



Alliance
for Learning

BRIGHT FUTURES EDUCATIONAL TRUST

CPD - Research and Coaching in Focus



The best *for* everyone, the best *from* everyone

CPD - Research and coaching in focus

We believe that schools can only be successful if their staff are motivated and have opportunities to develop their potential.

A recent [report from the Education Policy Institute and Ambition Institute](#) on the impact of professional development on teachers and students recently found that 35 hours of high-quality CPD a year could improve teacher retention and is almost as effective for improving pupil outcomes as having a teacher with 10 years' experience in the classroom.

Our CPD aims:

- Share best practice to enhance provision in schools
- To improve access to the latest research and share evidence-based research
- Help maximise performance in the classroom
- Develop and support school and system leaders

We work in partnership with experts building on research, for example our *Unleashing Great Teaching, Learning and CPD* course with David Weston, Chief Executive of the Teacher Development Trust. This training reflects on the political landscape and how it could affect teacher development, while exploring what the most effective CPD is from an individual and school perspective.

Our partnership with [Blackpool Research School](#), at St Mary's Catholic Academy School – the Research School for Blackpool Opportunity Area – helps share the best of evidence-based practice to schools and teachers. The school has led CPD events across the town including Quality First Teaching which has delivered benefits to South Shore Academy.

Colleagues at South Shore are now using Education Endowment Fund (EEF) reports on topics including pupil premium, literacy and behaviour to inform practice. CPD sessions held in school, including 'An introduction to memory' have introduced retrieval practice into lessons and helped develop a new home learning strategy.

One member of staff has become an Evidence Lead in Education (ELE) and is leading on the implementation of research across the Academy and delivering sessions to other schools.

Alexandra Park Primary in Stockport, a school within our Teaching School Alliance, has recently been designated as an [Associate Research School](#), collaborating with Aspirer Research School in Macclesfield as part of the EEF Research School Network. They offer training and support for implementation of the EEF guidance reports and are looking at ways to address child poverty as a barrier to education. As a teaching school we offer [courses](#) with them to create more visible access to this research.

Coaching Impact

South Shore Academy in Blackpool was awarded the 'Gold Award for CPD' from the Teachers' Development Trust. This was a result of CPD plans implemented by the Assistant Head Teacher for Teaching and Learning following coaching received from one of our Specialist Leaders in Education at Altrincham Grammar School for Girls. The aim was to make CPD more bespoke, meeting the needs of all colleagues and ensuring that it linked to the school development plan.

The Gold Award recognised:

- Professional development is aligned to whole school development plans and engagement with research is prioritised by leaders. This promotes professional collegiality across all roles and increases capacity as staff feel valued
- A well-developed culture of colleagues providing each other with formal and informal feedback and support
- Time is carefully planned and protected for professional development providing opportunities for colleagues to develop subject and pedagogical knowledge and share practice developments
- Teams of blended roles are embedded in school feedback/challenge structure which promotes staff voice and raises standards internally

Leadership Coaching Skills (LCS Programme)

The Leadership Coaching Skills (LCS) Programme is for leaders who want to develop their own leadership potential and that of others.

It draws on the fields of organisational development, leadership theory, process consultancy and self-directed learning and is delivered in partnership with Dr Paul Simmons, a member of the European Mentoring and Coaching Council (EMCC) and research and development lead at the University of Manchester (coaching for leading in education).

Much of the programme was originally developed on postgraduate teaching and research programmes at the University of Manchester and subsequently on PhD and DProf supervision work at the University of Middlesex Institute for Work-based Learning.

Evaluation of our LCS programme for 2018-2019 and 2019-20 (to date) shows over 90% of participants gave each element of the course the highest rating of 5 on a scale of 1-5.

LCS Programme 105 participants	Scoring 5's as % of cohort
Part 1 Foundation	93%
Part 2 Coaching in Context	96%
Part 3 Higher Level Coaching	100%

Programme participants reported seeing differences in themselves and the teams they work with. These included being *“More emotionally resilient and able to slow down and make more effective decisions”* and seeing *“Increased self-awareness and a more positive attitude to school policy and teamwork.”*

Evaluation from a Department for Education/Strategic School Improvement Fund (SSIF) project in 2019 based on the LCS (programme parts 1 and 2) found that participants reported the following changes in the people they worked with:

- Less end of term absence and more self-reflection
- It has enabled clients to be honest about issues within their class and enabled them to address these in a proactive way
- Clients are more approachable; more open to change; embracing ideas; motivated.

In terms of adopting a wider school approach to coaching, suggestions included:

- potentially having one coach per department or to benefit different stages of careers e.g. Newly Qualified Teachers

- peer coaching, professional learning communities
- use within management as well as in the classroom

Additional feedback:

Part 1 Foundation Nov 2019

“In a career spanning 30 years this is one of the most useful and valuable courses that I have attended.”

(Head Teacher, Blackpool)

Part 2 Coaching in Context March 2019

“A very thought-provoking, worthwhile course. All schools should embrace a coaching culture”

(Deputy Head Teacher, Salford)

Part 3 Higher Level June 2019

“The coaching training has been excellent throughout, but the Level 3 has really tied everything together and supported my professional development as a leader. An amazing opportunity that more people should take advantage of! A true privilege!!”

(Deputy Head Teacher, Salford)