should relate to curriculum development, leadership development, learning and teaching opportunities, assessment processes – the whole school endeavour (p272).

The institution is also a resource for CPD. New ‘Excellent Teachers’ and Advanced Skills Teachers have built into their national standards a requirement to support the development of others. Coaching and mentoring is an expectation of experienced, expert teachers. The new Masters in Teaching and Learning is expected to be delivered in-house, by coaches with external support. Institution-led CPD does aim to make optimum use of resources existing within schools.

Chapter outcomes

Using the four dimensions to enable definitions to be developed for each of the nine elements of CPD completed the conceptual mapping process. This led to four definitions for each of the nine elements. The definitions were developed into a survey tool (*see appendix 8*). The definitions and summary statements also served as stimulus questions for interviews. In this way stakeholders were enabled to rank their own impression of each element in terms of importance, and indicate where they personally sit within the discourse boundary.

CHAPTER 7: EMPIRICAL RESEARCH FINDINGS

Summary of Chapter

This chapter contains outcomes of the empirical research. Use of the survey and interview questions (constructed from the summary statements) provided data sets for close scrutiny. The visual representation of different stakeholder perspectives provided preliminary indications of how each group differed from others. The findings also showed areas of agreement. The presentation of findings from the survey is interesting, and the close scrutiny of interview transcripts enabled finer and more detailed analysis in relation to each of the nine elements. This linkage between the survey and the interview questions offered a degree of triangulation and also a more detailed picture of the different approaches to CPD leadership.

Research outcomes

The summary definitions of each of the variables contained in the previous chapter were arranged in horizontal rows in a random order. The instructions were to rank these horizontal statements (1-4). The highest score represented a statement with which the participants agreed most strongly; the lowest, the least.

A score sheet allowed an overall score for each CPD dimension. The scores were graphically represented showing how each respondent fitted into the discourse boundary.

The purpose was to provide an individualised profile and to stimulate discussions with interviewees.

The survey was issued to three groups. Key people in the TDA working within the field of CPD were invited to complete the questionnaire survey, and to participate in subsequent interviews. Similarly, representatives of local authorities, one of whom serves as the chair of a CPD collective of fourteen local authorities completed the questionnaire and participated in an interview. Some twenty teaching practitioners completed questionnaire survey.

Data analysis obviously fell into two parts; that of the survey outcomes and that of the interviews.

Questionnaire Surveys: Analysis

The numerical scores were collated. Firstly, aggregate scores were compiled for each of the three groups. This enabled a graphical representation of each stakeholder group's stance in relation to the four dimensions and also a ranking of opinion in relation to each of the nine concepts.

In addition, the figures were used to identify the frequency of responses within stakeholder and across stakeholder groups. This enabled simple cross-referencing in order to ascertain the degree of agreement and disagreement with respect to the particular concepts.

Interviews: Analysis

All interviews were tape recorded, and transcripts used. The transcripts enabled detailed discourse analysis. Two stages of analysis were used. Firstly, a content analysis enabled consideration of 'what was said' in response to the open questions which related to the nine summary statements. A closer look at choice of lexical items, the selection of modal verbs to indicate the degree of compulsion/entitlement expected of teachers, and the use of grammatical structures gave access to a clearer picture of how the respondents located themselves in relation to the issues under scrutiny. The interview of two members of key stakeholder groups removed the risk of confusing personal standpoints with those of the institutions individuals represented.

Presentation of findings

Findings are presented at two levels. Level 1 analysis involves consideration of the survey outcomes, enabling a graphical representation of the emerging perspectives. Level 2 involved the extraction of thematic issues from the surveys and from the interviews, and to provide a reflection in relation to each of the nine concepts.

LEVEL 1 FINDINGS

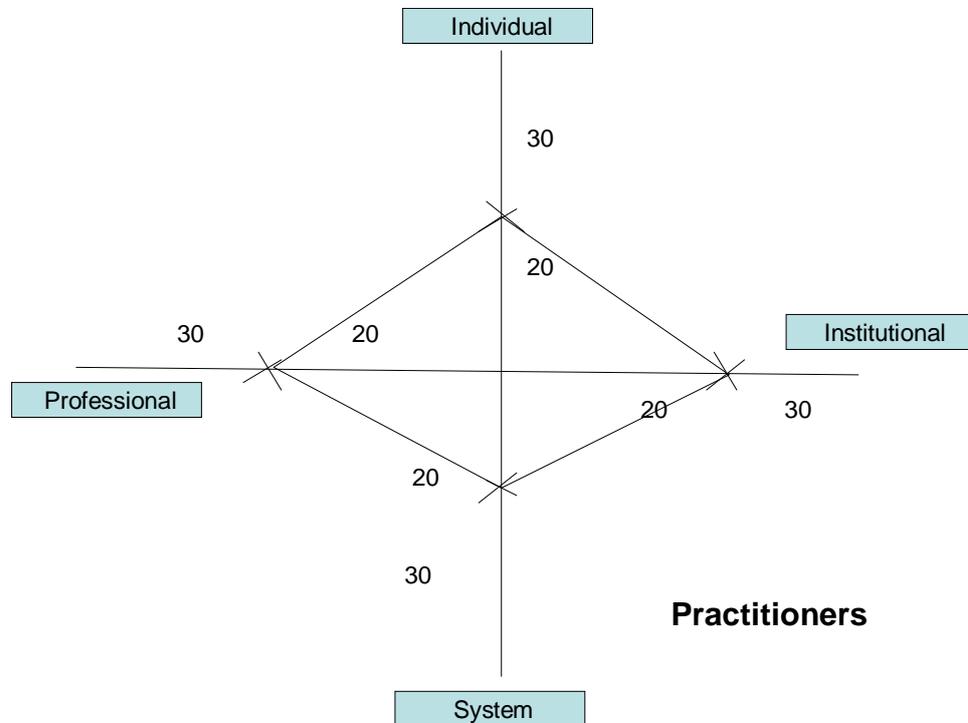


Figure 8: The practitioner perspective

What practitioners really value is:

- CPD must lead to improved motivation and job satisfaction, which will lead to improved service. Personal affective factors are key.
- Teachers must revive and provide CPD themselves.
- Recognition and reward should increase sense of self-worth and esteem.
- Mediation between policy, school and the individual should be by the profession, not the Government.

The survey outcomes show a balanced view of CPD. It is clear that there is a sense of affiliation to the school and its pupils. Practitioners recognise the need to convert their own professional learning into development which impacts upon the well-being and attainment levels of their pupils. The equally high score for the individual-led dimension reveals a perceived need for high levels of motivation and job satisfaction.

CPD can, and should stimulate teachers, and engage them in ‘learning for learning’s sake’. It is no surprise that teachers value learning. The consistent scores in these areas are aspects which appear to bond teachers, and therefore the respect for the profession as a whole is important to them. Indeed the power of the profession as a mediating force is at the cost of the ‘system’. Professionals appear to recognise the need to take ownership of processes and policies, and not to be employed in order to implement the policies and strategies of the day.

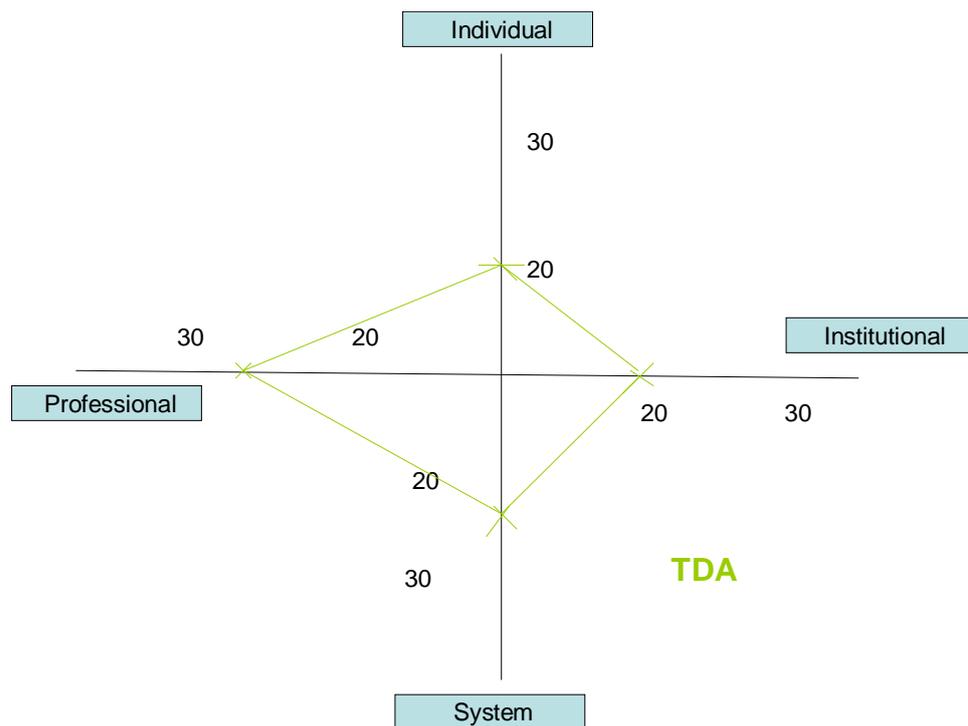


Figure 9: The TDA perspective

What the TDA really values is:

- CPD is innovation and this is driven by personal ambition.
- CPD must be shaped by national priorities, and teachers must respond to data given to them – a problem-solving approach.
- Outcomes of CPD must be presented in ways that are transferable to other environments, and be seen to lead to improvement. Outcomes should be determined in advance.
- The success of CPD should be measured against the pre-determined outcomes.
- Recognition and reward should improve self-esteem and self-worth.
- The development side of CPD must be visible in the classroom.

It is interesting to note that the TDA responses reveal less of a concern for each school than they do for the profession itself. The responses show high expectations of teachers as professionals. The view of the professional can be linked to the perceived need to devise systems and structures to enable the enactment of national policies and strategies. This is not surprising, given the remit of the TDA to provide a national overview of recruitment and continued training. Despite the high regard for teachers as professionals, individual learning and development is clearly seen to require a focus and purpose.

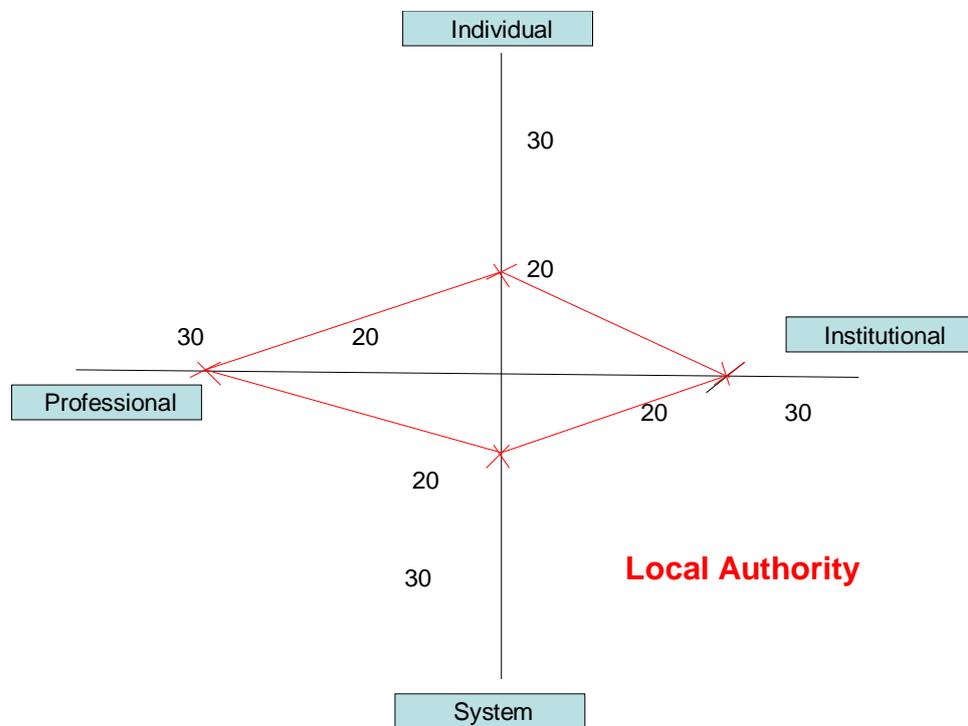


Figure 10: The Local Authority perspective

What Local Authority officers really value is:

- Multi-agency provision – CPD should not be tied to single providers.
- Experimentation should be encouraged, but it needs to be well evaluated.
- Teachers should generate data themselves, and own a research process which constitutes effective CPD.
- Impact may be long-term; short-term indicators are not measures, but only signs – relevant through individual performance.

- CPD should be conducted by teachers.
- Reward and recognition should be explicit and overt in the form of a (quasi-) qualification.
- All CPD should be rooted in classroom experiences.

The results reflect, to a degree, the role of Local Authorities as ‘brokers’ of CPD rather than as providers. An overriding responsibility to ensure continuous improvement at school level, and a healthy respect for the profession are visible within the profile. Perhaps more surprising is the relatively low emphasis on system-led CPD. The successful implementation of policies is regarded as the responsibility of schools, rather than of Local Authorities. Individual-led CPD also scores relatively low, reflecting the emphasis given to teamwork and collaboration designed to benefit pupils’ learning.

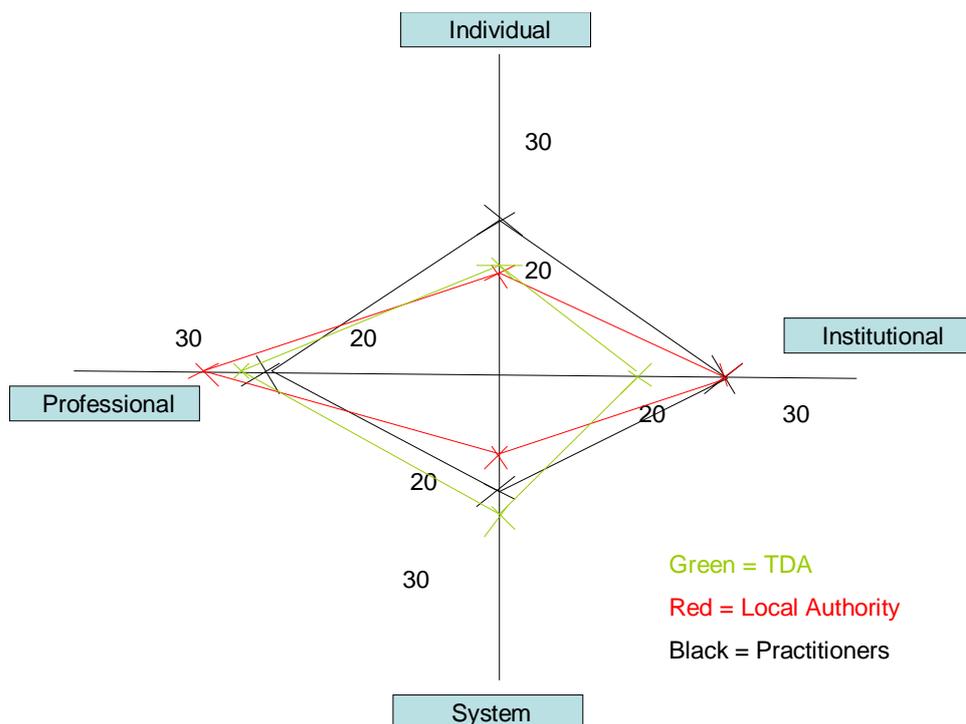


Figure 11: The combined perspective

Interestingly, the combined scores reveal a balance between the four dimensions. In many ways this is reassuring, in that it shows how the different agencies can, and should, work in harmony. Distinctive, yet complementary, roles are integral features

of teamwork. The issue may, therefore, be how the agencies work together to achieve this, rather than resisting each other in a more tense and adversarial culture. CPD is crying out for a form of leadership that unites rather than divides the different elements.

TDA Interview outcomes

FORMS OF CPD

Both interviewees were clear about the need for an eclectic approach to CPD, drawing on their own experiences and opinions. Both used hypothetical examples to make clear points about the need to adopt forms of CPD which would result in a wide range of outcomes. Skills development was seen, for example, to be best addressed through course attendance. However, the ultimate purpose would be improved pupil experiences, related to published ECM outcomes. CPD provision should, it was felt, extend beyond learning to changing professional behaviour and practice, and, consequently, be based upon what actually happens in the classroom.

SUCCESS INDICATORS

Successful CPD would be evident through teachers recognising and demonstrating improvement which should relate closely to original intended outcomes. This should include reference to attainment, and national standards for teachers. These would be yardsticks and indicators, not the sole measures of success. There were concerns that teachers needed external reference points, and interviewees drew on theory to present this idea that teachers left to their own devices could lead to the recycling of mediocrity, rather than engaging in 'futures thinking'.

BASIS FOR TEACHER DEVELOPMENT

Evidence was seen as key to development, and as the basis for professional learning. However, there is a perceived need for action-oriented learning, tailored to meet individual needs. Both respondents felt that teachers should be provided with evidence of the standard of performance they display, as opposed to teachers generating evidence for themselves. There is a high expectation in terms of professionalism of teachers, and conversely some doubt about the validity of self-reflection and enquiry as rigorous research. The interviewees drew on their own

experiences to critique current levels of expertise and valid professional judgements of teachers, thereby detaching themselves from practitioners.

OUTCOMES OF CPD

The use of rhetorical questions, and by using the second person ('you') when referring to teachers, as opposed to 'we', when stating what infra-structure could and should be provided, served to detach the interviewees from practitioners. 'We' was used to refer to how policy is developed, and research processes used to inform this. However, there was some disagreement in terms of the linkage between school improvement and CPD. Nevertheless, both recognised a need to be accountable to learners and the local community. One focussed on the value of an external evaluator, whereas the other saw the process as intrinsic and related to the fulfilment of personal moral purposes.

CPD PROCESSES

In this aspect, the respondents were less certain of their answers, and wanted to place the responsibility for learning and development on individual teachers and coaches/mentors. (e.g. "I think it should begin with the self and then have the views of others to either validate or challenge or whatever' and 'professional learning for me needs to start with this individual motivation"). They recognised the responsibility of schools, and placed the ultimate responsibility on the individual. Consequently, the coach is seen to have a role in identifying need and subsequent actions, but that development is about changing practice.

This onus on the teacher is softened through use of language: the passive voice (e.g. '...the standards should be used for self evaluation') and processes of nominalisation (e.g. "Performance management is actually a tool to improve outcomes for children and young people."). These devices appear to make this level of engagement seem more like an entitlement than an obligation. Leadership is therefore distributed at operational level ("Well I think it has to start with the individual..."), but the strategic role is restricted to those with authority and influence ("I think policy-makers need to consider organisational and individual development as going hand-in-hand")

SUPPORT FOR CPD

How professionals learn was expressed in less forceful ways and with less certainty. Personal opinions, evident through the use of “I think...” Hypothetical problems were worked through with solutions being introduced through, for example “...might look like...” This approach revealed less confident and more tentative answers. The responses revealed a belief in personalisation, and the need to relate professional learning to individual needs, styles and circumstances. Systems and tools, such as performance management, were cited, but as aids to learning rather than managerial necessities. Learning was aligned with performance, rather than the accumulation of a professional knowledge base.

AUDIT TOOLS

Interviewees had clear views, but seemed less willing to present these as opinions of their own. The negative impression of Masters accreditation was hidden behind examples of practice elsewhere, and it was presented as less than desired by the profession. However, in some cases, accreditation was seen to be a means of quality assuring CPD. Tentative views were expressed through ‘nominalisation’, when systems and concepts served as subjects of sentences, rather than the people who would enact the accountability processes described (e.g. “school-based menu of professional development opportunities with the staff and I do mean the whole staff, offering a menu of activity...”). On the other hand, a more personal and informal approach to accountability was also voiced, despite a concern that folklore and myth can be presented as evidence.

ACKNOWLEDGEMENT

This area revealed considerable differences of opinion. On the one hand, ‘acknowledgement’ was seen to represent the need for rewards (financial), and assumed that motivation is extrinsic. The need for CPD to be recognised in a way that carries a currency, and also which has a visible and concrete impact, was strongly expressed. Phrases such as “...a classic case...” and the use of personal opinion backed up by possible scenarios added a common-sense dimension to the argument. The teaching profession was removed by use of the second person (you), and the first person (I/we) when describing support that can be provided. On the other hand, the second interviewee referred to the profession as ‘we’ and offered personal experiences

as examples. The need for ownership, commitment and intrinsic and vicarious rewards were highly rated.

LOCATION AND RELEVANCE

Firm views were voiced in a very persuasive manner. Mention of research and theory gave the views an authority. Nominalisation (use of the ‘whole school approach’ as an active driving force as well as a method) gave the view that school-based CPD with external support, input and review had a position of dominance in terms of CPD approaches. These views were justified through reference to evidence and theory. The danger of an inward-looking approach to CPD was highlighted, and personal professional learning experiences were cited to demonstrate how this can be avoided. This gives coaching a strong support

Local Authority interview outcomes

The positioning of the Local Authority through use of language is interesting. Although scoring low on system-led CPD, the interviews revealed a strong emphasis on developing procedures to enable CPD. The mode of presentation was to offer strings of logic based arguments, often characterised by phrases like ‘obviously’, ‘It boils down to’, “It’s critical...”, “so important” , “absolutely vital”, “got to be” , “needs to be” “reality” “the bottom line” “ have to be put into place”. In contrast to the language used by the TDA members, there was less a sense of obliging teachers and more of a sense of entitlement. This can be evidenced through the much increased use of the verb ‘can’ (32 uses per interviewee on average and the reduced use of ‘need’ (16 uses per interviewee on average). Indirect reference to examples were characterised by the rigour with which evidence was presented; ‘very robust’ and ‘powerful’ are prime examples of language use. The Local Authority stance is very much one of enablers as opposed to enforcers. This, of course, relates to the stated views that teachers, and the profession, should drive CPD, as opposed to having an agenda forced upon them.

FORMS OF CPD

The interviews revealed a very clear view on the role of the Local Authority – not to drive but to help meet demand. Roles and responsibilities are spelt out in active sentences and statements. The LA can also provide a supporting service – in terms of

directing to appropriate provision, and to guide on needs analysis at 'local level'. The driving force should, it was claimed, be teachers' professional attitudes and duties, and schools should enable teamwork. This was backed up using language supposedly emanating from statutory bodies, giving ideas an authority, but also enabling the interviewee to hide behind statutory regulations. (e.g. "Basically I pull together the work of all the different groups which includes strategies and the work that the workforce team does and the TDA delivers" and "if we don't have too many problems from OfSTED and that's sort of indicating that we're doing something right" and '..because OfSTED come in and you're measured against it and it can have serious consequences if you don't meet it...'). The position is presented as a logical argument, with reference to tacit and experiential knowledge, often drawing on hypothetical examples. CPD is seen to be school-focussed, adopting a team approach to deal with identifiable issues and problems.

SUCCESS INDICATORS

The ultimate goal is to improve pupil progress, giving clarity of purpose to CPD. Initial intended outcomes derive from the local environment and are to be used as measures of success. Key in this finding is the word 'local', in that teachers are expected to set targets within the parameters of the school's own priorities. This gives a sense of ownership to those undertaking the CPD. It involves people inter-relating, and drawing on carefully spelt-out roles and responsibilities. There is an overarching strategy, but a reliance on professional judgement. Personal experiences and logical sequences extracted from hypothetical examples (e.g. 'Say you're having to teach a subject that you've not taught before you would need knowledge...') provide an apparent evidence base. The first person and second person are used in sentences to accentuate the acceptance of responsibilities.

BASIS FOR TEACHER DEVELOPMENT OUTCOMES OF CPD

Improvement, traceable through to pupil outcomes is seen as an obvious sign of improvement. A logical chain of events is presented – the word "obviously" is used 7 times. (e.g. "there's several strands obviously...") People can fulfil their roles if the culture is conducive, and then teachers will identify needs, address them and pupils will benefit. This linear form of understanding is typical of a body engaged in supporting and evaluating, but not necessarily directly engaged in the activity.

Formal procedures can and should be used to good effect – e.g. performance management.

CPD PROCESSES

Individual learning is seen to drive organisational development, but there is an assumption that an appropriate organisational culture is in place (e.g. “...a culture around them where they can take a risk, where they can afford to fail and therefore you actually will often get better learning and better change and better developments in one of those schools...”). This assumes that the vision is in place, the culture is good, teachers understand their needs, and how to address them. An omission in the discussions could be that the complexity of learning and converting new knowledge into action is not addressed.

SUPPORT FOR CPD

The use of hypothetical examples to rehearse arguments, and to re-assure the listener of the interviewer’s authority were common place (e.g. “...own particular form of showcase or it could be thank-you letters. It could be photographs. It could be bits of the children’s work. It could be a huge range of personal reflections”). For similar reasons, the interviewees related arguments to their own experiences as former practitioners (e.g. “When I was head of department and later on a senior leader, I was very, very keen on people using learning journals...”). Processes are assumed to work well (e.g. performance management). Use of rhetorical questions and setting up scenarios serve to reflect a confidence in the approach (e.g. “...if we need to hit an area we need to improve upon but that is if you looked in the evaluation form that came through it would have ‘what do you expect to achieve’ what will you achieve’ and then the 6 month evaluation is ‘what have you achieved’, ‘what support have you achieved’, I mean I can show you”).

AUDIT TOOLS

Motivation is seen to be intrinsic, representing an idealised view of teacher motivation. Accreditation and kite-marking are recommended as a means of marking achievement, but essentially a view that teachers’ intrinsic satisfaction is seen to override an external rewards system (e.g. “Just taking out time to acknowledge on an informal basis, I mean that is incredibly important. I mean some Heads actually go to

the trouble of writing little notes or letters or postcards and acknowledging how somebody has moved on...”). There is heavy reliance on a team approach, (‘...schools buy in to basically a team of professionals and a variety of different areas and that is then I act and sort of negotiate it and sort of put the package together with different agencies providing different interrelated services’), and the school itself, as customer, is responsible for evaluating the processes and outcomes. In this way, external acknowledgement can be used to drive the auditing process. Such an approach represents a reliance on systems associated with other institutions, but which have to be tailored to an particular school’s requirements.

ACKNOWLEDGEMENT

Respect for the profession is transferred making the assumption that peer recognition and headteacher approval is sufficient reward in terms of acknowledgement. (“Occasionally I got a pat on the head if I was lucky. But I see that as so critically important...”). The link between auditing and acknowledging is not made.

Networking and communities working together is a means to an end, not an end in itself, which chimes with the overriding view that targets and externally imposed requirements and demands must be met (e.g. “It’s a reality but it’s imposed from the outside. And obviously there is some merit in the idea of that. In the actual practice it may or may not feel totally comfortable but that is the political reality.”)

LOCATION AND RELEVANCE

The classroom is a necessary part of CPD, but it is not the be all and end all. It is the locum for needs analysis and impact – but the processes linking the two are not seen to be necessarily school-based. (e.g. “And then of course I’ve left out a very important one and that is further and higher education”). The brokerage role provided by the LA means that the interviewees are very respectful of forms of provision external to the school itself. However, the identification of need, and evidence of positive impact should, the respondents argue, be school and classroom focussed. The use of rhetorical questions to reinforce the logic of this view was very powerful (“Well I mean are we talking about making a difference in the school?”).

LEVEL 2 FINDINGS: AREAS OF AGREEMENT AND DISAGREEMENT

The graphic representations (see above) show a greater area of agreement than disagreement between the stakeholder groups. All appear to respect the need for individual and personal ownership and engagement by teachers. The differences relate to the extent and degree – often more evident through nuance and emphasis in ‘how’ views are expressed than in ‘what is said’. There is, however, ‘clear blue water’ between the TDA recommendation that data and evidence of performance may be presented to teachers, and the alternative views held by practitioners and the LAs that professionals should generate their own evidence. The mediating role of a professional body, as opposed to direct influence from government agencies, is certainly valued by these two stakeholder groups more than by the TDA.

There is agreement about different forms of CPD being made available. Although recognition of the need for time and space to reflect is given, there is a consensus that teachers should have the opportunity to receive practical and individualised support as part of CPD. All parties recognise, too, how this should integrate with performance management procedures. Teachers are also seen to be a resource to their colleagues. The concepts of mentoring and coaching are very well respected, most strongly by practitioners. LA and TDA representatives do express a concern, however, that teachers run the risk of circulating existing ideas, as opposed to generating new knowledge. Networking and the injection of ideas from peer groups can complement the support of others in a reflective manner.

Coaching and mentoring are valued by all parties. The role is seen as a bridge between the individual and the institution, but again, it should be emphasised that there is a need to engage with up-to-date policy, development and research initiatives. The nature of the engagement does differ, yet the common belief is that all should relate directly to classroom practice. Built into this is an assumption that the institution is informed by policy developments, and this will be funnelled through coaches and mentors to practitioners. It is interesting, of course, that coaches and mentors themselves are practitioners too, and therefore the stimulation of discussion through a coaching system will, it seems, generate critical and discursive communities within schools and indeed networks of schools. Further and Higher Education

Institutions are seen to be part of that community and network, but the extent of their influence is not a source of agreement.

The LA representatives, in particular, recognise a need for a choice of provider for CPD. Initially' the reviewer acts as a broker and a personal advocate for the practitioner, and then needs to liaise with other providers on behalf of the teacher and the school. This demands an authority within the school and respect across the CPD sector. CPD leadership may not be able to afford this level of leadership distribution.

CPD must be seen to have a positive impact. In order to justify CPD, in advance and retrospectively, teachers need to display real evidence of (potential) successful improvement. The concept of impact is contentious, yet all agree with the principle of impact evidence-based CPD. It is this evidence that can serve more than one purpose. On the whole acknowledgement/recognition and accountability purposes can all be served by judicial use of the same evidence base. Universities and accrediting bodies must also adapt to receive impact evidence as submissible for recognition and/or accreditation.

VALIDATING THE FINDINGS

Two very recent research projects into CPD (Pedder, Storey and Opfer, (2008) and Bubb, Earley and Hempel-Jorgensen, 2008) have generated new data and evidence, which can be used to interrogate the outcomes of this research project. In all cases, issues which have been highlighted are shared. The conclusions drawn from the data sets do vary slightly.

Pedder *et al* (2008) acknowledge that teachers recognise the value of participating in CPD activities for personal and collective reasons. Teachers and leaders do draw on professional standards to structure CPD, particularly in the schools where this works well. Indeed Bubb *et al* assert that the integration of CPD and performance management is very positive. Bubb *et al* argue that the use of performance management procedures focuses attention on the identification of individual and team needs, and this, in turn, serves to enhance outcomes. Crucial to this is the location of the teacher in relation to the CPD – as a stakeholder with ownership and commitment.

This sense of personal commitment demands that there be an emphasis on individual and practical support. Teachers and leaders, Pedder *et al* and Bubb *et al* insist, most value coaching and mentoring systems which are school and/or practice-focussed. Using professional standards to link individual needs to shared practice-based needs is a very effective way of providing and benefiting from customised support. That said, Pedder *et al* do note that more senior teachers in the upper stages of their career, and those with more leadership responsibility, tend to have more collective reasons for engaging in CPD and a greater respect for reflective approaches to it. This confirms the view in this research project that a careful balance between reflective and practical, individual and collective should be sought. The need to tailor according to, amongst other things, stage of career is supported from the other sources of evidence.

The perceived need for a more dedicated form of CPD leadership is reinforced by the findings of Pedder *et al*. They find that those who organise CPD rarely lead it (p8). By delegating the responsibility to plan, deliver and evaluate to others, such as in-house colleagues (subject leaders and/or peers) the whole school priorities emphasis can be lost. This risk is even greater when delegated to external consultants who may have other agenda which do not marry with the school priorities. Although it could be argued that the leadership is in this way distributed, the operational responsibility may be so diverse, that there is no bonding of strategic principles. The implication of both sets of findings is that CPD leadership is structured around convenience rather than principles, vision effectiveness and efficiency. Leadership does demand the clear bridge between individuals, teams and the institution.

The paucity of effective CPD leadership has a knock-on effect in relation to the expectations of teachers that their schools will provide policy and research updates. The depressing findings of both Pedder *et al* and Bubb *et al* demonstrate that this is an area in need of considerable development. Pedder *et al* note that the emphasis' on personal development is at the cost of school improvement, and that " most teachers' approaches to CPD tend not to be collaborative or informed by research" (p17). This they go on to conclude, little attention is paid to 'new professionalism' and modernisation. Bubb *et al* also draw uninspiring conclusions in this area

“Staff development leaders and other key players such as advanced skills teachers and LA advisers should be kept up to date” (p 7).

These rather negative commentaries do confirm the need for an injection of new ideas emanating from research findings and policy developments. The accusation that teachers risk re-circulating stale ideas is confirmed as an issue.

That coaching/mentoring is an effective means of representing and supporting teachers on an individual basis, and indeed feeding into teams and the wider school community is fully accepted. The local authority role, as a broker for external forms of support, is a view shared with Pedder *et al.* Bubb *et al* list the ‘other agencies’ and comment on the need for greater synergy, yet regard the local authority less as an engaged stakeholder but more as an ‘other agency’. This apparent difference of perspective does not detract from the need to focus on the issue, yet ironically serves to reinforce the need to improve the collective understanding of roles and responsibilities.

In both research projects, there is a focus on impact. Not surprisingly, there are different interpretations of what impact is and how it can be demonstrated. Bubb *et al*’s report looks in particular at how teachers perceive CPD to be linked to pupils’ better learning, and note how few link with “better test results” (p6). Pedder *et al* do not go so far as to note increased and improved engagement of teachers with strategic decision-making, but they do comment upon how CPD has a positive effect upon teachers’ knowledge, skills and judgment (p17). There is an assumption that by promoting collaboration, and focussing on immediate school need, there is a positive (if difficult to evidence) link to the pupil experience. Qualitative evidence is seen to be key in expressing the impact of CPD activities. In these ways, a very positive outcome of CPD is expressed, although all would agree more work can be done to develop impact evaluation instruments.

Pedder *et al*’s study is unequivocal in its support for accreditation:

“Accredited courses with a clear basis in CPD that is rooted in school and classroom practices, and that foster collaborative and research-informed approaches to enquiry and capacity building, are valued by teachers and school leaders as useful and good value for money”(p16).

Sadly, however, the study reveals that the vast majority of teachers do not see accreditation as an important benefit. Given the respect for and use of professional standards to inform and plan CPD experiences, any form of accreditation can be linked in to enable the recognition of the fulfilment of standards. However, the report does show how new, and less experienced, teachers do value accreditation more than their more senior colleagues. The view of accreditation may well differ according to experience of it. New teachers may have experience of postgraduate teacher training programmes which are simultaneously geared towards attaining Qualified Teacher Status (QTS), and Masters level credits. This integration of academic and professional development may be a way forward, which would justify the use of professional artefacts and evidence as assessable submissions. This argument is clearly tentative, and in need of more investigation.

The purpose of this project was not to identify clear answers to specific questions and problems. The attempt to establish a new discourse involved the identification of a range of responses within broad areas of interest. By relating the outcomes to data and evidence of similar and recent research projects, the reader is able to confirm or negate the validity of the findings. This brief section serves that purpose well. The reader is able to confirm that the issues raised are indeed relevant and valid, and the implications drawn from data and evidence, notably from the level 2 analysis, are fair and justified.

Chapter outcomes

As intended, the outcomes of the empirical research showed similarities and differences in stakeholder perspectives. All showed a respect for each of the four dimensions, but different nuances appeared through closer scrutiny of the nine elements. In a general sense, practitioners displayed a balanced view, with slightly less of an emphasis on system-led CPD. In contrast, the TDA showed more of an emphasis on system-led and profession-led CPD, and the local authority perspective focussed (perhaps surprisingly) more on the professional and institutional than on the system and individual. Inevitably, the perspectives do relate to the perceived functions of each stakeholder group, yet, within some areas, real differences of approach can be detected. The respect for centralised approaches is more evident in TDA responses, than in practitioner viewpoints, for example. The conceptual

framework, in this way, has facilitated understanding, yet at this point its practical usefulness remains to be examined.

CHAPTER 8: TESTING THE FINDINGS

Summary of Chapter

This study was always more than simply ‘finding out’. However, the practical application of the findings does rest upon the reliability of the outcomes of the research process. This chapter seeks to provide re-assurance in terms of the validity and reliability of the research process, and also progresses to test the emerging findings within a real and current context. This consideration of applicability is in tune with the combined action research and grounded theory approaches. It also resonates with the intention to develop a useful and practical instrument.

Validating outcomes

This research project never followed a traditional path. It was intended to combine professional, experiential knowledge and understanding with academic, empirical research findings in order to inform the debate surrounding CPD leadership. The approach was developed in line with my own self-perception as an academic professional, as opposed to a professional academic. The study has supported my own professional role, and has enabled me to offer support and guidance to others within a profession which values learning and development. My own professional role and responsibilities are therefore core to the study. As a manager within my own institution, and as a recent representative of the sector through being Chair of the UCET CPD Standing Committee I am required to be at the fore of developments. Working with the TDA and GTC(E) to develop protocols for accreditation of professional development, and to devise a process of impact evaluation on a national scale contrasts with my requirement to devise, sell and evaluate CPD provision at a local level. Consultancy work with LAs beyond my own location necessitates a critical view, to assure transferability of findings and emerging ideas. I am also a provider of CPD – both at accredited and non-accredited level. This role includes an attempt to inform, empower and inspire professional colleagues at difficult times – for example, at weekends and after a school day.

These responsibilities demand academic understanding, a spirit of innovation, yet high levels of accountability. The generation of data and evidence to support

decision- making are therefore crucial. Research provides a sense of authority within this complex set of responsibilities. Consequently, to draw conclusions which pull together outcomes of the research process is insufficient. A conclusion must, in this case, comment upon the process, and indeed the professional usefulness, of the outcomes.

Process

Part of the challenge of this study was to develop a methodology which enabled me to integrate all these aspects, and to remain within an ethical and focussed approach. I have not been able to await the outcomes of the research in order to make decisions. I have had to enact quality standards as defined by the QAA level descriptors for doctoral students in “The framework for higher education qualifications in England, Wales and Northern Ireland - January 2001”:

“Typically, holders of the qualification will be able to:

...make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.....”

As a consequence, I needed to build an appropriate methodology, which satisfied academic requirements, and which simultaneously supported my own professional responsibility. A ‘grounded theory’ approach appealed in many ways.

My intention was to innovate, not to evaluate, although the latter would inform the former. I was theorising, based upon concepts emerging from policy and practice. In this sense, theorising is conceiving or intuiting ideas and concepts, and formulating them into a logical systematic explanatory scheme. When a theory is developed, it should be explored from a range of perspectives and checked out against new incoming data. This is an interplay between deductions and inductions. The methodology had to allow for empirical research, or field study, to occur in waves, and for the outcomes of each wave to be scrutinised and tested. The work was not an evaluation of current theory and/or practices, but an opportunity to build a new approach, drawing on what is seen to be successful, logical and necessary in terms of statutory requirements.

The research process therefore, demanded the use of analytical tools for handling new data, helped to look at alternative interpretations of data, systematic and creative at the same time, and thereby identified the building blocks of new theory.

Leximancer was one such tool. It helped to identify key concepts, and the development of a ‘coding procedure’. The key concepts, once evident were scrutinised to reveal a range of interpretations. Very quickly, a practical approach for the study emerged. This needed scrutiny in terms of academic rigour, which demanded a return to literature to help provide a supplement to the deliberately generated data. Reading, or ‘content analysis’, enabled data to be considered in different ways, and four dimensions for the analysis of CPD became evident. Thus, reading not only informed the research, but was an integral part of it.

As the study proceeded, the cyclical nature of action research seemed an appropriate way to progress. Kurt Lewin’s (1946) clear assertion that action research is a means of informing social planning and action, chimed well with the work being undertaken. The basic cycle involved the following:

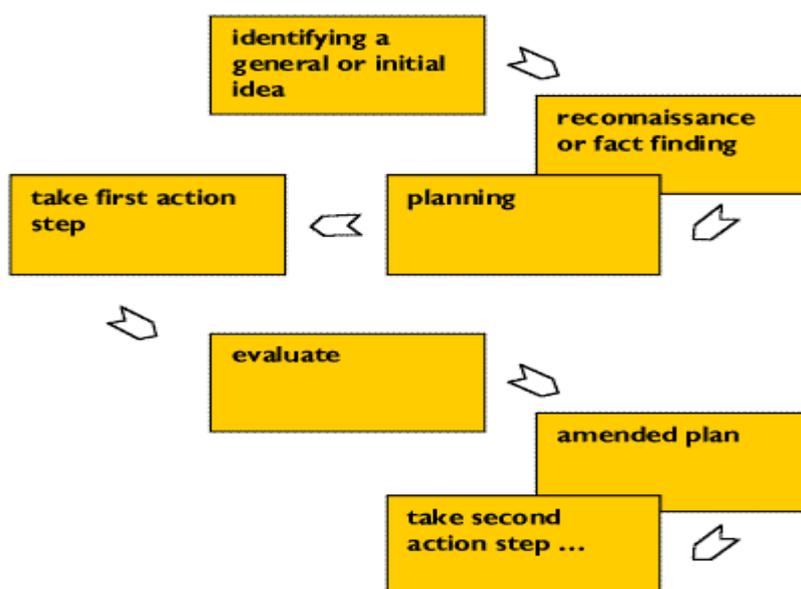


Figure 12: The Action Research Cycle

This is how I interpreted the cycle:

The first step was to examine the idea carefully in the light of the means available. Frequently more fact-finding about the situation was required. This first period of planning was successful, two items emerged: namely, an overall plan of how to reach the objective and secondly, a decision in regard to the first step of action. This planning modified the original idea. The next step was composed of a cycle of planning, executing, and reconnaissance/ fact finding for the purpose of evaluating the results, and preparing the rational basis for planning the third step, and for perhaps modifying again the overall plan. What emerged was an approach to research that was oriented to problem-solving.

The approach did take a sequential form – and it is open to literal interpretation. Following it led to practice that is ‘correct’ rather than ‘good’. I wanted to theorise, not to have an immediate impact on practice. In this way I feared that the action research model was limiting, in that it placed insufficient emphasis on analysis at key points. I did not have a fixed idea, in terms of an outcome from the outset, simply a concern that current theoretical models were not sufficient. This concern is expressed by Elliott (1991), for example, who believed that the basic model allows those who use it to assume that the ‘general idea’ can be fixed in advance, ‘that “reconnaissance” is merely fact-finding, and that “implementation” is a fairly straightforward process’.

I was, therefore, concerned. My understanding was that Action Research is designed specifically to improve the researcher’s own professional practice. (Elliott 1991), McNiff 1992). These authors have labelled the process ‘a cycle of action research’, whereas Lewin (1946) states that action research may be only a part of a process of social planning, reconnaissance being the evaluation of action giving planners a chance to learn the strengths and weakness, thereby informing the next step and contributing to a modification of the planned change.

Nevertheless, a cyclical approach, using data and evidence generated as a stimulus for further reading and a second wave of research, did assist me in constructing a professionally meaningful, and academically rigorous approach. Silverman’s (1993) assertion that qualitative research can be used to develop new theories, was reassuring. The use of documentation to ‘theory build’ was an early goal of the research – theory, it was intended, would be constructed from the data and concepts which emerge.

It was important to reflect upon the process of researching in order to theorise in a practical and credible way as part of the conclusion. As a professional, I was not working alone. I needed to engage stakeholders, and recognise the range of interpretations. My own technical knowledge and use of pertinent literature did complete what I deemed to be a rigorous approach:

- A perceived problem became a focus for the study
- Research questions set the parameters and suggested appropriate methods
- Objectivity included giving voice to the respondents and the data
- Sensitivity through the recognition of subtle nuances within data was essential.

My view was, from the outset, that different stakeholders held different views on CPD leadership. This drew me to ‘phenomenology’. Ferenc Marton (1981) begins his explanation of a phenomenographical method by stating that groups with power believe that their interpretation of a phenomenon is a true reflection of reality. Those without power recognise that interpretation differs according to standpoint. This is in line with the view that understanding is about the relationship between the person and the phenomenon. I wanted to inform my ‘theory’ by the different interpretations and perspectives. The development of a survey and the use of open-ended, semi-structured interview techniques was successful in identifying areas of similarity and of difference in the key concepts which emerged from the first wave of the research.

Reflection and personal evaluation of the research process did provide a ‘first stage conclusion’. A mixed-methods approach, and a phased process proved informative, yet also evolutionary. To predict and develop a research plan in advance would have been a mistake. The intended outcome was to develop an informed theory, requiring key concepts to be uncovered, demanding an iterative process. The combination of grounded theory and action research proved effective and a means of tailoring the methodology to suit the need.

It was this bespoke, fluid and flexible approach that led to amendments in the research methods adopted. Most notably, the original plan was to use *NVivo* as an instrument to analyse interview transcripts. However, as the research developed, the use of a

second mechanical tool, preset according to the outcomes of the content analysis of key documentation and the establishment of codes from a subsequent literature search, proved to be too mechanical. The ever-shifting ground and the need to accommodate strongly held views on aspects not directly related to pre-identified codes both led to a manual approach to the analysis. In fact, the survey acted as a stimulus, and was a technical exercise itself – involving ranking and graphical presentations of perspectives. Miles and Huberman (1994) provide a basis for the analysis. Their staged approach was adapted, in that:

- 1 Transcripts were read a number of times so that the content was familiar
- 2 The codes (nine concepts) were considered, and the four dimensions taken into account to inform observations
- 3 The language and discourse structures were identified and due consideration of how they contributed to the overall message being conveyed
- 4 Content and rhetorical devices were related in order to fine-tune the conceptual understanding
- 5 Underlying themes were identified from the combination of linguistic techniques and the actual content of the transcripts.

Qualitative research is often criticised for its lack of objectivity. Validity was assured through two means – a multi-method approach (in terms of data gathering and analysis) and by relating the outcomes to existing theoretical models. Consequently, the process was rigorous but not directly transferable. Such a process could not be fixed in advance as one stage was dependent on the outcomes of the previous one. It was therefore organic. Professional judgment and academic knowledge were integrated, but ‘professional judgment’ did need clarifying from different sections of the profession. The outcome was to establish parameters, not to identify a single way forward. Systems and processes had to be flexible, and therefore leaders needed to know boundaries. As a consequence, the research process had to be equally flexible, fluid and responsive.

Outcomes

Given the nature and the purpose of this study – to develop a discourse for CPD leaders in secondary schools – its success rested upon its usefulness as a means of structuring CPD for the future. The Government’s announcement in the Children’s Plan (2007) that teachers must engage in Masters level work, leading to teaching

becoming a Masters level profession, provided an opportunity to gauge the value of the study. In tune with the Grounded Theory approach underpinning the study, conclusions could be drawn by appraising this study against the opportunities and challenges presented by the proposed MTL.

At the time of writing, groups of universities, local authorities and schools have received the outcomes of tenders submitted to run pilot programmes in secondary schools facing challenging circumstances, and are developing validation documents. In the North West Government Office Region, the scheme is open to all schools, and the target teachers for the programme are those new to the profession from September 2009. The duration and form of delivery are predetermined, as is, to an extent, the curriculum content. The programme is to be practice/school-based, with experienced and able teachers acting as mentors/coaches. Some delivery of content will take place by external providers, although the impact is intended to be visible within teachers' classrooms. Four key strands will serve as the core of the programme. These are:

- i) teaching and learning AND assessment for learning
- ii) subject knowledge for teaching AND curriculum development
- iii) how children and young people develop, how they learn and management of their behaviour AND inclusion, including SEN, EAL
- iv) leadership and management AND working collaboratively, in and beyond the classroom

Day (2008)

Also key to the proposed programme is that provision should be tailored to address individuals' and schools' needs. The ongoing, long-term period of study is also intended to promote teacher retention, and will serve to enhance the professional standing of teachers as professionals.

In addition, teachers are required to complete their induction year, by demonstrating fulfilment of the Qualified Teacher Status standards. Once completed, teachers are also required to engage in statutory performance management procedures.

In combination, the requirements and opportunities contain elements of system-, individual-, institutional- and profession-led CPD. Given the different demands faced by teachers according to their personal ambitions and aspirations, the changing policy

context, school improvement needs and the professional demands placed on teachers through the transformational agenda, the four dimensions identified in this study are pertinent. For CPD leaders in schools, it is important that provision is tailored, and their own perspective will inevitably influence the nature and form of CPD made available through the MTL.

The development of a discourse boundary assists in informing how decisions based upon local circumstances can be justified and explained. Consequently, the value of providing a degree of clarity facilitates design and the evaluation of provision at different levels.

The second level analysis from this study provided parameters. In brief, these are that CPD must involve elements of:

- Individual and personal ownership and engagement
- The opportunity to receive practical and individualised support
- The opportunity to support others (collective) in a reflective manner (the reviewer is a peer)
- A bridge between the individual and the institution
- An assumption that the institution is informed by policy developments
- A degree of choice of provider – the reviewer acts as a broker and a personal advocate
- A source of evidence of impact
- Evidence submissible in terms of recognition and/or accreditation.

Any model needs to enable a range of interpretations of the above. The following represents an approach to planning, providing and evaluating CPD in line with both the demands of the MTL and those represented within these higher level findings. It consists of an approach driven by the individual, supported by a mentor/coach and led by a CPD leader. The nature of the leadership is compatible with the requirement for flexibility in order that the four dimensions are contained.

The table below provides a summary of the process. In order to explain the process, it is simpler to account all ten stages encountered by the teacher (thereby accounting for the individual-led dimension) and to demonstrate how the mentor/coach and CPD

leader support and co-ordinate in a way that addresses the institution-, system- and profession-led dimensions).

It is important to note that the coach is a fellow professional, and that the CPD leader is a senior leader within the school. There is an assumption too, that the leader, through affiliation to the MTL regional planning groups, is up-to-date with policy and statutory requirements. As the diagram points out, mentors/coaches will be carefully selected, and will, as the TDA points out, be trained.

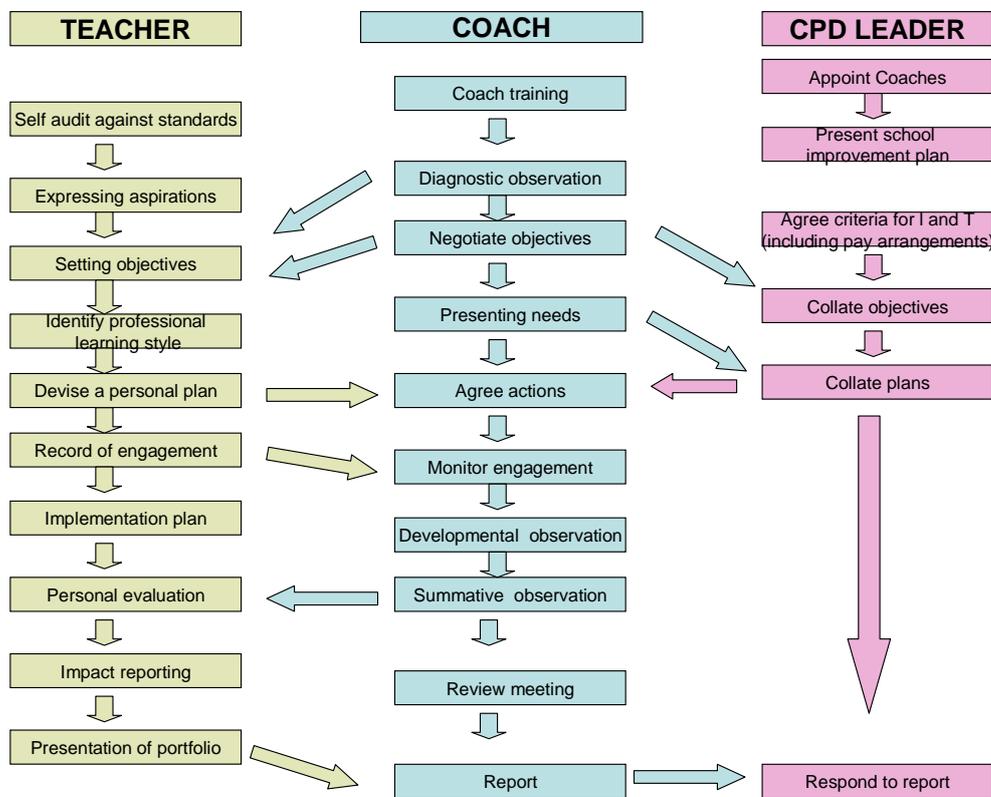


Figure 13: A portfolio approach to CPD

Self Audit against standards

Prior to the self audit, potential coaches should be identified and trained. This assures consistency, and a common understanding of the overarching school plan. The actual teacher should receive guidance in self-auditing against the appropriate national standards – indicating areas of strength, areas in need of development and issues

which may relate to the school itself enabling teachers to fulfil the specified requirements. This approach begins a process of **school-led development**, in that coaches would provide guidance and support. The coach training would include an indication of the whole school priorities for future development. **Individual-led** CPD begins with a self-audit, by promoting personal engagement, but also proceeds into the subsequent stage.

Expressing personal aspirations

Designing CPD around the outcomes of audits runs the risk of becoming a deficit model, focussing overly on school and system needs. By enabling teachers to consider their strengths, ambitions and aspirations, a greater sense of personal ownership and commitment is encouraged. The process is equally concerned with teachers looking to the future as reviewing past performance and present status. CPD can be seen to support **individual-led** improvement, development and opportunities for promotion. Through the coach's support, the individual goals can be aligned more to the perceived needs of the school, which are informed by policy and statutory obligations.

Setting objectives

This stage of the process is, for the individual, informed through a diagnostic observation. This activity will address agreed foci, and assist the individual teacher to identify issues which relate to the school improvement plan, to agreed criteria for effective learning and teaching (part of the performance management requirements), and to the personal needs and aspirations of the teacher. This combination of **individual-, institutional- and system-led** dimensions enables a degree of flexibility. Objectives negotiated and set may emphasise, in each case, the different dimensions according to particular circumstances.

Identifying personal learning styles

Learning styles is a contentious issue. In this context, several factors need to be taken into account. The nature of the objectives may well determine an appropriate style. The context in which each teacher works may also determine where such objectives

are best addressed, ‘in-house’ or through an external provider. The need to consider personal preferences is also paramount. The process demands that the teacher, with support and guidance, arrives at a view on how s/he would best achieve stated objectives. Through liaison with the coach, and his/her support for the individual with the CPD leader, needs and wants can be collated and analysed in a way that will optimise the use of resources to support development. The CPD leader’s role is also, in part, to promote cross fertilisation, thereby addressing **institution-led** CPD needs.

Devise a personal plan

Individual-led CPD demands a personal commitment to a process of learning and development. Institution-led CPD must be responsive to and supportive of the individual teachers’ needs, but also requires that a co-ordinated approach leads to whole school improvement. The CPD leader can therefore be simultaneously supportive of the individual by making accessible different forms of CPD, but also proactive on behalf of the school in developing opportunities for groups of teachers in relation to corporate needs.

Record of engagement

Accountability is an assurance that all engage in what they have committed themselves to. CPD takes many forms, and too often the ‘soft forms’ (reading, reflection, dialogue, taking in new responsibilities, project management) are neglected. On the other hand, course attendance and official qualifications are often recorded. Individual teachers are requested to log *all* CPD activity, as part of the learning and development process. A reflective log/personal narrative enables evaluative reflection at a later date, and the recall of which elements of a personalised CPD plan were most effective. It also assists the coach to monitor progress and to provide support as and when most needed.

Implementation plan

A common criticism of CPD by teachers is that too often, despite possibly inspiring events, teachers return to practising in their usual manner. For CPD to make a difference and have an impact, learning has to be converted into action. Ideas have to

be realised in the context of the teacher's own area of practice, demanding a change in practice. For the coach to engage in 'developmental observation' is a means of supporting, providing a degree of externality and critical friendship. The recommendation of other forms of support – such as others working in similar areas, texts to read and the provision of real observational evidence of improvement, not only promote individual progress, but also reflect co-professional involvement. Teachers value peer and professional guidance, and for others to acknowledge the professional impact of new actions.

Personal evaluation

Personal evaluation is more than describing what activities have been undertaken. It accounts for affective factors and teachers' own sense of pride and achievement. Teachers as lifelong learners need to recognise learning and development that has taken place. Acknowledgement requires an appreciation of individual contribution to development – an **institution-led** feature. The motivational effect is personal and part of the **individual-led** approach. Working alongside coaches provides **profession-led dimension**. The coach, through a 'summative' observation, is able to assist in the identification of how professional learning and development have followed through to classroom practice.

Impact reporting

Impact reporting involves consideration of the effects of the professional development on others. Teachers are required to relate their performance to evidence and the agreed objectives stated early in the process. The forms of evidence of success may depend on the nature of the development undertaken, but should relate directly to the initial objectives. In this way, the teacher is responsible for the generation and use of data and evidence, and is free to draw on external sources too. It is accepted that impact evaluation is not an exact science, but teachers themselves are best placed to identify the impact of their own development. Impact reporting is fast becoming a key component of CPD (Guskey 2000), and such **system-led** processes need to be tempered with the flavour of individual-led CPD. Review meetings with the coach add an objective and external perspective, giving the teacher's own interpretation authority.

Presentation of the portfolio

All of the above stages generate evidence and data. The collation of these artefacts is in itself an evaluative process. The collection of evidence can be submitted for accreditation and/or professional recognition. The content of the portfolio is a chronicle of development activities, which can be used to acknowledge and reward individual efforts. Collectively, a range of portfolios provide an excellent account of the corporate CPD policy over a year. The CPD leader should have access to selected parts of the portfolio to inform a whole school evaluation report. **Institution-led**, and **individual-led** dimensions are addressed in this way.

Overall

This brief proposal *is* used to develop school-based CPD leaders. It contains consideration of the four dimensions, and also how each of the CPD concepts can be incorporated into an individual CPD plan, and also in how a CPD leader can structure and organise CPD within his/her school. As a conclusion to this study, it is heartening that the findings and outcomes have been used to inform such a process, and to support CPD leaders in developing a meaningful and useful CPD strategy. Just as the research process had to be flexible and fluid, the use of a CPD discourse to develop a portfolio approach to CPD also has to accommodate variations and new developments.

The outcomes of the study do have potential uses for CPD leaders individually. Each school has different needs, and CPD is one of many solutions to problems. CPD leaders will need to devise bespoke strategies. By emphasising one or more of the nine aspects of CPD, leaders will be able to tailor an approach to meet the particular demands facing a school or its teachers. For example, a school identified to be underperforming in terms of academic results, an emphasis on system-led and institution-led CPD may contribute to the practical short term solution sought. Stoll and Fink (1996) conclude that schools can be categorised in five ways, depending on the relationship between their effectiveness and the systems in place to improve. Clearly a 'sinking' school (which has low level of performance, and few improvement strategies in place) will require a different approach to a 'cruising' school (which is very successful in terms of attainment scores, yet which has few improvement

strategies in place). This study may begin to assist CPD leaders in adapting their approach to CPD to support the school. Similarly, to face the challenges of new national policies, a CPD leader can adapt practice by identifying aspects/variables which would shift the emphasis to a more system-led CPD. The instrument and emerging discourse will be of particular use to those leading the new ‘Training Schools’, who have a responsibility for supporting and developing other less successful schools within a federation. Training School CPD leaders would be able to avoid domineering approaches consistent with applying processes developed in isolation of the particular schools they are supporting.

The overall conclusion is to claim that the process and the outcomes of the study do provide a structure and language to enable CPD leaders to develop flexible and fluid systems to support individual-, institutional-, profession- and system-led development.

Chapter outcomes

The work has proven to be of practical use. It is new and original in that a research methodology was developed with specific purposes in mind, and succeeded in integrating professional and academic foci. Through constant cross-referencing, each stage was grounded in the other. The result was a framework, usable in the planning, delivery and evaluation of CPD – each key functions and responsibilities of CPD leaders.

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APPENDIX

Appendix 1

Meeting the requirements of the Nuremberg Code

Requirements	Response
Voluntary consent	All participants will be required to give 'informed consent' in writing prior to engagement in the project
Outcomes to benefit society	The critique of policy and the establishment of principals of good practice will assist and inform professionals engaged in CPD leadership
Avoid all physical suffering	N/A
Avoid chance of death, disability or disease	N/A
The degree of risk should not exceed the importance of the problem to be addressed	Risk analysis to be undertaken
Proper evaluations must be conducted	Use of a research diary and analytical memos will provide evidence of development and outcomes
Research to be conducted by suitably qualified people	Research ethics committee approval to be sought
Withdrawal by participants to be permitted at all times	All participants informed upon production of 'informed consent'
If risk emerges during the project the project should be halted	N/A

Appendix 2

Personal ethical code (based upon the structure provided by Kimmel (1996, p5))

Were appropriate safeguards taken to protect the well being of subjects?	<i>Informed consent is to be sought through letter (see appendix 4) and telephone discussions. Personal anonymity will be assured</i>
Should the studies have been conducted in the first place?	<i>Yes. The world of education is undergoing massive change. Continuing professional Development is a necessary part of the process of change. A clarity of how this should be led will benefit all in the profession.</i>
What are the potential risks/harms?	<i>Policy makers may have their own ideologies exposed and challenged through the research project. Practitioners may feel that current professional weaknesses will be revealed.</i>
What are the potential benefits?	<i>The research may lead to the establishment of a a professional community of CPD leaders able to draw on evidence of good practice. As the new role of CPD leader develops, some clarity of expectation will be accessible</i>
Do the benefits outweigh the harms?	<i>Yes. Effective CPD will assist in the transformation of education for the benefit of learners and future citizens.</i>

Appendix 3

Project Ethical Code

As the researcher, I commit to the following statements. Comments in italics explain or expand upon relevant statements

1	Purpose of the research will be made explicit <i>See chapter 1</i>
2	The research will be planned <i>See chapter 4</i>
3	The researcher will take full responsibility for the outcomes and their potential impact <i>See chapter 4</i>
4	The processes of research must comply with the law <i>See chapter 4</i>
5	Institutional approval must be given <i>See appendix 2</i>
6	All participants will be made aware of their responsibilities and roles <i>This will be achieved through writing a letter to all research subjects, a telephone conversation and also prior to interviews and focus group discussions</i>
7	All participants must provide informed consent <i>Participants will be asked to give permission</i>
8	No inducements or rewards should be offered to research participants
9	There should be no attempt to deceive
10	Raw data should be made available upon request <i>See appendices 10-14 (inc)</i>
11	Invasiveness must be minimised <i>Anonymity will be respected</i>
12	All participants should be informed of all developments upon request
13	Any participant has the right to withdraw at any time
14	Consideration must be given to the identification of people through the publication of public roles <i>All analyses of interviews will be approved by interviewees</i>
15	Potential benefits outweigh potential harm
16	Details of publication and dissemination will be agreed amongst participants
17	Use of research findings by others will be monitored

Appendix 4 : Invitation to interview letter

Dear

Thanks for agreeing yesterday to be interviewed for my doctoral studies. My work so far seems to identify different emphases on CPD, from different quarters. For CPD leaders, I seems, a different emphasis is necessary for different circumstances.

I have developed a survey tool, and was hoping I could tempt you to complete it as a stimulus for the interview. I am in the process of interviewing different groups of people:

- those from official agencies
- Local Authorities
- School based CPD leaders, and
- Teachers.

Those from the ‘official agencies’ are classified as ‘elite interviewees’. In these cases, although I will keep individuals anonymous, they will be seen to represent the organisations they represent. Consequently, I cannot guarantee anonymity, but would enable anyone to withdraw their contribution at any stage.

Clearly you occupy an important position in an important CPD related agency. I wonder if you could indicate availability. In an ideal world it would help if I could interview both of you (separately) on the same day. Would the following dates be possible:

9 March
11 March
23 March

I’ll obviously be happy to travel – but will need to know to where
The survey would take about 20 minutes, and an interview (which I hope to tape and transcribe) about 40 minutes.

Please do take the time to complete the form below and to return to me by e-mail, or if preferred by letter. My contact details are:

Prof Kit Field
Dean of the School of Education
University of Wolverhampton
WS1 3BD

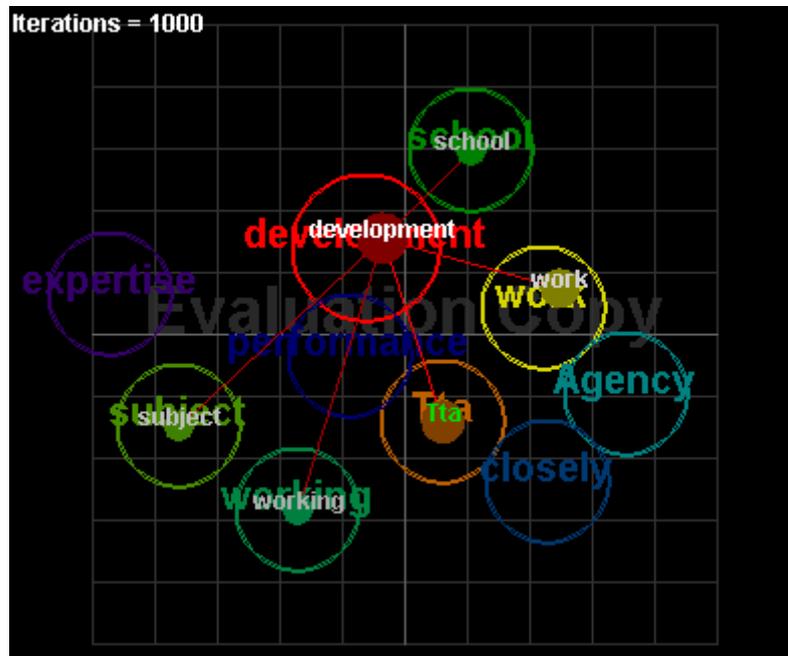
E-mail: C.Field2@wlv.ac.uk
Phone: 01902 321390

Many thanks again

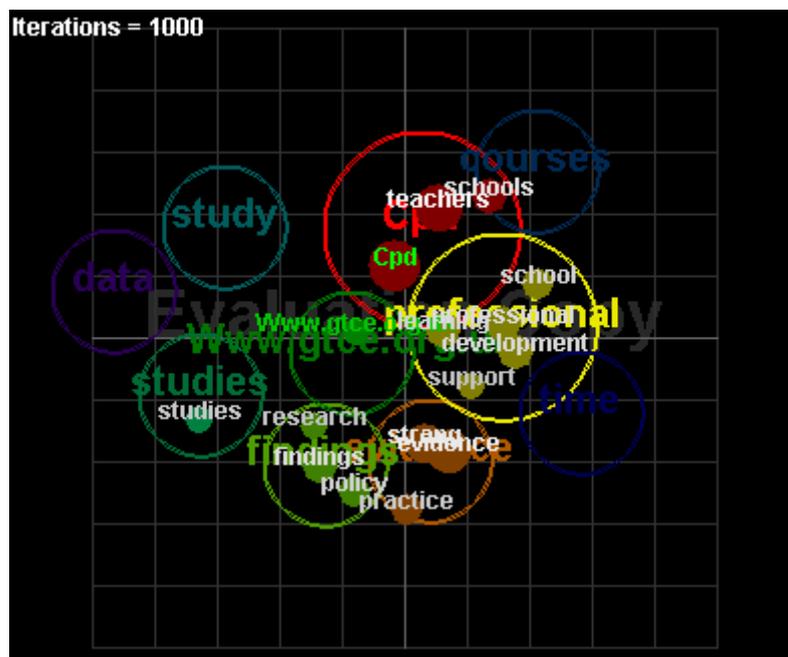
Kit Field

Appendix 5: Leximancer concept maps

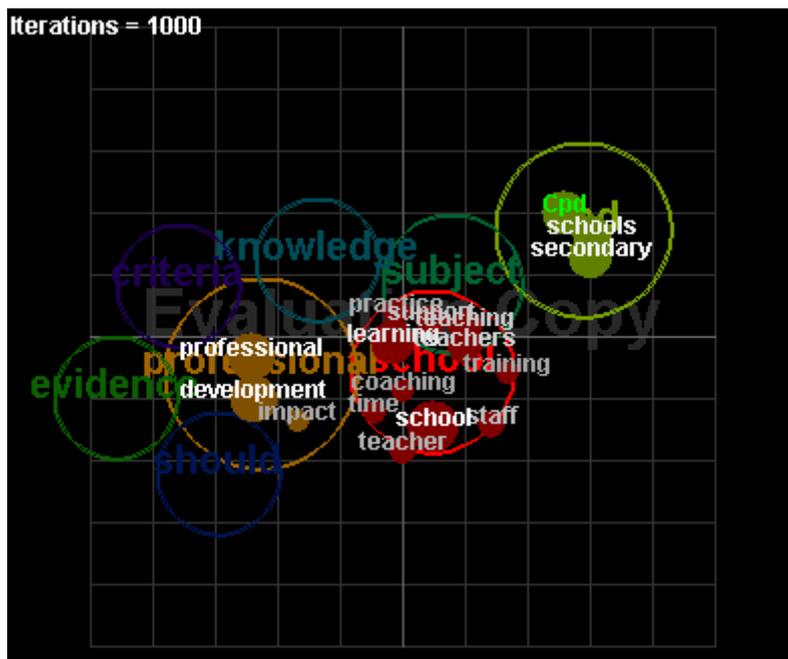
Ofsted (2006) *The logical chain: continuing professional development in effective schools* London: OfSTED



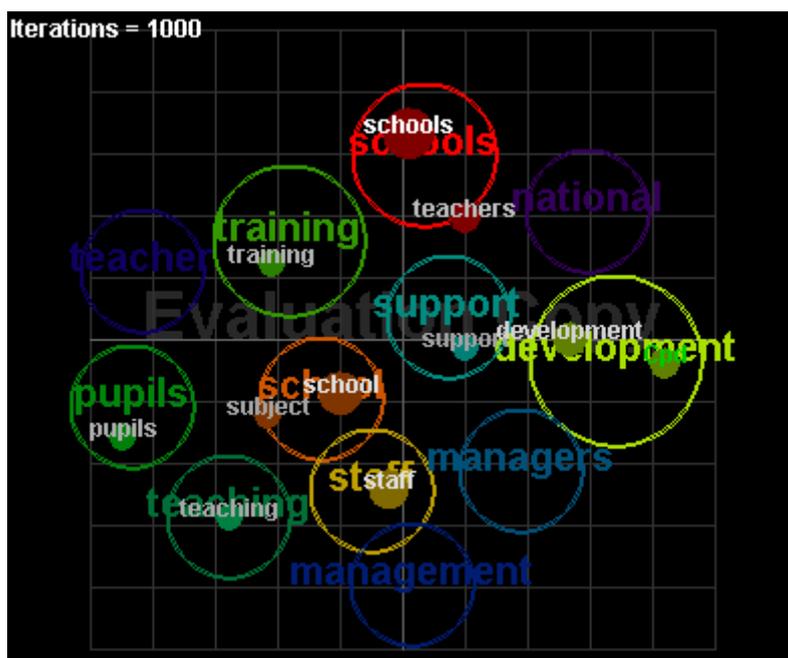
DfES *Clarke sets out plans for high quality Professional Development for Teachers* including Annex A – Copy of letter to TTA
www.dfes.gov.uk/pns/Displaypn.cgi?pnid=20040154



GTCE *Synthesis of recent policy related research and evaluation projects concerned with teachers' professional development* www.gtce.org.uk/cpdsynthesis



DfES (2005) *Leading and Co-ordinating CPD in Secondary Schools* London DfES



Appendix 6 – CONCEPT TALLY SHEET

	OfTSED	TDA	GTC(E)	DfES
Agency		√		
Closely		√		
Courses			√	
CPD			√	√
Criteria			√	√
Data				
Development	√	√		
Evidence			√	√
Expertise		√		
Findings			√	
Knowledge				√
Management	√			
Managers	√			
National	√			
Time			√	
Training	√			
Performance		√		
Professional			√	√
Pupils	√			√
Schools	√	√		√
Should				
Staff	√			
Study			√	
Subject		√		√
Support	√			
Teacher	√			
Teaching	√			
Time				
Tta		√		
Work		√		
Working		√		

Appendix 7 – CONCEPT LINKAGE

	Frequency	Agency	Areas	Closely	Development	Expertise	Future	Performance	School	Subject	TTA	Work	Working
Agency	10		1 14.2%	3 42.8%	7 100%	0	2 28.8%	1 14.2%	2 28.8%	1 14.2%	6 85.6%	6 85.6%	2 28.8%
Areas	10	1 25%		0	4 100%	1 25%	1 25%	1 25%	3 75%	3 75%	3 75%	2 50%	3 75%
Closely	8	3 75%	0		4 100%	0	2 50%	1 25%	0	1 25%	4 100%	4 100%	2 50%
Development	11	7 30.4%	4 17.3%	4 17.3%		5 21.7%	4 17.3%	4 17.3%	9 39.1%	10 43.4%	15 65.2%	13 56.5%	8 34.7%
Expertise	8	0	1 20%	0	5 100%		0	1 20%	0	4 80%	3 60%	2 40%	1 20%
Future	10	2 50%	1 25%	2 50%	4 100%	0		1 25%	2 50%	2 50%	4 100%	4 100%	1 25%
Performance	11	2 50%	1 25%	0	4 100%	1 25%	1 25%		2 50%	2 50%	3 75%	2 50%	1 25%
School	10	2 22.2%	3 33.3%	0	9 100%	1 11.1%	2 22.2%	2 22.2%		2 22.2%	6 66.6%	6 66.6%	2 22.2%
Subject	11	1 10%	0	1 10%	10 100%	4 40%	2 20%	2 20%	2 20%		5 50%	3 30%	6 60%
TTA	11	6 40%	3 30%	4 26.6%	15 100%	3 20%	4 26.6%	3 20%	0	5 33.3%		12 80%	5 33.3%
Work	11	6 46.1%	2 15.3%	4 30.7%	13 100%	2 15.3%	4 30.7%	2 15.3%	6 46.1%	3 23%	12 92.3%		3 23%
Working	11	2 25%	0	2 25%	13 100%	1 12.5%	1 12.5%	1 12.5%	2 25%	6 75%	5 62.5%	3 37.5%	

Appendix 8: Survey tool

Name (Optional).....

Contact details (Optional)

Address

Telephone numbers

E-mail

Position

Instructions

Read across each row. In each box, rank the statements 1-4 (1 = what you disagree with most, 4 = what you agree with most)

Now complete the score sheet (e.g. write the score you gave for 1A, 1B, 1C, 1D etc)

Add up your scores in each column of the score sheet.

Mark on the vertical axis your score for Individual Led, then below the line for System Led

Mark on the horizontal axis (left) your score for Professional Led, and to the right your score for Institution Led

Join the marks of the axes to form a kite shape. This represents your profile, which will be explained

	A	B	C	D
1	CPD should consist of multi-agency provision, enabling teacher development within this broader context	CPD should be a planned mix of formal and informal learning activities with time to reflect on the content and school development priorities.	CPD should encourage creative, and reflective thinking skills to enable and inform innovation	CPD should enable the linking of personal ambitions and policy led priorities. Learning and development will occur through active engagement in implementation
2	Successful CPD should lead to improved motivation, self-esteem and work interest.	The content of CPD should be related to national priorities and national professional standards should be used to encourage participation in targeted CPD.	Collective planning, experimentation, and evaluation through a team approach and inclusiveness are essential for successful CPD.	CPD should involve working together with work force reform in mind, for the purpose of school improvement.
3	In house CPD must be designed to improve levels of measurable performance. It should be target driven and designed often to address issues other than just pupil learning.	The use of research and analytical skills should be part of day to day work for teachers . CPD aims to provide the best learning opportunities, and to enabling personalisation of learning.	Data and evidence underpin management decisions and therefore CPD should help teachers to consider pre-existing data sets, (e.g. attainment).	Ownership of and commitment to evidence and data are means of empowering the profession. Research skills are seen to be integral to teaching, and not separate from practice.
4	Outcomes are long term, and evaluation should be staged, identifying positive indicators of success rather than final outcomes.	A future oriented view of CPD means that outcomes should add to a professional knowledge base which is transferable across institutions.	Outcomes relate closely to effectiveness and therefore teachers growing competence should be made evident through performativity measures.	CPD must lead to increased personal motivation, job satisfaction, changing expectations and aspirations.
5	Processes underpinning effective CPD must acknowledge and value personal experiences of teachers.	CPD processes are designed to assist in the implementation of new practices emanating from new policies.	CPD should be collaborative and non-hierarchical; a balance between retrospective reflection and future thinking	Teachers should be both participants and providers of CPD.

			to empower teachers	
6	Individuals need to have an external champion who sponsors and promotes the cause. Staff need open access to learning as opposed to direct delivery.	Accountability must be planned from the outset, providing clarity in terms of the targeted resources available.	Distributed leadership serves to empower and enhance learning. The engagement of external partners assures a degree of criticality but also of professional sharing.	Support for learning projects has to match institutional goals. Needs analysis and impact evaluation should help to shape learning opportunities in school.
7	CPD must be audited and related to resulting teacher activity. Participants should be required to demonstrate improvement as an outcome of CPD	It is important to account for how teams shape projects and how individuals' roles within projects contribute to potential and capacity for change and improvement.	Auditing takes into account personal factors such as aspirations, self perceptions, interests, and personal biography in the context of performance and national standards.	The success of CPD is discernible through an examination of related performance outcomes. CPD must improve performance measured against national standards and descriptors
8	Recognition and acknowledgement of the value of the impact and outcomes of CPD give teachers a sense of worth and respect.	The recognition of successful innovation through assisted dissemination and promotion are external forms of acknowledgement.	Teachers respect the content and outcomes of CPD, when it is managed and supported through performance management.	Acknowledgement takes the form of the acceptance of the development ideas emanating from groups of teachers working collaboratively.
9	The individual is the key stakeholder within CPD. The individual needs to recognise stages of development, and whether their values are consistent with those of the work place.	CPD must be designed to assist teachers to deal with new policies and to prepare them to manage widespread educational reform.	CPD is a mixture of the personal, institutional and political. The profession itself mediates between these and provides the opportunity for innovation and creativity within policy frameworks.	CPD is centred around teachers' own classrooms and schools. The alignment of teachers' aims and the school priorities is effective targeting of resources. The use of in house expertise to support teacher development is necessary.

SCORE SHEET

	Individual led	System led	Profession led	Institution led
1	C	D	A	B
2	A	B	C	D
3	B	C	D	A
4	D	C	B	A
5	A	B	C	D
6	A	B	C	D
7	C	D	A	B
8	B	C	A	D
9	A	B	C	D
TOTAL				

Appendix 9: TDA SCORE SHEET

QUESTION		Av	Fr		Av	Fr		Av	Fr		Av	Fr
	INDIVIDUAL			SYSTEM			PROFESSION AL			INSTITUTION AL		
1	42	3	4 =1 3 = 2 =1 1 =	33	3	4 = 3 =2 2 = 1 =	11	1	4 = 3 = 2 = 1 =2	24	3	4 =1 3 = 2 =1 1 =
2	42	3	4 =1 3 = 2 =1 1 =	33	3	4 = 3 =2 2 = 1 =	14	2.5	4 =1 3 = 2 = 1 =1	21	1.5	4 = 3 = 2 =1 1 =1
3	41	2.5	4 =1 3 = 2 = 1 =1	12	1.5	4 = 3 = 2 =1 1 =1	24	3	4 =1 3 = 2 =1 1 =	33	3	4 = 3 =2 2 = 1 =
4	41	2.5	4 =1 3 = 2 = 1 =1	23	2.5	4 = 3 =1 2 =1 1 =	34	3.5	4 =1 3 =1 2 = 1 =	12	1.5	4 = 3 = 2 =1 1 =1
5	44	4	4 =2 3 = 2 = 1 =	33	3	4 = 3 =2 2 = 1 =	12	1.5	4 = 3 = 2 =1 1 =1	21	1.5	4 = 3 = 2 =1 1 =1
6	11	1	4 = 3 = 2 = 1 =2	42	3	4 =1 3 = 2 =1 1 =	23	2.5	4 = 3 =1 2 =1 1 =	34	3.5	4 =1 3 =1 2 = 1 =
7	22	2	4 =	33	3	4 =	44	4	4 =2	11	1	4 =

			3 = 2 =2 1 =			3 =2 2 = 1 =			3 = 2 = 1 =			3 = 2 = 1 =2
8	13	2	4 = 3 =1 2 = 1 =1	32	2.5	4 = 3 =1 2 =1 1 =	44	4	4 =2 3 = 2 = 1 =	21	1.5	4 = 3 = 2 =1 1 =1
9	13	2	4 = 3 =1 2 = 1 =1	21	1.5	4 = 3 = 2 =1 1 =1	42	3	4 =1 3 = 2 =1 1 =	34	3.5	4 =1 3 =1 2 = 1 =
TOTAL		20			23			26			19	
AVERAGE		2.22			2.55			2.88			2.11	
4		X	33%		X	5.5%		X	44%		X	17%
3		X	22%		X	55%		X	11%		X	22.5%
2		X	22%		X	22.5%		X	22%		X	22.5%
1		X	33%		X	17%		X	23%		X	33%

Appendix 10: LOCAL AUTHORITY SCORE SHEET

QUESTION		Av	Fr		Av	Fr		Av	Fr		Av	Fr
	INDIVIDUAL			SYSTEM			PROFESSIONAL			INSTITUTIONAL		
1	31	2	4 = 3 =1 2 = 1 =1	23	2.5	4 = 3 =1 2 =1 1 =	42	3	4 =1 3 = 2 =1 1 =	14	2.5	4 =1 3 = 2 = 1 =1
2	32	2.5	4 = 3 =1 2 =1 1 =	11	1	4 = 3 = 2 = 1 =2	24	3	4 =1 3 = 2 =1 1 =	43	3.5	4 =1 3 =1 2 = 1 =
3	23	2.5	4 = 3 =1 2 =1 1 =	21	1.5	4 = 3 = 2 =1 1 =1	44	4	4 =2 3 = 2 = 1 =	32	2.5	4 = 3 =1 2 =1 1 =
4	22	2	4 = 3 = 2 =2 1 =	21	1.5	4 = 3 = 2 =1 1 =1	34	3.5	4 =1 3 =1 2 = 1 =	43	3.5	4 =1 3 =1 2 = 1 =
5	13	2	4 = 3 =1 2 = 1 =1	41	2.5	4 =1 3 = 2 = 1 =1	32	2.5	4 = 3 =1 2 =1 1 =	24	3	4 =1 3 = 2 =1 1 =
6	41	2.5	4 =1 3 = 2 = 1 =1	32	2.5	4 = 3 =1 2 =1 1 =	24	3	4 =1 3 = 2 =1 1 =	13	2	4 = 3 =1 2 = 1 =1
7	12	1.5	4 = 3 =	31	2	4 = 3 =1	24	3	4 =1 3 =	43	3.5	4 =1 3 =1

			2 =1 1 =1			2 = 1 =1			2 =1 1 =			2 = 1 =
8	34	3.5	4 =1 3 =1 2 = 1 =	21	1.5	4 = 3 = 2 =1 1 =1	42	3	4 =1 3 = 2 =1 1 =	13	2	4 = 3 =1 2 = 1 =1
9	14	2.5	4 =1 3 = 2 = 1 =1	41	2.5	4 =1 3 = 2 = 1 =1	33	3	4 = 3 =2 2 = 1 =	22	2	4 = 3 = 2 =2 1 =
TOTAL	40			33			56			49		
AVERAGE	20	2.3		16.5	1.95		28	3.1		24.5	2.7	
4		X	16%		X	11%		X	44%		X	27%
3		X	28%		X	17%		X	22%		X	34%
2		X	28%		X	28%		X	34%		X	22%
1		X	28%		X	44%		X	0		X	17%

Appendix 11: PRACTITIONER SCORE SHEET

QUESTION		Av	Fr		Av	Fr		Av	Fr		Av	Fr
	INDIVIDUAL			SYSTEM			PROFESSIONAL			INSTITUTIONAL		
1	42433321144332333233 52	2.6	4 =4 3 =10 2 =4 1 =2	33214412413124244444 57	2.85	4 =9 3 =3 2 =4 1 =4	2114123433121111112 2 37	1.85	4 =2 3 =3 2 =5 1 =10	1432214322244342231 1 45	2.25	4 =5 3 =4 2 =7 1 =4
2	42434411224444324444 57	2.85	4 =12 3 =2 2 =4 1 =2	11143134111213111322 37	1.85	4 =2 3 =4 2 =3 1 =11	3422124334313224213 2 51	2.55	4 =4 3 =6 2 =7 1 =3	2331232243232143321 3 49	2.45	4 =2 3 =8 2 =7 1 =3
3	44241331244422444134 60	3	4 =10 3 =3 2 =4 1 =3	23223412431113121312 42	2.1	4 =2 3 =5 2 =6 1 =7	3241212332224123322 3 47	2.35	4 =2 3 =6 2 =9 1 =3	1113424411333431214 1 47	2.35	4 =5 3 =5 2 =2 1 =8
4	42444111334424234444 66	3.3	4 =11 3 =3 2 =3 1 =3	11122444141132112311 40	2	4 =4 3 =2 2 =4 1 =11	3323132221231342322 2 45	2.25	4 =1 3 =7 2 =8 1 =4	2431323342324134113 1 50	2.5	4 =4 3 =7 2 =4 1 =5
5	21312122232444421142 47	2.35	4 =5 3 =2 2 =8 1 =5	12141333121211313311 38	1.9	4 =1 3 =6 2 =3 1 =10	4323344441433324243 3 63	3.15	4 =8 3 =8 2 =3 1 =1	3442421134312213422 4 51	2.55	4 =6 3 =4 2 =6 1 =4

6	31234114144441231444 55	2.75	4=9 3=3 2=2 1=6	23142243321223412111 44	2.2	4=3 3=4 2=7 1=6	4441142241333234423 3 57	2.65	4=8 3=5 2=4 1=3	1232333123211412342 4 47	2.35	4=3 3=6 2=6 1=5
7	43224413124443244424 61	3.05	4=10 3=3 2=5 1=2	22112232311114121123 36	1.8	4=1 3=3 2=7 1=9	1443132144322231234 1 50	2.5	4=5 3=5 2=5 1=5	3134314423233143321 2 52	2.6	4=4 3=8 2=4 1=4
8	11334241142322243112 46	2.3	4=4 3=4 2=6 1=6	24121312423243431321 48	2.4	4=4 3=5 2=6 1=5	4344242333441411444 4 63	3.15	4=11 3=4 2=2 1=3	3221313421113132223 3 43	2.15	4=1 3=7 2=6 1=6
9	22443444311431141131 51	2.55	4=7 3=4 2=2 1=7	33132311142122212213 42	2.1	4=1 3=5 2=7 1=7	4431113343434443344 4 64	3.2	4=10 3=7 2=0 1=3	1132422222321332432 2 46	2.3	4=2 3=5 2=10 1=3
TOTAL	495	X	X	384			477			430		
AVERAGE	24.75	2.75	X	21.3	2.13		26.5	2.63		23.5	2.1	
FREQUEN CY												
4		X	40%		X	15%		X	27%		X	23%
3		X	19%		X	20%		X	29%		X	30%
2		X	20%		X	25%		X	25%		X	27%
1		X	21%		X	40%		X	19%		X	20%

Appendix 12 (a) TDA TRANSCRIPT

Kit: They're all very open questions I hope so what do you feel are the different forms of CPD worth considering?

Executive: Worth considering?

Kit: Yes. What are the best forms of CPD?

Executive: I think the best forms of CPD are the ones where teachers can see how the learning they go through in CPD is immediately applicable to them in a classroom situation. So it's where a teacher is very clear about the learning being discussed would impact on improving their own practice within the classroom and I can see an immediate connection between the two.

Kit: Okay and does that mean its individualising in terms of the teacher needs to know what they need to get better at or is it just to recognise the value of what's being discussed and prevent it?

Executive: I think often, its most effective if the teacher knows there's is something they want to get better at but I don't think it they would want to go into a deficit model where it was just sort of a gap analysis where you use an exercise and say 'well I'm not very good at this particular aspect of teaching and therefore I need to do CPD on that' I think generally its in terms of how you increase the attainment and wellbeing of pupils in your class and that could be across all aspects of your performance. You might be really good at something but it doesn't mean you can't get better at it.

Kit: And courses, observations? What types of activity do you feel?

Executive: I think that its not that's it's a mistake to think that it's a particular kind of activity that's best it's much more to do with how well the teacher can interpret what it is that they're learning to their warm classroom context. So if what we're saying, one of the things I have been arguing this recently, is that we should be really thinking about how we improve the quality of professional judgements which teachers are making every day in the classroom and all the time then its about how you improve a teachers sort of mind set so that they can make strong professional judgements and there's a whole range of those judgements they're making and how you improve different types of judgements might be all kinds of different ways of doing that but the important thing is that they're concentrating on that. I mean for instance, if it's about how the teacher manages a particular classroom and management situation then it might well be that observation in another classroom might be the most effective way of improving that particular skill because that's where they're going to be able to see that in practice and understand how it works. For courses, whereas if its something about understanding how you interpret assessment for

learning data then that's not something you're going to get through classroom observation that's something you're going to get through an externally provided input either by someone else in the school who is an expert on it or by an outside institution. So it's judging the most effective way in which you can help a teacher.

Kit: So to make that judgement they need to do some sort of success indicators in mind, where do they come from? Where would a teacher know what's good and what's bad or is it just an intuitive feeling?

Executive: Well I think the objective measure would be improving the pupil performance so that in an ideal world one would be trying to link teacher performance to pupil performance and interventions that teachers undertook which would result in good but clearly that sort of very mechanical impact measures aren't impossible to achieve in the classroom so I think quite a lot of it has to come through external scrutiny, through sort of coaching and mentoring neutral support etc which could be a peer coaching or it could be other kinds of coaching so that teachers develop a self awareness about what's good and bad in their practice through coaching interventions.

Kit: And how's that relevant to let's say national standards for teachers? Is it relevant, national standards?

Executive: Well I think you need to have national standards so that teachers can judge themselves. So I think one of the key things that you need is kind of a ladder of competence where teachers can make an assessment of themselves and can work with others to make that assessment about how effective they are as teachers and how effective their practice is. But I think that's a sort of scaffolding ladder rather than being actually getting to the heart of the nitty gritty about being a teacher.

Kit: So it's a stimulus for the discussion. So what forms of evidence should teachers base their judgements on? I mean you've already said pupil performance is one but is one amongst many perhaps? Who owns the evidence, how do they get it; what is the evidence?

Executive: Oh that's a very difficult question!

Kit: Because we talk about evidence based practice don't we?

Executive: Absolutely. Well I think it's partly to do with all this teacher enquiring actually and I think it's important to differentiate between research and enquiring. We tend to use the words in a very interchangeable way. For me research is a proper research project and my background as a social scientist and constructing high driven research projects is what research is about but I think teacher enquiries is very much about individual teachers interpreting professional situations in their classrooms and devising new solutions to problems which they can test in their classroom to see whether or not they are more effective ways

of dealing with particular professional issues. And now the question you're going to ask me is 'what evidence would they use to decide whether or not they've been effective?' and I think that would be part of the teachers own professional experience as they develop to see whether or not they think their pupils are more motivated; more engaged; their behaviour is better; there are barriers to learn and overcome...

Kit: So there's an element of intuition within it but informed professional intuition...

Executive: I think this is all about developing the professionalism of a teacher. They're not simply trying to assess whether or not a pupil is doing better by their NWO exam results but it's an ongoing day in, day out process about whether or not in their interaction with the pupils they sense that that pupil is making progress and is overcoming barriers

Kit: And how are they accountable then? You could say they are accountable towards themselves as professionals. How should CPD be made accountable?

Executive: Well I think teachers are accountable to themselves as professionals but they need to work within a larger accountability framework, so at the end of the process, what's all of this in aid of? Well a major element of that has to be pupils success in exams and assessments and all the rest of it so your evidence of accumulating day to day is whether you're more effectively in genuine learning but the ultimate test of that would be whether or not your kind of value is added as a teacher. So it's all kind of to do with value added.

Kit: Okay, what about Ofsted? Does part of the accountability include external inspections?

Executive: I think it does yes. I think very much so as we are gradually moving to a culture of accountability but I think we've still got a long way to go in terms of professional accountability and I think at the moment Ofsted are a really important way of kind of setting an ethos of external accountability across the profession and making it quite clear to the profession that they are accountable for what they do and what they deliver and that they need to be inspected to make sure that they are doing that I think. Particularly because we know all of the issues about coasting schools as well as failing schools and you know we put in our system about coasting schools and kind of compliancy and value to challenge and all of those issues of schools which have sort of wound down and accept mediocrity.

Kit: So is CPD then a school activity or, you seem to have stressed so far it's the professional accountability and I guess you'll say both, how do you bridge those through the accountability measures in a sense? Does a teacher report to someone in the school on their development?

Executive: My own personal view is that we use the term CPD too loosely and that we actually ought to be more specific about what we mean by CPD and that we ought to draw distinctions between teachers professional developments and school improvements and sort of teacher updating come briefing and we lump all that together and its classic in a kind of use of the five days that you taught in schools and some use it for a kind of briefing or the latest quick of an initiative from the department of QCA's, some use it for planning a new behaviour strategy for the school which is a kind of school improvement thing and then some use it for tackling particular professional issues say in a department of something like that. For me I think that if we were much clearer about what we are trying to achieve in CPD and say this is all about improving the professional skills of the individual teachers and that requires a particular infrastructure to do that and then the separate piece of work is all about making sure the teachers understand and are briefed on current up to date events and the third is about this is how leaders create and make sure the policies are correct in their schools then we would be in a stronger position I think because we wouldn't then have this sort of conflict where people say well I'm only prepared to pay for the CPD which is about my own school improvements because you'd say yes but what about your responsibility to individual teachers for their professional developments?

Kit: Yes okay that interesting. So it's sort of a separation of them and their clarity in that way.

Executive: And the use of resources and then it gives you the opportunity as part of a leadership team to begin to talk about the relative parts of resources and it might be that in a particular kind of school the major thing that you would need to do would be to tackle the school improvement issues for that year and say to your teachers 'sorry we need to put *your* spending on *your* professional development to a low priority this year' because we've got this massive problem where English is a second language in our schools that we need to work on but next year we will make sure that there is money there for you to do your masters qualifications to get you up to a professional level.

Kit: You're starting to answer all my next questions which is always the way isn't it! If I can just go on to my number five out of the nine, what are the processes that teachers go through, sorry I'll start that again, you've actually said things that its about identifying the need and how that can be applied in the classroom and implemented in the classroom in a sense so there's a process of requiring knowledge and translating that in to action in a sense. How does that happen for teachers in CPD? How should it happen? Is it experimentation or self evaluation or externally observation or how should that happen do you think?

Executive: To be honest I really don't know. I'd be sort of pontificating off the top of my head if I committed too far on that. I think that from the kind of research that we've been doing with people like McKenzie where we've been constructing the MTL and also the discussions we've had for instance with people in Ontario on our recent visit that there is often with a lot of teachers a need for a catalyst that links between the learning and the practice and it seems that having someone that works with you on interpreting your learning to turn it into action is one of the key things.

Kit: So a coach or a mentor...

Executive: A coach or a mentor I think seem to be a really important person who can encourage you and help you understand how to change your practice in the light of your learning because that's seems to be what a lot of the research tells us isn't it that people learn things and then they go back to their classroom and they think 'well that was all very well but' and they revert to type.

Kit: So that coach, mentor type role in a sense is a champion for the individual, an advocate for them and a supporter, how do they need to link then in to the school? I mean that's about hierarchical relationship perhaps between the coach and the teacher and gaining permission from the school to do those things is that the role you see of the coach? Is that the mediator?

Executive: I think you have to be careful how the coach sits within the hierarchy within the school and its one of the big arguments we had on MTL about whether or not the coach should have any role in assessing whether or not the teacher had achieved masters level work. My own view is that the coach should in some ways should certainly stand outside the management tree and it should be a confidential relationship between the teacher and the coach, it shouldn't be part of performance management. I think there is a need for external observation teachers in the classrooms as part of their performance management arrangements and done by somebody else in the school like the Head or the Deputy Head or somebody like that. I don't think the coach should be in the position of both judge and facilitator, I think the coach in relationship should be one of openness and confidence and confidentiality.

Kit: So that links in again as I say for the next one really well in a sense. So the leadership of it, is it coming from the teacher themselves through the coach or from the coach or from the performance manager, who leads that process? Or does it need to be lead?

Executive: Well I think that you need to agree. At some stage an agreement needs to be reached about a 'learning' in which the teacher wishes to undertake and that process has to be organised via some sort of performance management arrangement so almost kind of a personal

development plan has to be written so that all parties are aware of about the kind of issues that people are working on. But I don't think that that means that you would want to circumscribe the coach and teacher relationship to a mechanical implementation of a personal development plan. I'm thinking about my own leadership coach, I mean with my leadership coach, what did I do? We did kind of a full 360 degree exercise and we identified all kinds areas to work on and that was five years ago and we worked on those for two years and ever since then we've been working on all kinds of other things. Each time in advance my coach says 'what do you want to work on today?' and I say 'well you know, I've got a recurring problem with this' and we have two hours and we discuss it and he observes me and we work on it.

Kit: So it needs to be flexible?

Executive: It does and part of that comes out of performance management you know. So I think there's various drivers and I think individuals should be involved in driving from their own desire to improve but also there needs to be a kind of a performance development aspect to it and a CPD leader or the senior leader might work in some kind of triangular relationship with a coach and a teacher to say 'you know, were funding this coach to work with you because these are the kind of areas of your profession you want to develop'. But not in a deficit model.

Kit: Building on your strengths as well in a sense. So performance management is part of but actually a little bit detached from the CPD procedure. Is it more individually driven or?

Executive: I think its linked in terms of looking at what a personal development plan might look like which comes out in the performance management discussion but I think there is a bigger picture in terms of a teachers professional development which goes along side performance management. Performance management might be checking to make sure the teacher is achieving the kind of professional development you'd be expecting them to be getting but it's sort of a benchmark...

Kit: So it's sort of an audit tool?

Executive: It's an audit tool, very good yeah!

Kit: Are there other audit tools apart from the performance management because its public money being spent and this is the mechanical side; 'how is it audited?' and we've mentioned Ofsted, they can look at it but what about the school itself?

Executive: Well I think it depends on the extent to which you use a range of audit tools to feed into your performance management system so that would depend on how you are doing your performance management because your audit tools might include things like pupil feedback and parent

feedback as well as achievement against performance targets for the pupil etc so I think there are a whole range of audit tools its just a question of about the extent to which those are played.

Kit: So it's sort of a portfolio of evidence in a sense that the teacher would present?

Executive: Or that the school leadership would accumulate and then discuss and present back to the teacher. I mean for instance if it was a pupil survey, that might well be something which the school would organise for pupils' views of all the teachers and then feed them back to the teachers.

Kit: Okay, that's interesting. Okay so how do you acknowledge and reward teachers engaging CPD or is that something that they should do anyway.

Executive: Well it is something that they should do anyway but given the fact that they don't I think, I mean the latest research on teachers doing CPD is one of the most impressive in a long time.

Kit: I mean I would say from my background that my accreditation is one way of doing it but its only one way in a sense. What do you feel about accreditation and acknowledgment and recognition of positive engagement in CPD?

Executive: Well my personal perspective is I think this is where we get back to the 'what's the purpose of a CPD and not humping it all together' and why the kind of hours of CPD to keep the license gets to be put ???????. Having gone to Ontario and seeing how they organise their teachers professional development where once you get your QTS equivalence you then do what they call accredited qualifications and you're expected to within the first five years to do twelve accredited qualifications, five of which are compulsory and seven which are optional and you get those marked on your teachers certificate and your salary is a matrix between how many AQ's you've got and how many years service you've got. You can see there how you kind of, you're driving and using incentives to try and drive the right sort of behaviour. I think that's got a lot going for it. My own view within the English system is that one of the reasons why we wanted to drive the masters of teaching and learning form and why I was also keen to push it is because I wanted to get us a closer link between that and thresholds. I mean LF has been doing some interesting work on Chartered Teacher and we did at one stage, when I first pitched MTL, have a kind of link with a teacher that would do MTL which is very similar to the AQ system in Ontario, you get a sort of Masters at the end rather than a pile of AQ's but you give them your Masters, you then use that to prove your charter status and then you use that to be rewarded threshold and that way you progress through to the higher pay scale and then there's a real financial incentive to do your training

and etc. I think we probably don't have enough incentives on our system to encourage teachers to put in the effort for professional development.

Kit: What about the organisations? Because obviously teachers have the responsibility to undertake CPD but also on the high levels to offer CPD and then there's the organisational development where teachers would often argue that it's the teams work that takes the school improvement focus there. Are there other forms of acknowledgment for those types of development? We've got IIP (I've got to be careful because I'm being taped!) we've got IIP and we've got individual credits; we've got peer recognition through TLA as a possibility haven't we; we've got Head Teachers patting people on the back; there's a range of things there. Do you think we've got enough forms of acknowledgment in place?

Executive: I don't know to be honest? I think probably not. I think we don't have enough acknowledgment in place and I think we probably don't reward people enough for having done things. We don't give people enough badges which they can then use for other purposes. So it doesn't buy them things.

Kit: Right so there needs to be a currency with the acknowledgments?

Executive: And I think, I don't know what you think but, my sense is that one of the problems in England is to do with our schools and the education. I think there are problems with our schools of education where we got to a position fifteen years ago where our schools of education were too far divorced from our schools and you know it went through all of the forms of QTS and TDA being created and all of the way that the transformation happened in terms of how you align schools of education more closely with what schools you actually wanted. Moving from position in which schools of education saw themselves as being academic department delivering academic qualifications to being organisation responsible for professional development and professional staff. Our problem here is I think that its still that schools of education don't see themselves in relation to their profession in the way that medical schools or business schools see themselves in relation to their professions and I don't think the professions see the schools in the same way as those professions do either. A business person would see the school of business offering an MBA as being a highly professional body skilled with highly profession people who had some academic publication and I think in England that the qualifications gained through Schools of Education haven't necessarily carried the currency within the profession that they might because they haven't been sold as being driving forward a profession practice and effectiveness and that has meant that we've got a culture I think where qualifications don't carry a currency in terms of both professional standing and they don't carry a kind of financial incentive either. We had a classic case; I mean I've had to fight long and hard with MTL to make it a Masters

qualification because there was certainly a very strong movement within the wider education sector to say ‘why on earth are you giving this to schools of Education? Why aren’t you just doing those kind of events yourselves to model and create an NPQH for teachers’ which isn’t awarded necessarily by the Schools of Education and I was very keen to use this as part of the culture chain for everyone to see in Schools of Education. But I do think its all part of that weighing which qualifications are being seen. I mean when I was pitching this, somebody said to me ‘this is all very well’ but my wife who is a Head Teacher in a primary school, the worst teacher she has ever had and the one she has had to sack fastest was the one who had a Masters qualification in education, you know?

Kit: Yes and it’s the neutral respect I mean as you said the professional qualification, the academic qualification is seen as separate. Okay, that links in right to the last one. Where should CPD take place and for whom?

Executive: Well I think CPD should take place for everybody in the workforce. I don’t think there’s from the most humble apprentice that were just trying to recruit in to schools at the moment on the Apprentice programme through to the Executive Head who’s responsible for trying to lead a whole group of schools.

Kit: But therefore should it happen in the workplace as well as for those in the workplace?

Executive: I think its ‘horses for courses’ again and I think that we need to be smarter and be clearer about what development were trying to achieve through that piece of CPD and then look about how its best to live that. I am very conscious of the kind of blind leading the blind argument and so I think that external challenge is very important and I think that often bringing people in who can share the research base with teachers is very valuable because I think an awful lot of teachers, I think there is a danger certainly from my own experiences as a teacher that you go along to inset courses delivered by other teachers who deliver the folklore and the folklore may be well be divided from research but it may well have been modulated back through an awful lot of hammings between the originator of the research and where you get the message.

Kit: And it’s that tacit knowledge which might be only specific as well isn’t it?

Executive: Absolutely and when I did my design for the MTL I had sort of an hour of professional development in the middle and tacit knowledge at the top and research lead knowledge at the bottom and how you bring those two forms of knowledge together.

Kit: Which is perhaps your enquiry linking with research isn’t it in a sense. Michael that is really really helpful. What I hope to do is write it up

obviously but not that it's tiered but I've got the different agencies if you like, like yourselves, local authorities, teachers etc. Obviously I've got to write it up for my own purposes but then what I very much want to do is sort of circulate initial thoughts to people on paper and if anyone wants to respond and say 'that's rubbish or that's exactly what I mean or that's what the problems are' then id be really grateful.

Executive: That's fine yes. I mean I think, just to finish off, one of the things I think is that that we need to look much more at the work of a teacher and how you give the right input for each of the stages for the almost kind of the cycle of learning as a teacher and the cycle of work. If a teacher starts by, I mean one thing that I have been thinking of more over the last few months is that we really don't do enough CPD on diagnostic skills which I think is one of our big weaknesses. That because we still poorly have too much of a view over the teacher as the dispenser of knowledge, we don't give teachers enough training in actually identifying barriers to learning and understanding how to overcome them. If you think of kind of the medical profession,

Appendix 12 (b) TDA TRANSCRIPT Director of Workforce Strategy TDA

- Kit:** Okay so what for you are the most important and useful forms of CPD.
- LF:** The most important and useful forms will relate to the purpose of the professional development so actually it's quite difficult for me to answer that question. What we know is that if an individual has a say in the form of the CPD they're more likely to have a sense of ownership and want to have some engagement with it. So as a blanket question, what I'd want to say is there are many forms of CPD and that we should have varied forms and that planning with your colleagues for example is a great way of professional development depending on your colleagues skills but to have a blanket question like that I feel is a difficult one to answer because I'd have an underlying principle really which is that the form of CPD must relate to the objective and that that objective should be derived from the audit of the individual's needs. So for example if my need was to have updating on Health & Safety Legislation for Design & Technology, it might be that the best form would be to go on a half day course at an awarding body. If I wanted to perfect or develop my skills of questioning then the form which might be most appropriate would be observing another colleague.
- Kit:** Okay that's helpful. So the range of things are; you're saying you've got observation; there's external courses...
- LF:** Lesson observation; reading; talking to colleagues; planning with colleagues; receiving feedback; talking to students and analysing their feedback; attending meetings.
- Kit:** So it's embedded in the day to day work really.
- LF:** Yes absolutely.
- Kit:** So what would be the success indicators? What would you measure it against seeing that it has worked?
- LF:** Ultimately that it actually leads to improved outcomes for children and young people and that must be related to Every Child Matters. I'm not just talking about attainment here but for example if children and young people are not motivated to learn, and let's say as a teacher, you've conducted hopefully regularly student feedback and perhaps you're getting the message that the students aren't always as interested as they could be. So you're trying to make your teaching a little bit more exciting and motivational then the outcome should be that the children and young people themselves are actually more interested. So I would certainly put student voice at the heart of all of this. Any measure I think is the principle to have student voice at the heart the measure but relating to better outcomes and recognising that you know it's not a nice easy causing effect model but actually it might take a

long time to see some impact but there are other impacts that could be seen relatively easy.

Kit: Okay and how do they relate to, if you like, national standards; competencies; league tables etc?

LF: In terms of how they relate to national standards, it seems to me that the danger of a profession that's looking inward is that you recycle mediocrity to quote Michael Fullan (1992) and the advantage of having a national set of standards is that they can articulate what the expectations are for, in this case I'm talking about the professional standards for teachers, for teachers in England. And so therefore, I think their role is to help people self evaluate strengths and errors for development which lead to training and development. So I believe professional standards should underpin an individual self evaluation leading to training and development which then leads to enhanced performance in whatever those standards are. But I think without national standards or national competencies, one would be forever looking at the current state of play as opposed to perhaps having sometimes that challenge of 'well this is the national expectation'. But to me league tables are a total different ball game. I don't really understand why it is thrown into the question?

Kit: Right okay well its pupil outcomes, that's the only reason I was including that.

LF: Oh right okay but league tables are a very specific type of media activity.

Kit: Okay. You talked about self audits and teachers individually setting their own objectives within a framework where there are national expectations. So that means drawing on some evidence to make a judgement about yourself as a starting point. What forms of evidence should teachers use?

LF: Before I go on to forms of evidence, can I just say something about the sort of the notion of the self objective?

Kit: Yes okay.

LF: Yes I do think that the standards should be used for self evaluation but I do think that we need to have an element of externality in the identification of endorsement of that self view leading to training and development and that's where performance management comes in. So I wouldn't see it as being totally a self directed activity, I think it should begin with the self and then have the views of others to either validate or challenge or whatever.

Kit: So the self and others need to base their judgements if you like on the same forms of evidence?

LF: Yes. Well the evidence should be and could be manifold but again I'd go back that for me an underpinning principle is pupil voice at the heart of this. So evidence should be feedback from students; their views on learning and teaching; their views on behaviour and management; their views on what its like to come to school and be in a particular setting you know if it's a secondary school, a subject lesson etc so I would see those as being the absolute heart but I also think data must play a role so I would expect evidence to include test and examination results; feedback from parents; feedback from professionals; you know quite a range.

Kit: Who collects that?

LF: Well I think it has to start with the individual. Again that would reflect the self evaluation so the individual and performance management coming along with some evidence. But you know I would also be quite happy if the system was; well actually in our school the CPD leader gathers particular data sets for discussion.

Kit: But the data is there for discussion not judgement?

LF: Yes, it's a starting point.

Kit: Okay. You threw in there, which is good because it helps me, performance management. I'm presuming you're integrating the two; performance management and the CPD are part of the same process?

LF: Absolutely and I think one without the other is very weak. Performance management is actually a tool to improve outcomes for children and young people. It's not an end in its own right and in the same way, CPD isn't an end in its own right, the end is that children and young people have better outcomes and how do you get there? Performance management is a formal mechanism allowing you to identify what your needs are etc etc.

Kit: And therefore it's the other end of it because we talk about the evidence which is the starter and now you've actually said that performance management and CPD are the formal procedures which enable development to happen based upon them. Okay so how has it made it accountable? How have people made it accountable for it? How should they be made accountable for it?

LF: Accountable for performance management or CPD?

Kit: CPD and the outcomes.

LF: At the end of the day, CPD does have a cost attached to it and this is public money. So clearly in the system of schools that were talking about there must be an accountability measure and I think that should

all relate to the impact so you need to be able to show that professional development is having an impact as described earlier.

Kit: On pupil outcomes?

LF: On pupil outcomes yes but in the broader sense you know so it's well being. I'm not just talking here about test results and that accountability then operates through a system within a school and that could be that your line manager is holding you to account but ultimately it's the Head Teacher and the Governing body and I think that quite an area of exploration, Governing bodies and their roles.

Kit: And what about Ofsted?

LF: Well Ofsted are part of the accountability measure for the whole standards agenda but I think it would be a sad day if we felt accountability was related to Ofsted as opposed to a professional accountability, personal accountability as well as school level.

Kit: So if the beginning is 'where are you now in terms of pupil learning outcomes and experiences and Every Child Matters' and if the end is improvement in those areas, drawing on evidence, what are the processes teachers go through to get there? How do teachers learn and develop? And we talked about the different forms whether its observation but what happens?

LF: I think you've touched on something where I feel we haven't articulated sufficiently well what professional learning looks like and I feel as a country we are hugely advanced as we should be in articulating pedagogy and practice for children and young people and yet we don't really seem to apply that model to the adults that work in the school. I think many of the principles are very similar but there is a big big difference I believe between the motivation of children and young people and then the motivation of professionals to learn. And professionals are experts, they've obviously been trained for years, it's hard to change the behaviour of experts and so therefore I think adults need a very significant motivation in their professional learning.

Kit: Which is?

LF: Well i mean most of the people in the teaching profession are motivated by the desire to work with children and young people and so if they can see that whatever the learning is, is going to have an impact, mostly they will be motivated. But I think professional learning for me needs to start with this individual motivation and one of the things that I've become acutely aware of over the last year, but its embedded in our work, is the need for organisational and individual development to go hand in hand. So in other words its no good, lets say as TDA, developing lots of processes, work, whatever that motivates lots of individuals to demand more professional development. If the school doesn't have good processes to manage that demand and supply and similarly, if we concentrated too much on school systems it would be no

good whatsoever if school systems said you know 'we've got good CPD leadership here and this is how we analyse the needs' but the individual said 'I can't be bothered, I'm not really interested in learning'.

Kit: So how does the, there's a triangular thing I think you've shown now, which is the teacher; the school and the policy making bodies being the TDA or whatever...

LF: I don't see it as a triangle actually

Kit: No?

LF: I very much see it as two parallel lines and that's the individual and the organisations. With TDA just being an agency that has a role to play but if we were looking at 'how do professionals learn, what is good professional learning?' I think policy makers need to consider organisational and individual development as going hand in hand

Kit: And how does the individual and the organisation interact then? In the learning process?

LF: They interact through a matching of self analysis, self evaluation and motivation, in other words wanting to learn, and then good systems, good processes and good CPD leadership.

Kit: I guess you're being careful not to actually say what they are? Some people have said things like coaching, mentoring is a way of linking the institution to the individual but you're just saying good processes and it wouldn't matter?

LF: Well yeah I mean that hasn't been the way I sort of wanted to respond to that question to me that was a sort of specific method. You know I wouldn't disagree with that but...

Kit: But it's one way of many?

LF: Yes absolutely.

Kit: Well that brings me on to the leadership, the managers' management of CPD etc. How should CPD be lead? I mean it could be very bottom up, it could be very top down, it could be co-ordinating?

LF: First of all I think the role of leadership in CPD needs to be strategic. I think it's quite often teams of people like you're asking me how it should be lead not how it is lead so I'll stick to the question, it should be lead strategically and in a big school by a team of people. It could, and sometimes should be lead by somebody across a cluster of schools where schools have got effective collaborative networks and I've certainly seen some models in the East Midlands where there is a CPD leader across a group of schools and that person is doing the job

fantastically well because that is their role, so how should it be lead? It should be lead by people who have been given the time to do it well and I think one of our problems is that typically, CPD leaders have got so many other roles that its sort of squashed in to lots of other priorities. It should be lead I believe by people who actually know and understand what professional learning looks like. Its not co-ordination, this is a thigh level professional role.

Kit: Now those two parallel lines, if I can go back to those in the sense that there's the individuals and then there's the organisational development which has to be hand in hand, is there a need for, and you saying teams, somebody to champion the cause of the individual and somebody to champion the cause of the organisation?

LF: Maybe that could work but it doesn't sound a good model to me because we want the integration and there's a danger then that you get sort of discontinuity or dislocation where i say it could be a team of people that simply because if you look at a large school, they might have 150 staff half of whom are perhaps support staff and half of whom are teachers, managing the professional learning of such a large number could well be done by perhaps a Deputy Head and a School Business Manger and if it's certainly some of the models I've see, involve a Deputy, a School Business Manager and then somebody else who does some of the admin work.

Kit: What about Unions? Teacher Associations?

LF: What about them?

Kit: Have they got a role in professional development?

LF: I think they do at a strategic level actually. I mean some of the Union learning representatives I think play excellent roles sort of at a regional level. It's a difficult one because I wouldn't want to kind of specify. I can see in some schools it might be that an individual Union has got a strong role to play but certainly nationally, I think Unions have got a strong role to play in helping raise the status of professional development and if I look at some of our Unions, some of them offer fantastic models and detailed professional development courses.

Kit: Okay that's good. I mean we've mention performance management and we've talked about accountability, what should be the audit tools to check that everyone's reaching their entitlement and everybody's achieving what they should do, how should it be audited? Is it institutional, should it be Ofsted, is it professional or is it just an individual responsibility? How should it be audited?

LF: I certainly couldn't see Ofsted in having a role in auditing because if were looking here at improving outcomes for children and young people I think you need to consider that at the organisational level, so

you want to improve outcomes for this group of children in this particular school or indeed in this cluster of schools. I think what you need is an audit tool that operates at the individual level and it's the outcomes from those that are then analysed so that you can come up with an organisational plan and its got to be a cycle I believe that you've analysed what the weaknesses of your teaching and learning are within the school and those feed in to the performance management discussions. So for example if boys writing is a weakness for the school then I would expect that to be a discussion in performance management at individual level. You know lets try to take this a little bit further, as an individual I come along and I say 'you know I've used the standards here and these are my strengths and these are my errors for development' and its nothing to do with boys writing, I think the discussion, this is why performance management is so important, needs to then have a sort of a well informed view as to 'is boys writing an issue for this particular teacher?'. Now schools, the best schools have got highly effective data analysis tools and it might be well, funnily enough, although we know that boys writing is very weak in the school, you're teaching has clearly addressed this problem because you're getting really good outcomes for boys and girls. Well in that case, this person can be used to professional develop others. So its not always a deficit model of 'oh right so these are the weaknesses, what can we do to address them and fill the gaps' its also 'my goodness, you've got all this to offer as well' and this is where I think the best models I've seen are a sort of school based menu of professional development opportunities with the staff and I do mean the whole staff, offering a menu of activity. Now in a smaller school you might find you don't have enough to draw on which is why a cluster based model is very attractive.

Kit: So what about, because with the organisational bit and the individuals and people, it's embedded in the standards as well isn't it that CPD's are also what teachers offer

LF: Yes developing yourself as well as others.

Kit: So how, I think what you're saying is that's a priority that teachers actually work with teachers drawing on each others expertise.

LF: Yes absolutely. Putting more of a focus on the professional development and professional learning being on the job.

Kit: Yes. So it's not even a professional entitlement because its embedded in their practice, it's actually something that all teachers should do every day without even thinking about it.

LF: Absolutely yes.

Kit: Okay now the difficult bit then.

LF: What its going to get harder!

Kit: No no it's going to be difficult for me to ask the question without showing my prejudices. How do you acknowledge successful CPD? How do you acknowledge it or accredit it? Oops I've said it!

LF: Now you see that's a very different issue isn't it accreditation. How you reward and acknowledge it, I do believe that professionals are driven by the desire to see children and young people have better outcomes so its intrinsic for most professionals. To me the whole issue of accreditation is a very different matter and now States of the Nation research has told us that many teachers are not concerned whether their professional learning is accredited or not. Now that's because they're intrinsically motivated. I think accreditation can be important in not only rewarding and recognising but actually setting that level and that is what I'm going to come back to with the National Standards. Is accreditation a way of helping to professionalise the development itself? So by sort of saying you know 'this is Masters Level' it's a bit like you know 'this isn't just any food, this is M & S food'.

Kit: Yes I like it!

LF: And so therefore you're able to say something about quality. You know and I think all of our PPD research has convinced me of the superior quality of Masters Level CPD. Having said that I by no means would suggest that all CPD should be Masters level but I do think during a career as a professional all teachers should have access to Masters level over a period of time and it all comes back to 'what are you trying to achieve?'. If you want simple straight forward Health & Safety updating and it doesn't need to be accredited, but if you're engaged in something that's more sustainable and it's a deep learning, then those levels seem to be the way forward.

Kit: And what about other forms of acknowledgement than accreditation? I mean I'm thinking IIP for example or have a pat on the back from the Head Teacher.

LF: Yes well I was thinking of a pat on the back actually when you said that because I think there's nothing more powerful than in this day of email, a hand written note from somebody senior congratulating people and again I mean I always tend to look at things in the round, there's never one answer. How should CPD be rewarded? It should be rewarded and acknowledge through I think a personal recognition; a hand written note or acknowledging something.

Kit: Peer recognition?

LF: Well I was going to actually say too many young people also commenting their feedback should be a reward and peer recognition

and right down to you've now got thirty credits of M level. I think we should use the whole range.

Kit: The TLA as well?

LF: Yes I think the Teacher Learning Academy has got a lot to offer and I would say that that was another way of rewarding and accrediting but I wouldn't say it was 'the' way.

Kit: So is it about the right way for the right type, its horses for courses.

LF: Exactly yes that's right. It's personalised CPD.

Kit: Right okay. Were nearly there.

LF: It feels like a job interview!

Kit: Yes I know I'm sorry! I think you've probably answered the first part of this question, I think you're saying the best CPD, a lot of it happens within the work place within schools?

LF: I believe it can do. But I also believe that there are dangers inherent within that view because what you can end up with is an inward looking low standard CPD. So in other words this model needs to be work based learning must be balanced by externality from time to time because otherwise, you know I'm sure we've all seen it, the weak coach, coaching a weak practitioner so whereas the challenge in that? And I think that's one of our key challenges, how do you get that level of externality when you need it and making sure it has impact because all the research I've read suggests that if you bring in consultants there will be a limited improvement while the consultant is there but because the initiative isn't owned, as soon as that consultant has gone, you go back to 'yeah' so what I would want to promote is deep learning and for that you have to engage in peoples values and beliefs and that's why I'm obviously very much stressing an individual but one of our principles is organisational and individual development must go hand in hand. Its no good doing lots and lots for the individual if the systems aren't there and I think that's a good check so keep on checking and I think our current models have probably done too much on the system lead and not enough on the individual and that's where MTL can be very powerful but we need to make sure that people who wont be eligible for MTL also have a right in a responsibility.

Kit: And who should do the CPD? Who are the key players within it? Because you've mentioned the whole workforce for example.

LF: So you mean engaging it?

Kit: Yes.

LF: Its got to be the team around the child so whoever that might be and in fact the more inclusive you are the better so look at it from the child's point of view, effective professional development could and should be Head Teachers or working alongside SBN's. I just think it's such a false distinction. You know lets say behaviour management is an issue, well you'd be crazy to say right all of the teachers are going to have some input if you didn't at the same time look at well actually hang on our SMSA's spend quite a lot of time sorting behaviour. Our cover supervisors, and in fact again our research shows this that it's a whole school approach that makes a difference.

Kit: And are there barriers to that?

LF: Well the barriers for all members of the workforce are primarily related to time rather than money, that's what our research tells us. Funding can be a barrier but in more often and not its time and that's where I think created use of the fire school closure days is something that we haven't really reached the potential of yet. You know people say 'we haven't got time, we can't fit this in' and then you ask them how those five days were used and there's often a huge gap, well there's those 35 hours, it's your five days. The best practice I've seen involves people and schools disaggregating some of those five days. Maybe keeping two or three as whole school days and then the remainder two days, breaking them down into two hour slots throughout the year so that its embedded but the Unions aren't very happy about that, its s notion so we tend not to promote it.

Kit: Anything you want to add.

LF: What is the title of your dissertation?

Kit: The Ins and Outs of CPD Leadership.

LF: Oh right the only thing I would add is that we have invested heavily, financially and through our human resource in developing CPD leadership and there is a lot of stuff on our website that...

Kit: Yes I know.

LF: Well I was going to say you know at some stage I would be very grateful for your feedback on bits you think are particularly useful, bits you think aren't. We're going to be reviewing it at the start of this financial year.

Kit: Let me explain, The Ins & Outs, what I mean is what goes in to planning CPD and then what comes out in terms of impact and effects and that sort of thing really.

LF: Hmm nice title...

Kit: And the leaders role in trying to see if the leader can embed it with performance management and if it is hand in hand in school improvement or whether it's the individual at all. Interestingly looking in France where teachers don't feel particular affiliated to their schools but they feel affiliated to their profession so it's a different process of thinking through CPD in that way. So yes and what I'm hoping to do is, if and when, if and when I get an outcome if you like, a model then to apply that to some real examples to see, lets look at NTL for example, does that swing one way or the other, is it flexible, can it meet individual needs, different school needs etc will it actually be, is it built in such a flexible way and its quite interesting because I thought I was being very (because I'm fed up with the TDA) I thought I was being very original and I came out with those four dimensions and then I read through some NTL stuff and it said 'and the four dimensions are' and it was the same words

LF: There's never such word as original!

Kit: No there isn't! But LF that's really helpful thank you.

Appendix 13 (a) LA TRANSCRIPT (i)

Kit Field

- a) What do you think are the most valuable forms of CPD?

IS

- a) Are we looking at focusing on schools here?

Kit Field

Yes were focusing on schools and on teachers.

IS

I actually think the most effective long term to have an impact is coaching. But its also one of the hardest to set up within an organisation. I also think that research is a key area for schools to move forward but again it has to be school based and it needs to be supported by colleagues within their role. The learning sets are really good, the networks are really good. I think that where you get on to courses there alright for kicking off information giving they're actually for a long term impact and I think sometimes they don't have a lot.

Kit Field

That's great. You've mentioned impact twice. What do you mean by that?

IS

That actually you can see a difference in the classroom in relation to the teacher's behaviours, you can see a difference in the way the children learn, you can see a difference in progress people make, students makes. Basically a difference. What you do makes a difference.

Kit Field

Yes okay. We have a lot of discussions in literature and between education and training. Do you see a difference between them? Do you see that one has more impact than the other?

IS

At a simple level I would put training as a skill you need to do your current job. Whereas education is about how to learn, how to apply what you've learnt, how to move things forward. Training would be two things within a certain stretch of work.

Kit Field

So to do as you're told?

IS

Yeah its skills. I would say training is very good for skills for giving people knowledge and giving people the skills they need to apply for what they're doing.

Kit Field

Which is education?

IS

Education is application yes. So it's actually how do they use those, how do they develop them.

Kit Field

- b) Now that leads me onto the second area. What for you in your role are the prime success indicators? Because you're not always in the classroom with people that have CPD. What are the indicators?

IS

- b) That's really difficult for me to answer because the people that are involved in our CPD often we actually go to those a lot. What we can do is monitor what they set out to achieve and whether they achieve it which is a 6 monthly evaluation. So actually it's the schools responsibility to look at that impact of the performance management. However, if I take it down to its conclusion, we are in a job of making a difference, we are in a job of improving standards across Walsall schools so therefore if standards are starting to improve, if we're recruiting well, if teachers are staying in their post and they're happy, if we don't have too many problems from OFSTED and that's sort of indicating that we're doing something right although there are many different factors.

Kit Field

So they're all indicators rather than measures?

IS

I think it would be very difficult to measure what we do. Other than in the response from our clients out there and I call them clients and those clients are our teachers, our parents, our kids etc.

Kit Field

- c) How do you get a response from parents?

IS

- c) Through the school. Obviously if they're satisfied with the type of education that's going on in school and the teachers are hitting the right standards then yeah, they'd vote the council in, they're happy with us. I mean they have a say in how we move forward and we talk to the community a lot through the council and I mean a lot of our work is about community.

Kit Field

Yeah, that's interesting so with the community it's basically an indirect report back that you get via the school as to whether the community are happy?

IS

Well not just via schools I mean the council are our partner so they will be doing their own work as well to their satisfaction of services and education is one of those services therefore we get very clear indications of that.

Kit Field

That's interesting. What's the starting point for teacher development? Is it evidence that teachers would generate themselves? Is it a policy that is handed down? A mixture of both? The community wishes? Where's the starting point? What's the evidence base?

IS

That's a difficult question. It's a very difficult question because there would be lots of different starting points depending on the individual. I think effective CPD must start with the individual. And it must start with a reason. Now where that reason comes from, whether it's a self evaluation, whether it's something that's been observed that says they actually need to do something, I don't know. I mean it could well be that it's a government thing that says that so I think there's lots of different start points but the finish point is what makes a difference.

Kit Field

So it doesn't matter what the government lead for example?

IS

You mean doesn't it have a moral purpose? Well now you're going down a really tricky route. Because moral purpose is fundamental to what we're about. Now that is so tough, because we have to work within the parameters that we're set within our organisation but actually it's the culture of the organisation that makes the difference, not the individual. As an individual you can have support for culture, but if the culture is in there for learning and life long learning or whatever you want to call it then you will fit into that and then you'll be reflective and the whole thing will move forward.

Kit Field

It's interesting because you say there is such a diverse range of drivers there that the basis for it is a public service and accountability. So, on the other hand you feel responsible to towards teachers who are in the process.

IS

It is, if we felt that every teacher within our school and looking at how the children are producing and then were looking to do things constantly better. It's continuous improvement and continuous professional development that we're looking at and actually to continuously improve you will need sometimes information and sometimes you will need skills and sometimes you will need to better understand and it's actually knowing which of those strands are the strands that you need to pick up on.

Kit Field

So in a sense, I mean the questionnaire we looked at systems led CPD driven then there's professional driven which is very much the teaching body of itself and then you talked about individual, you've talked about the school. Of those four, which one would you pick?

IS

Well I think most of the development that has gone on for the last 5 years has been tucked down, you know? The changes in the curriculum. And there are more effective teachers than those ones who are downward or the schools are the ones that are identified and which of these are most appropriate to them to move forward and then focused in on those to prioritise how they'll move forward. I think that comes down each time to a few organisations.

Kit Field

So it comes back to the sense to the schools priority and conscience.

So with that in mind, you mentioned where you get the sources from but could you pinpoint what the outcomes would actually be? We talked about impact, can you actually say 'right these are the things I look for'. You've mentioned pupil progress for example.

IS

Yes. I mean fundamentally that's what we are about. So I mean people would engage in it and there are lots of ways we could look at that.

Kit Field

You put such a stress on the client that comes through the door, do you look at how the school might change with the CPD or is that something that just happens?

IS

No I think you have to set out and someone has to set out the vision and then has to bring the right people in, about organisation and balance and skills, and once you've got that moving then its all about partnerships and change so I think its supporting each other. There's a professional focus.

Kit Field

A professional obligation.

IS

Yes. But it's also seen as part of the entitlement as well. I think an organisation as a learning organisation would be open to the individual who comes on and who wants to improve, so they come at one point and maybe they want to get a Masters and an organisation will support that because it can. But of course there are other priorities that that organisation may be needed to spend on it self. And I think that would be open to someone coming forward in that way.

Going back to your first question, I think the one thing that did go wrong where we get a lot of whole school training sessions. I actually don't think they are particularly pertinent to the individual and the organisation. You know the training days and things like that.

Kit Field

So its making a difference and that difference is seen through an individual progress. But that difference has to be a positive difference in terms of the schools priority.

IS

There's also the person engaged needs to know what that difference will look like. So it's not just accepting any difference as right at the very beginning they need to have something to aim for.

Kit Field

You say you don't mean it in a fluffy way when you report it. The success is how do you report that sort of thing?

IS

Well again that comes down to the school doesn't it and I have to say I'm really committed that there should be performance development throughout the organisation and I know its there for teachers but actually its fundamental to any organisation. It's proving that everybody has an entitlement to performance development. In other words I think it's through a good system like that where we identify gaps or areas for development. We put support in, training, coaching whatever that may be, learning. We then discuss what it would look like and why we're doing that and what that would be and then as part of the process we monitor and we evaluate if it's happened and I think that's continuous professional development. If you take that focus, if you take that rigour, out of the system then it's wasting time and money.

Kit Field

So its quite outcomes based isn't it really working towards a concrete goal.

IS

Yeah and that concrete goal could be I could get a Masters! But there's got to be something that you know you're aiming for it can't be just 'I want to do this because I want to do it'.

Kit Field

And to put these individuals together, is that the agreed goal?

IS

Agreed goal and that could be the whole school it could be a team it could be a subject network across a number of schools.

Kit Field

So what processes do, I mean I'm sticking with teachers at the moment I mean we've talked that teachers go through that learning process. I mean you've mentioned skills you've mentioned applications, what comes first?

IS

Actually if somebody's not willing to change, then none of this will be worth it because they will just go through the motion.

Kit Field

And do they need to pick up the knowledge first? How does knowledge affect this?

IS

It depends. I find this really difficult because it depends where you're coming from. Say you're having to teach a subject that you've not taught before you would need knowledge. You could be teaching PSHE to who ever and you've got to have knowledge as the content. But you've already got the skills necessary to teach it effectively. You know you understand and can learn so you would need knowledge in that situation. You could get a scientist or a mathematician that comes in and have got all the content in the world and all the knowledge in the world but hasn't got a clue about classroom management and structuring learning episodes. So therefore what have you got? You've got another focus where you've got to look at 'how do we help children learn' and 'how do we monitor people's focuses. So I can't say what comes before the other, I actually say it's got to be appropriate to me or not.

Kit Field

So it's interesting that you've separated needs and wants because that's a very managerial position you see and in a managerial position it's 'these are the needs and the wants'.

IS

Yes you've got to get a balance. If you personalise it, you can tell me what I need and I can say well yes because I'd agree with you but you've got to sell me that need you've got to tell me why I've got to change. And because change is so frightening and because teaching is the first thing where you're actually criticising the individual, it's not just the job you've got to do, it's you as a person and you've got to relate it properly. You've got to be very very careful how you do this. So It's almost better for you to say 'I like coaching'. For you to do that and actually suggest what I need to do. And that's what I keep coming back to; you can't impose development on anybody.

Kit Field

So then in terms of support, because you're saying you can't impose, you can't do that, you've mentioned coaching, what systems need to exist to enable support to happen?

IS

Well I keep coming back all the time to you can't divorce any aspect of professional development in isolation. You can't just say that because it's got to be where you're willing to take a risk, willing to make a change and that's how they learn. So in other words, if it goes wrong it goes wrong.

Kit Field

So does that vary according to the school?

IS

I think a school in special measures they don't encourage teachers to learn. Its very varied skills, do this, do that, do the other, they don't build a capacity

within that school. And that's why some of our schools are in special measures, but then as soon as they lose key personnel they spiral again or as soon as they lose the advisor or the project altogether they actually haven't built the capacity for the individual within that organisation to make decisions, or make the appropriate decisions or to invent structures and I think that's if we want to make a real difference. So you'll see a school in special measures is not a good school to be looking at professional development.

Kit Field

But it's a school that needs it most.

IS

Possibly. Although again no I don't agree with you actually because, lets take a school that's doing okay and ticking over, probably because its in a good area and got the right kids coming in, its got teachers that know better than other ones but actually they might have a culture around them where they can take a risk, where they can afford to fail and therefore you actually will often get better learning and better change and better developments in one of those schools than you will in a school with special measures where it tends to be very structured and very focused. Now they'll do that to tick that box

Kit Field

So target driven is engenders fear.

IS

Well yes I mean if you're a special measures you're totally under the cosh and you're the failed measure and you're schools going to be closed. If you don't hit that target then you're out of a job.

Kit Field

- d) So the role for you is to look at how effective CPD is. What audit tools do you use in ascertaining whether a school is performing well in terms of CPD or not?

IS

- d) That's interesting. I mean one of the clearest ones is engagements by CPD leadership in our own network meetings and things like that. Actually that's not necessarily perfect but it's helpful, it's an indicator because we will get schools that are really good that don't engage with us but engage somewhere else. We also provide audit tools, you know, self check and things like that and we've done a lot of whole school training in performance management and organisations and things like that. Our programmes, we used to work on many different programmes. We still do in a way however we're very much more structured in the type of provision were putting out there and we took a strand of leadership and we would be looking at leadership right the way through, we would be looking at those in different levels. We would be looking at tracking people and we tend now to have a whole group of people within the borough who are on this leadership ladder so we can enter target support for them.

Kit Field

So effectively the menu driven approach is in a form of analysis and then we can monitor where people and institutions are...

IS

And then say they're on that ladder. But I mean we've got learning frames as well because we do an awful lot of work for support staff as well. A massive amount of work on them, developing them through the TA structure so there's a lot going on. It is a menu, but it's a menu that is searchable by clear criteria that they might be looking for. I can show you stuff like that.

Kit Field

That is interesting. And then do you put all that into reports?

IS

Yes.

Kit Field

What level does the report go to?

IS

I report manually to the directors.

Kit Field

And on what basis is the report done? Is it school by school?

IS

I can do it school by school etc but the individuals have changed maybe in the last 10 years. But I don't do the reports in that way.
(Ian now starts to show Kit an example of one of his reports)

Kit Field

So the evaluation is very much the...

IS

Actually we don't use them that often if we need to hit an area we need to improve upon but that is if you looked in the evaluation form that came through it would have 'what do you expect to achieve' what will you achieve' and then the 6 month evaluation is 'what have you achieved', 'what support have you achieved', I mean I can show you.

Kit Field

So its expectations, aspirations and achievements that attract.

IS

Yes and we would then encourage people to use that in part of their performance systems as well so that then becomes evidence so 'this is what you set out to do', 'this is what you'd do' and 'this is the difference its made', take it in and that's your evidence but its also leading to self evaluation and

reflective practice and if we went down the route with the TLA which we haven't, we could actually then use that straight into the TLA.

Kit Field

And the Masters routes as well?

IS

Well of course although I'm a bit concerned about the TLA stuff and that

Kit Field

That's interesting that you track it through rather than just being the product.

- e) You keep introducing the next question to me in a sense. My next question is acknowledgment. How do you think teachers and schools and successful CPD's could be recognised? You've mentioned TLA.

IS

- e) Yes I think accreditation is very important and I'm not just talking about school teachers or whatever and that's why I would encourage all RTP to take forms of accreditation because it actually gives you some external credibility for what you've done

Kit Field

There are different forms, there's the University and lets say the TLA etc. Does it matter?

IS

No.

Kit Field

No. Because it's a motivational thing?

IS

Well partly but I think the real motivation comes from within. Unless for example would be my Masters where to move further up the profession I needed a Masters and so therefore it was initially started and I jumped through the hoop but then once I was into it I was enjoying it and I learnt a lot from it.

Kit Field

But the initial motivation is not the accreditation it's what you're doing or why you're doing it.

IS

Yes.

Kit Field

So why have the accreditation?

IS

Because it gives you some external credit and it validates your learning. I mean a lot of our courses don't have any external validation but we always give them a certificate to say they've attended and they've done it. And some people file it and keep them and others don't.

Kit Field

So that's individually, what about corporate...

IS

Well we have talked about having CPD kite marked. There's quite a lot of different organisations that are looking at that. It would probably be something that I would want to use because again it's motivational for schools to be able to put up. I was involved with the setting up of Sports Marks many years ago and we actually did a great deal to improve the quality of physical education in schools especially the primary schools because they wanted the mark so therefore the mark said 2 hours of PE so therefore we did 2 hours of PE and it made a big difference and I think external rewards do make a difference to organisations. Like we've just done for IIP. Why did we go for IIP well actually, the reason we went for it was because we knew there were things that needed improving but it gave us an external viewpoint which actually enabled us to...

Kit Field

And do you think that the accreditation whether its kite marking or not, is a vehicle as well to help jog things forward?

IS

I think that's the whole idea of it isn't it?

Kit Field

I'm not allowed to comment.

IS

Actually we'll take it looking at 2 different things. At a personal level the accreditation may be an end whereas if your an organisation and the external evaluation of where you are would indicate of where you can move forward then that's really helpful and I suppose with the Masters, the feedback came to me as 'you need to do this better' or 'focus on that'. Its all about learning isn't it?

Kit Field

Yes.

The last one you sort of answered but I just want to challenge it a little bit. The location you sort of very much said it should be work based, coaching, being observed, observing others etc. Would that be the primary location?

IS

Again, if you're looking for, that first question I said if there's impact in the classroom, what changes practice most effectively and that is where people are working together, moving forward and sharing expertise and supporting each other talking about it. That's when you make a difference so in a school it's a very good way of making a difference. But it's not the only way, as I said at the beginning, if I want information, if I'm going to be teaching Maths and I need the Maths content then maybe the best place to go and get it is off the expert Mathematician because I can get that information.

Kit Field

So its courses for horses...

IS

Absolutely and that's why our schools often slip up because **say in the way** that we as teachers focus on individual pupils learning and their learning style or whatever, how many CPD leaders actually start to talk about what's the most appropriate way for this teacher to learn this content within that length of time so that's why I think its through the performance system that we can actually have those discussions.

Kit Field

It seems to be that you're saying that the impact has to be in the classroom so there's has to be some classroom element to it whether its reflection on one's classroom performance being observed

IS

Well I mean are we talking about making a difference in the school?

Kit Field

Yes. I think that's what you were saying, it's about making a difference and I think you actually said it's was about having an impact in the classroom so at some stage does there not have to be a classroom element to the CPD?

IS

But its not the classroom, you're thinking classroom but I mean if you're a leader within a school part of your development must be, maybe not in the classroom but it will be in your organisation so what have you done as a leader? What have you learnt as a leader about your behaviours? How have your behaviours influenced others? So I think there's got to be some practical application of learning to reinforce it. I think that's what it is. One way or the other.

Kit Field

And that could come beginning, middle or end but there has to be something...

IS

It's a practical application. Mind you, has everything got to have a practical application?

Kit Field

Well were talking CPD.

IS

Yes okay but learning. If you actually think of learning sometimes people will learn just for...

Kit Field

The joy of learning.

IS

The joy of learning.

Kit Field

And that can lead to motivation.

IS

But it doesn't. But that wouldn't be CPD would it *really*?

Kit Field

No but take it completely outside if someone was to say the teachers in the school need motivating, lets use CPD as a means of motivating staff, it might be and lets therefore not monitor them to death, lets let them just enjoy the pleasure of learning and it will filter through in the end.

IS

But it has an outcome when you're changing that culture engaging people that haven't been engaged before. Yeah okay.

Kit Field

It's interesting because the research that I have done shows a strong link between intention and impact. Positive impact is achieving your intentions but along the way there's quite a lot of unintended, unexpected good and bad, so that's brilliant.

Ian is there anything else that you feel you want to add

IS

No no I've just talked!

Kit Field

Well I've taken notes and the way that I intend to do it is to transcribe what you've said. So that's what you say down there and that's my notes to see as an analysis.

IS

If you want to come back to me and ask for clarification on anything then that's fine.

Kit Field

Well what I'm hoping to do is, there's a couple of others to be in your position so it may be to get you all together and say 'this is what's seems to have come out'. I think you'll all agree or it might be 'do you realise to the extent in which you differ'? And that little focus group might make a very good way in analysing what everybody's actually got to say but we'll keep them anonymous anyway.

IS

Well I think if you pull from my beliefs and where I'm coming from, it might be totally off the wall to others? Who knows?

Kit Field

Well I don't think there's going to be huge differences its more like which way do people learn rather than whatever because were all tied into our own opinion. It's interesting. CPD people like performance management as much as others!

IS

Absolutely

Kit Field

But it's often indirect isn't it?

IS

But I do think that that really should be an important part of it, that there's a structure whereby this takes place that's equitable and honest.

Appendix 13(b) LA TRANSCRIPT (ii)

Kit Field

- b) What do you think are the best forms of CPD?

CF

- a) I could come out with a sort of a string of descriptions I suppose, the CPD is collaborative, it begins from the teachers own sense of responsibility for their professional development. I do believe obviously that it's got to be intimately connected to the school improvement plan and the needs in the school and ultimately obviously the impact on the child. I think that different people learn in different ways don't they? And there needs to be a varied menu of ways of learning. I mean obviously the local authority has got a role in not just supporting that but actually in helping that by putting on courses with a variety of different shapes to them so it could be to deal with the new legislative statutory requirements or new initiatives etc you know there's performance management style etc etc, or it could be more developmental workshop approach, network approach, and that can be an effective form of CPD. I do think however that the most powerful form of CPD is that actually that takes place actually within the school by people that have become empowered to do that and acknowledging that, I mean the role of the local authority there would be in terms of supporting the school and helping to develop that. I mean in fact one of the things I've done in this last year is to set up a bespoke advisory service whereby schools buy in to basically a team of professionals and a variety of different areas and that is then I act and sort of negotiate it and sort of put the package together and that has been enormously successful. And it's confirmed to me very strongly that more and more school are becoming more responsible for their CPD and so that the local authority role is changing, I'm not saying by that it's weakening but its changing.

Kit Field

- b) Do you see yourself actually representing the school that's using you or are you representing the policies and the approach to the local authority?

CF

- c) Both.

Kit Field

In equal measures?

CF

I mean it depends doesn't it. I mean it's a multi faceted role and there are various statutory initiatives that have to be put in to place. Obviously it all sort of separate to other types of CPD. There's like giving out information and making sure that people understand policies and procedures for example because I sit within the school workforce team, really the brokerage that I do covers the whole lot. It could be from setting up individual one to ones on

Kit Field

So brokerage is all about tailoring it

CF

Absolutely, tailor it to individual needs of the school.

Kit Field.

- d) So in your role, your professional role, what can you look for success indicators, what would show you that it's worked or indicated that it's worked? I'm not looking at the measures that might be horrible things like SATS results, I shouldn't say horrible, but what would you see as the indicators when you're working with schools and teachers? How do you know it's worked well?

CF

- c) Well obviously ideally you set up outcomes when you're designing the CPD whether you're a member of the school or the local authority. Obviously with the tailored service you individually negotiate those and those are obviously linked to the school improvement plan priorities.

Kit Field

So it's the criteria effectively are the project intended outcomes as apposed to lets say national standards to teachers

CF

Yes that's obviously my role. Basically I pull together the work of all the different groups which includes strategies and the work that the workforce team does and the TDA delivers etc. So that is how I would approach it. Obviously I go out and I visit a very large selection of schools and one of them in fact was starting as a pilot and going out and looking and trying to find the golden thread as it were, following it right the way through to the impact on the child through a huge variety of different mechanisms, talking to identified individual members of staff about their own perceptions. So it's a bit ballsed to say would we look at the outcome because obviously there is far more to it I appreciate that

Kit Field

So what you're saying is its auditing the whole process and so that you're able to track...

CF

Absolutely. Yeah. It's critical; I mean why are we doing it otherwise, you know? If we're not actually affecting the individual life, what's happening to the individual child then that's the bottom line isn't it.

Kit Field

- d) Teachers learn and develop in different ways. What's the bottom line, what's the basis of that development, what do you think teachers should be asked to

base their, when you say it's tailored, it's tailored by the school and individual teachers etc, what do they base their views on? How would they be able to say 'what I need is' and 'what I want is'? What are they basing their plans on?

CF

- d) Well there's several strands obviously. Particularly with the new performance management structure. You know in a healthy school, where professional development is seen as the responsibility of the individual and that is encouraged and supported through all the structures and processes and leadership and so on, then there is clear process of that happening particularly in terms of coaching which I think is absolutely critical, that teachers actually develop through that coaching process and awareness of their strengths and areas of development.

Kit Field

But the evidence that would underpin that is it impressionistic that 'I need to be better at' or is it looking at forms?

CF

Well there's a place for feelings, aren't there? But at the same time when it boils down to it, the teacher is actually there to support the child's development and learning so it has to be linked to pupil learning basically, when it boils down to it yeah. I'm sorry it's a bit obvious!

Kit Field

No it's not because we do get different perspectives. So the performance management process helps to identify where they are. It's a structure and that is very much the performance management process should be built around the success the teacher has in facilitating learning rather than their own performance perhaps which might be an outcome of autism against professional standards. So you can look at the criteria or the evidence basically externally who is in post to professional standards or the school could provide figures of pupil performance or you could say the teachers themselves would have to generate evidence against their own areas of interest or need. So is it a teacher responsibility or is it something the professional should encourage.

The basis for teacher development, the evidence that they would use to say 'I need' or 'I want to develop'. Some of it's gut instinct and I think you said that's important and you said that the vehicle for it to be produced is performance management.

CF

Yes, vehicle only.

Kit Field

Is the evidence that should be used, basically imposed from the outside, 'here's the evidence what are you going to do about it' or is it 'go and find out for yourself'?

CF

It's a reality but it's imposed from the outside. And obviously there is some merit in the idea of that. In the actual practice it may or may not feel totally comfortable but that is the political reality. At the same time, the schools which take, obviously they have to pay attention to that data, but those who make it their own, find ways of supporting staff in, well, delivering it, not just that but make sure that they actually, because you know the data is obviously pretty bleak so find alternative ways of actually measuring progress I think it's a far more rounded view. I've got a very data background and you do go to schools where the national performance data is god and obviously its critically important because Ofsted come in and you're measured against it and it can have serious consequences if you don't meet it, but I think if you just follow that on its own, you're going to end up with a pretty dry and very impoverish sort of professional development.

Kit Field

- e) How should the outcomes, you've mentioned impact, how should that be presented to whom CPD accountable and in what form should it be shown as successful? CPD rather than school performance.

CF

- e) CPD? Who are they accountable to? Are you talking about within a school?

Kit Field

Yes within a school.

CF

Obviously, starting from the teacher, the teacher them self, you know obviously the use of the portfolio is not necessarily the official ones! But I think a school created one using whatever's out there from the TDA to help that. In practice in a lot of schools obviously there are CPD leaders. Traditionally there'll be one, more and more of those schools that are encouraging developing leadership then that is extending. So obviously that named person's school is responsible and accountable for that. Ultimately the Head Teacher of the school.

Kit Field

An individual teacher undertakes CPD etc, what should they show? You said a portfolio, what are they going to show there?

CF

A learning journal? A case study type approach? For instance using the TLA comes to mind because I do quite a bit with that. Or you know the schools own particular form of showcase or it could be thank you letters. It could be photographs. It could be bits of the children's work. It could be a huge range of personal reflections.

Kit Field

So a lot of artefacts and personal reflections.

CF

Yes absolutely. Obviously they're sort of nervous of course in a way because they got such a bad press or they can get such a bad press. But you know obviously certificates from courses. Progress, you know you've got your performance management targets and your CPD targets, so obviously a sort of record of that. When I was head of department and later on a senior leader, I was very very keen on people using learning journals, I mean structured and that where obviously coaching and mentoring becomes very very important in the development of that. Photos and portfolios, that sort of thing.

Kit Field

So do teachers need some sort of, when you've talked about coaching, do they need someone to represent them or at least feedback to them and say 'you've done well'?

CF

God it's critically important. Absolutely vital. I mean I look back on my career when there were no structures or support and I have to sort of generate everything myself. Occasionally I got a pat on the head if I was lucky. But I see that as so critically important. Particularly you know, working with these young teachers who are uncertain and unsure and perhaps having difficulties.

Kit Field

Positive affirmation?

CF

Absolutely, positive affirmation and celebration of what they've done. But they're not, I mean you talk about accountability and perhaps that's a bit of a hard word to use but as a teacher you're not just a teacher in the classroom you're a team member of a group. I know that in many schools that there are focus groups and learning groups that go on and I think you try to sort of encourage and develop that. Not just within the school but across schools and there's obviously quite a lot of that in school to school networking example where CPD is obviously at the heart of that and you know the learning communities actually built on that as well.

Kit Field

Sorry, its interesting isn't it. Just in that short paragraph you say have a team focus group, learning groups, networking learning communities. So I think the rest comes over quite clear.

CF

Actually the first word when I was thinking 'what shall I say', was collaborative, I used collaborative didn't I. Yeah I think it's so important.

Kit Field

- f) Now, teachers working in groups or going to courses or observing each other and coaching or modelling, what is the process of development for a teacher

that you see? Obviously there's all sorts of things but I don't want to give you the answer.

CF

- f) Well if you think about sort of being a teacher, in the classroom as a teacher, you become aware of when things are working well and that's a really really good feeling. But as a reflective practitioner, you're constantly looking at how the learning's taking place. What is happening, why it isn't working well? Now this is where sort of the coach, or whatever form or whatever words you want to use to describe the person but lets call it a coach, is extremely helpful I think in being able to actually develop that and also and pick through conversation about, you know obviously sophisticated what went well but that may be the starting point or even better . But through those sorts of conversations you actually start to identify where your areas for development are. I mean it's not sort of a big major issue but lets say you've got a group of very difficult disruptive boys at the back of the class and its just not working. By actually talking that through and identifying what the issues are, you've identified an area there which you can work on. Or maybe the opener of a lesson or an extended question where obviously upon that you can actually build professional development through you know going to watch perhaps the first 10 minutes of someone else's lesson. I think that's a very very powerful effect.

Kit Field

- g) Where does the knowledge come from?

CF

- g) The knowledge of what?

Kit Field

The knowledge they need as a teacher. I guess what I'm saying is you've described a teacher very much an application type of approach in the classroom. Not one where you go and read an encyclopaedia and then give it a go but you learn from your own experience and then through reflection you develop a knowledge bank.

CF

I do actually believe it's a very important place for research but not all teachers necessarily are that way inclined.

Kit Field

Just give me the main aspect of knowledge, is it experiential rather than....

CF

Its got to be built on sound theory about learning and in fact in my own practice I used to be involved when I was in Wiltshire in learning about learning groups so that was a combination of actually academics discussion and then actually doing sort of child observation so using that knowledge in a very explicit way. To be honest that's my style and I admit that not all

teachers would be interested in quite that level but I think ideally that's a very effective approach.

Kit Field

But there is a need for developing meta-cognition rather than than understanding the help.

CF

Absolutely. I mean some people may have it instinctively but I bet very very few.

Kit Field

And that's where the coaching can help.

CF

Yeah. Pull out those strands. Or other experts in school, you know maybe the SENCO you know maybe the EMA co-ordinator, whoever they be.

Kit Field

- h) Cathy I think you've probably answered this question but what forms of support do you think are necessary for CPD to be successful? You've mentioned coaching.

CF

- h) yeah and actually having a culture at least helps with the school where you feel unafraid and not just unafraid but more than that where its possible where you know professional dialogue and talking about areas for development have been freely discussed without fear. I mean that's so important and obviously the structures that you put into position, that is a deliberate act by the Head and the senior leadership team isn't it to actually set about and create that ethos. It's not going to happen off its own bat. I mean you might have some teeny weenie pockets of it

Kit Field

So leadership is crucial. Coaching's crucial and then a conducive culture and general ethos

CF

It's actually quite intimidating if you have a problem in the classroom. I mean it doesn't matter how old you are actually and you feel you are not in control and you want it to work. If you're in that situation and if you feel you can't say anything to anybody then you're not going to learn are you?

Kit Field

- i) I've talked about what you would want the outcome to be you know what the outcomes are likely to be and you've mentioned performance management and you've mentioned TLR. What are the audit tools that should be used as a need for the culture and structures to be in place, what tools are needed rather than just an impression of how good it is, how formalised can it be to audit CPD? And you must do that?

CF

- i) Well what I should say is that I'm actually relatively new to this role and I have only just started on doing those sort of pilots really with a couple of schools and obviously through the CPD leaders. We as a West Midlands group we actually had somebody from the TDA which I'm sure you're aware of that.

Kit Field

Yes that's with the network and....

CF

Yeah that's right and we've got one in another couple of week's time. And we developed to talk it as part of that obviously we actually as a group pull together basically all the best practices that we had and we have some very very simple audits that can be used and obviously through that set of CPD leadership network, we actually go through that with the CPD to help them to, well, particularly the new CPD leader to look at where things are in terms of CPD and also for the individual teacher. Going back to the thrust of your question, if you're looking at it in terms of performance management, that is actually quite hard isn't it. That's all negotiated in that initial meeting and the CPD is identified and that, if you was looking at it from that point of view, but I think that can be quite narrow. If you're just looking at it only in terms of meeting those targets. It depends I mean to be honest with you, I say that but it probably does depend on the skill of the reviewer.

Kit Field

So really it's the performance management to perform and that's the evidence

CF

It's much much broader than that I think because if a school is a learning school and that you have a formalised system of coaching as an informal system of coaching then professional development should be happening you know all the time.

Kit Field

Informally.

CF

Yes definitely informally but it should be the heart of the school rather than just a series of...

Kit Field

So the best CPD is if it just happens...

CF

Well yes it doesn't just happen there are structures and processes and it's a deliberate act.

Kit Field

And then it grows.

CF

Yes that's right, that's right. I mean there's one particular school that I'm thinking of in Sandwell where using the case study approach of the Teacher Learning Academy, the entire staff the CPD is built around TLA case studies and sharing of that process they work together in groups as well to support each other to deliver that.

Kit Field

So it needs a sort of a vehicle to stimulate it?

CF

You've got it yeah; yeah I think it's a very effective one.

Kit Field

- j) Okay so in a managerial position then, how do you acknowledge and recognise CPD? I don't mean, I mean we talked about auditing it and the evidence, how do you reward it?

CF

- j) Are you talking about like in a school?

Kit Field

Yeah in a school. You've mentioned TLA so people would get some accreditation or recognition, peer recognition through TLA, there are other ways that the school could celebrate successful CPD?

CF

Yeah I mean again it's absolutely critical. I mean there's a whole range of vehicles aren't there for this. I mean from the, on a range of informal through to formal, the Head Teacher is seen, ultimately its got to be the Head Teacher because they're the one with the high status. Just taking out time to acknowledge on an informal basis, I mean that is incredibly important. I mean some Heads actually go to the trouble of writing little notes or letters or postcards and acknowledging how somebody has moved on and whatever I mean that could apply to all sorts of things in schools. I've seen examples of professional development, I mean I do professional development in lessons myself but where professional development is in the school is sort of showcased with a newsletter across the school. That there are, the Head makes a bit of a fuss about it in the morning briefing but it's acknowledged and of course it goes all to the governors doesn't it. You know in schools where it really works, the governors come in and you can make it a very formal occasion or you know on a more informal basis.

Kit Field

- k) So what about the sort of professional side of, even from systems led CPD ? Well seeing that the school can recognise it, what other professional forms of recognition? You mentioned TLA.

CF

- k) Yeah I mean you've got the TLA and there's obviously a whole range of different recognitions I mean for instance I mean I'm working at the moment on doing a quality mark for CPD in Sandwell

Kit Field

So that's the institution rather than the individual picture?

CF

That is the CPD leadership.

Kit Field

Not the person but the concept?

CF

Yeah I mean the school obviously has to have various things in position for that to happen. Well it helps finding things cheaper towards which are individual awards which are like Sandwell at Sandwell and we have the local authority generate certificates of something you might have achieved. Then there's the inspirational awards for about the accreditation route and obviously this whole range of stuff out there like the QISS and there's NVQ's, accreditation CAT points. Quite a few of our programmes have them incorporated as an optional extra. But we celebrate school, we had a big big celebration at the Motorcycle museum it was a great fun event but it was very very important because a lot of these folk who had done the level 2 had never got any qualificational achievement in their life and it was very exciting actually. It was very odd. So I mean there's a whole range of things out there. Do you want me to be a bit more specific>

Kit Field

No no; that's super. I mean you're covering a whole range of things which is very helpful.

- l) The last question I've got now is the location of CPD and why? You've already said the school based stuff is good, is that the best? Are there other sort of locations for it and why? What reasons would you give for it being located in different places?

CF

- l) Well okay you've got your school to school networks and obviously that's so powerful because you're actually working in partnership and bringing different strengths and different ways of looking and different experiences and so you know you can really grow your own experts. Particularly in small primary schools I think obviously you haven't got the rural issues but I think the same for the secondary schools applies. So you've got school to school and all the different sort of arms in the local authority and that its sort of in related organisations you know the local safe guarding boards you know and the domestic police agency and all that sort of raft of relationships of the organisations and lay on and a whole variety of different types of professional development opportunities. You then have schools outside the local authority

and I know that tends to be sort of a bit arbitrary really you know if somebody moves from one side of the country to another and they've got a collection and they meet somebody at a conference but I mean that does happen. There are some strong school to school links. International links, we have several very very healthy partnerships with schools who are in a very secure position and being able to develop the international dimension and develop partnerships from India and setting up groups going over to several partnerships in the Middle East so there's all that dimension and the council and SAT and all that. There are a raft of other organisations aren't they where you've got charities, you've got agencies that offer specialised support and input for instance for particularly around specialist behavioural issues that we pull together and they've been coming through my programme.

Kit Field

Sounds a bit like any network is good?

CF

Well if it's good yeah! And then of course I've left out a very important one and that is further and higher education. The links there and the accreditation possibilities and the sort of the dual relationship obviously. And obviously then you've got the Black Country, the Black Country Challenge as well and that's another important one.

Kit Field

You're very much into that community of practice, collaborative learning for each other.

CF

Its open it brings so many different views and perspectives and experience in ways of doing things together. I mean from my point of view I've learnt so much coming into it from the school career. And of course I mean going back to something I mentioned earlier I mean the West Midlands CPD group; I know there are several others of those in this country that are as robust. A very robust group.

Kit Field

The national college of school leadership learning network.

CF

Yeah I mean obviously the schools don't directly relate with that but the work that we do actually does.

Kit Field

Is it confusing when there are so many different sorts of locums if you like? So many different networks?

CF

Well It's interesting you say that, what do you mean in terms of?

Kit Field

Well say if I'm a teacher in a school and I'm really keen to develop. To which network do I turn, there are so many?

CF

Well that's when I see my role coming in sometimes. When I went for the role, basically the CPD was all over the shop, all over the local authority and my job basically was to try and put it all together and co-ordinate it. So I see myself as a conduit, as a broker, stitching it all together. So imagine I'm in a school, exactly the position you just describing you know, I want to see the thing as co-ordinator have an interface so I see my role as actually trying to provide that service. I mean we're 18 months down the line at the moment and its not perfect but its growing and growing and so the CPD leaders network is always structured so that I can make sure that I'm pushing through the information. That's what the 'E' newsletter does as well for those people who can't go to it and also it goes out to other people as well so that I can make sure that people understand what all the opportunities are. You know obviously it's not possible all the time but you now to get a feel and that there's an identified personal local authority.

Kit Field

Anything you want to add before I turn it off. Because there's a lot there!

CF

Well I hope so and I hope I haven't been too general.