

Case Studies on using Teachers' TV in school-focused CPD.

Summary, Conclusions and Recommendations Teachers TV and CPD

A report by

**Hilary Bourdillon
London Centre for Leadership in Learning
The Institute of Education
July 2007**

Case Studies on using Teachers' TV in school-focused CPD.

Summary, Conclusions and Recommendations

Teachers TV and CPD

One of the major responsibilities of the IOE's Teachers TV Liaison Officer was to develop CPD opportunities using Teachers TV. This is a summary of the main findings from Case Studies on using Teachers TV in school-focused CPD.

1. A strategy for using Teachers TV needs to take into account how teachers' behaviours and practices change.

The rationale for the developmental approach to using Teachers TV adopted in these Case Studies (see Appendix 1 for context and methodology) is informed by research into educational change. New initiatives, innovations, the sharing of practice between teachers, indeed any aspect of educational change, have been found to be effective if those who are working with the initiatives are encouraged to use them. Through this process they are able to realise the potential the new developments have for transforming pupil learning, to take some 'ownership' of the development and to make a contribution to it.

"Between 1997 and 2002, the literacy and numeracy strategies in primary schools were amongst the most impressive of the government's achievements, but the rate of improvement any single strategy can effect is small. To maintain momentum, new approaches are needed.....Traditional dissemination often fails because it runs against the grain of how teachers do their work and manage the process of change... Teachers have learnt to trust other teachers... about what works in classrooms and even then they need to 'tinker' with an idea to see how well it fits their personal style and the conditions of their particular classroom." (Hargreaves 2003) and,

“Past records for curriculum initiatives show extraordinarily modest levels of pedagogical implementation, in part because curriculum innovators have failed to start ‘where teachers are at’.” (Swann and Brown 1997)

There is a growing awareness of the Channel amongst educational professionals. However, despite wide marketing across the schools, in this study around 10% of staff in participating schools had watched Teachers TV and 7% were aware of the website. The 10% who had watched programmes, had done so out of interest to find out about Teachers TV. By the end of the Case studies, the majority (82%) of the staff in participating schools had watched and used the TeachersTV website and programmes.

The Case Study approach facilitated the use of Teachers’ TV because it started with staff’s specific development needs and worked with the school’s approach to CPD:

‘We’ve found that the best sort of CPD is that which has evolved with us doing a lot of in-house work where we share ideas with each other, so we tend to have whole school meetings, if not every week, then almost every week, where people will get up and share things that have worked and then sometimes we will get into department groups and carry on talking about those issues and sometimes in cross department groups as well. But actually, working on things that we perceive as important for us as a school or with our department, we’ve found, is the best thing there.’ (CPD Co-ordinator - Case Study School).

“From all the information that came into school, I didn’t think Teachers’ TV was relevant to me and I felt resentful of the way in which it had been ‘imposed’ on the profession. As a result of developing these activities for my Classroom Assistants, I can now see Teachers TV is a great resource for us to use and take the bits we want from it. There is a lot there that is relevant to our current work which I hadn’t realised before.’

(Headteacher – Case Study school)

Work in the Case Study schools increased knowledge and use of the programmes and encouraged regular use of the website with around 1,500 teachers.

Through adopting the Case study approach, professional development using Teachers' TV moved beyond the initial "awareness-raising" and development of knowledge about the channel and website. Collaborative activities were set up, which enabled educational professionals to explore the web-site and the programmes and to identify what was relevant to their needs. The Channel was not presented as 'TV' but as a resource for enhancing staffs' professional development work. Additionally, the programmes were not presented as the only resource for supporting professional development. Other materials and teachers' own expertise were used in the creation of professional development activities related to classroom issues and with a clear focus for enquiry. (This need to mediate the programmes and to create professional development activities, is explored further below).

Through considering how Teachers TV could be embedded within the schools' CPD, a range of issues have been raised about the sustained use of Teachers TV. The strengths of the programmes, together with areas for development are outlined below.

2. Within school-focused CPD, Teachers TV is relevant to the school workforce and supports a wide range of issues. It was highly rated as effective learning support by 52% of users.

The use of Teachers TV within the Case Study schools involved the whole school workforce and covered a wide range of topics:

- Using Teachers TV to support Classroom Assistants
- Using Teachers TV to support cover supervisors
- Using Teachers TV to support GTP students
- Raising the profile of Teachers TV across the school

The majority of Case Study schools focused on teacher development covering for example, questioning techniques for the English faculty as part of the school's general Assessment for Learning training; changes to the Ofsted Inspection system, primary MFL; the use of 'circle-time', using moving images in the primary school curriculum, and mathematics across the curriculum, year long projects on pupil motivation, the Every Child Matters agenda, working with Classroom Assistants, using the interactive whiteboard, reading in Special Schools, support for NQTs' programme and behaviour management. Subject issues included the use of CAD CAM in Design and Technology, drama across the curriculum, teaching interpretations, everyday maths, to name a few areas.

These activities were collaborative, drew on other materials, involved changing practice in the classroom, involved discussion with colleagues and the evaluation of the impact. In some cases the activity resulted in the production of materials for use with other members of staff.

In the majority of cases, teachers and support staff used other learning supports alongside the Teachers TV programmes. These included:

- Text resources and other documentation - materials from subject associations, the DfES, London Gifted and Talented, the Literacy Trust, HEIs etc;
- Resources brought to meetings in the form of other members of staff - their experience and ideas, and
- Collaborative working.

The Teachers TV programmes were valued as learning support, with 52% rating the programmes as being excellent or very good. Collaborative working and learning conversations were found to be the most valued learning supports (over 80% rated these as being excellent or very good).

3. The approach Teachers TV takes to CPD needs to be informed by research into effective CPD.

“A key aim for Teachers TV is to help develop better skilled, informed and resourced education professionals by providing targeted training in teaching skills, management skills and leadership.” (Ipsos MORI 2006)

“Teachers TV is promoted as a CPD tool and a means for delivering CPD to teachers”. (Impact Study DfES 2006)

“.....teachers and TAs will not value Teachers TV highly if they see it in the context of formal CPD, but rather need to see that it is an accessible source of practical tips, information and strategies that will help their classroom management and teaching practice.” (Impact Study, DfES 2006)

Within the recent large-scale evaluations of Teachers TV, namely the Ipsos MORI audience research reports (2005, 2006) and the DfES Impact Study (Feb 2006 and forthcoming), there is an unclear view about what constitutes professional development for the school workforce, as the above quotations indicate. The Ipsos MORI survey makes a distinction between ‘curriculum delivery’ and CPD, thus creating an uneasy dichotomy between professional development and classroom activity. The Impact Study distinguishes between ‘formal’ - by which it means course-led - and informal CPD, by which it means picking up tips. CPD, in these evaluations, is seen as “modelling practice” where teachers/headteachers etc. find practice and ideas in the programmes which they can then try out in their classroom/schools.

Picking up ideas and tips does have its place in CPD. However, all recent work on professional development questions the effectiveness and long term impact of this ‘serendipity’ approach to professional development. The Case Studies highlight the ways in which Teachers’ TV can be embedded into a more effective approach to CPD to ensure it has potential impact on pupil and teacher learning.

Having used Teachers TV programmes as a stimulus to discussion and tried out the strategies in the classroom, how then does teacher learning progress? Professional development is more than the collection of unrelated classroom ideas. There is a mass of evidence (see Gusky 2000, HMI 2005, TDA 2006) which indicates that a piecemeal, 'one-off', individual approach to professional development has little or no impact on pupil learning or teacher knowledge, skills and understanding. Watching programmes might lead teachers to reflect on their own practice. However, the ways in which the programmes contribute to teachers' professional development is a more complex question.

Within the literature, there are many models defining 'effective' CPD and explorations of teachers' 'professionalism' and identity (see Literature Review in *'International Handbook on the Continuing Professional Development of Teachers.'* Day and Sachs 2004). Definitions of 'effective CPD' are problematic (although effective practice based on empirical studies by HMI is established – see Appendix 1) and the various theories overlap. The complexity of definition is further compounded by the complex interplay of CPD policy, practice and professional culture. Yet despite the lack of a conceptual map or broad framework for CPD that brings coherence to these complex issues, there is a thread in the literature that links together theories about the development of practitioner knowledge which is of relevance to models of CPD. This thread defines teacher knowledge as being reflexive rather than instrumentalist; that is CPD which supports the development of teachers as thinking practitioners – teachers who are able to connect what goes on in the classroom and school with professional and research literature. Practitioner knowledge is not a question of observing and imitating, although that can be the start of the process, nor is it only about the acquisition of techniques and strategies such as arranging the classroom furniture or the types of questioning. The development of practitioner knowledge typically requires deep conceptual understanding, which will enable teachers to adapt the new ideas, information etc. to a range of contexts. In the absence of this, developments are likely to be mechanistic, inappropriate and ineffective (Huberman and Guskey, 1995).

The TDA, which assumed responsibility for CPD in September 2005, defines it as

“a **planned and sustained** series of activities designed to improve a teacher’s knowledge and skills” (TDA 2007) [author’s emphasis in bold].

This is an extremely important message in relation to learning support for CPD. For Teachers TV to support CPD activity to its full potential, then its programmes need to accord with what is now accepted and established as effective CPD practice. To be effective, CPD activity needs to provide opportunities to reflect on practice, engage in dialogue, be based in actual work with pupils and provide opportunities for peer observation, coaching and feedback.

I was very concerned about differentiation strategies. This experience definitely helped me to explore and put into practice a lot of ideas. I learnt a lot too from the peer observation and feedback - sharing ideas helped me to develop my teaching. (Gifted & Talented)

(Teacher – Case study school)

Learning opportunities for staff need to be located in a programme of school focused work to be effective – hence the emphases given to research and enquiry as an approach to CPD, and the development of the new professionalism which has teacher research and enquiry at the centre of its identity.

‘..... we offer people the opportunity to bid in and write a proposal for an action research project, and we select three every year and what we have found from doing that, it works best when we work hand in hand with an HEI with the critical frame of working with the person who is doing the action research for that year and the action research projects have been very different and quite a wide brief but they do need to link into the school development plan and as I say, they work best when you have an HEI involved....’

(CPD leader – Case Study school)

“ The aim of our approach to professional development is for learning and research to become embedded in the life of the school. We encourage all staff to become involved in learning conversations, and through this to become confident to adapt and evaluate their practice and share their findings with others within the

whole school and wider community.”

(CPD leader – Case study School)

The implication of the model of CPD for Teachers TV is that the programmes on their own cannot provide effective CPD, although the programmes have a significant contribution to make to it. Taking an idea shown in a Teachers TV programme and trying it out in the classroom is only the beginning of teacher development. Teachers then need to reflect on this innovation, to discuss it with colleagues, to consider other resources to take the debate forward etc.

“ As a department we have been working on teaching interpretations. I have used the programme here from the ‘Hard to Teach’ series and ‘ Interpretation in Action’. We felt it important to explore the reasons for the practice shown in these programmes and have moved on to a discussion of how we teach history skills. We are currently engaged in writing some of these new approaches into our schemes of work and next term will do some peer observation to focus on pupils’ conceptual understandings.’

(History Teacher – Case study school)

Teachers TV is a stimulus and an important resource for CPD. The mediation of the use of the programmes, which is covered in the next section, is the significant factor in providing effective CPD.

4. Teachers TV programmes need mediating in order to provide effective CPD. CPD Leaders and the school’s CPD strategy are therefore key in the effective use of Teachers TV.

The school CPD leader has a key role in terms of orchestrating the use of Teachers TV within school CPD and is highly significant in the dissemination of Teachers TV. It is not only knowledge about Teachers TV that CPD leaders bring to professional development, but they also have an important and essential mediating role involving the setting up of learning activities using the programmes. This mediation is necessary in order for CPD activities to resonate with the school context and to generate activities which enable educational professionals to build

on what they know. Without this mediation, professional learning activities may have little or no impact on teacher practice, knowledge and understanding, or on pupil learning.

The important role CPD leaders have in developing the use of CPD within school-focused professional development is recognised on the Teachers TV website:

“School CPD Co-ordinators This role is becoming ever more important as performance management establishes itself in all schools. School CPD co-ordinators can register on the website and then download their own selection of programmes to deliver stimulating and effective CPD sessions to all teachers and support staff. They can also edit the programmes to make their own clips for inclusion in PowerPoint presentations, or use the clips already available on this page.”

However, CPD leaders, having found the relevant Teachers TV clips, have to use the programmes within some CPD activity - often a teacher research investigation - along with other materials. It is this mediation, alongside the programmes, which makes effective CPD.

“ I spent some time in the summer identifying relevant Teachers TV programmes for the areas we are working on this year. These programmes, for example, I have put ‘ Dances with Boys’ and ‘ Secondary Assessment AFL – Questions and Answers’ in the Assessment for Learning community VLE together with other resources. The leader of that learning community, working with the rest of the group will then identify the focus for this year’s work, plan the activities and draw on and add to the resources.”

(CPD Leader – Case Study School).

This mediation takes the form of:

- CPD leader, as in the quote above, or other relevant member of staff such as team leader, locates relevant programmes

- Programme clips are sometimes edited (see Appendix 2 example)
- An activity, with a focus on developing an aspect of school or learning management, together with a timescale for completion is drawn up (see Appendix 3 for PowerPoint presentation of such an activity)
- Evaluation and Impact of activity (see Appendix A for approach to impact)

The CPD leaders involved in the Case Study schools represent the leading edge of teacher professional learning. They were all concerned with finding a way of doing their job better and belonged to networks such as the London Centre for Leadership in Learning's CPD Leaders group. They valued the opportunities to work with colleagues on CPD matters and to build school networks in order to share learning. These networks provide support for CPD leaders through the exchange of ideas and opportunities to be involved in new CPD work. The networks provide a means of disseminating practice to others. The Teachers TV Case Study work had been disseminated through the Leading London's Learning network. See, for example : "London's Learning"; New examples of CPD practice in London –February 2007 in

<http://www.lgfl.net/lgfl/sections/cpd/londonslearning/menu/>

Middle leaders similarly have strong links with their Subject Associations.

' I find my most positive experiences in my professional development is attending LATE conferences. I value the opportunity to discuss current issues with other English teachers. I think I develop a deeper understanding of the learning that is going on.'

(Teacher – Case Study school)

5. Educational professionals' perceptions of Teachers TV can have a major impact on the use of the programmes.

School staff perceptions of Teachers TV can either facilitate or create a barrier to its use. A barrier to use is the widespread perception that the programmes are useful for Beginning Teachers, NQTs and Teaching Assistants, rather than for 'experienced' longer-serving teachers.

"I've used the programmes in the NQT sessions I run. I don't think more experienced members of staff have used them yet, but I do think the programmes are excellent for NQTs."

(CPD Leader – Case study School)

Staff are interested in exploring current issues, such as assessment, performance management, behaviour management, personalising learning etc. but do not always appreciate that Teachers TV is relevant for these areas. The image of Teachers TV and the emphasis that the channel in **itself** constitutes CPD, rather than it being a resource for CPD, has compounded this view.

"Well, last year we used Teachers TV for some work with our supply teachers. This was excellent and the programmes provided a stimulus for discussion, and we changed some of our practices as a result – like ensuring supply teachers could get in to the classrooms easily ...they are often locked. This year though we are faced with expanding the sixth form and so haven't used the programmes this year."

(CPD Leader – Case Study school)

An important aspect of the developmental work in Case Study schools has been to dispel some of these myths about Teachers TV, to encourage staff to familiarise themselves with the website and its resources, and to show staff how to download and edit Teachers TV clips. Staff then began to engage with the programmes and explore how they can use the programmes as this transcript from a group of Case Study teachers talking about Teachers' TV shows:

"A.the Teachers TV channel, we've got no time to do anything with the rest of it. Which is why I think it's important that it's short. And also that you have these little clips and all the rest of it. And it can just be shown...just be given that ten minutes, and then it is engaging.

B: I like the idea as well of...you know, now I've found out there's an archive.

A: Mm!

B: Because the thought of going onto Teachers' TV and looking through that programme for what time- No, forget it!

C: Yes, at three in the morning.

A: Nine o'clock at night watching it. And then also if I have Teachers' TV on at home, my kids think I'm very sad. [laughs] Really, you know

C: And I don't have broadband so- And also in my life...I don't want to spend it all on teaching!

B: Yeah.

[chuckling]

A: But no, I like that. ... I like the idea of using the website and downloading and editing my own clips.

C: Yes, yes.

A Triggers for discussion. I do know that if one teacher finds something good they do share it with their department."

(Teacher discussion- Case Study schools)

6. Schools need to develop specific strategies for using Teachers TV in order to embed it within their CPD approach.

An important dimension to the Case Study work has been the embedding of the use of Teachers TV within the schools' CPD practices. Some record of outcome to inform future use has also been kept. This was achieved in the following different ways:

- Design of electronic Teachers Centre and Learning communities. Teachers TV programmes have been added to the resources supporting the learning community activities within the VLE.
- Teachers TV and the 'Reflective Practice Journal' - linking individual CPD with the school SIP and standards. Activities around Teachers TV programmes feed into this.
- Activity and impact fed into Performance Review.
- A weekly e-mail sent to all staff showing the listings for the following week.

- Use of programmes in school-based CPD activities, asking people to watch particular programmes before the session.
- Programme of the Week posted in the staff bulletin.
- Ensuring (CPD Leader role) that all programmes selected for use in school are relevant and of high quality so people can identify with the issues and so come back to use more.
- A productive way of introducing staff to the programmes has been as part of a coaching session with individual staff, in conjunction with other resources.
- Staff talk about the programmes they have watched in the staff room. This has been particularly useful with colleagues who are following 'Leading from the Middle' development courses.
- Moving from a somewhat piecemeal approach to developing an embedded strategy of using Teachers TV. This requires one person in the school to have a detailed knowledge of the programmes and website etc. Time and capacity is needed to build up this knowledge.
- Building up a bank of activities and clips in the schools' VLE.
- A collection of materials from the case studies has been posted on the Leading London's Learning website. See examples included in: <http://www.lgfl.net/lgfl/sections/cpd/londonslearning/menu/>
Section 4: Support Materials and Resources.

7. Teachers TV provides school staff with easy access to practitioner knowledge. As such it has great potential to enhance professional learning.

Case Study teachers and classroom assistants commented on the value of Teachers TV programmes and the website. They identified the following as being strengths, which enhanced their learning experiences:

- The range and relevance of the programmes (although this has to be offset with comments on the volume of material – see below)
- A focus on practitioner knowledge
- Providing access to national expertise in particular areas, thus widening input
- Flexibility of use via the web
- Access to additional materials and contextual information via the web
- Materials for the school workforce not only teachers
- Credibility of the programmes in terms of classroom settings, teacher language and the focus on the practical.

All these features meant teachers and support staff were motivated to engage with their CPD focus, and were motivated to explore and reflect on their own practice.

“ We were aware that the teachers were using Teachers TV, so we went to the Head and asked her if we could have a similar programme. We have a clear structure for development here as classroom assistants, and we have found the Teachers’ TV programmes really useful. There are ones on Classroom Assistants, but sometimes I go and look things up when I’ve heard things discussed in the staff room.”

(Teaching Assistant – Case study school)

Video of teachers at work brings practitioner knowledge into focus in a way text materials cannot do. As such, Teachers TV is a unique learning support for CPD.

“one thing we’ve found with our CPD is the use of video... it takes away ‘it’s a great idea but it will never work with our kids’ argument, because we’ve got members of staff who are trying these things...they’re being videoed, they’re coming back and they’re talking and saying it is working with our kids you’ve just got to go away and try it and be brave enough to give it a go. It may not work...it may work, just give it a go. And I think that ..from this point of view of action research, is actually the most powerful thing because it’s our kids and our school and everybody’s been to insets where they say that’s fantastic, look at that it’s brilliant, but I’m not going to try it because it’s not going to work with our kids. But people can actually see that it does work, that’s the really powerful thing about it. Teachers TV is also powerful in that it comes across as being ‘authentic’ and the one thing teachers want is to be able to see and observe other teachers at work in classrooms they can relate to.”

(CPD Leader – Case Study school)

Technical issues

Accessing the programmes for the web and downloading them to edit clips was the common approach to using Teachers TV. All teachers had a broadband connection and could access the website easily in school. However, they found that the website was frequently slow.

All Case Study schools commented on experiencing some technical difficulties in accessing the web, and commented on the time it took to locate relevant programmes.

The greatest difficulty was experienced in finding relevant materials. The word search was used most frequently to locate programmes but, having located them and read the synopsis, it was a time-consuming process to identify the relevant programmes (see Appendix 2). The Case Study Schools did not feel that the shorter CPD ‘clips’ compensated for the limited web taxonomy.

8. The purpose, function and form of Teachers TV programmes can be a barrier to longer-term, sustained use.

As discussed in point 4 above, Teachers TV programmes benefit greatly from some form of mediation in order to make effective CPD activities. In designing and developing CPD activities, CPD leaders raised questions about the underlying coherence and purpose of the programmes.

This question about a rationale for the choice of the programme focus was not raised in the Case Study schools in the first year, but became an issue for CPD leaders in the second year of use. In familiarising themselves with the programmes, CPD leaders and other staff go through the stages identified in the 2006 'Impact Study':

It was vital to teachers and TAs becoming regular viewers that they passed through three 'stages' (in any order). That is, they need to a) understand what Teachers' TV is and what it offers them; b) they need to find easy access to Teachers' TV, and c) they need to have watched something and found it to be of benefit to their teaching and/ or classroom. Those who had passed through all three stages were much more likely to keep watching, and using the channel, increasing the value they put on it.

(Impact Study DfES 2006)

In the Case Study schools, CPD leaders and other staff, having gone through these stages, then wanted to have some rationale for the programming. They found that they might identify a selection of relevant programmes covering their particular subject or area, but wanted to know how these programmes related to each other. Whilst teachers themselves can bring coherence to the programmes through their own selection and making links with other CPD initiatives, they would have liked to have seen some rationale for the selection of the focus for the programmes and some clearer indication of how the key issues in teaching their subject (controversial issues for example) were covered.

“ It’s like starting from scratch each time – going through the search. We’re looking at pupils’ ability to work on independent writing.. .we have found one programme, but now we are building on that work and don’t quite know where to go in terms of the Teachers TV programmes.’

(Teacher – CPD Case Study school)

Linked to the question of rationale for programming is the ability to engage in the systematic planning of its use. The ‘Six Weeks of Listings’ give only a broad focus for the programmes and most staff do not access the programmes through the broadcasts. They do find the ‘Must see’ section helpful in that it gives more detail. What teachers and CPD leaders in the Case Study schools indicated would be helpful are termly suggestions of key programmes linked to subject/phase priorities. This would enable them to engage in systematic planning of its use. This needs to be clearly mapped within the web-navigation.

Colleagues in Case Study schools are looking for strategies which will enable them to use the amount of material on the Teachers TV website. They find the volume of material now on the web daunting in the time it takes to sort and sift it. Information about the programmes and the linking of the programmes to CPD progression remains an issue in the long-term planning of school-focused CPD.

Structure of Teachers TV Programmes

Footage of classrooms and teachers at work is an essential, engaging and influential resource for CPD. The flexibility of video means it can be used in many ways to engage teacher learning; for example through prediction, or providing a commentary on action and then comparing this to the actual practice. It also provides the opportunity to understand pupil learning in depth. Video can demonstrate the complexities of practitioner knowledge in a way no other medium can. Teachers TV can provide teachers with access to hundreds of classrooms across the country. As such it provides the opportunity to observe teachers at work and pupils learning on an unprecedented scale.

“For my particular topic area, there were many clips which were appropriate, even from primary schools.”

“Television and web-based resources are good for sharing around the department as all can easily access them. There is a great variety of schools. Furthermore there is a lot of information packed into one programme, which does not require heavy amounts of research and reading which is good for teachers’ busy schedules. “

“It can be viewed as a small chunk and discussed accordingly to make up a part of a departmental meeting. It provides stimulus for discussion and allows for comparison and contrasts to be made between your school/practice and what is on the video – drawn from a wide range of schools.”

(Teachers – Case Study School)

Use of programmes.

Within the CPD activities of the Case Study schools, Teachers TV was used primarily as an initial stimulus to the topic under exploration, or for accessing information about a topic. Teachers however, were also looking for footage of

- Whole lessons sequences
- Lesson transitions
- Sequences which focus on pupil activity
- Sequences of pupil-pupil interaction
- Sequences of teacher-pupil interaction

to be used to develop skills in classroom observation, coaching and mentoring, or to explore ‘critical incidents’ in the classroom.

They found it hard to locate such sequences, other than very short snatches. The structure of programmes as a narrative documentary also means the ‘story’ rather than the classroom/school practice dominates.

The majority of the 1,500 plus, fifteen-minute programmes are structured in a similar way:

- Graphic sequence with title and voiceover introducing the subject
- Images of pupils/staff arriving at a school – to set the context
- Introduction – voiceover and talking heads
- Short sections in the classroom/around the school or with pupils with voiceover, interspersed with talking heads.
- Voiceover summary over shots from teacher/pupils/school involved.

Within this structure, classroom sequences with classroom sound without a narrative commentary are few and far between. The classroom interaction is interpreted by the narrative commentary.

Education Digital may well wish to consider work by Daly (2006) and others on the value of 'critical incidents' for teacher learning. This has shown how short sequences of video which are authentic and unpredictable, which provide teachers with provocative, contentious, loosely- framed and open-ended material for discussion and development, are much more effective in terms of engaging teachers in learning, than is narrative. As such, she claims, teachers relate this more closely to their own experience, thus enabling them to tell their own stories about practice. In this way, teachers can make links between what they know (including tacit knowledge) and existing expertise that is made accessible through visual media. This enables them to become actively critical viewers and learners. The following diagram sums up her critique of learning narratives.

Programmes as learning narratives

<p>A highly rhetorical medium:</p> <ul style="list-style-type: none"> Ġ A narrative whole - ĠsenseĠs made of the events by the production and editing processes Ġ Coherence is applied to a set of events by an ĠoutsiderĠexpert Ġ There is a conclusion or meaning which stands outside of the viewers Ġ Can become a model for teaching 	<p>Autobiography matters:</p> <ul style="list-style-type: none"> Ġ Teachers Ġclassrooms may rarely look like that Ġ The story might be told differently Ġ The teacher Ġ story continues to change Ġ The teachers Ġmeanings might need to be different Ġny pupils are like this É Ġ Ġ Need a model for teacher learning
---	---

(Daly, C. 2006. IOE Seminar for Education Digital Production Companies)

9. Sustainability of use of Teachers TV programmes is an issue.

Many of the issues raised by these Case Studies are not new. They have been discussed, for example, in the 'Subject Review' (Bourdillon 2006). The fact that the same issues have been raised by respondents consistently over two years indicates that they are perennial issues affecting teachers' use of Teachers TV programmes. In several cases these issues have resulted in teachers, whilst seeing the strengths and advantages of Teacher TV as a resource for their professional development, finding it hard to make the use of Teachers TV within their CPD a priority. In 75% of the Y1 Case Study schools, Teachers TV was not used for a second year. The reasons for this given by the Case Study schools are:

- CPD leaders' perceptions of Teachers TV as a product rather than a resource. Whilst these CPD leaders were enthusiastic about the value of Teachers TV and had used it effectively in their school CPD, some of them felt as a result, that they had 'done Teachers TV'. Other activities, such as performance management, or the new Strategy, or school amalgamations were taking priority. Whilst Teachers TV could well have been used to

support this, schools found they were unable to give CPD leaders the time to search for programmes and develop activities.

- Other reasons for not using Teachers TV after initial activity given by CPD leaders were:
 - The amount of material now available and the limitations of the web search
 - Teachers have to spend a considerable amount of time producing CPD activities using Teachers TV (see 8 above)
 - The absence of clear purpose to the programmes
 - The difficulties experienced in finding relevant topics
 - The difficulties experienced in finding classroom footage/pupil-pupil interaction etc (see 8 above).

10. Implications and recommendations based on the experience of the case studies

- i. Teachers TV brings national educational expertise into schools. It gives schools access to relevant information and to practice found in hundreds of schools across the country. As such it is a valuable, cost-effective resource for school-focused CPD. Its potential to communicate practitioner knowledge in a way no other medium can makes it a unique resource for CPD.
- ii. In order to create effective CPD, the programmes need mediating. In the Case Study schools, the CPD leader set the context for the CPD work and subject leaders or individual teachers then selected relevant clips and integrated these within a classroom-focused activity. The Teachers TV

materials were used in conjunction with other materials. CPD leaders and the school context for CPD are key.

- iii. For programme production on its current scale and in its current form to result in increased and effective use of the programmes, a more effective taxonomy, or a clearer purpose and rationale should be given to the programming.
- iv. Teachers find the amount of materials and number of programmes daunting. Within the subject/phase areas, teachers would welcome some rationale for the selection of the programmes. One approach would be to liaise with the relevant Subject/Phase Association to offer termly packages of CPD activities reflecting subject/phase priorities. This could then feature in publications and conference activities.
- v. Keeping the feel of the programmes 'current' is a challenge. Given the volume of programmes there is scope for re-editing and re-presenting footage. One approach could be for groups of subject/phase specialist to review the programmes.
- vi. There is a need for transient material and re-editing within the existing subject/phase focused programmes on the web to keep Teachers TV current.
- vii. The nature and form of the programmes merits further consideration. Teachers would welcome more sustained footage of lessons, classroom interactions, and a focus on pupils working in class. They would also welcome greater opportunities to make videos of their own lessons.
- viii. The majority of teachers use the programmes from the web, and use this in school. They also use the web links and would like to see more examples of lesson plans etc . This seems to imply that effective CPD could be further supported by increasing the resourcing of the web.

- ix The strategy for using Teachers TV for CPD would benefit from a focus on existing networks such as CPD leaders and subject/phase leaders.

- x The strategy for engaging teachers and support staff with Teachers TV can now move beyond the 'introductory' phase of demonstrating the programmes and the website to a focus on staff using Teachers TV within effective school-focused CPD

Hilary Bourdillon
The Institute of Education
July 2007

Bibliography

Bierema, L. L. & Eraut, M. (2004) Workplace-focused learning: perspective of continuing professional education and human resource development. *Advances in Developing Human Resources*, 6, 52-68

Bourdillon, H et al. (2006) Institute of Education/Subject Associations – Programme Review – Evaluations of the first year of Teachers TV programmes (Feb 04-Dec 05). Available from h.bourdillon@ioe.ac.uk

Cordingley, P. Bell, M., Rundell, B., Evans, D. & Curtis, A. (2003) *The Impact of Collaborative CPD on Classroom Teaching and Learning: An Eppi Systematic Review* available on www.eppi.ioe.ac.uk

CUREE - National Framework for Mentoring and Coaching
http://www.tda.gov.uk/upload/resources/pdf/m/mc_framework.pdf

Dadds, M. (1997) Continuing professional development:: nurturing the expert within. *British Journal of In-service Education*, 23, 31-38

Daly, C. (2006) PowerPoint presentation IOE Seminar for Education Digital Production Companies.

Davies, R. & Preston, M. (2002) An evaluation of the impact of continuing professional development on personal and professional lives. *Journal of In-Service Education*, 28, 231-254

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

Day, C. & Leitch, R. (2001) Teachers' and teacher educators' lives: the role of emotion. *Teacher and Teacher Education*, 17, 403-415

Eraut M. (2001) Teachers' learning in the workplace. In A. Kesidou (ed.) *Continuing Teacher Education and School Development*, Aristotle: University of Thessaloniki

Flecknoe, M. (2000) Can continuing development for teachers be shown to raise pupils' achievement? *Journal of In-Service Education*, 26, 437-458

Fletcher, J. (2006) Developing the use of Teachers' TV – CPD Update (June 2006) pp 8-9

Guskey, T.R. (2002) Does it make a difference? Evaluating professional development. *Educational Leadership*, 59, 45-51

Harland, J. & Kinder, K. (1997) Teachers' continuing professional development: framing a model of outcomes. *British Journal of In-service Education*, 23, 71-84

Hargreaves, D. (2003) 'Working laterally: how innovation networks make an educational epidemic.' DfES London
Copies can be downloaded at
www.standards.dfes.gov.uk/innovation-unit or
www.demos.co.uk/workinglaterally

HMI Document reference number: HMI 2639, The Logical Chain: continuing professional development in effective schools.
http://www.ofsted.gov.uk/assets/Internet_Content/Publications_Team/File_attachments/logical_chain_2639.doc

Huberman, M and Guskey, T.R. (eds) *Professional Development in education: New Paradigms and Practices*. New York: Teachers College Press.

Ipsos MORI - Teachers' TV Audience Research Findings - Year 2 Annual Report on DfES website
<http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=15155&resultspage=1>

Joyce, B. & Showers, B. (1995, 2nd ed.) *Student Achievement through Staff Development* New York: Longman

Knight, P. (2002) A systematic approach to professional development: learning as practice. *Teacher and Teacher Education*, 18 229-241

Newby. M. (2005) 'Teachers' TV – A view from the UDEs... not the silk but the everyday sari' Report commissioned by Education Digital Management Limited

Ofsted (2004) *Making a Difference: The Impact of Award-Bearing In-Service Training on School Improvement*. HMI 1765 www.ofsted.gov.uk

Pachler, N., Pickering J, Daly, C. (eds) (2007) *New Designs for Teachers' Professional Learning*, Bedford Way Papers

Robinson, C. and Sebba, J. *A Review of Research and Evaluation to Inform the Development of the New Postgraduate Professional Development Programme* University of Sussex (Sussex Institute)

Showers, B. & Joyce, B. (1996) The evolution of peer coaching *Educational Leadership* March, 1996, 12-16

Soulsby, D. & Swain, D. (2003) *A Report on the Award-bearing INSET Scheme*. www.teachernet.gov.uk

Steadman, S., Eraut, M., Feilding, F. & Horton, A. (1995) *Making School-based INSET Effective* Research Report No 2, University of Sussex Institute of Education, Brighton

Stoll, L., Wallace, M., Bolam, R., McMahon, A., Thomas, S., Hawkey, K., Smith, M. & Greenwood, A. (2003) *Creating and sustaining effective professional learning communities*. DfES Research Brief RBX12-03 www.dfes.gov.uk/research/

Swann, J. Brown, S. (1997) 'The implementation of the National Curriculum and teachers' classroom thinking'. *Research papers in Education: policy and practice*, 12, 91-114.

Teachernet website - the government's CPD Pages
<http://www.teachernet.gov.uk/professionaldevelopment>

TDA website – CPD pages
<http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment.aspx>

TDA website – PPD programme
<http://www.tda.gov.uk/partners/ppd.aspx>

Appendix 1 - Contextual information

1. The sample

Development work on the use of Teachers TV and CPD has been carried out in over 38 schools (7 primary, 2 middle, 1 Special and 28 secondary schools). With the exception of two independent schools, the Case Study schools are drawn from either the Institute of Education's PGCE partnership schools network, or from the Leading London's Learning CPD group supported by the London Centre for Leadership in Learning at the Institute. As such, the CPD practice found in these schools would meet the effective practice as described by HMI as '*a logical chain of procedures which place continuous professional development at the heart of schools' planning for improvement.*' (HMI 2006). The majority of schools are involved in major CPD initiatives such as the Chartered London Teacher status and the GTC Teacher Learning Academy.

All schools were involved in a half a day seminar on the use of Teachers TV and the website. Twenty-seven schools then chose to work on integrating Teachers TV within their school-focused CPD programme.

Data was collected from two cohorts of Case Study schools; the Y1 group consisting of 11 schools (2 primary, 1 middle, 8 secondary). The Y2 group included 17 new schools (5 primary, 1 Special, 1 middle, 10 secondary). In Y2, 75% of the Y1 cohort school were revisited to explore the continued use of Teachers TV.

2. Evaluation Methodology

This study adopted a qualitative research approach to evaluate experiences and perceptions of Teachers TV and professional development. There is a longitudinal focus on the subjective, perceptual and experiential aspects of the teachers' experiences.

A range of data was collected:

- Initial questionnaire to establish attitudes to CPD and knowledge of Teachers TV
- Open ended discussion, related to School CPD policy, on focus for using Teachers TV
- Questionnaire feedback from CPD leaders
- Questionnaire feedback from teacher and support staff participants
- Semi-structured interviews with 5 CPD leaders
- Outcomes in terms of teacher/ support staff activity
- Perceptions of impact on teacher and support staff professional development and pupil learning.

2. Case Study Schools CPD Strategy

In the Case Study schools, CPD is school-focused with the professional development programmes arising from the School Development plan and identified priority areas balanced against the needs of individual development. CPD activities consist of a mixture of external courses (both award and non-award bearing) linked to enquiry into practice in school, with a focus on the classroom. There is an increasing emphasis given to the latter.

Within the Case Study Schools' CPD strategies, effective CPD is when:

- CPD sustains school improvement and building capacity
- Good practice between colleagues and learning conversations are shared between colleagues; all meetings being learning conversations.

- CPD programmes are part of the school's School Development and Improvement plan and are linked to Professional Teacher Standards.
- CPD is linked to Performance Management and must impact on student attainment.
- Emphasis is given to 'next steps and impact.
- Reflection on practice as a professional development tool is legitimatised.
- Teacher research into practice is a key CPD activity.
- It promotes individual responsibility for their own professional development.
- New technologies such as "Learning Communities" within the schools' VLE are used to support CPD.
- CPD leadership is distributed. Middle leaders coach/lead learning communities.

4. The Impact of CPD using Teachers TV

The evaluation of the impact of CPD using Teachers TV took the form of asking the participating teachers to complete a chart of impact measures. This was based on the work done by CUREE (Centre for the Use of Research and Evidence in Education) which suggests that the key impact is changed behaviours – both of teachers and pupils. Impact is based on soft measures and for the staff involved, the Case Study work had an impact on:

- confidence eg. in making a difference to try new things
- motivation and morale
- enthusiasm
- willingness to listen, learn and reflect

- improved self-evaluation
- creativity
- willingness and ability to make changes
- understanding of good and successful practice
- planning and use of a wider range and variety of learning activities and strategies
- greater subject knowledge
- willingness to continue CPD
- initiative
- collaboration.

Teachers thought the work had some impact on pupils'

- enjoyment in learning
- participation
- response to questions and tasks
- engagement in a wider range of learning activities.

Within this evaluation it is, of course, impossible to say how much impact Teachers TV had, as opposed to the whole CPD activities, which were collaborative, classroom-focused and based on teacher enquiry. See above for findings on how teachers value different CPD learning support (point 2 above).

Appendix 2 -

Example of how a teacher has edited Teachers TV programmes for use in CPD.

This is one example from a Case Study secondary school.

Lost for Words

00:38 → 01:05	Current issues facing MFL
05:20 → 05:40	Primary schools
06:30 → 06:40	current targets
07:25 → 08:00	effects in schools

Engaging the Class 1

01:50 → 02:45	motivation in girls and boys
03:50 → 04:25	how the project was set up
04:35 → 06:15	boys
06:50 → 08:30	girls
08:40 → 09:10	covering the skill areas
09:19 → 09:45	impact of setting
11:25 → 12:30	overall impact on attainment and motivation

ICT and MFL

00:25 → 01:15	introduction to language laboratory
01:40 → 02:10	pupils' opinions
03:20 → 03:50	classroom management
04:00 → 05:00	new technology in use
05:15 → 05:22	teacher monitoring
07:10 → 07:20	pupils' opinions
07:25 → 08:10	how to start using ICT in MFL
10:40 → 11:35	how to use ICT for AFL

Attracting Lower Ability Pupils

00:43 → 01:32	applicability/work context
02:50 → 03:12	style of teaching (no written work)
05:50 → 06:20	emphasis on spoken word
08:20 → 08:45	pass rates
09:15 → 10:05	different qualifications

Why learn an MFL

01:00 → 01:50	yr9 motivation re KS4 languages
03:00 → 03:30	current issues
06:10 → 07:00	languages for life programme
09:20 → 09:59	opinions
11:15 → 11:35	effect
12:50 → 13:05	pupils' opinions

Fast Tracking

00:20 → 00:30	effect of optional languages at GCSE
00:48 → 01:40	Fast Track KS3 programme explained
01:55 → 02:15	results
02:45 → 03:00	pupils' opinions
03:10 → 04:55	what is required
05:30 → 05:40	pupils' opinions
10:20 → 11:06	results and effects

Appendix 3 – Example of one PowerPoint presentation using Teachers' TV from a Case Study school.

Attached to email accompanying this Case Study report.