

**National Foundation
for Educational Research**



**An Evaluation of the GTC-DfES-LEA Continuing
Professional Development Partnership Project:**

**Examining the progress and lasting impacts of
the partnership project**

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Executive Summary

1 Introduction

During 2004-2005 the General Teaching Council for England (GTC) and the Department for Education and Skills (DfES) worked in partnership with 26 local authorities (LAs) to advance work in supporting teachers' continuing professional development (CPD). This work was part of a national agenda to build schools' capacity for effective CPD.

As part of its commitment to assess the impact of its own policies, the GTC commissioned the National Foundation for Educational Research (NFER) to undertake an independent evaluation of the GTC-DfES-LEA CPD Partnership Project.

The first report to arise from the evaluation (Moor et al, 2005) documented the experiences of those involved in the partnership project during its operational year. In order to add to the evidence base for 'transporting' the GTC model of working and to inform the national CPD policy agenda, the evaluation was extended to track the progress of project work in the following academic year 2005-2006.

The follow up evaluation work sought to examine:

- the diverse ways in which, and the extent to which, the work had developed over the course of the school year 2005-06
- the processes/strategies that were put in place to develop the work through different initiatives and activities
- a sense of any impact on the LA, schools and pupils
- any challenges faced and solutions adopted
- any factors that had helped in the development and alignment of the working with different LAs

The follow up evaluation involved telephone interviews with 43 representatives from 15 local authorities. Interviews were undertaken with both LA based (25) and school based (18) personnel in order to determine to what extent the work of the project had disseminated outwards across the authorities.

2 Progress of the partnership projects

This chapter identifies the diverse ways in which, and the extent to which, the project work had developed over the course of the school year 2005-06.

Overall the degree of the progress of the partnership projects had been quite extensive at LA and school level.

At LA level all of the LA advisors interviewed in the 15 authorities felt they had developed the partnership work in some form. At school level two thirds of schools originally involved and three quarters of schools not originally involved had developed the partnership outcomes. However, the third of schools involved in the original partnership that did not feel they had developed the work may present a significant minority and illuminate the needs for ongoing support and impetus in building capacity work.

The foci of the work in the follow up year covered the following:

- expansion of the focus to a new sector (e.g. from primary to secondary)
- designing CPD for impact
- development of the role of (school) CPD leaders
- developing a more consistent and coherent approach across schools to CPD
- schools self-evaluating CPD
- developing the role of mentors and coaches
- developing schools working collaboratively to provide CPD
- engagement in the Teacher Learning Academy (TLA)
- changing the culture of CPD
- identifying and meeting CPD needs
- improving LA-school communication
- promoting the links between CPD, Performance Management and School Improvement.

There was a range of processes and strategies put in place to develop and extend the work through different initiatives and activities. These were, in order of frequency, as follows:

- dissemination
- establishment of and/or formalization of forums for CPD
- linking the work with other agendas/initiatives
- extending the LA CPD team
- developing/expanding frameworks
- developing tools and guidance documents for schools
- discussion and planning
- LA working in partnership with schools
- consultation with schools
- frameworks/documents in use in schools
- lead schools model/champions/ambassadors of good practice in CPD
- putting the CPD strategy into action

- inviting schools to take part
- regional working/working with other authorities.

The range of strategies and processes put in place to extend the work appeared to serve different functions. For example, some strategies emphasised a deepening of awareness and capacity building, others focused on spreading awareness and capacity widely. The different strategies raise something of a dilemma for future development of such work in terms of whether to focus on LA wide activity or individual school level development. Ultimately, the evidence here that the different strategies achieve different outcomes would suggest the need for a combination.

3 Lasting impacts of the partnership project

This follow up study provided an opportunity to explore the extent to which the impacts of the original partnership project had spread beyond the schools directly involved. It also sought to determine whether the impacts generated during the projects year of operation continued to be felt.

Some felt that lasting, far reaching impacts had not yet surfaced because the Local Authority was in the process of disseminating or had not undertaken official launches (e.g. of frameworks, CPD toolkits, etc). Where networks or channels for dissemination had been established there was evidence to suggest that the outcomes of the project had reached a wider audience, with schools revising their thinking about CPD or even implementing new systems.

There were also indications that the impacts instigated during the operational phase of the project had continued to develop and in some cases, new approaches to CPD were now embedded within the working life of schools and Local Authorities. The contribution of the GTC was deemed instrumental in generating the outcomes of the partnership project.

Overall a diverse range of lasting impacts were nominated by interviewees including:

For the LA

- a more coherent approach to CPD
- an enhanced CPD offer
- a wider perspective of CPD
- heightened profile for CPD
- increased networking opportunities
- changes to the working practices of LA personnel
- renewed enthusiasm.

For schools

- informed schools approach to CPD
- enhanced CPD offer
- informed schools thinking/attitudes and awareness of CPD
- improved staff wellbeing.

It is striking that when invited to describe the impacts of the partnership project, responses were overwhelmingly positive. No interviewees chose to highlight any negative repercussions. Thus, we can conclude that a year on from the original project, its impacts continue to reverberate across the authority and the signs are that the capacity for CPD, at both a LA and school level, has continued to grow.

There were no significant differences between the types of activities and outcomes in schools that had been involved in the original partnership, compared to those who had not. This might suggest that with effective strategies for progressing work of this nature, involvement in the original work need not necessarily be a prerequisite for building capacity in schools.

4 Challenges in developing and continuing the work

In the original year of the partnership projects challenges commonly related to the activity and logistics of partnership working, such as, clarifying roles and responsibilities, defining focus and overcoming disparate priorities. In addition, challenges were raised regarding time and funding, as well as issues relating to making cultural change and overcoming negative attitudes. In the follow up year, although the latter challenges were evident, a group of distinctive challenges had emerged. These related specifically to how to extend the work and take it forward. For instance, how to maintain the profile and priority of the work, communicate the work to a wider audience and support the implementation of models and frameworks within schools. Thus, the challenges discussed in this chapter would suggest that the structures and support required for developing capacity building work long term are subtly distinctive to those needed in the original year of input

5 Key factors in sustaining the work

The follow up evaluation sought to examine the factors that had helped in the development and alignment of the working within different LAs. Interviewees were asked to identify what they felt were the key factors contributing to the sustainability of the partnership work and its lasting impacts.

The key factors that appear to be necessary to build sustainable capacity for CPD are as follows:

- expertise and continuous support
- customisation of outcomes
- infrastructures for dissemination and sharing good practice
- strategic management
- continued opportunities to work in partnership: consultation and discussion
- linking the work with other initiatives and agendas
- resources.

Interviewees felt the critical features that contributed to the sustainability of the project were the opportunity to collaborate and work in partnership, expertise, the opportunity to customise, take ownership and design outcomes around need. It would thus appear that the model of partnership working contains a number of key elements that are conducive to sustainable capacity building if continuous. In addition to these more process orientated features, interviewees made recommendations for the structural necessities for sustainability. The work requires infrastructure, strategic management, links with other agendas and resources in order to be sustainable and have lasting impacts.

6 Conclusion and key messages

The final chapter aims to relate the key findings of the follow-up evaluation to the implications for framing and informing national policy development. The following themes would appear to require consideration in future partnership working and in attempting to build schools capacity for CPD in the longer term:

- Future policy may need to take account of the interplay between activities that function to deepen developments (through LA-school partnership working) or spread developments (through dissemination) It is suggested that capacity for CPD in schools is more likely to be achieved and sustained by a combination of these methods.
- Schools would benefit from continuous support (including, time, funding, or support from experts) in order to engage the whole school community in developing practices as well as the individuals' capacity to improve their own CPD practices.
- Similarly, it is recommended that long term development of the work involves continued support from, and contact with, external experts who can offer a sustained injection of new knowledge and thinking.

- Partnerships and forums should aim to include multi-layered participation. The opportunity to learn about different peoples' experiences and perspectives through the process of collaborative working was clearly a key feature of the sustainability of the projects and provided a crucial site for learning and developing thinking.

- It is recommended that long term CPD capacity building work involves the planning of activities and processes that allow for customisation and ownership.

- It is recommended that information and guidance is provided to LAs and schools regarding how the CPD partnership agenda fits and links with other agendas and how other LAs and schools are developing CPD practices. Having the knowledge to make such links aids the sustainability of CPD as a priority and the manageability of engaging with new initiatives.

1 Introduction

1.1 Background

During 2004-2005, the General Teaching Council for England (GTC) and the Department for Education and Skills (DfES) worked in partnership with 26 local authorities (LAs) to advance work in supporting teachers' continuing professional development (CPD). This work was part of a national agenda to build schools' capacity for effective CPD.

The GTC-DfES-LEA CPD Partnership Project was funded by the DfES. Much of the foundation underpinning the work at a local level was set in place by the DfES regional advisers¹, with several of the ways of working that were used in the course of the project developed by the GTC, building on styles adopted in an earlier pilot with nine LEAs. The DfES regional advisers identified LEAs for involvement, brokered relationships between the GTC and LEAs and, together with the GTC and LEA, planned the form and focus of the professional development work to be undertaken. GTC link advisers provided specialist input in the authority in support of the identified areas over the course of the academic year 2004–2005.

As part of its commitment to assess the impact of its own policies, the GTC commissioned the National Foundation for Educational Research (NFER) to undertake an independent evaluation of the GTC-DfES-LEA CPD Partnership Project.

The first report to arise from the evaluation (Moor et al, 2005) documented the experiences of those involved in the partnership project during its operational year. In order to add to the evidence base for 'transporting' the GTC model of working and to inform the national CPD policy agenda, the evaluation was extended to track the progress of project work in the following academic year 2005-2006.

1.2 The evaluation

The follow up evaluation work sought to examine:

- the diverse ways in which, and the extent to which, the work had developed over the course of the school year 2005-06
- the processes/strategies that were put in place to develop the work through different initiatives and activities
- a sense of any impact on the LA, schools and pupils
- any challenges faced and solutions adopted

¹DfES regional advisers moved to the Teacher Training Agency (now the Training and Development Agency for Schools – TDA) in April 2005 as this assumed responsibility for the professional development of qualified teachers.

- any factors that had helped in the development and alignment of the working with different LAs.

Evidence for the evaluation was obtained through telephone interviews with 43 representatives from 15 of the participating authorities [the 16th authority was not able to participate within the time scale of the follow up evaluation]. Breaking the sample down further this comprised of almost equal numbers of local authority (25) and school level interviews (18). It should be noted that school representatives came from four case study local authorities and included schools who had taken part in the original partnership project (10) and schools who had not (8). The intention here was to determine to what extent the work of the project had disseminated outwards across the authority. The data from the four case studies is described in full in Appendix 1 of the report.

Wherever possible the LA advisor principally involved in the original year of the partnership projects remained the key contact for the follow up evaluation. The case study samples were selected in conjunction with the GTC to include 3 of the six case studies of the original evaluation. LA advisors were asked to nominate 6 interviewees for the case studies, including a sample of school based staff who had and who had not been involved in the original partnership. Those interviewees selected who had not been involved in the original project were known to the LA advisor due to some degree of involvement in the continuation of the project in the follow up year. When asked to identify interviewees who had not been involved in the original partnership, in two of the case studies it was suggested we speak to newly involved LA advisors – hence the slightly lower than expected numbers of school-based interviewees.

2 Progress of the partnership projects

This chapter outlines the diverse ways in which, and the extent to which, the partnership work has been developed over the course of the school year 2005-06. Interviews were conducted with 15 local authorities. In addition, in order to explore the degree to which the partnership work had dispersed more widely, interviews were conducted with school-level staff from four of the local authorities. The chapter begins by detailing the nature of developments at local authority level (section 2.1) and then turns to consider the progress of the projects at school level (section 2.2). Within each section, the extent of developments, as well as the focus and strategies for extending the work, will be discussed.

2.1 Developments at Local Authority level

2.1.1 Introduction

All interviewees felt the partnership work had progressed in some way in their authority. The nature of developments varied according to the form of the original partnerships and there was some evidence that the partnerships were evolving, whereby one activity naturally led to another. For example:

- Where the focus of the work in the original partnership had been on auditing and planning the authorities CPD strategy, this year the focus and strategies for extending the project tended to involve addressing areas of identified need.
- Where opportunities frameworks had been developed in the original phase of the partnership, work this year tended to focus more on expanding the remit of these frameworks and use of the frameworks to improve consistency in access to CPD opportunities.
- Developing the capacity of the LA CPD advisor was no longer a priority in the second year of the projects and this had been superseded by emphasis on developing the role of school CPD leaders.

In all of the 15 authorities the partnership work was felt to have been extended beyond the personnel originally involved. The partnership work was most likely to have involved additional LA advisors and school CPD leaders in its second year. Developments of the project had reached all schools in many cases, usually as a result of broad dissemination activity. However, in these cases the schools were not usually actively involved in directing and driving the work forward, but had a more passive role as recipients of the partnership outcomes. LA advisors felt generally schools would be aware of the outcomes of the projects (though would not necessarily attribute the outcomes to the project). Finally, there was only one example of the partnership work being extended to neighbouring authorities.

In the majority of the 15 authorities, contact with the GTC had been maintained during the second year (though the extent of this was often less than in the original partnership year). For example, as this comment alludes, '[We're] *still very much linked with the GTC because we have been supported with the GTC advisor this year and it's becoming a really good partnership*' (LA based personnel). Continued contact was most likely to have comprised continuation of the GTC advisor's role as a consultant or the introduction, by the GTC advisor, of the Teachers' Learning Academy. Only a very small proportion of local authorities (one fifth) had had no further contact with the GTC.

2.1.2 Focus of the work

In this section the foci of the development work will be described. Listed first in the box below are the new foci, or an increased impetus on a particular focus, this year. This is followed by a set of foci that were continued from the original partnership year.

Focus

New foci

- **Expansion of the focus to a new sector** was the most likely way the partnership had been developed in the second year. There were three common ways the focus had been extended to embrace a new sector. These included, CPD for the whole school workforce, CPD for the whole of the Children's Service workforce and CPD for primary or secondary phase, depending on the original focus.
- **Designing CPD for impact** was a key focus in many of the authorities. The focus centred around developing an understanding of the CPD activities that produced the greatest impacts (e.g. coaching models), anticipating and clarifying the impacts of various provisions and improved designing and assigning of CPD to meet identified needs and thus, maximize impacts. In addition, authorities were working with CPD providers to encourage them to design their provision to have maximum impact and to define its expected impacts.
- **Development of the role of (school) CPD leaders** appeared to be a greater focus in the second year of the work. The work involved developing greater understanding of the role, who was best placed for the role, how to monitor and evaluate CPD provision, the capacity to draw on internal expertise and collaborating with other schools to provide professional development opportunities.
- **Developing a more consistent and coherent approach across schools to CPD.** This was a general aim of many of the second year developments. LAs were trying to put strategies and infrastructures in place to ensure schools' approaches to CPD were more consistent. For example, interviewees felt the establishment of school CPD coordinators' meetings contributed to this aim in providing a forum for exchanging information and coordinating aspirations for development. In addition, other strategies,

such as clarifying the LAs CPD strategy and improving the communication channels between the authority and schools were felt to build capacity for greater coherence in CPD. Finally, some authorities were developing CPD opportunities frameworks for the whole of the Children's Service, aiming to improve the consistency of access to CPD across the various disciplines.

- **Schools self-evaluating CPD** was an increasing focus of the work in 2005-06. The work included designing tools and guidance documents for schools to help them benchmark themselves and realize the areas of CPD provision and support they needed to develop. Here, evaluation models that had been introduced to the original partnership were used to compile this guidance, demonstrating the progression in activities and focus from the original year of the partnership. This focus clearly intended to build schools own capacity to develop CPD.
- **Developing the role of mentors and coaches** appeared to be a key feature of moving the cultural approach to CPD forward in schools. Mentoring was recognised as building schools capacity to provide more relevant and tailored approaches to CPD and thus aid schools' abilities to support, as well as recruit and retain staff. In reflection of this focus, mentoring training was being offered and coaching models implemented in schools.
- **Developing schools working collaboratively to provide CPD** was a key focus of the current years' building capacity work. The work had involved establishing the ethos of collaborative working and the infrastructures necessary to support this. For example, a couple of authorities had either formed, or used existing, consortia or clusters of schools to promote schools supporting each other to offer CPD and in sharing good practice. LA advisors commented, *'We wanted to encourage that cluster of schools within a network to set up peer observations and develop links'* and *'We've got eight learning networks and a lot of the shared CPD and support is happening through those'*. As part of this philosophy, schools and school staff were being encouraged to take more responsibility for their CPD, as opposed to relying on external provision.
- **Engagement in the Teacher Learning Academy (TLA)** was a common development of the projects in the second year. The TLA shares similar principles of CPD with those the authorities were trying to encourage. Thus, engagement in the TLA enabled schools and authorities to link the approaches developed in the partnership year to an initiative that emphasises similar tenets. Some schools also used the TLA core dimensions as a tool for structuring developmental activity in line with the emerging ethos.

Continued foci

- **Changing the culture of CPD** continued to be a key overarching focus in extending the projects. Here authorities continued to develop schools' understanding of the types of activities that constitute CPD, promoting greater emphasis on school and classroom based CPD, collaborative approaches and use of internal expertise, as well as more personalized CPD. Such approaches were often reflected in new CPD strategies, documents and guidance sent out to schools.
- **Identifying and meeting CPD needs** either involved the designing of provision to meet needs identified in the original partnership year or further identification of CPD needs, for example, with additional audits. As in the previous year, the focus tended to be on groups where there were concerns regarding recruitment and retention and gaps in current provision and support. As part of this focus a number of authorities worked on engaging and working in partnership with various CPD providers in order to broaden the opportunities available in their locality.
- **Improving LA-school communication** was being addressed by the formation of websites and databases in order to improve schools awareness of the CPD opportunities available to them, as well as convey the authorities approach to, and provision for, professional development.
- **Promoting the links between CPD, Performance Management and School Improvement.** Guidance was provided to schools on how to link CPD structures with Performance Management, promote the general value and relevance of CPD to school improvement and an emphasis on collecting evidence of CPD and its outcomes.

2.1.3 Strategies for extending the work

This next section details the strategies and processes that were put in place to progress the work and extend it beyond the original partnership work. As might be expected, the different extension activities appear to serve different functions. For example, where the LA worked in partnership with schools the extension involved a **deepening** of awareness regarding CPD (see Case study 1, Appendix 1), whereas dissemination activity involved a **spreading** of CPD awareness (see Case study 2 and 3, Appendix 1). The various strategies for extending the work are outlined in the box below and are presented in order of the frequency in which they were applied.

Strategies

- **Dissemination** activity involved sharing frameworks with schools, often via websites. Approaches and models developed as part of the original partnership were also shared at conference and training events.
- **Establishment of and/or formalization of forums for CPD:** Working parties were often formalised to provide school-level input to authority CPD developments. Most often, CPD leader meetings were established and provided fundamental infrastructure for building the LAs', and schools' capacity for CPD. For instance, *'It's continued post his [the GTC advisor's] involvement through these groups becoming far more established, embedded into the whole city's infrastructure of consultation and joint working'* (LA-based personnel).
- **Linking the work with other agendas/initiatives:** Here the partnership work had been linked to agendas such as those being developed by the TDA and the TLA. Uniting these various initiatives served to strengthen the development of CPD, as each reinforced the other. It also allowed other funding streams to be used to develop the focus of the work.
- **Extending the LA CPD team:** This involved the recruitment of new staff, restructuring of the CPD team and expanding the remit of CPD to involve other areas of the advisory service, for example, in the formation of an LA CPD strategy group. Such developments were often marked by a raised profile and value of CPD and its links to other areas. For example *'We revised the structure that was already in place, we revised roles and responsibilities, so that we actually had key people taking responsibilities for certain aspects of the work. So, the whole service was actually defining their role in relation to CPD'* (LA-based personnel).
- **Developing/expanding frameworks** including the development of additional Opportunities Frameworks and career pathways to cover the whole of the school workforce, school governors, and the whole of the Children's Service; *'We're looking at this now being a tool for developing staff across all of Children's Services. So we now want to use the same model'* (LA-based personnel). Expansion of frameworks often meant the need to involve additional people due to the shift in focus.
- **Developing tools and guidance documents for schools** such as, guidance for schools on designing CPD for impact, packs on how to provide CPD support to teachers at various stages in their careers and tool kits (including CD-ROM) for schools to self-evaluate their CPD structures and provision. Here the model, approach or learning developed in the partnership year informed the compilation of these outputs. Tools and guidance documents were then shared with all schools.
- **Discussion and planning:** Further development of the authorities CPD strategy involved additional stages of discussion and planning, for instance, in strategy and working groups.
- **LA working in partnership with schools:** LA and GTC advisors offered support and training to individual schools in developing various aspects of CPD and implementing new strategies.
- **Consultation with schools** was marked by a recognition of the need for greater school-level input into the CPD strategy in order to facilitate the

design of more appropriate and relevant CPD provision. This form of development frequently formed part of working groups and partnership with schools activity. Consulting schools was also noted as an effective strategy for providing impetus to new developments, as this LA advisor suggests, *'Having the head teachers there legitimises it as well, so it's not just us saying this is how we want ASTs to work, but actually it's the whole borough saying this is how it needs to work'* (LA-based personnel).

- **Frameworks/documents in use in schools:** Some interviewees confirmed that the outputs of the original partnership had been developed in the sense that there was evidence they were being used in schools and were meeting needs (e.g. in school discourse and requests for additional copies of materials).
- **Lead schools model/champions/ambassadors of good practice in CPD:** One form of development activity in the second year of the partnership involved those individuals and schools who had worked in the partnership acting as champions or leading schools in good CPD practices. The individuals or lead schools were this year available to work with others wishing to develop in similar ways or were informal advocates of cultural change regarding CPD.
- **Putting the CPD strategy into action:** Where the CPD strategy had been a major area of focus in the original partnership, continuation activity this year involved further addressing the various needs and priorities for development originally identified. For example, *'It is established now that we've got this framework where we know who's going to drive forward CPD and look at developing capacity in the city for both leadership and for teachers within schools'* (LA-based personnel).
- **Inviting schools to take part:** In the developments of the partnership work this year individual schools were often targeted directly to become involved in the project. For example, training schools were approached and were then supported in developing aspects of CPD provision.
- **Regional working/working with other authorities** was only undertaken by one authority spoken to, but involved the establishment of a regional workforce development meeting structure. The authority aimed to work with neighbouring authorities in order to learn different perspectives. The forum engages partner LAs and CPD providers, such as Higher education establishments. Trans-LA working had been an aspiration of a small number of other authorities.

2.2 Developments at school level

2.2.1 Introduction

School-level staff were interviewed in order to gauge the extent to which the original partnership project work had filtered out more broadly across the authority. Thus, school interviewees were asked *'Are you aware of how the work has been taken forward and developed in any ways in the LA?'*

In order to explore the extent and nature of school level developments following the original year of the partnership projects, interviewees were also asked whether they had had any involvement in the work over this school year and whether the work had been extended beyond the core group originally involved. Interviewees who had not been previously involved in the partnerships were asked how the work had been extended to them. The responses to these questions provide some verification as to the effectiveness of the various strategies put in place to spread the work (discussed in the latter part of the previous section).

2.2.2 Schools' awareness of authority-wide developments

All school based interviewees were asked to comment on their awareness of authority wide developments in order to explore the extent to which schools were conscious of the authorities' developing ethos and approach to CPD. Only half of all school-level interviewees were aware of the authority-wide continuation of the partnership work. As might be expected, schools that had been involved in the original partnership work had slightly greater awareness of how the work had been taken forward at authority level than did the school-level interviewees who had only become involved this year. School-level interviewees' awareness of LA wide developments was thus partial and seemed not to correlate with the claimed extent of school level developments. Indeed, there is some evidence to suggest that where the LA has worked in partnership with schools the latter had less awareness of authority wide developments of the work, but had implemented much more in terms of school level development. Contrastingly, where schools had been involved in a working party or CPD forum there seemed to be greater awareness of the authority wide development of the project, but slightly less extensive developments within the school. This finding raises issues regarding the structures that are necessary to convey developments in authority-wide approaches to CPD.

2.2.3 Extent of developments in schools involved in the original partnership

Ten interviews, across four LAs, were conducted with school-based staff who had been involved in the original partnership. The school level interviewees were asked whether they had had any involvement in the work over this academic year. Just under two thirds of respondents had been involved in developing the work this year. There was a range of school level developments, including: revision of the schools CPD structures and implementation of a new system; cultural change; development of the role of the CPD leader; and changed individual practice and thinking. These developments/impacts are discussed further in Chapter 3, section 3.4.

The remaining third of school-level interviewees felt they had made no additional developments to what had been put in place in their schools in the original year of the partnership. However, these respondents felt that what had been established in the original year had been maintained and continued to provide positive impacts. (For an example, refer to the box below, Cameo A). These interviewees' had been involved in working in partnership with the LA and GTC advisor in the original year to develop the schools' CPD extensively, and so perhaps felt that priority was in sustaining rather than developing the work.

Cameo A

In the original year of the partnership the GTC advisor worked with individual schools to develop various aspects of CPD. As one of these schools, School A was supported in implementing a revised CPD strategy, which included better links between CPD and Performance Management, greater diversity of CPD activity and opportunities, increased CPD for support staff and CPD portfolios for all staff. This year, School A had not extended these practices formally. However, the thinking and practices that had been developed in the original year continued to inform the schools' CPD in a less tangible way. For example, *'The philosophy that he [The GTC link advisor] had, has really been taken on board by me at this school and it's imbued everything that I do around CPD'*.

2.2.4 Extent of involvement of schools not in the original partnership

Schools not involved in the original partnership work had subsequently become involved due to the following activities/strategies being put in place:

- LA worked in partnership with schools
- dissemination (training event/conference/informal)
- direct approach (schools were targeted or invited to become involved)
- extension of frameworks and focus (e.g. in the extension of the focus from primary to secondary phase, secondary schools had subsequently become involved)
- established/formalized forums (e.g. CPD leaders network meetings).

Case studies 1 – 4 in Appendix 1 illuminate these various extension activities and the associated impacts in the second year of the projects.

Where schools had not been involved in the original partnership, 8 school level interviewees were asked about their awareness and involvement in the project this year. Though small, the numbers and extent of the involvement

were encouraging. Only a quarter of interviewees felt they had not been involved in developing the outcomes of the partnership project over this year. Cameo B provides an example of a school that was aware of the project work, but had not been involved in taking the work on. This cameo suggests that alone, knowledge of authority-wide CPD developments is not sufficient to influence school level capacity.

Cameo B

School B was aware that a model for self-evaluating CPD had been developed from the original partnership project. The school's awareness was as a result of informal and formal dissemination activity. The model had been mentioned in informal discourse at various forums the school accesses, such as head teacher meetings. The model had also been formally disseminated at an event, but the school had not been able to attend. Although the school was aware of the project outcomes, nothing had been implemented at school level.

By contrast, three quarters of respondents commented that they had become involved in developing the project work this year in the following ways; *'I've used [the model] personally in work with coaching a member of staff'* and *'I've sort of taken bits from that course'* (School-level interviewees). Again, Chapter 3, section 3.5 expands on the specific ways in which schools not directly involved in the original partnership went on to develop the work.

There were no significant differences between the types of activities in schools that had been involved in the original partnership, compared to those who had not. This might suggest that with effective strategies for progressing work of this nature, involvement in the original work need not necessarily be a prerequisite for building capacity in schools.

2.3 Summary

This chapter aimed to identify the diverse ways in which, and the extent to which, the project work had developed over the course of the school year 2005-06. Overall the degree of the progress of the partnership projects had been quite extensive at LA and school level.

At LA level all of the LA advisors interviewed in the 15 authorities felt they had developed the partnership work in some form. At school level two thirds of schools originally involved and three quarters of schools not originally involved had developed the partnership outcomes. However, the third of schools involved in the original partnership that did not feel they had developed the work may present a significant minority and illuminate the needs for ongoing support and impetus in building capacity work.

The foci of the work in the follow up year covered the following:

- expansion of the focus to a new sector
- designing CPD for impact
- development of the role of (school) CPD leaders
- developing a more consistent and coherent approach across schools to CPD
- schools self-evaluating CPD
- developing the role of mentors and coaches
- developing schools working collaboratively to provide CPD
- engagement in the Teacher Learning Academy (TLA)
- changing the culture of CPD
- identifying and meeting CPD needs
- improving LA-school communication
- promoting the links between CPD, Performance Management and School Improvement.

There was a range of processes and strategies put in place to develop and extend the work through different initiatives and activities. These were, in order of frequency, as follows:

- dissemination
- establishment of and/or formalization of forums for CPD
- linking the work with other agendas/initiatives
- extending the LA CPD team
- developing/expanding frameworks
- developing tools and guidance documents for schools
- discussion and planning
- LA working in partnership with schools
- consultation with schools
- frameworks/documents in use in schools
- lead schools model/champions/ambassadors of good practice in CPD
- putting the CPD strategy into action
- inviting schools to take part
- regional working/working with other authorities.

The range of strategies and processes put in place to extend the work appeared to serve different functions. For example, some strategies emphasised a deepening of awareness and capacity building, others focused on spreading awareness and capacity widely. The different strategies raise something of a dilemma for future development of such work in terms of whether to focus on

LA wide activity or individual school level development. Ultimately, the evidence here that the different strategies achieve different outcomes would suggest the need for a combination.

3 Lasting impacts of the partnership project

The first report produced for the evaluation of the partnership project documented the impacts to arise during its year of operation. At this stage, a wide range of impacts at both local authority and school level were identified. However, these impacts were generally confined to those who were closely involved with the project. It was anticipated that further impacts would be felt through the wider dissemination of the work and also consolidation and development of project activities over the next academic year (2005-2006). Hence, this follow up study provided an opportunity to gauge to what extent the impacts of the partnership project had dispersed beyond the schools directly involved in the first year. In addition, interviews sought to capture those impacts which had persisted beyond the project year and had continued to be felt in the longer term.

Discussions with LA and school staff sought to elicit the lasting impacts of the partnership projects in different areas. Accordingly, the chapter is structured as follows.

- Lasting impacts
- Impacts for the LA
- Impacts for the individual (LA CPD advisors and school interviewees)
- Impact for schools directly involved
- Impact for schools not directly involved
- Impacts for pupils.

The chapters concludes by discussing briefly the contribution of the GTC to the reported impacts.

3.1 Lasting impacts

Overall, the partnership project was regarded favourably by those interviewed and interviewees were able to offer many illustrations of positive impacts. Some found it hard to assess the long term effects because dissemination activities and launches (which would spread the work throughout the authority) had yet to take place. Others though, implied that the work had achieved longevity in the sense that developments were now more embedded within the authority and within schools:

Lasting impacts

It's the beginning of a strategy for CPD which hopefully over the next few years will become very broad, very embedded and where everyone in the Local Authority will subscribe to the same principles.

I do think it has had a long term impact in terms of, it set us on the right course.

We've definitely got things that we've been able to do that arose from the original work that are lasting, one year on, they're still here and we're determined to continue with them.

I think some of the work in relation to induction activities is much more embedded now.

Thus, the partnership project in some authorities was felt to have left a legacy – by guiding authorities down a particular pathway, through the continuation of the work initially started during the project year or the fact that the work was now firmly rooted within the working practices of the authority.

The following sections will now examine in more detail the lasting impacts of the project in different arenas, starting with the Local Authority.

3.2 Impacts for the LA

During data collection, interviewees were asked: '*has the work of the partnership projects had any lasting impact for the Local Authority*'. Five key areas of impact were subsequently reported.

- More coherent approach to CPD
- Enhanced CPD
- A wider perspective of CPD
- Heightened profile for CPD
- Increased networking opportunities.

3.2.1 More coherent

The first report noted that the most commonly cited impact of the partnership project at LA level was the creation of a more focussed and coherent approach to professional development. This impact continued to register one year on (although not as frequently mentioned). Interviewees spoke of more joined up working and of having a better overview of CPD activities. To exemplify this point further, in one location, training schools and the local authority were previously offering provision with little awareness of what each other was doing. The creation of a CPD strategy group had resolved this issue, ensuring

that knowledge of activities was pooled together and the subsequent CPD was more coherent and consistent across the authority. Without the project, it was contended that '*CPD would still be in a bit of a mess that it was before hand, in that everybody was going off and doing their own thing*' (LA interviewee). Elsewhere, audits of CPD had a similar effect – it was felt that the data collected from this activity had provided a 'clearer picture' of both local authority and school provision. Armed with this intelligence, the implication was that CPD provision could be refined further leading to greater coherence and consistency.

**Impact for the LA:
Overview of provision**

I think generally just having the information from the project it gave us a better understanding of where we were across the authority, so we've got some data there that was more accurate. It gave us an opportunity to then start to look at what the rest of our schools were doing (LA-based personnel).

3.2.2 Enhanced CPD

In various ways, interviewees (in a third of the LAs) described how the CPD on offer to teachers was now much improved. Opportunities were felt to have been broadened with more school based provision and the possibility of undertaking research related activities (including MA programmes and the TLA) . In one authority, efforts were being taken to ensure that professional development was offered with increasing flexibility, such as the possibility of e-learning and accreditation as optional. By expanding the portfolio of CPD experiences it was hoped that recipients would be more able to tailor provision to their needs and ultimately exercise greater control over their own learning.

3.2.3 A wider perspective of CPD

It was felt that as a result of the partnership project concepts of CPD had been extended, in the sense of having '*raised the understanding of what constitutes CPD*'. One local authority interviewee considered that '*thanks to (the GTC project)*' the authority had a much clearer view of the breadth of activity that CPD might encompass. The fact that notions of CPD had expanded was, in another authority, attributed to the luxury of time and that the project permitted the authority to '*stop and think and reflect and re-evaluate*'. Consequently, they were able to consider approaching CPD from a '*different angle to get a better result*'. [See case study 4, Appendix 1].

3.2.4 A heightened profile for CPD

The existence of the project had, according to some interviewees in four local authorities, highlighted the value of CPD across the authority. For one interviewee this was coupled with renewed enthusiasm which ensured that the profile of CPD was maintained:

**Impact for the LA:
CPD profile raised**

The overriding thing that's come through for me is the renewed enthusiasm that it's given us, that it has raised the profile of the importance of CPD up people's agendas and that can only have a long term benefit and an impact. You can't quantify that, but it has certainly increased the enthusiasm and motivation for ensuring that CPD is still on the agenda (LA-based personnel).

3.2.5 Networking opportunities

A small number of interviewees remarked how the project had brought together participants, at different levels. In one instance, the opportunity to meet at a national forum was welcomed – it was felt to signal the importance of the CPD work being undertaken within the authority, aided further by the fact the work was backed by a credible external body, such as the GTC. Elsewhere, a regional event brought together staff from the primary and secondary sectors, as well as from different levels of management. Reflecting on this networking opportunity, an interviewee commented '*it was really exciting to work with that mix*', underlining the value of partnership work in a general sense.

3.3 Impacts for the individual

Interviewees were asked to state whether there had been any lasting impacts for themselves as a result of the partnership project. Dealing first with LA interviewees, during the initial project year, the prevalent impact was on individuals knowledge and skills and thinking and understanding of CPD issues. In the proceeding year, it would seem that these impacts had, over time, translated into changes to individual's working practice. For example, interviewees spoke of modifying their approach to supporting schools through visits, operating in a more strategic way around CPD and having adopted a new approach to putting together a professional development booklet.

Impact for the individual:

Change of practice

It's obviously had an impact on my practice and the way that we work with schools. Because it is the way I approach my support to schools that has changed as a result of the work with the GTC (LA-based personnel).

Interviewees sometimes associated these impacts directly to working with the GTC, commending the professionalism of the personnel and the wider perspective they were able to bring: *'they have so much more to offer because they have links with other authorities'*. The project had, for some, re-energised their enthusiasm for working in the CPD field. For one individual this was connected with the chance to network with the wider professional development community to exchange ideas or obtain advice. It would appear that opportunities to come together was one aspect of the partnership project that was especially appreciated by those involved, and one which generated positive effects such as renewed enthusiasm, exposure to new ideas and awareness of good practice.

Impact for the individual:

Personal learning

Absolutely, all credit must go to [GTC advisor]..... I don't think there's a meeting or a session that I work with... where my own personal learning isn't taken forward or challenged, or built upon, he's a real facilitator of learning (LA-based personnel).

Revitalised

Yes I felt quite revitalised by the opportunity to be involved in it and engaging with people across phase is really quite good and being able to now contact those people on other issues or seek their support or just to consult with them, has been great, so you don't feel just in isolation (LA-based personnel).

School interviewees in the four case studies were also questioned on whether they had experienced any impacts on themselves as consequence of the partnership project. Their comments covered a similar spectrum of impacts to those identified by LA personnel: a greater understanding of CPD matters, developments in their thinking and approach to CPD, enthusiasm generated through participation in the project and networking opportunities. Increasing schools' ability to evaluate the impact of CPD activities had, in one case, resulted in an attitudinal-cultural change. The headteacher was now able to appreciate the value of in-house (school based) CPD and would only utilise external speakers when they were unable to source the expertise from inside the school. Again, impacts were sometimes linked to the involvement of the

GTC. The quotations below provide testimonies to the value of GTC involvement and also point to the longevity of the impacts to arise:

Value of GTC involvement

So my involvement with [GTC advisor] has speeded up the process. He's certainly taught me a lot about CPD and I've been able to use and apply it at school. Whether we would have got where we are now at all I don't know, I'm unsure, possibly not (School-based personnel).

It's allowed me to be more precise on my self evaluation by deciding before hand exactly what I'm looking for and then going out there into the school and finding whether it's there. That's lasting impact, it's not been a one hit wonder, it's something that's part and parcel of school life now (School-based personnel).

3.4 Impact for schools directly involved

Comparing the impacts reported last year with those mentioned during the final phase of interviews, it is apparent that the work initially started by the partnership project was now registering more clearly on schools. As a result, interviewees accounts offered many examples of how schools thinking to CPD had moved on, as well as actual changes in their practice and approach to CPD. This section follows on from the previous chapter where the extent of school level developments was briefly covered.

3.4.1 Informed thinking/attitudes/awareness of CPD

Perhaps fuelling a change in practice, there were comments that schools had acquired a better understanding and awareness of CPD through their involvement with the project. For instance, CPD coordinators were said to have received more detailed information about what was available to teachers (due to an audit of provision). Similarly, staff involved in a working party benefited from exposure to new ideas and practices from other members of the group, hence *'it's a much bigger perspective for them all'*. Furthermore, links with a national body was felt to raise schools awareness of national initiatives, such as the TLA, which a head teacher admitted that they were unlikely to have become involved with previously.

As well as enlightening schools about the array of CPD opportunities, the project was said to have gone a step further and influenced attitudes towards CPD. An underlying aim of the project was to challenge the notion that CPD comprised primarily of courses attended outside of the classroom. It was hoped that the definition of CPD could be extended to include more school based provision. There were signs that a shift in attitudes was indeed beginning to surface - schools were said to be showing a more strategic

attitude towards CPD, being more selective and demonstrating creativity in thinking how to meet CPD needs. A deputy head teacher asserted that schools were now *'waking up to the fact that when you send people out on a day course, the impact it has is minimal'*. Instead they were opting for school twilight sessions and a greater emphasis on personalised programmes.

3.4.2 Informed approach to CPD/enhanced CPD

So far then, there is evidence that the partnership project raised awareness of different CPD avenues and challenged traditional attitudes towards CPD. It is not surprising therefore that the interviewees went on to depict ways in which schools actual practice had been impacted, including:

- introduction of coaching systems in school (see Cameo C below)
- revised CPD policy
- use of guidance to support overseas trained teachers
- implementation of CBAM (Concerns Based Adoption Model for evaluating CPD)
- increased professional development for support staff and early career teachers (see Cameo D)
- more provision offered within school (as opposed to courses)
- linking CPD with performance management
- involvement in the TLA (see Cameo D)
- improvements to the monitoring and evaluation of provision.

It is also notable that often interviewees spoke of these developments as lasting developments rather than short term initiatives. *'It's part and parcel now of school self-evaluation and staff themselves are beginning to take it on board'*. (School-based personnel), *'This is a system that we've adopted and it is a system that we will keep in place for the foreseeable future, so there's definitely been lasting impact and lasting value, we feel it works very well for us'*. (School-based personnel). In this sense the changes precipitated by the partnership project appear to have become increasingly anchored into the fabric of school life, which in turn would have boosted schools overall capacity for CPD.

As a result of the new practices, teachers were now said to benefit from an enhanced CPD offer, one which was more customised and would ultimately, progress their careers further:

**Impact for schools directly involved:
Enhanced CPD**

We're better at identifying our own professional development and where we can provide it from within. People in the school are feeling that we're meeting their professional development needs much more than we ever did in the past. So it really is having enormous development (School-based personnel).

The staff can see we've invested in them. They appreciate the overhaul of a rather ordinary system into one that's extra-ordinary. They like the PD that's gone with it, particularly the opportunities to become coaches of teaching and learning (School-based personnel).

Yes it's certainly kept me and my leadership team very focused on teachers that with support can go on to be excellent teachers.... So the whole team are now thinking, that persons strengths are this, let's see how we can find support out there and what accreditation can they get for it. So I think we're much more forward thinking about where our staff go (School-based personnel).

A third area of impact could be described as improved staff wellbeing, stemming from the CPD developments. This impact manifested itself through retention of staff (due to increased support for OTTS and ECTs) and increased staff morale and promotions (following participation in CPD activities).

Cameos C and D provide specific illustrations of ways in which the approach to CPD in two schools had been influenced by the original partnership project. Developments in approach subsequently resulted in an enhanced CPD offer to teachers.

Cameo C

In the original year of the partnership a model to change the culture of CPD was introduced to all secondary CPD coordinators. In the second year, School C fully implemented the model which is based on a whole-school coaching structure – *'in the current school year it's our single most important initiative in our development plan'*. Developments this year involved identifying further staff as coaches (so that the whole workforce now has a coach), refining and differentiating professional development needs and linking the new system with Performance Management arrangements.

Cameo D

In the original year of the partnership the school was involved in a working party to develop an Opportunities Framework for teachers early in their careers. This year School D continued to be involved in the working party and, in addition, has accessed the newly established CPD leaders' network meeting. This year School D implemented the opportunities framework and developed improved support for teachers early in their careers by assigning mentors and engaging with the TLA. In addition, the school focused on developing the role of the CPD coordinator this year. School D also experienced greater collaboration and sharing of good CPD practice with other schools this year via the CPD leaders' network meeting.

3.5 Impact for schools not directly involved

LA and schools interviewees were also asked whether the work had spread further a field to those schools who were not directly involved in the original project. There were interviewees in five authorities who believed that the work would, in time, infiltrate other schools (following dissemination activities and launches). Others felt that there had been informal sharing of the work so far (e.g. discussions between heads) but they were unsure what affect this had had. Meanwhile in ten authorities, interviewees spoke of ways in which the work had already begun to touch schools, other than those originally involved. This was particularly the case where efforts had been made to share project outputs (e.g. entitlement frameworks, good practice booklets) with all schools in an authority or where dissemination opportunities, such as forums and conferences had been created. Again, the impacts experienced by these schools tended to revolve around either a change of attitudes/awareness or a change of practice/approach. [See case studies 1 and 2, Appendix 1].

3.5.1 Informed thinking/attitudes/awareness of CPD

This type of impact was mentioned in six authorities, encompassing a greater awareness of CPD opportunities, knowledge of good practice in relation to CPD and a move towards considering more school based provision. One LA interview explained how attitudinal changes amongst the original participants were now being transmitted to increasing numbers across the authority:

**Impact for schools not directly involved:
Awareness of CPD**

Yes, I think that comes about because you've got people going back into schools, not necessarily teachers, but teachers, headteachers, school improvement officers and providers of CPD who are now looking at different ways of developing CPD, different ways of looking at Personal Professional Development and that's having an impact on a broader audience than the original group that we started with (LA-based personnel).

3.5.2 Informed approach/enhanced CPD offer

Examples were also given of other schools altering their approach to CPD which in turn resulted in an enhanced CPD offer. For instance, other schools were said to have widened provision to include activities such as coaching and mentoring; there was better provision for OTTs in one authority; other schools were using entitlement frameworks and; schools were also engaging with the TLA. A primary head teacher described how they had promoted a model for evaluation through talks and informal discussions with other head teachers. As a result, they hoped that the approach would be adopted elsewhere:

**Impact for schools not directly involved:
Informed approach**

I know other schools have taken it on. Certainly the heads and deputies who were on that original course with me have. But hopefully through sharing it with other heads they've taken it on board as well. Certainly it was well received on the talks that I did and they thought it was a good idea (School-based personnel).

Drawing specifically from interviews with school personnel not originally involved in the project, Chapter 2 noted that three quarters of these interviewees reported various ways in which the project had influenced their thinking or practices (e.g. a change of culture regarding CPD within their school and the introduction of a coaching model). Whilst the overall sample number is small (8 schools in total), it is promising that the majority were able to detect changes as a result of the partnership project. This suggests that not only had the project benefited immediate participants but the effects had radiated outwards to embrace a larger number of schools.

Cameos E and F below offer examples of how schools not involved in the original partnership later became involved and built on the work to varying degrees.

Cameo E

A model for changing the culture of CPD was extended to School E via dissemination activity in the form of a training event and via the LA working in partnership with the school to offer support in implementing the model and building the schools own capacity for CPD. School E had thus implemented a new CPD structure and abolished a previously hierarchical performance management system in place of a coaching model that enables the identification of individual CPD needs and the tailoring of appropriate provision, thus giving CPD greater relevance and impact.

Cameo F

An individual from School F had incorporated some of the partnership outcomes into his practice as a result of attending a dissemination conference event to share the good practice that had been development in other schools as part of the project. School F had been informed by the conference and as a result sought to create greater links between CPD and Performance Management and placed greater emphasis on identifying and evidencing the impact of CPD activity.

Avenues or forums for disseminating the work would appear to be critical in propagating the effects of the original partnership project. This was demonstrated by one LA interview who explained, ‘as soon as one schools doing it, because the networking is quite good, other schools know about’. Networking arose as an impact of the project and also seemed linked with other outcomes e.g. sharing of ideas, as a source of support, etc. Thus, to build capacity for CPD across an authority it is important that infrastructures (launches, conferences, working groups, etc) are in place to spread the message to a wider audience. Even so, in some circumstances, dissemination alone may not necessarily mean schools take on board new ideas and practices. In two authorities it was noted that the CPD models utilised during the project year were in fact quite sophisticated and their implementation required support in the form of external expertise (GTC):

Impact for schools not directly involved: Informed approach

They're [other schools] are at conferences, where they're hearing about it, its going into their consciousness. But I'm not aware of anyone who's gone to a conference and thought that's for me and then picked it up, because its too complex to do that (LA-based personnel).

Thus, in addition to communication strategies, Local Authorities would need to consider whether schools require more practical support in order to adopt any desired CPD changes.

3.6 Impacts for pupils

The effects of teachers CPD should ultimately cascade down to their pupils hence interviewees were asked whether there was any indication of impacts at this level. The majority view was that the partnership project could potentially elicit pupil level effects, although interviewees did not necessarily have hard evidence to back up this proposition. Some felt this level of impact was often hard to gauge and quantify. Typical responses to the question included:

Impacts for pupils

I think improved teaching will always have impact on pupils. I would like to think that certainly some of the CPD we've done this year has had a definite impact on raising pupil standards (School-based personnel).

I would like to think yes, although I couldn't quantify this. It was about skilling staff to pursue things that children would definitely receive an impact from because it was skilling them in terms of pedagogical techniques and therefore assuming those were rolled out in practice, then they must have had an impact (LA-based personnel).

Encouragingly though, in three of the four case study authorities, school interviewees (who were in the position to witness impacts in the classroom) were slightly more convinced of benefits to pupils. Consequently they felt able to make statements such as '*ultimately, it has an impact on pupils*', '*the pupils have also got something because the teacher is motivated to achieve*', and its '*impacted on the way people are dealing with their day to day work*'.

Before summing up the overall impacts of the partnership project, the next section looks at the relationship between the reported outcomes and the involvement of the GTC.

3.7 Value of GTC involvement

In order to calibrate the specific contribution of the GTC, interviewees were asked whether the outcomes arising from the partnership project would have come about without the contribution of the GTC. There was universal acknowledgement that GTC input played a central role in generating the outcomes. Interviewees asserted that, without the GTC, either the work would not have happened or it would have been much more difficult to achieve.

Interviewees proceeded to elaborate on the different ways in which GTC input was valued. Their comments almost mirrored those obtained during the first part of the evaluation (see Moor, et al 2005). The key contributions of GTC input are therefore described briefly below.

3.7.1 Professional boost

Most frequently noted was the fact that the GTC had initially kickstarted the project and without this impetus the work would not have happened or would have taken longer to get off the ground. Interviewees felt that GTC backing (and the credibility that went with this) gave LAs and schools the confidence to push things forward. Others felt it was the encouragement they received and the frequent contact they had with the GTC that served as a driving force behind the project.

**Value of GTC involvement:
Professional boost**

I think again, all credit to [GTC advisor] because I think he has a particular set of skills which actually acted as a facilitation and a catalyst to the whole project (LA-based interviewee).

Also worth noting, some interviewees chose to highlight, on a more fundamental level, the financial resources brought by the GTC. It was maintained that without this funding, ‘we would not have been able to sustain the group and sustain the activities we were doing’ (school based interviewee). Thus the GTC brought not only a professional boost to the work, but also a welcome financial injection.

3.7.2 Results had been achieved more quickly

After the initial kickstart given to the project, GTC involvement ensured that the subsequent work maintained pace and momentum. GTC advisors were able to support LA and school staff and equip them with the necessary skills to progress project activities. The GTC advisors themselves were able to invest considerable time in propelling the project forward, something LA staff were not always in the position to do, with other competing commitments. Thus, it was contended that without GTC input results would have taken longer to materialise.

**Value of GTC involvement:
Results achieved more quickly**

I wouldn't have had the capacity to do what [GTC advisor] did, he was able to devote a considerable amount of time to seven schools which fitted in greatly with the work that we were doing in any case, so by using him as a consultant in that way he was able to do things that I couldn't do (LA-based interviewee).

3.7.3 External expertise

Project outcomes were said to have been facilitated by the expertise of GTC staff, in particular the national perspective they offered in terms of different CPD approaches and networking opportunities with other authorities; *'I think he brought fresh ideas from outside which I thought was very beneficial'* (LA-based interviewee). In addition, the fact that GTC input was continuous for the duration of the project was also appreciated by interviewees. On a more personal level, interviewees commended the enthusiasm and inspirational approach of GTC advisors. Thus in addition to bringing expertise, practical knowledge and skills, the personalities of the advisors helped energise the work force into action.

**Value of GTC involvement:
Instrumental personalities**

The GTC have very instrumental personalities involved as well - the two people that have been particularly involved in the project have been really quite inspirational and very structured in their approach and very informative and supportive to individual members of the steering group and also for the group as a whole (School-based interviewee).

3.7.4 Focus

Several interviewees explained how GTC involvement had helped focus attention on specific areas. As an external body, they came with a certain objectivity and were not influenced by the local political issues within the authority. This was felt to be refreshing and helped identify clear pathways for developing the work.

**Value of GTC involvement:
Objectivity**

We very much valued their input because they could see, they didn't bring the baggage of the authority with them, just a clarity of thought really. We would sit and I'd be talking with [GTC advisor] and he'd say 'but why can't you do this', I think it's always useful to have an external voice there who hasn't come with the history of why it might not have happened in the past. I think it was a very positive partnership (LA-based personnel).

3.7.5 A better and more effective product

Given the additional expertise and insight offered by the GTC, it follows that some interviewees concluded that GTC input had generated better and more effective outcomes e.g. the development of a workforce development tool kit was said to have benefited from GTC input and expertise.

To sum up, all interviewees regarded the GTC as having played a critical role in the development of the project and its lasting impacts. More specifically, they welcomed the professional boost given to the work, the external expertise and the focus afforded to the work. This meant that results were achieved more quickly and in some cases the outcomes were felt to be better or more effective.

3.8 Summary

This follow up study provided an opportunity to explore the extent to which the impacts of the original partnership project had spread beyond the schools directly involved. It also sought to determine whether the impacts generated during the projects year of operation continued to be felt.

Some felt that lasting, far reaching impacts had not yet surfaced because the Local Authority was in the process of disseminating or had not undertaken official launches (e.g. of frameworks, CPD toolkits, etc). Where networks or channels for dissemination had been established there was evidence to suggest that the outcomes of the project had reached a wider audience, with schools revising their thinking about CPD or even implementing new systems.

There were also indications that the impacts instigated during the operational phase of the project had continued to develop and in some cases, new approaches to CPD were now embedded within the working life of schools and Local Authorities. The contribution of the GTC was deemed instrumental in generating the outcomes of the partnership project.

Overall a diverse range of lasting impacts were nominated by interviewees including:

For the LA

- a more coherent approach to CPD
- an enhanced CPD offer
- a wider perspective of CPD
- heightened profile for CPD
- increased networking opportunities
- changes to the working practices of LA personnel
- renewed enthusiasm.

For schools

- informed schools approach to CPD
- enhanced CPD offer
- informed schools thinking/attitudes and awareness of CPD

- improved staff wellbeing.

It is striking that when invited to describe the impacts of the partnership project, responses were overwhelmingly positive. No interviewees chose to highlight any negative repercussions. Thus, we can conclude that a year on from the original project, its impacts continue to reverberate across the authority and the signs are that the capacity for CPD, at both a LA and school level, has continued to grow.

4 Challenges in developing and continuing the work

This section describes interviewees' perceptions of the issues and challenges that emerged in developing and continuing the partnership work in the 15 local authorities this year (2005-06). Since a key aim of this report is to explore the factors contributing to the sustainability of capacity building work of this nature, solutions to the challenges are discussed in Chapter 5 (Key sustainability factors). This chapter draws on interview data from LA advisors and school-based personnel.

Interviewees were asked '*Were there any challenges/issues in taking the work forward?*' or '*What do you feel might have prevented the work from being taken forward?*' depending on the preceding response to the question about whether the work had or had not been taken forward.

4.1 The challenges encountered in taking the work forward

The challenges relating to continuing and developing the work are categorised under five broad themes. Although a range of challenges and issues were raised by interviewees these were often either surmountable (with the strategies discussed in Chapter 5) or were gradually slowing the pace of development, rather than actually bringing the work to an end. In this sense, however, the challenges detailed here affect the longer term development and sustainability of CPD capacity building. The five themes are discussed in turn below in order of the frequency that they were identified.

- Maintaining CPD as a priority and attitudinal challenges
- Lack of resources
- Working together
- Customising and ownership
- Other challenges.

4.1.1 Maintaining CPD as a priority and attitudinal challenges

Challenges associated with **maintaining the partnership work as a priority** were the most commonly identified issues in the second year. Over a third of the sample of 43 LA and school-based interviewees identified this challenge.

At school level the priority of CPD development was often challenged by difficult circumstances, for instance, poor OfSTED results. Although the

relationship between CPD and school improvement was acknowledged, it was felt this was a sophisticated and long term developmental model. This challenge had been insurmountable for one school and had prevented them from becoming involved in developing the work. Again at school level, the priority of the partnership work was perceived as having lost profile in some cases, with a lack of planned dissemination, follow up activity and communication regarding how the work was to be continued LA wide. The profile of the CPD development was felt to be challenged in a small number of cases by a lack of senior LA level support and by a lack of linking between CPD and other remits at strategic level, for example, to engage additional LA advisors. The loss of the external impetus of the GTC advisor was also felt to have threatened the priority of the building capacity agenda in the follow up year.

Although 'priorities' was identified as a challenge in the original year of the partnership it was distinctive to the challenge discussed here. Last year the challenge involved overcoming any disparate priorities between the partners involved. This year the challenge related to maintaining the profile of the work to ensure it remained a key concern. As such this would seem to be a challenge specific to sustaining long term capacity building.

Overcoming negative/ opposing attitudes and establishing interest in taking the CPD work forward was a small, but significant, challenge experienced by LA based personnel. This challenge was also identified in the original year of the partnership projects, suggesting the pervasiveness of the issue. The need to promote and evidence the impacts of different CPD activities was purported as being fundamental to overcoming attitudinal challenges.

The challenge of **changing perceptions and the culture of CPD** in schools was also raised by a minority of interviewees. School staff, in some cases, were not convinced of the value of classroom/school based CPD activities and the motivations for doing CPD, for example, the perception that CPD is given to underperforming staff was identified as a persistent concern. This would appear to be a particularly pertinent challenge in long term capacity building, given the assertion by Harland and Kinder (1997) that change and development of practice requires 'value congruence' with the philosophy being promoted.

Challenges relating to priorities and attitude

Priorities

'At the moment things are just on hold, courses are still happening obviously, but the actual emphasis, you can't keep up, things have got to keep changing as the year progresses, so we're just maintaining it rather than improving on it at the moment' (School-based personnel).

Priorities: CPD not linked to other remits

'I think the whole issue of professional development for teachers is something that as an LA we should involve more people in thinking strategically about how we organise and manage it' (LA-based personnel).

Attitudinal challenges

'What I've found is a fairly narrow road that they tread in terms of that cultural shift - that's been a challenge to try and move them' (LA-based personnel).

Attitudinal challenges

'Staff in schools still perceive their professional development in terms of whether they came out to something at a different venue, as opposed to what happens, or could happen in school working alongside somebody else, being coached. That's a nut to crack' (LA-based personnel).

Attitudinal challenges

'It's selling the whole approach to schools, it's a slow process when they've got a lot of other stuff on. Some schools have not taken on the new approach to CPD, have not taken on the research that we know that CPD that has a kind of action research focus is more effective in terms of impact' (LA-based personnel).

4.1.2 Lack of resources

A shortage of key resources, such as funding, time and staffing were perceived in various ways as inhibiting the development of the work.

Just under a quarter of interviewees felt the **lack of funding resources** in 2005-06 considerably undermined the capacity to take the project work forward. Funding was a particular challenge in terms of being able to fund time for school staff to be involved in CPD activities and development. Without a clear funding source it was felt initiatives and projects like this partnership become overwhelmed by other priorities.

Challenges associated with a **lack of time** were common this year, as they had been in the original partnership year, with a quarter of interviewees identifying this challenge. For example, LA advisors noted a lack of time to focus on taking the partnership work forward given the demands of other commitments. They also identified the lack of time and release time for school staff

(particularly the CPD coordinator) to develop CPD and attend provision, events and forums. One interviewee's insightful comment suggested expectations regarding the value and diversity of CPD had been raised by the partnership work and yet the lack of time given for such activities remained a barrier to participation.

A small proportion (one eighth) of respondents felt that the continuation of the work had been challenged by **limited staffing capacity** at authority level. LA advisors and staff were felt to have too little time to focus on CPD given other responsibilities. In some cases the projects lacked a key member of staff who took overarching responsibility for CPD and could drive the work forward and maintain its profile. Changes in personnel had also posed an issue to sustaining the work. As key personnel had left, the transfer of the responsibility of the work to an identified member of staff was in some cases poorly managed. Some interviewees argued that there was a lack of LA personnel involved in CPD, calling for CPD to have a broader remit across the advisory service, with greater interaction and 'cross fertilisation' with other areas.

Challenges relating to resources

Funding: maintaining the profile

'[With the funding] we were able to secure the commitment of the heads and deputy heads to work on that project. Because we don't have that now we're sort of depended on good will. The commitment is there, but unfortunately other pressures within school kind of take priority' (LA-based personnel).

Time: release time

'It's the issue of release for NQTs - the tension between them getting the release at the same time as colleagues - that remains an issue where there's a number of NQTs in the school' (LA-based personnel).

Time: for schools to be involved in CPD

'It's to do with time and capacity, because that style of working [action research/school based] is much more expensive in terms of teacher or support staff time. So ultimately it might have greater impacts and greater rewards but schools have got to find the time to do it. It's been a particularly challenging year because we've have the introduction of PPA time which has had a knock on effect on time for CPD' (LA-based personnel).

Staffing continuity

'[We] need to know that they're going to be able to pass this information through their own staffing structure, should people leave' (LA-based personnel).

Staffing capacity

'The reason that it hasn't gone forwards as much is that the key people are dreadfully overworked. The only way that this sort of thing can really be ongoing is if people from schools are given funding or time to work alongside the LEA in developing these things. Although CPD is like the back bone of everything else, the difficulty is time or manpower to actually follow it through' (School-based personnel).

4.1.3 Working together

A number of challenges were raised by both LA and school based personnel which fell into the category of working together. In the original partnership year, issues regarding the internal mechanics of partnership working were experienced e.g. clarifying roles and responsibilities. The challenges this year were slightly different, and related more to the lack of structures, forums and opportunities for communicating and collaborative working. Working together issues were identified at three levels: within the LA, between other LAs and communication between schools and the LA.

Poor internal LA communication and the lack of networking between LA personnel was raised as a challenge in sustaining and extending the work by a minority (one fourteenth) of interviewees. It was argued there was a lack of

formal systems and forums in place to allow this inter-advisory communication.

A handful of interviewees raised an issue regarding the **LA communicating and making contact with schools**, e.g. identifying and communicating with school CPD coordinators. The lack of linkage between the partnership work and other areas of LA focus and responsibility, such as the development of the workforce, was said to pose a challenge to extending the work. One school perceived the partnership work as a duplication of another initiative and hence had not become involved in the follow up year. There was a lack of guidance regarding how to link initiatives together to aid manageability.

The **lack of joined up working between different authorities** was a further challenge identified by one interviewee, which was felt to result in duplicated efforts to develop effective CPD practices. Individual authorities felt that they were *'reinventing the wheel'*. In relation to the lack of joined up work with other LAs and a national agenda on CPD, the loss of continuous GTC support and link with the national agenda was felt to be a challenge.

Challenges relating to working together

Lack of networking/joined up work

'There seems to be an awful lot of people in the country looking at the effectiveness of CPD and there isn't an umbrella over this. There might be too many people trying to do the same thing and reinventing the wheel all over the place' (School-based personnel).

Communication: within the LA

'I think there are internal communication issues. The project is about professional development from starting in teaching to burial and just about everybody in our team actually has a hand in that but not everybody knows what's been going on in terms of this project' (LA-based personnel).

Loss of continuous GTC support and link with national agenda

'We've lost that connection that goes beyond the city walls. [The GTC link advisor] was able to bring in lots of information from work he was doing in other areas' (LA-based personnel).

4.1.4 Customising and ownership

Interviewees signalled challenges which concerned the customisation of project outputs to school settings and also challenges which prevented staff from feeling a sense of ownership over CPD practices.

Firstly, just under a third of school based interviewees involved in the original partnership identified the challenge of **adapting and applying complex and**

theoretical models to their individual setting. In particular, this process required the provision of support and time, which as previously discussed, was not always available.

Schools' ownership of the development of CPD practices was felt to be engendered by the sharing of models, frameworks and tools across the whole school workforce. Facilitating this sense of shared ownership was challenged by the lack of time, support and expertise available to assist people in expanding their CPD practices and understanding. Hence, one school based interviewee felt, regrettably, that their colleagues would experience a **lack of ownership** of the advancement of CPD practices in their school. The practices and the knowledge derived from the use of the models and frameworks (picked up as part of the partnership projects) tended to remain with those in positions of seniority and leadership or those directly involved in the original partnership.

Challenges relating to customising and ownership

Customising the models and tools:

'Initially a lot of people found it difficult to get their head around. So we actually came at it from a slightly different angle in that we started off with a practical example of what it could look like so that people could see what they were aiming to achieve. Then we took them through the thinking behind it, about how they could use this as a model but apply it in terms of their own criteria for their own particular situation' (LA-based personnel).

4.1.5 Other challenges

A further challenge identified by one interviewee was in evaluating the impact of CPD on the actual quality of delivery and provision for pupils.

Demonstrating such impact was felt to be key to engaging people in CPD and overcoming attitudinal challenges and might suggest the need for more follow up and monitoring activity.

4.2 Summary

In the original year of the partnership projects challenges commonly related to the activity and logistics of partnership working, such as, clarifying roles and responsibilities, defining focus and overcoming disparate priorities. In addition, challenges were raised regarding time and funding, as well as issues relating to making cultural change and overcoming negative attitudes. In the follow up year, although the latter challenges were evident, a group of distinctive challenges had emerged. These related specifically to how to extend the work and take it forward. For instance, how to maintain the profile and priority of the work, communicate the work to a wider audience and

support the implementation of models and frameworks within schools. Thus, the challenges discussed in this chapter would suggest that the structures and support required for developing capacity building work long term are subtly distinctive to those needed in the original year of input. This issue will be elaborated upon in the following Chapter examining the key features of sustainable development.

5 Key factors in sustaining the work

This section seeks to describe and collate the key factors which have led to the sustainability of the partnership work. It draws on interview data with LA and school-based personnel and their response to the open question ‘*What are the factors that you feel have contributed to the sustainability of the partnership work and its lasting impacts*’. The chapter also aims to draw on data from interviewees’ solutions to the various challenges discussed in the previous chapter, as well as the strategies for extending the work detailed in Chapter 2, in order to summarise and classify what factors appear to be critical to sustaining work of this nature and building capacity long term.

5.1 Key sustainability factors

Interviewees views of the key factors of sustainability fell into the following broad categories and each will be discussed in turn in the order of the frequency they were identified.

- Expertise and continuous support
- Customisation of outcomes
- Infrastructures for dissemination and sharing good practice
- Strategic management
- Continued opportunities to work in partnership: consultation and discussion
- Linking the work with other initiatives and agendas
- Resources.

Table 5.1 at the end of the chapter provides a summary of all the factors which were identified as helping to sustain the outcomes of the partnership project.

5.1.1 Expertise and continuous support

LA and school based personnel both frequently referred to the **expertise and support offered by the GTC link advisor** as being a critical factor in sustaining the projects and their lasting impacts. A significant part of the GTC advisors’ expertise was their knowledge of the **national agenda and perspective** on good practice in CPD. Interviewees suggested continuing, though reducing, input of such an expert would aid the sustainability of the work. As the expertise from the advisor was gradually transferred and embedded in practices the contact would lessen, thus gradually increasing the LA advisors’ or school staffs’ CPD expertise.

Some school based interviewees felt the ongoing **support of the LA advisor** was key to sustainability and lasting impacts. In a small number of schools the LA CPD advisor (often with the support of the GTC consultant) had worked in partnership with schools to support them intensely in implementing new CPD structures and building capacity for CPD. In other cases schools had suffered from a lack of such rigorous support in developing the work and here impacts were less pervasive.

Another key feature of sustainability and lasting impacts was the development of the authorities' internal expertise. One strategy for sustaining and developing the work in the second year had been for the GTC link advisor to work intensely with individuals or individual schools to advance their own expertise, knowledge and skills in regard to good practice CPD. These individuals or schools then acted as **champions, change agents or as lead schools** in the area and were available to support other schools in developing similarly. School CPD coordinators may be well placed to be active and supported in adopting such a role. Developing the internal expertise available locally in this regard was felt to be a key feature of sustainable capacity building.

Within schools, interviewees identified the need for **support from senior management** in order to make sustainable developments to CPD practices. Support from senior management provided the critical profile, priority, rationale and time that were necessary to make lasting impacts.

**Key sustainability factor:
Expertise and continuous support**

Expertise:

'It's having an individual with the level of understanding, so there's an intellectual rigour there, who's got high levels of interpersonal skills, a very profound understanding of educational theory and of the current agenda and current learning' (LA-based personnel).

National Perspective:

'The GTC rep was able to bring in the wider context, the national picture. That was incredibly useful because you can become a bit blinkered. Via his network meetings and working with colleagues, he was able to share good practice with us. That partnership working with other authorities as well as having that national context' (LA-based personnel).

Continuous support (from the GTC):

'That maintenance of a regular contact with a critical friend helps to maintain momentum' (LA-based personnel).

School level support:

'It's got to have a commitment from the leadership; the head teacher and senior leadership team need to be committed to it to make sure it happens' (School-based personnel).

Building internal expertise: Lead schools/champions:

'The idea is using those people who are on the working groups as sort of champions to roll out to their colleagues' (LA-based personnel).

5.1.2 Customisation of outcomes

There were a number sustainability factors identified by interviewees which appeared to relate to the customization and relevance of CPD.

The capacity to **customise** the project work to meet identified needs was a frequently identified key feature of sustainability mentioned by both LA and school based personnel. Interviewees felt the work was sustainable because it was based on a 'grass roots model' in that the projects worked from a needs basis upwards in order to find appropriate solutions.

Another key feature of sustainability proposed by interviewees was the capacity for partners to have **ownership of the development of CPD** in the authority. In particular, schools felt they had some ownership of the work through the process of working groups, consultations and partnership working.

Allowing people to take ownership of the progression of the work was felt to result in another key feature of sustainable development, that of **commitment**. Because people were able to contribute and have some input they felt they had

an investment and concern in the development and direction of the project and remained committed to its outcomes.

Interviewees' comments would appear to suggest the sustainability of the work relies on achieving a balance between the LA's strategic overview and lead on the work and giving schools and other personnel opportunities to develop a sense of ownership of the development of effective CPD. As mentioned earlier, LA wide forums for facilitating school level input and ownership of the development of CPD, such as opportunities for discussion, consultation and partnership working, would seem to enable this balance to be achieved.

Maintaining the relevance of the projects aims and outcomes was felt to be key to ensuring sustainability. Firstly, the projects were deemed sustainable because they were producing **definite, tangible and applicable outcomes**. For example, frameworks, strategies, models and tools had been developed as part of the continuation of the partnerships. The importance of frequently reviewing and updating such tools to ensure their continued relevance was felt to be paramount.

As mentioned earlier, the projects were felt to be relevant to the needs of the authorities because they were designed from an awareness of such requirements and customised accordingly. The fact that the projects were so useful and relevant contributed to their sustainability.

Demonstrating the **relevance, impact and innovation** of the work was a key feature of sustainability in terms of ensuring wider engagement to the approach. Interviewees frequently mentioned that they had used evidence of the impacts of CPD and the projects and approach in order to overcome attitudinal challenges and promote engagement.

**Key sustainability factor:
Customisation of outcomes**

Customising:

'It is meeting the needs of the people involved. So it is something that is there for a genuine reason' (LA-based personnel).

Ownership:

'That's the key to sustainability, because unless staff have an active role, not a passive role in it, it will wither as soon as pressure is taken off' (School-based personnel).

'They had ownership of it, it wasn't actually imposed on them and it was something that they felt was enhancing what they were doing' (LA-based personnel).

Commitment:

'I think it has been the commitment and dedication of all the staff involved' (LA-based personnel).

Design for application/impact:

'The very practical application of what he's been talking to us about, in that he has been able to work with us in terms of how we might present this to schools' (LA-based personnel).

'What made it sustainable was that it was a project that was clearly integrated into our service plan, it wasn't a bolt on and therefore it was internalised and whatever follow up we did had an impact' (LA-based personnel).

Tangible outcomes:

'It's added to our repertoire of strategies. On a practical level, he's actually expanded the tools that we've got at our finger tips' (LA-based personnel).

Promote impacts to overcome attitudinal challenges:

'I think the fact that having put things into practice we're seeing the results in school makes you want to continue with it' (School-based personnel).

'To sustain it I think heads have to see the benefit. Once that can be sold to heads I think it will become part and parcel of continuous school improvement' (School-based personnel).

5.1.3 Infrastructures for dissemination and sharing good practice

Both LA and school based interviewees felt that in order to sustain the work there needed to be a range of structures in place for cascading and spreading the information and thinking.

Firstly, the need for **avenues to disseminate LA-wide developments and thinking to schools** was identified. As discussed in Chapter 2, half of all the schools interviewed in the sample had little or no awareness of authority-wide developments of the partnership projects. Forums, such as school CPD coordinator meetings were found to be an effective method of relaying the authorities' CPD messages to schools.

Secondly, it was argued there needed to be **forums in place for LA-strategic level sharing**. In the previous chapter discussing the challenges of sustaining the partnership work this year, some LA based personnel spoke of a lack of awareness of the development of the project. Increased advisor-awareness of the development of CPD was thus raised as a key factor contributing to sustainability. Interviewees felt a greater range of advisors should be better informed about the authorities CPD approach in order to more effectively share this message with schools.

Thirdly, LA based interviewees described the need for **opportunities to liaise with other neighbouring authorities**. Such structures would allow authorities to share good practice with one another. This would avoid the need for authorities to work inefficiently in isolation from each other developing innovative practices and advancing the cultural evolution of CPD.

Finally, interviewees suggested the need to provide **opportunities for schools to convene** and collaborate on developing CPD as key to sustaining lasting development of the work. The development of some of the partnership projects had profited in this regard, encouraging consortia of schools to develop the work. Here, representatives from each consortia attended an LA-wide forum and could then disseminate the developments and learning back to their consortia.

**Key sustainability factor:
Infrastructures for dissemination**

Avenues for cascading LA wide developments:

'I think sometimes you have to expose them [schools] to it in several different contexts before it becomes totally embedded' (LA-based personnel).

'We work cross phase, we have a number of groups, all with head teacher or deputy head teacher commitment with LA officers – that has been the key to sustainability - because we've got places that we can take the work to and different types of groups' (LA-based personnel).

Opportunities to liaise with other authorities:

'Get CPD advisors together, occasional meetings just to disseminate what people are doing and how you can actually work more effectively on that' (LA-based personnel).

Opportunities for schools to convene:

'It's about empowering schools to support each other, as opposed to the LA providing advice to schools. With the Children's Networks and the encouraging of collegiate working, you have to empower schools, I think it's about getting them to do it' (LA-based personnel).

5.1.4 Strategic management

Interviewees identified a number of key sustainability factors regarding the strategic management of the projects. Firstly, there needed to be **capacity in the LA CPD team**. It was felt there needed to be enough personnel, with enough time at this strategic level to sustain the long term commitment to the development of CPD. As covered in Chapter 2, the authorities in the sample had demonstrated two different approaches to building sustainable capacity for CPD at LA level. Some authorities had recruited new personnel to the CPD team. Others had established forums in order to spread and integrate the remit of CPD more broadly across the different areas of the advisory service. Both methods enabled the expansion of the remit and capacity for CPD at LA level.

Despite the emphasis on spreading the remit of CPD at LA level, many LA based interviewees felt there should be a **lead LA officer with overall responsibility** for developing CPD and reinforcing the concern with other officers. Although the value of engaging school level involvement in the development of CPD has already been discussed, the need for the **LA to retain the overview of the work** was recognised by both LA and school based colleagues. LA involvement was considered important to sustaining and maintaining the profile of the CPD agenda, ensuring a consistent approach across the authority and engaging a national perspective.

A number of interviewees from both authorities and from schools felt **assigning high status and profile** to the development of CPD was an essential factor of sustainability. The longevity of the projects was felt to have been facilitated by the engagement and endorsement of the Children's Service director, support from senior LA advisors and even interested MPs.

Finally, the sustainability of the work was felt to be underpinned by **long term strategic planning**. The continuation of the projects had been aided in a number of cases by ongoing planning and reviewing of goals. Having plans for where the projects would go next ensured sustainability because the work continued to have a purpose and role. Interviewees also identified the need for planning to be in place regarding the transfer of responsibility for the work (or remits of it) when personnel changed. As one interviewee effectively expresses, there needs to be processes in place for '*handing the baton over*'. This issue was also raised by school based personnel, suggesting similar planning for the evolution of the work is necessary at school level.

**Key sustainability factor:
Strategic management**

Manageability: share the remit

'What will keep it going is the way that we've actually now organised it in a more manageable way. So actually it doesn't fall to just one person, there will be elements. So if somebody was to move on now it would be an aspect of it that needed to be picked up rather than the whole thing' (LA-based personnel).

Long term planning and clear goals:

'We always had points of action, an agenda to discuss, by the time we met again almost everyone had achieved the points of action, nobody stepped behind, it just ticked along' (School-based personnel involved in a working party).

'I think if we'd just said we'll do a one off project then it wouldn't have been sustainable, but it was because we actually got to the heart of how do we make this sustainable in the first instance' (LA-based personnel).

Senior LA support/support from director:

'She's very, very instrumental and obvious in her support' (LA-based personnel).

LA to retain overview:

'The LA should really be the hub I think' (LA-based personnel).

5.1.5 Continued opportunities to work in partnership: consultation and discussion

Both LA and school based interviewees argued that it was the continuation of opportunities to discuss, collaborate and learn from each other that had contributed to the partnerships being sustainable and having lasting impacts. Indeed, Bolam and Weindling (2006) note the effectiveness of collaborative CPD working on transforming practice, attitudes and beliefs, in their recent review of capacity building projects. Working groups often facilitated this consultation and discussion. Through the process of discussion and the expression of views, **awareness was raised about the experiences of CPD in schools**. Accordingly, the projects were able to address these needs with appropriate solutions. The process of consultation thus served a critical function in ensuring the work maintains appropriate and relevant direction.

Interviewees recommended that consultation continued to engage **multi-layered participation** (e.g. LA level and a range of the school workforce) in order to provide a representative array of perspectives. This partnership process was felt to act as a leveller of these different statuses and break down the barriers of '*we are head teachers, you are teachers*'. The emphasis was on **learning from each other**, as opposed to an emphasis on people learning what their managers think they need to learn. In so doing, the configuration of consultation reflects the approach to CPD being conveyed; that CPD should be personally meaningful and relevant, rather than a strategy for dealing with inadequacies. Interviewees felt the effectiveness of this process had contributed to the sustainability and lasting impacts of the project work. Particular importance was placed by interviewees on the **quality of personnel** involved in partnership working, citing the importance of commitment, trust, progressive and positive attitude and the ability and position to be able to share learning and thinking with others.

Partnership working also served a further function in sustaining the development of CPD and long term impacts of the project. The process of consultation with schools allowed the **validation of authorities' approach to CPD**. With input and endorsement from school representatives, schools across the authority were more likely to adhere to and welcome the authorities' approaches.

Discursive activity also appeared to allow the **development of a dialogue** around the culture and value of CPD. The development of a common language in which to describe and understand CPD gave people the tools with which to begin to share this understanding with others. The development of this dialogue seemed to be an effective strategy for sustaining CPD on the agenda and filtering the discourse across the authority, thus propagating continuous advancement of the project.

**Key sustainability factor:
Continue to work in partnership**

Learning from each other:

'I think the wonderful thing about this is that we've talked to other schools, we've talked to other people who are trying to do the same and learnt from each other, brought it back, trialled something and then gone back again' (School-based personnel).

Raised awareness of school experiences of CPD:

'The discussions, that probably was the turning point, it made people really think, probably for the first time about the issues that these people [Early Career Teachers] have got' (LA-based personnel).

Validation of the authorities approach to CPD:

'I think the key was having people from schools working with us which meant that it was not just me developing it for the LA, it came from that CPD group' (LA-based personnel).

5.1.6 Linking the work with other initiatives/agendas

It was argued throughout the interviews that linking the development of CPD with other initiatives and agendas was a crucial feature of sustainable capacity building. Where authorities had managed to link the project work to other initiatives (such as the TLA and the TDA) as well as other remits of the advisory service (Human Resources, Recruitment and Retention, Children's Service) this had been an important strategy for extending and sustaining the work. Conversely, the lack of linking the work with other agendas was identified as a challenge in the previous chapter and one that hindered the development of the work. Such linking was felt to **help maintain the profile** of the agenda generally and make it easier and more manageable for schools to build capacity for CPD if the focus was tied into other agendas for development. For example, in linking the agenda developed in the partnerships with the TLA, schools were able to apply the, perhaps theoretical, approach to a concrete initiative, resulting in a more manageable development of the approach to CPD.

Having a **national perspective** and insights of the national agenda for developing effective CPD was felt to be critical to being able to integrate this agenda with others. Without a national perspective the risk of duplicating efforts to develop CPD practices in isolation was identified.

Key sustainability factor:

Linking the work with other agencies/initiatives

Linking the work with other agendas:

'A number of the schools have pursued it in terms of being interested in the GTC TLA. Generally we're trying to support that and develop a pilot of schools to take that forward. I think that's been a direct consequence of the work' (LA-based personnel).

National perspective:

'That's what I think is probably missing [since the withdrawal of the GTC link advisor], that partnership working with other authorities as well as having that national context' (LA-based personnel).

5.1.7 Resources

As might be expected, both LA and school level interviewees professed the need for resources in order to ensure the lasting impacts and sustainability of the partnership project and its outcomes. The lack of time and funding had challenged the sustainability of the partnership projects this year, as discussed in the previous chapter. Hence, key features of sustainability were felt to be **the provision of time and funding** to support authority and school based staff in developing effective CPD practices.

Key sustainability factor:

Resources

Time:

'Having time, I can't stress that enough. I think schools try to bring in new initiatives and don't give anybody time to talk and think about them and then they fall flat. It's been worth taking that time because we've now got a baby that is going to grow into something really worthwhile' (School-based personnel).

Funding:

'If lasting means further into the future it depends upon the continuation of funding, probably other factors as well' (LA-based personnel).

5.2 Summary

In conclusion, many of the key factors of sustainability discussed above relate to the nature and configuration of the partnership projects. Interviewees felt the critical features that contributed to the sustainability of the project were the opportunity to collaborate and work in partnership, access and develop expertise, the opportunity to customise, take ownership and design outcomes around need. It would thus appear that the model of partnership working contains a number of key elements that are conducive to sustainable capacity

building if continuous. In addition to these more process orientated features, interviewees made recommendations for the structural necessities for sustainability. The work requires infrastructure, strategic management, links with other agendas and resources in order to be sustainable and have lasting impacts.

Table 5.1 Summary of the key sustainability factors

Infrastructures for dissemination and sharing good practice
<ul style="list-style-type: none"> • Avenues for cascading LA developments and thinking (e.g. CPD coordinator meetings) • Forums for LA strategic level sharing (advisor meetings) • Forums for liaising with neighbouring authorities (regional meetings) • Forums for school collaboration (consortia)
Continued opportunities to work in partnership: consultation and discussion
<ul style="list-style-type: none"> • Raises awareness of schools CPD experiences • Multi layered involvement – learning from each other • Validation of authorities' approach to CPD • Development of common dialogue for CPD
Expertise and continuous support
<ul style="list-style-type: none"> • From GTC link advisor • National perspective • LA level support • Senior school level support • Lead schools/champions – local expertise
Strategic management
<ul style="list-style-type: none"> • Capacity of strategic CPD team • LA CPD leadership • LA overview • Assigning high status and profile to CPD • Long term planning
Customisation of outcomes
<ul style="list-style-type: none"> • Customising • Ownership • Commitment • Definite/tangible outcomes • Promotion of relevance and impacts to overcome attitudinal challenges
Linking the work with other initiatives and agendas
<ul style="list-style-type: none"> • Profile • National Perspective
Resources
<ul style="list-style-type: none"> • Time • Funding

6 Conclusion

This final chapter aims to relate the key findings of the follow-up evaluation to implications for framing and informing national policy development. The following themes may merit consideration in future partnership working and in attempting to build schools capacity for CPD in the longer term.

LA wide activity or individual school development?

As discussed throughout the report the strategies put in place to extend the work in the follow up year appear to serve different functions. Partnership working was found to be effective in generating a deepening of schools capacity for CPD in progressing thinking, culture and practice. However, a lack of schools' awareness of the authority-wide development of CPD was associated with this approach. Meanwhile, dissemination and cascading activity was effective in spreading the work across many schools. Such activity served the function of reinforcing and maintaining the agenda, and, updating and providing information. However, reliance on simply cascading the information to others may not lead to further development of the work as learning becomes diluted. Day (1999) suggests it is involvement in a process that is critical to learning and developing thinking.

- Thus, future policy may need to take account of the interplay between activities and strategies that function to deepen or spread developments. It is suggested that capacity for CPD in schools is more likely to be achieved and sustained by a combination of these methods.

Ongoing support

It was found that one third of schools involved in the partnership projects in the original year had not gone on to develop the work in the follow up year. Without continuous support and impetus, therefore, there is a danger that the knowledge and learning developed amongst those involved in the original project will not necessarily be extended across the school.

- Schools would benefit from continuous support (including, time, funding, or support from experts) in order to engage the whole school community in developing practices as well as the individuals' capacity to improve their own CPD practices.

Opportunities for consultation and partnership working

The long term capacity of CPD development would seem to rely on the continuation of opportunities for consultation and partnership working, and the involvement of both LA and school level personnel. LA involvement helps to bring priority to the work and their contact with a range of different schools aids the sharing of good practice across the locality. School involvement is essential in ensuring the direction of the development remains relevant to their needs and will achieve an impact. LA wide forums, working groups and collaborations of schools would seem to facilitate a balance between LA and school involvement and thus contribute to sustainable development. Another factor critical to the success of partnership working, is the involvement of appropriate personnel to avoid tokenistic consultation or engagement of a select few from particular schools.

- It is recommended that partnerships aim to engage forward thinking, charismatic and committed personnel – the qualities of personnel who are most likely to share the work with colleagues informally, and internalise and advocate a philosophy valuing the role of CPD in school improvement.
- Partnerships and forums should aim to include multi-layered participation. The opportunity to learn about different peoples' experiences and perspectives through the process of collaborative working was clearly a key feature of the sustainability of the projects and provided a crucial site for learning and developing thinking.

Linking the work with national and other agendas

Linking the partnership project with other initiatives and agendas had been a challenge experienced at both LA and school level. The role of the GTC would seem to be critical here. Many references were made to the value of the GTC in bringing a perspective of the wider agenda, national insights and knowledge of work going on outside of the locality.

- It is recommended that information and guidance is provided to LAs and schools regarding how the CPD partnership agenda fits and links with other agendas and how other LAs and schools are developing CPD practices. Having the knowledge to make such links aids the sustainability of CPD as a priority and the manageability of engaging with new initiatives.

External expertise

The follow up work had been, in many cases, enabled by the continued support of the GTC advisor and the sustained injection of new knowledge and thinking that they were felt to bring. Kennedy (2005) suggests a commitment to an enquiry based approach is critical to transformative practice. Thus, the

seeking of new knowledge and practices must remain at the heart of sustainable CPD capacity building, and schools and LAs should be supported in engaging with external experts from a range of organisations.

- It is recommended that the long term development of the work should involve the continued support from, and contact with, external experts.

Framework/model of the developmental process

Throughout the original and follow up year of the partnership projects, the foci and activities undertaken appeared to be evolving, whereby one activity naturally led to another.

- Thus, it is suggested that the future sustainability of the work may be aided by devising an overarching framework of the developmental process. Such a framework may identify a progression or map of activities and foci, along with the most effective strategies and processes for developing and extending them.

Customization and ownership

Schools' perceptions of the partnership model were generally very positive. Schools particularly valued the opportunities to customise the work to their own needs and take ownership for the development of CPD at an individual school level. In the follow up year of the partnership work, continuation of these key elements was identified as important in sustaining the work.

- It is recommended that long term CPD capacity building work involves the planning of activities and processes that facilitate the capacity for customisation and ownership.

Summary

In the follow-up evaluation of the partnership project, evidence was garnered on the lasting impacts one year on from the original input, suggesting it to be a sustainable model. The partnership work was perceived positively by schools and there were key elements of the model that they valued: collaboration and partnership, external expertise and the opportunity to customize and design for impacts according to need. Furthermore, involvement in the original year of input need not be a prerequisite for building capacity in schools if effective strategies are implemented to extend the work. Ongoing opportunities for consultation, continued external support and links with other agendas also helped to sustain the outcomes of the project.

References

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DAY, C (1999) *Developing Teachers: The Challenges of Lifelong Learning*, London: Falmer Press.

HARLAND, J. and KINDER, K. (1997) 'Teachers' Continuing Professional Development: framing a model of outcomes', *Journal of In-service Education*, vol. 23, 1, pp. 71-84.

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Appendix: Case studies

Case studies were conducted in four of the 15 LAs in order to explore and verify the extent of the development of the partnership projects in their follow up year. The four case studies were selected in conjunction with the GTC and included 3 of the six case studies involved in the first evaluation. In the majority of cases the LA advisor primarily involved in the original partnership was the key contact for the follow-up evaluation. LA advisors were asked to nominate 6 interviewees for the case studies, including a sample of school based staff who had and who had not been involved in the original partnership. When asked to identify interviewees who had not been involved in the original partnership in case studies 2 and 4 it was suggested we speak to newly involved LA advisors.

The make up of each of the case studies is outlined in the table below.

	LA advisors	Schools-based staff involved originally	School-based staff NOT involved originally	Total interviews
Case Study 1	1	2	4	7
Case Study 2	3*	4	1	8
Case Study 3	1	3	1	5
Case Study 4	5**	1	2	8

* = one of which an LA consultant, one of which was an LA advisor involved in the follow up year only

** = one LA advisor involved in the follow up year only

Over the following pages each case study is presented in a similar format. The first row of each table gives a short background of the work undertaken in the original partnership project (labelled 'Year 1'). The following three sections detail the developments in the follow up year (2005-06) (labelled 'Year 2'). Within these three sections the developments are broken down into LA level developments, school level developments in schools involved originally and school level developments in schools not involved originally. Each of these sections has a corresponding column which aims to summarise the impacts of the activities reported. The final two rows present the main strategies that were put in place to extend the work this year and any noticeable key sustainability factors.

The four case studies illustrate some slight variations in terms of the overarching aims and configuration of the developing work:

- Case study 1 provides exemplification of where greater prominence has been given to school level development.

- Case study 2 illuminates the methodology of establishing and employing infrastructures to spread and embed the work.
- Case study 3 highlights a focus on dissemination activity and using the work to inform LA strategic thinking and planning. This case study also draws attention to the challenges of how to share individual school-based developments and capacity. The schools involved originally had developed their CPD practices extensively and were identified as lead schools but had not been contacted by any other schools to explore their good CPD practices.
- Case study 4 demonstrates where the major emphasis in the development work has been on building capacity at LA strategic level (though in consultation with schools).

Case Study 1

Year 1	
Nature and focus of the original partnership	
<p>The original project aimed to change the culture of CPD at LA and school level. A framework for change was used, which centred upon the principles of coaching. The LA and the GTC advisor worked in partnership with secondary CPD coordinators to develop the approach.</p>	
Year 2	
Nature and focus of LA development	Impacts
<ul style="list-style-type: none"> ✓ Linked the work with other agendas/initiatives e.g. TLA ✓ Developed guidance framework for schools on designing CPD for impact ✓ LA working in partnership with schools ✓ Formalised the CPD coordinators meeting ✓ Designing CPD for impact, included working with providers ✓ Invited a cluster of new schools to develop the model, then worked in partnership to support 	<ul style="list-style-type: none"> ✓ On LA advisor: Informed own thinking/approach to CPD and developed ability to be responsive to schools needs ✓ Impacts on LA: Developed LA thinking on CPD ✓ Impact on LA: Greater resources for CPD e.g. formalised CPD coordinators meeting ✓ Impacts on all schools: Raised profile of CPD - a very tangible difference in the attitude that schools have towards CPD
Nature and focus of School development	Impacts
<ul style="list-style-type: none"> ✓ Two schools implemented the programme of coaching in school, revised whole CPD structure e.g. linked more to PM 	<ul style="list-style-type: none"> ✓ Improved quality of school CPD, e.g. CPD better tailored to meet staffs' needs. ✓ Changed type of CPD activities
Involvement of schools NOT originally involved	Impacts
<ul style="list-style-type: none"> ✓ One school fully implemented the coaching/change model ✓ One school implemented the coaching/change model in own practice as a coach and became involved in the TLA as a result of contact with the GTC. 	<ul style="list-style-type: none"> ✓ Improved relationship with LA ✓ Improved awareness of CPD opportunities available (e.g. TLA)
Main strategies for extending the work	
<ul style="list-style-type: none"> ✓ Partnership approach (LA advisor worked closely with schools to develop CPD/coaching model in their school). ✓ Dissemination (training event on the approach/model) ✓ CPD coordinators meeting established 	
Key sustainability factors	
<ul style="list-style-type: none"> ✓ LA and GTC advisor provided continued support and worked in partnership with schools to implement change and support capacity building. 	

Case Study 2

Year 1	
Nature and focus of the original partnership	
As part of the original partnership an Entitlement Framework for teachers early in their careers was developed. This involved a working group of head teachers, deputy heads, teachers' early in their careers and overseas trained teachers all from the primary sector.	
Year 2	
Nature and focus of LA development	Impacts
<ul style="list-style-type: none"> ✓ Identifying and meeting CPD needs, including increased provision/support for early career teachers ✓ Expansion of the focus to a new sector, e.g. secondary phase, teachers late in their careers ✓ Developed additional tools and guidance documents for schools on supporting OTT and ECTs. ✓ Expanded the remit of the LA CPD team so the advisor with responsibility for NQTs more involved in CPD provision and an LA related CPD forum established ✓ Formalised forums for CPD e.g. CPD coordinators meeting ✓ Dissemination (of the entitlement framework and approach) ✓ Linked the work with other agendas/initiatives e.g. TLA ✓ Improving LA-School communication e.g. databases ✓ Inviting other schools to develop the work, e.g. training schools. 	<ul style="list-style-type: none"> ✓ Empowering for school staff involved in the working party ✓ Increased awareness of alternative CPD activities and opportunities ✓ School staff raised awareness of the need to take ownership of CPD/priority of CPD ✓ Greater awareness of national perspective and of developments in other LAs ✓ Changing attitudes towards CPD – evidenced in the increasing enthusiasm for TLA ✓ Recruitment and retention – increased expectation of quality support for staff. ✓ Application of TLA core dimensions as a framework for developing
Nature and focus of School development	Impacts
<ul style="list-style-type: none"> ✓ Implementation of the entitlement framework ✓ Involvement in the CPD coordinators meeting ✓ Development of the role of CPD coordinator ✓ Involvement in working party and developing tools and guidance documents for schools ✓ Embedding the TLA and applying the core dimensions as a framework for developing 	<ul style="list-style-type: none"> ✓ Improved provision and support for teachers early in their careers. ✓ Raised awareness of CPD opportunities available, including more national perspective (CPD coordinator) ✓ Changed culture of CPD – more school based. ✓ Recruitment and retention – retained more early career teachers because they are better supported. ✓ Continued involvement in working party is empowering.
Involvement of schools NOT originally involved	Impacts
<ul style="list-style-type: none"> ✓ Attending the continued working party due to the expansion of the remit to include the secondary sector 	<ul style="list-style-type: none"> ✓ Changing structures of CPD – implementing a coaching model in school ✓ Has put in place better development opportunities for NQTs to gain accreditation ✓ Developing portfolios on professional development

Main strategies for extending the work
<ul style="list-style-type: none">✓ Established/formalised forums for CPD✓ Expansion of the focus to a new sector✓ School consortia – schools collaborating to develop CPD/support each others developments
Key sustainability factors
<ul style="list-style-type: none">✓ High level strategic support✓ Infrastructures and resources - expansion of the LA CPD team and established forums for LA strategic development of CPD✓ Formalised the CPD coordinator meeting

Case Study 3

Year 1	
Nature and focus of the original partnership	
<p>A number of schools worked with the LA CPD advisor and the GTC advisor to audit CPD provision and needs. The GTC link advisor then worked with the individual schools according to identified needs (various school focus, looking at changing the culture of CPD, developing portfolios and evaluating the impact of CPD).</p>	
Year 2	
Nature and focus of LA development	Impacts
<ul style="list-style-type: none"> ✓ Dissemination of the project work in a conference and paper – sharing the good practice developed in the number of schools. ✓ Expanded the focus to a new sector, e.g. PD for the whole school workforce ✓ Informed strategic development – the knowledge garnered from the original years' audit informed the service plan. 	<ul style="list-style-type: none"> ✓ Impacts on LA - Knowledge from the audit informed strategic planning and service plan. Helped them move forward on the workforce development agenda. ✓ Impacts on schools involved originally - clearer understanding of what is effective professional development. Entitlement framework for CPD for the wider workforce in place in those schools and greater awareness of impact evaluation.
Nature and focus of School development	Impacts
<ul style="list-style-type: none"> ✓ One school continued to develop CPD according to the learning developed from working with the GTC link advisor e.g. increased emphasis on diversity of CPD opportunities. Implemented a new CPD structure in school which links CPD more with PM. Implemented a portfolio system so every member of staff now keeps a portfolio of PD. ✓ One school has implemented a new system of CPD portfolios and has placed greater emphasis on evaluating the impact of CPD. ✓ One school has maintained the increased support for PD of support staff in school that was implemented in the first year of the project. Not built on the work this year because other priorities have taken over. 	<ul style="list-style-type: none"> ✓ Impacts on self – improved leadership skills and professional satisfaction in developing staff. Greater understanding of what effective CPD looks like. Motivated to develop own CPD as a role model to colleagues. ✓ CPD been made a priority in the school ✓ Cultural change – now increased focus on in-school expertise and provision. ✓ Impacts on self – greater awareness of how to evaluate what forms of CPD have greatest impact and therefore value for money. ✓ In the third school (opposite) impacts were felt only in the first year of the project
Involvement of schools NOT originally involved	Impacts
<ul style="list-style-type: none"> ✓ The school attended a dissemination event on sharing the good practice that had been developed in the lead schools. Learning from this conference helped inform practice and encouraged greater linking of CPD with PM. 	<ul style="list-style-type: none"> ✓ Greater link between CPD and PM, placing greater emphasis on identifying the impact of the CPD activity.
Main strategies for extending the work	
<ul style="list-style-type: none"> ✓ Dissemination activity (e.g. good practice conference) ✓ Lead schools as ambassadors of good practice in CPD 	
Key sustainability factors	
<ul style="list-style-type: none"> ✓ Dissemination 	

Case Study 4

Year 1	
Nature and focus of the original partnership	
<p>Initially, the main focus was on support for the LEA CPD coordinator (new to post), getting a clear picture of local issues, and helping LA prepare for Ofsted. Then focus moved to being able to measure the impact of CPD. GTC advisor introduced a model for evaluating CPD (CBAM – Concerns Based Adoption Model). The model was then introduced to various LA and school groups. The model helps plan step by step developments towards a goal so can be applied to any developmental process. Initially mainly an LEA level focus, latterly the project began to impact and involve schools.</p>	
Year 2	
Nature and focus of LA development	Impacts
<ul style="list-style-type: none"> ✓ At LA level a working group (including school-based staff and newly involved LA advisors) have been devising a CPD tool kit for schools which includes the CBAM evaluation framework. ✓ The evaluation model is shared via a number of forums with other LAs and within the LA ✓ Last years audit has continued to inform the culture of what activities constitute CPD (the new culture now embedded in the CPD strategy developed last year). ✓ Revised the structure of the LA CPD team - so that now key people taking responsibilities for certain aspects of CPD remit. As part of this restructure two new school workforce development coordinators appointed. ✓ Establishment of LA strategy groups for workforce development (engaging various different partners) ✓ Disseminated the project work at a best practice conferences ✓ Strategic level - Expansion of the strategy and focus - to look at CPD for the wider school workforce (e.g. support staff) and CPD for the whole of the Children's Service (including, CS workforce development group established) ✓ Launching and promoting the TLA in the authority ✓ Dissemination of tools - The kit will be shared with all schools at a launch and then sent out to schools, followed by a training programme on the topic of evaluating CPD. Schools involved last year (as well as newly involved LA advisors) will contribute to this training (developed/sharing expertise). 	<ul style="list-style-type: none"> ✓ Development of the LA approach to CPD e.g. less emphasis on external provision and more emphasis on schools building capacity for CPD within and across themselves. The project work has contributed significantly to the LAs vision of what effective CPD should look like and has influenced the planning of CPD. ✓ More capacity among local schools to 'self help' – internal expertise ✓ More capacity of officers within the LA to support CPD ✓ Impact on self – greater understanding of CPD and of the value of CPD ✓ Felt the GTC advisor role had built capacity for the LA to go forward itself and has built their capacity to support schools better – enhanced CPD offer. ✓ Expanded LA tools and resources capacity (e.g. CBAM model) ✓ Anticipated further impact on all schools due to dissemination of the evaluation tool kit and framework (via various forums/groups and training events)

Nature and focus of School development	Impacts
<ul style="list-style-type: none"> ✓ School staff worked as part of the working party to develop a CPD tool kit for schools this year, using the CBAM approach including involvement in disseminating and training events. ✓ Shared the model within own school and use of the model in many areas of practice generally. ✓ School engaging with the TLA due to contact with the GTC. ✓ Anticipates being involved in further dissemination and training events sharing the model and evaluation framework with other schools in the future. 	<ul style="list-style-type: none"> ✓ Improved practice due to use of the model in many areas of practice. Using the model to plan whole school staff CPD development e.g. identifying areas for improvement, steps towards an end goal ✓ The model has allowed identification of areas of weakness in the school CPD structures, thus implemented improvements and impact on pupils. ✓ Feels there will be impacts on other schools who have attended formal sharing events of the model and also those schools the model shared the model with informally. ✓ Impact on thinking regarding CPD, about what is effective CPD – from a central training approach to a coaching and modelling, and school based approach.
Involvement of schools NOT originally involved	Impacts
<ul style="list-style-type: none"> ✓ The extension of the partnership work involved additional LA advisors in continuing the work but was not extended to involve any additional schools directly (though they may be impacted by subsequent authority-wide dissemination). 	
Main strategies for extending the work	
<ul style="list-style-type: none"> ✓ Building on the work at strategic level – engaged additional LA advisors ✓ Developing documents and tools for schools ✓ Dissemination activity ✓ Restructured the LA CPD team 	
Key sustainability factors	
<ul style="list-style-type: none"> ✓ Consultation - LA and schools working to develop CPD evaluation framework ✓ Customising and relevance of outcomes ✓ LA strategic capacity and forums 	