**Consultation Response Form**

**Consultation closing date: 16 October 2015**
**Your comments must reach us by that date**

# Teachers' Professional Development Expert Group call for evidence

**If you would prefer to respond online to this consultation please use the following link: https://www.education.gov.uk/consultations**

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

| **Please tick if you want us to keep your response confidential.** | |
|---|---|
| Reason for confidentiality: | |

| | |
|---|---|
| Name: Sam Derby | |
| Please tick if you are responding on behalf of your organisation. | ☐ |
| Name of Organisation (if applicable): Pearson Education Limited | |
| Address:<br>Edinburgh Gate<br>Harlow<br>Essex<br>CM20 2JE | |

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's 'Contact Us' page.

What is your gender?

| ☒ Male | | Female |

What is your age in years?

| | 0-19 | | 20-29 | | 30-39 |
| ☒ | 40-49 | | 50-59 | | 60-64 |
| | 65+ | | | | |

What is your ethnicity?

| | Asian / Asian British - Bangladeshi | | Asian / Asian British - Indian | | Asian / Asian British - Pakistani |
| | Asian / Asian British - Other (please state) | | Black / Black British - African | | Black / Black British - Caribbean |
| | Black / Black British - Other (please state) | | Chinese | | Mixed - Asian and White |
| | Mixed - Black African and White | | Mixed - Black Caribbean and White | | Mixed - Chinese and White |
| | Mixed - Other (please state) | | White - British / Mixed British | ☒ | White - English |

| | | |
|---|---|---|
| ☐ White - Irish | ☐ White - Scottish | ☐ White - Welsh |
| ☐ White - Other (please state) | ☐ Other (please state) | |

Please Specify:

If you are responding as an individual, which of the following options best describes you?

| | | |
|---|---|---|
| ☐ Teacher | ☐ Middle leader (e.g. head of department) | ☐ Senior leader (e.g. head teacher) |
| ☐ Researcher | ☐ Other (please state) | |

Please Specify:

If you are responding on behalf of an organisation, which of the following options best describes your organisation?

| | | |
|---|---|---|
| ☐ School | ☐ Training or professional development provider | ☐ Both school and provider |
| ☐ Other (please state) | | |

Please Specify: PD provider, publisher, exam board

If you work in a school, what phase(s) do you teach? Please select all that apply.

| | | |
|---|---|---|
| ☐ Early years | ☐ Infant | ☐ Junior |
| ☐ Primary | ☐ Lower | ☐ Middle |

☐ Secondary     ☐ Upper     ☐ Sixth form

☐ Further education     ☐ 14-19     ☐ All-through

☐ Non-teaching role

If you work in a school, in which type(s) of school are you based? Please select all that apply.

| | | |
|---|---|---|
| ☐ Local authority/community | ☐ Academy/free school | ☐ Independent |
| ☐ Special school | ☐ Grammar school | ☐ Faith school |
| ☐ Alternative provision/pupil referral unit | ☐ Other (please state) | ☐ I do not work in a school |

Comments:

If you work in a school, in which county or London Borough is your school based?

Comments:

How many years have you worked/did you work in teaching or in schools?

| | | |
|---|---|---|
| ☐ 0-4 | ☐ 5-9 | ☐ 10-14 |
| ☐ 20-24 | ☐ 25-29 | ☐ 30+ |
| ☐ I have not worked in teaching or in schools. | | |

How did you hear about this call for evidence? Please select all that apply.

| | | |
|---|---|---|
| ☐ Communication from the Department for Education | ☐ Communication from the Teachers' Professional Development Expert Group | ☐ Social media |
| ☐ School | ☐ Other (please state) | |

Comments:

1 Can you give an example of great professional development practice with which you were involved, which had significant impact on pupil outcomes? If you can, describe what the participants did, what the school did, and what the external expertise was.

In answering question 1, you may wish to address:

- to what extent the professional development activity was typical of your school or group of schools compared to other schools locally;

- any links between professional development and pupil outcomes and/or career development;
- any links between professional development and appraisal/development plans; and
- how the professional development activity was chosen and evaluated.

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Comments:

Evidence gathered by Pearson staff suggests three areas of particularly effective practice:

1**. Formal models to structure teachers' evaluation of PD**. Schools where teaching and learning is delivered by Pearson, such as Welbeck Defence Sixth Form College, use a simple but formal process to evaluate PD, and use this information to feed into decision-making about PD in future. By using a common set of questions and sharing evaluations among the staff, according to Tim Hayday, Vice Principal Academic, "this has enabled me to engender better feedback from subject staff within their departments and also ongoing gathering of information regarding quality and usefulness of training providers."

2. **PD designed to help teachers implement specific products and approaches**. Our evidence shows that PD that is specifically designed to complement Pearson products and services leads to increased teacher confidence and effectiveness with those products and services; we believe that teachers are then more likely to help pupils to make more progress as a result of such 'complementary' PD. For example, in a detailed review of PD related to the Pearson Primary reading programme 'Bug Club' conducted by Sue Bodman of the International Literacy Centre at the IoE for the Pearson Efficacy Team, 95% of delegates reported that their confidence in teaching effectively and having an increased impact on pupil outcomes in reading was good or excellent; 100% of delegates on Abacus programmes in a (less formal) review of those programmes felt that the training had given them confidence to use the programme in the classroom, reporting outcomes such as 'the Abacus PD helped us get to grips with different elements of the national curriculum', 'the Abacus PD is absolutely essential if schools want to get value for money' and 'teachers are looking forward to teaching maths – perhaps more than any other subject'.

3. **PD based on learning community models.** Models used internally by Pearson to create and support communities to foster professional learning, and based on growing research about professional learning communities in general, are showing evidence of attributable impact on pupil learning. The Learning Teams model used by Pearson in the US, for example, which puts into practice many of the evidence-based principles of studies such as Stoll et al, Professional Learning Communities and Gallimore, Ermeling, Saunders and Goldenberg's paper, has shown evidence of positive impact in various US state studies which we hope to replicate in the UK

(available on request).  Our current UK teacher learning communities are less formal, but something that evidence so far suggests is effective in bringing together teachers who value professional development and learning. Our mathematics collaborative networks, for example, are well received by attendees, who value the combination of expert external information (about our qualifications, and the related teaching and learning approaches) with the opportunity to share and develop ideas with motivated peers.

2 How could the standard help to promote effective professional development practice which has a positive impact on pupils' education?

In answering question 2, you may wish to address the following questions.

- What elements of teachers', school leaders' and professional development providers' practice should the standard emphasise?
- How could the standard most effectively balance supportive guidance and constructive challenge for teachers, school leaders and professional development providers?
- How could the standard encourage an evidence-informed approach to professional development?
- Are there any other standards that you have found particularly helpful? What is it about their format and content that we could learn from?
- How could the standard be introduced to schools and the wider system to maximise support and minimise workload? Please consider the process of introduction, the timescale, and the support given.

Comments:

An effective standard would emphasise what effective implementation looks like, as well as effective provision: for example, the school's commitment to implement what is learnt during PD; methods of evaluation of the effectiveness of PD on teacher confidence and teacher effectiveness (measured by impact on pupil outcomes); the commitment of the school leadership team to enable staff to share, cascade, further develop and critique based on pupil outcomes. John Hattie's recent paper for Pearson, *The Politics of Collaborative Expertise,* is a useful summary.

For example, our experience shows that implementation is key: schools who got the most value out of Bug Club PD from Pearson were those who were fully prepared for involvement in PD and committed to implementing new behaviours post-PD. In our International professional development business, we have seen most impact where ongoing wrap-around services and consultancy have been implemented rather than one-off events or INSET days.

Standards which seem helpful and that cover expectations from providers, school leaders and individuals include the AITSL standards from Australia, and the

[Learning Forward standards](#) developed in the US.

Implementation of the standard will be effective if it is accompanied by time-saving tools for teachers, for example: sample school policies for effective PD, checklists for evaluating PD providers, advice on setting performance objectives relating to PD, advice on how to ensure there is explicit reference to improved learner outcomes in the evaluation of the impact of PD.

3 How could the standard help shape or improve the provision of professional development (including school-based professional development activities)?

In answering question 3, you may wish to address how this might vary for different types of provision or provider; for example:

- individual, in-school, third-party (other school, higher education institution, private or any other type of provider); and
- programmes, workshops, coaching or mentoring, enquiry or distance / on-line learning support for professional development provision teachers may access.

Comments:

We would support the creation of a practical, useable standard, based on accessible and relevant research documents such as the Developing Great Teaching report or the 2012 Pearson-CUREE report *What Enables High Quality Professional Learning?*

Such a standard should be accompanied by a toolkit of resources and events including such things as:
- summary documents of recent research into effective PD delivery in various formats (for example, a forthcoming paper from the Pearson Research and Innovation Network, *Virtual Coaching for Instructional Leaders*, could be used to create a 'best practice' document for providers of technology-enabled external PD provision – pre-publication copy available on request)
- workshops for teachers and providers into best practice for PD delivery exploring research evidence and encouraging collaboration and information exchange similar to models used in other industry forums (for example, the Publishing Training Centre provides educational publishers with expert advice and guidance on the creation of educational resources)

4 What short-, medium- and long-term approaches might help to remove barriers to professional development and could be reflected in the standard?

In answering question 4, you may wish to address:

- time and structures, including timetabling and impact on workload;
- costs and prioritisation; and
- sourcing, accessing and engaging with knowledge and external expertise.

Comments:

To remove barriers of time and structures, cost and prioritisation, the standard would need to raise confidence in the quality and impact of PD; to do this, the standard would have to provide a 'quality mark' for providers, so that teachers, rather than defaulting to a local 'known individual' would trust to a proven provider regardless of their individual status; the standard should also help those local trusted individuals who might struggle to grow beyond their immediate locality to deliver nationally-benchmarked PD or to work with others to develop PD services around the national standard.

To remove barriers of timetabling / impact on workload, the standard should encourage creativity in schools and local authorities around INSET provision, flexible delivery ideas in terms of time and space and online; and encourage teaching schools and local authorities to draw on national offerings that meet standards rather than create their own provision which may duplicate the efforts of others. Implementation standards, as well as 'provider standards' would help to get this message across and improve the accessibility of high quality PD rather than driving schools to go for the least-time, lowest-travel option for budgetary reasons.

5 Is there anything else you would like to contribute to help us shape the standard so that it is useful in different types and phases of school?

In answering question 5, you may wish to include:

- any other issues that you would like the standards to address, and
- any specific, innovative ideas you would like us to consider.

| Comments: |
|---|
| Addressing cultural approaches to Professional Development and Learning, as well as providing tools and standards, should be a key aim.<br><br>Case studies of schools who have raised standards through PD could be showcased, as well as research studies into the benefits of effective PD on staff morale and retention. |

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

| **Please acknowledge this reply.** | |
|---|---|
| E-mail address for acknowledgement: | |

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

☐ Yes                                    ☐ No

All DfE public consultations are required to meet the Cabinet Office Principles on Consultation

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy

- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please email: consultation.unit@education.gsi.gov.uk

**Thank you for taking time to respond to this consultation.**

Completed responses should be sent to the address shown below by 16 October 2015

Send by post to: Henry Clarke, Department for Education, Sanctuary Buildings, L2 Teacher Quality Division, Great Smith Street, London SW1P 3BT

Send by e-mail to: pd.expertgroup@education.gsi.gov.uk