

## ResearchEDHome CPD Overview

### Top recommendations

Subject	Speaker	Why should you watch this?	Who should watch this?	Key takeaways	Link
Shining a light on great teaching	Rob Coe (Director Of Research And Evaluation at Evidence Based Education)	Rob talks through an update on the 2014 report 'What Makes Great Teaching?' in advance of the publication of 'The Great Teaching Toolkit' in June. For those who would prefer to read rather than listen, this <a href="#">blog</a> summarises it. The report itself in June will probably be a really useful read.	<ul style="list-style-type: none"> <li>Anyone involved in producing CPD</li> </ul>	<ul style="list-style-type: none"> <li>A teacher-friendly guide to recent educational research would be great</li> <li>That report comes out in June!</li> </ul>	<a href="#">Here</a>
Love and Knowledge in Leadership	Carly Waterman (Headteacher, Lodge Park Academy)	A lot of this went over my non-leadership head but it is an interesting argument for the importance of knowledge in leadership, and Carly includes a lot of reading recommendations.	<ul style="list-style-type: none"> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Domain-specific knowledge is the most important aspect of leadership</li> <li>Values go hand in hand with knowledge</li> </ul>	<a href="#">Here</a>
The inherent complexity of the classroom	Ben White (Research Lead and co-organiser of researchED Kent)	Ben discusses some of the complexities we encounter as classroom teachers, without aiming to fix them. He argues that we need to acknowledge complexity in our classroom because we often overlook how complex our job is.	<ul style="list-style-type: none"> <li>Teachers of all subjects</li> </ul>	<ul style="list-style-type: none"> <li>We have to reflect on previous lessons to inform future lessons, whilst being responsive in the moment/present</li> <li>The classroom is a complex place, and we should try to engage with that rather than fixing it</li> </ul>	<a href="#">Here</a>
Understanding & teaching critical	Laura Bellaera (Research and	Laura talks us through her research into cognitive thinking skills at a university level. Her research suggests	<ul style="list-style-type: none"> <li>Teachers, particularly of essay or</li> </ul>	<ul style="list-style-type: none"> <li>The most important skills in humanities and social sciences at</li> </ul>	<a href="#">Here</a>

<p>thinking: A cognitive perspective</p>	<p>Impact Director, The Brilliant Club)</p>	<p>that only 6% of college seniors in the US are proficient in critical thinking. We can teach critical thinking skills implicitly alongside subject-specific knowledge. Laura’s research focuses on university undergraduates but she offers up some practical strategies for the classroom.</p>	<p>coursework-based subjects</p>	<p>university level are analysis, evaluation and interpretation.</p> <ul style="list-style-type: none"> <li>We can cultivate critical thinking through higher order questions, complex real-world problems and withholding answers for longer.</li> </ul>	
<p>What is expert school leadership and how might we develop it?</p>	<p>Tom Rees (Executive Director of School Leadership at Ambition Institute) and Jen Barker (Dean of Learning Design at Ambition Institute)</p>	<p>This is arguably the most accessible talk on leadership so far, offering insights into how we conceptualise leadership and arguing for the value of knowledge and expertise over personality traits and characteristics.</p>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Middle leaders</li> <li>Anyone interested in an introduction to leadership</li> </ul>	<ul style="list-style-type: none"> <li>There is no “flight simulator” for leadership roles (you have to learn on the job) and many approaches to leadership ignore the importance of school context.</li> <li>An understanding of the 7 persistent problems of leadership (purpose, culture, curriculum, behaviour, improvement, administration and self) can lead to more effective leadership.</li> </ul>	<p><a href="#">Here</a></p>