


ResearchEDHome CPD Overview

Top recommendations

Subject	Speaker	Why should you watch this?	Who should watch this?	Key takeaways	Link
Creating the schools our children need	Dylan Wiliam (Emeritus Professor of Educational Assessment, University College London, co-author of <i>Inside the Black Box</i>)	Dylan Wiliam dismisses and rejects current initiatives for improving UK schools, positing instead two simple action steps: creating a knowledge-rich curriculum and increasing teacher expertise. This talk is about two very different topics so it may be worth just watching the half you are interested in.	<ul style="list-style-type: none"> Leadership Middle leaders Anyone involved in curriculum and assessment design Anyone involved in designing CPD, teacher training or mentoring NQTs (second half of the talk) 	<ol style="list-style-type: none"> “The purpose of curriculum is to increase the contents of long-term memory” Improving the implementation of formative assessment will greatly improve teachers’ practice 	Here
Schools that unleash teachers expertise and how to lead them	David Weston (CEO, Teacher Development Trust)	David Weston highlights the thinking processes of expert teachers and why they are effective, and considers the implications for improving teacher practices through CPD. Some surprising revelations about growth vs fixed mindset in teachers!	<ul style="list-style-type: none"> Leadership Anyone involved in designing CPD, teacher training or mentoring NQTs 	<ol style="list-style-type: none"> Expert teachers have a different mental approach to teaching from novice teachers, but they are more likely to believe that fixed attributes (e.g. student background) are responsible for pupils’ failure Expertise is dependent on familiarity, not time passed since qualifying 	Here
What is educator expertise and how do we develop it?	Matt Hood (founder of Ambition Institute and Independent Advisor on Educator Professional Development for the	Sam Twiselton quizzes Matt Hood on educator expertise. He discusses how leaders and early career teachers learn the same way, but need support with different challenges. Some interesting	<ul style="list-style-type: none"> Leadership Anyone involved in designing CPD, teacher training or mentoring NQTs 	<ol style="list-style-type: none"> To develop educator expertise, we should teach educators like we teach pupils: explicit instruction, low-stakes quizzing, revisiting topics over time. 	Here

	DfE) and Sam Twiselton (Director of Sheffield Institute of Education at Sheffield Hallam University)	considerations about what expertise looks like for different roles in education.	<ul style="list-style-type: none"> • Early career teachers 	<ol style="list-style-type: none"> 2. CPD should be sequenced according to what is most important to that teacher at that specific point in their career (e.g. trainee, early career teacher, middle leader, senior leader) 	
Bridging the Reading Gap	Dianne and James Murphy (co-founders of Thinking Reading)	Dianne and James Murphy provide context on the literacy gap in the UK and internationally, dispel myths about the causes of low literacy, and offer up a three-pronged strategy for supporting struggling readers to make rapid progress. I would recommend everyone watching the 'conclusions' section to get a quick run-down on literacy in schools. Use this link to jump straight to the conclusions.	<ul style="list-style-type: none"> • Anyone involved with whole-school literacy • Anyone involved with reading intervention • Teachers of all subjects responsible for teaching pupils with low literacy 	<ol style="list-style-type: none"> 1. A third of poor readers come from university-educated backgrounds* which shows that school has a huge role in teaching reading. 2. Clear, rigorous teaching of reading skills across a reading-rich curriculum (in all subjects) is key to improving pupils' literacy. <p>*in an American study</p>	Here
What about education post-corona?	Pedro de Bruyckere (Researcher/Teacher Trainer at Arteveldehogeschool, Ghent & Leiden University)	<p>Pedro summarises research released in the past month which give us an idea of the potential impact of school closures. He highlights that we should prioritise the following cycle: observe, console, select, monitor.</p> <p>Witness my moment of pride when I finally got one of my questions answered on one of these! (I'm "Collins, don't know the first name" – I'm famous now!)</p>	<ul style="list-style-type: none"> • Teachers of all subjects 	<ol style="list-style-type: none"> 1. Research suggests that pupils could forget up to 50% of the maths they have learned and 30% of the literacy skills – although it likely won't be that extreme. 2. When schools reopen, not all pupils will return immediately so we will need to be adaptive. 	Not yet online but the playlist is here

<p>Ten Tips for Emergency Remote Teaching</p>	<p>Paul Kirschner (professor of education psychology and co-author of <i>How Learning Happens</i>)</p>	<p>Paul summarises the ten teaching strategies that are most relevant to the remote teaching we are carrying out under school closures. Nothing new or ground-breaking but reframed in the context of online learning. Only 20 mins long with an arguably skippable 40 mins Q&A so fairly short and sweet.</p> <p>In a nutshell</p> <ul style="list-style-type: none"> • Keep it short • Prepare well • Provide structure • Prepare students • Give short assignments before and after and require them to be sent to you • Make use of available online resources <p>kirschnerED </p>	<ul style="list-style-type: none"> • Teachers of all subjects 	<ol style="list-style-type: none"> 1. We are not carrying out 'distance learning' – this was unplanned and is reactive to a crisis situation. 2. Remote teaching should be tightly focused and delivered in short bursts to ensure focus – it is not the same as teaching in school. 	<p>Not yet online but the playlist is here</p>
---	--	--	--	--	--