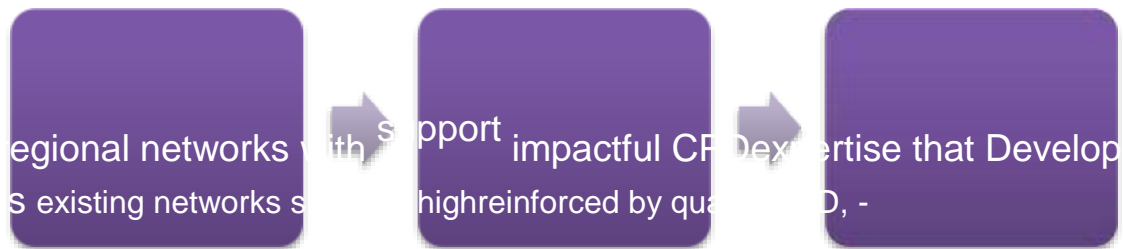


CPD Excellence Hubs

Sustainability and Legacy



CPD Excellence Hubs: Building a model for the future

CPD Excellence Hubs will provide Focus Schools with bespoke and intense support to develop expertise in professional learning. Through the School CPD Transformation Programme, each Focus School will review its CPD annually against the evidence base. They will then use this, with support from the CPD Expert Adviser, to adapt and improve approaches to CPD. This might entail introducing subject-specific development time, training middle leaders in high-quality delivery of CPD, implementing Lesson Study etc. All teachers in the Focus Schools will engage in and benefit from these improved CPD processes. Evidence shows¹ that this will then improve teaching and pupil outcomes, as well as building staff morale and retention.

Alongside this, the CPD Leaders Forums will build expertise among Focus School CPD leads. Through half-termly meetings, they will gain expertise in the evidence-base around CPD, based on the *Developing Great Teaching* review² and the DfE Standard for Teachers' Professional Development³ as well as guidance around reducing workload barriers. This expertise will not only inform the improvements that are made within the school – adapting INSET days, engaging with higher quality expert provision etc. but will also build a local network of well-informed leaders.

TDT provides free expertise and guidance around evidence-informed CPD through our monthly newsletter, social media and events. We believe every school involved in the programme will continue to engage at least this level. However, we will also work to retain Focus Schools in our TDT Network.

¹ See Theory of Change

² <http://TDTrust.org/dgt>

³ <https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

This includes the annual CPD audit, so that schools continue to evaluate CPD as well as apply our research, tools and guidance.

Relationships and knowledge developed through the CPD Lead Forums are likely to be sustained. As they will be open to other schools this will likely spread good practice to other local networks. We will encourage those involved in these Forums to become ambassadors and potentially become Hubs within other networks in future.

As a result of our CPD Excellence Hubs, the regions involved will have a high concentration of leaders with understanding of high quality CPD. There will also be a generation of teachers who both understand and expect high quality CPD which will create demand for a CPD market that delivers evidence-informed high quality provision. This will ensure a sustainably improved local marketplace of CPD providers. By focussing not only on supporting individuals, but also on changing the processes and culture within organisations, this programme will influence schools, teachers and pupils long beyond the end of the programme.

Wider Impact - nationally

The Teacher Development Trust is the national charity for teacher CPD with an established reputation and reach. Through our wide-ranging communication channels, we frequently advocate for the importance of effective CPD. We also have a growing network of over 220 schools. Through these existing channels, as well as our events and training, any learning from the CPD Excellence Hubs will be shared widely. This would be done with authorisation of the DfE, as per the marketing and branding guidelines.

In addition, our CPD Leader Forums support schools to identify high quality local CPD provision. The local CPD mapping created through the CPD Excellence Hubs will inform this, benefitting schools beyond the scope of this project by better commissioning, and ultimately stimulating a market that recognises high quality CPD.

How will we work with Evaluators to share best practice and learning?

Throughout the programme, evidence and case studies will be collected. In addition, protected leadership time within the Hubs and Focus Schools will give capacity for engagement with evaluators.

We will be able to provide evidence through our planned information collection activities such as our CPD Audit. We have included specific review points across our plans to ensure that we are capturing relevant learning across the programme.

What legacy assets will we create?



In addition to the intellectual and cultural legacy provided to those involved in our programme, we will create:

- TLIF Handbook;
- Visit reports;
- Completed audits;
- Feedback from participants;
- Articles that share best practice learnt through programme engagement;
- Tools and resources created through active collaboration between Hubs and Focus Schools (VLE).