

Making change happen in teacher professional development

Strand 1

Leadership for professional development: supporting schools and empowering teachers to be PD ready

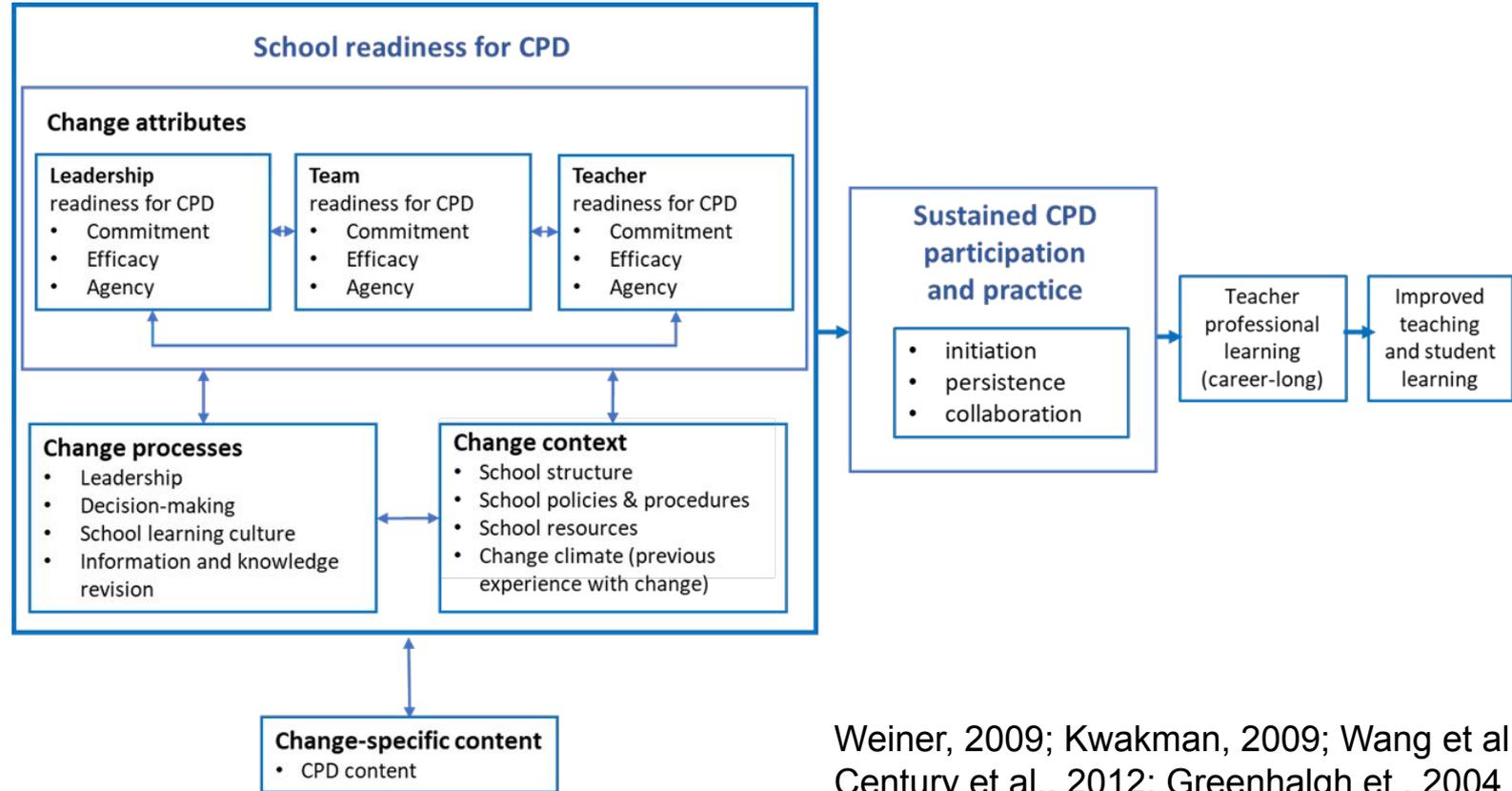
Dr Dieuwerke Rutgers, Dr Josephine Booth,
Eleanor Byrne and Eleanor Hotham

Strand 1 research questions



1. What research literature exists that investigates how the school environment influences teachers' ability to engage in professional development or their professional development outcomes?
2. What attributes, actions and mechanisms underpin effective leadership for professional development implementation in relation to the school environment?

Our approach - Strand 1



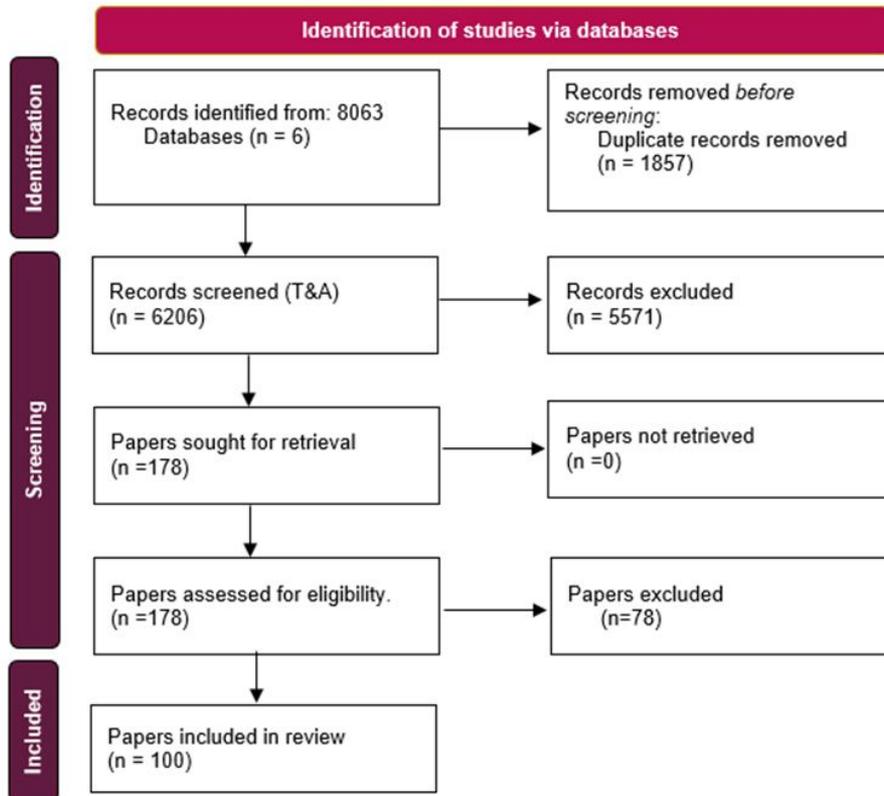
Weiner, 2009; Kwakman, 2009; Wang et al. 2020, Century et al., 2012; Greenhalgh et . 2004

Our approach - searches



- Searches were carried out across multiple education, business and management databases within ProQuest, Ebscohost, Web of Science, Scopus and Emerald Insight.
- Our initial searches combined each of the two key concepts, 'readiness' and 'school environment', with 'CPD'
- All searches focussed on the timespan of 2012 to present (searches were conducted in May 2022).
- Geographical range to include US, Canada, Australasia, Europe, high PISA rated countries e.g Singapore

Our approach



Our approach - screening



▼ Screening on Title and Abstract

- INCLUDE for Full Text screening
- INCLUDE May be relevant for theory building
- INCLUDE for second opinion
- EXCLUDE Pre 2012
- EXCLUDE Essay/opinion piece/book chapter/book review/conference proceeding/special issue intro
- EXCLUDE Not UK/USA/Canada/Australia/Europe/New Zealand/Hongkong/Singapore/Japan/Shanghai
- EXCLUDE Non educational e.g. business, medicine
- EXCLUDE Not CPD focussed
- EXCLUDE Not in-service staff
- EXCLUDE Non-compulsory education e.g. nursery, HE
- EXCLUDE Not teaching or leadership staff

▶ Items management

▶ EPPI Support Temp

↑ Codes ↓

inclusion and exclusion
criteria established and
tested via paired
screening

6206 studies



635 studies

- Five people screening the papers - initial round of coding carried out for interrater reliability

Reviewer 1	Reviewer 2	Comparison	N of items screened	N of items considered for the agreement rate	Agreed to include	Only Reviewer 1 included	Only Reviewer 2 included	Agreed to exclude	Agreement rate	Cohen's Kappa
Emily Perry	Dee Rutgers	16/09/2022 'Emily and Dee'	233	229	50	3	15	161	92.14%	0.8
Emily Perry	Eleanor Byrne	16/09/2022 'Emily and EI'	230	204	26	8	3	167	94.61%	0.79
Eleanor Hotham	Eleanor Byrne	16/09/2022 'Eleanor and EI'	230	193	17	14	9	156	88.27%	0.53
Eleanor Hotham	Josephine Booth	16/09/2022 'Eleanor and Josephine'	231	185	28	8	9	140	90.81%	0.71
Josephine Booth	Dee Rutgers	15/09/2022 'Josephine and Dee'	233	209	38	5	20	146	88.04%	0.68

Our approach - Literature map

Overarching theme	EPPi codes (Round 2) - based on Century et al, 2012	Sphere of Influence	Total	AND Leadership
Leadership (i.e., administrative, management, CPD implementation strategies and policies, locus of decision-making)	<ul style="list-style-type: none"> • Leadership practices • Leadership attributes 	<ul style="list-style-type: none"> • Organisation • Individual 	210	N/A
Teacher (end user) characteristics (e.g., 'gender, race, SES', years of experience, interest, motivation, commitment, efficacy, individual identity, autonomy)	<ul style="list-style-type: none"> • Teacher attributes 	<ul style="list-style-type: none"> • Individual 	232	45
Collective attitudinal characteristics (e.g., morale, vision, group or school identity, commitment)	<ul style="list-style-type: none"> • Shared ethos/culture • Team attributes 	<ul style="list-style-type: none"> • Organisation 	156	84
School interaction characteristics (e.g., communication, collaboration, trust, networks)	<ul style="list-style-type: none"> • Interaction • Networkedness 	<ul style="list-style-type: none"> • Organisation • External 	263	95
School receptiveness	<ul style="list-style-type: none"> • Organisational readiness • CPD fit with school priorities • Other processes 	<ul style="list-style-type: none"> • Organisation 	78	26
School fixed characteristics (e.g., funding, size, resources, staffing, population demographics)	<ul style="list-style-type: none"> • Organisational structure • Organisational resources • Population characteristics • School environment • Other context 	<ul style="list-style-type: none"> • Organisation 	188	82
CPD attributes	<ul style="list-style-type: none"> • Adaptability • Other CPD content 	<ul style="list-style-type: none"> • Innovation 	167	27
Total			635	178

Coding on full text



▼    Coding on Full Text (Leadership for CPD)

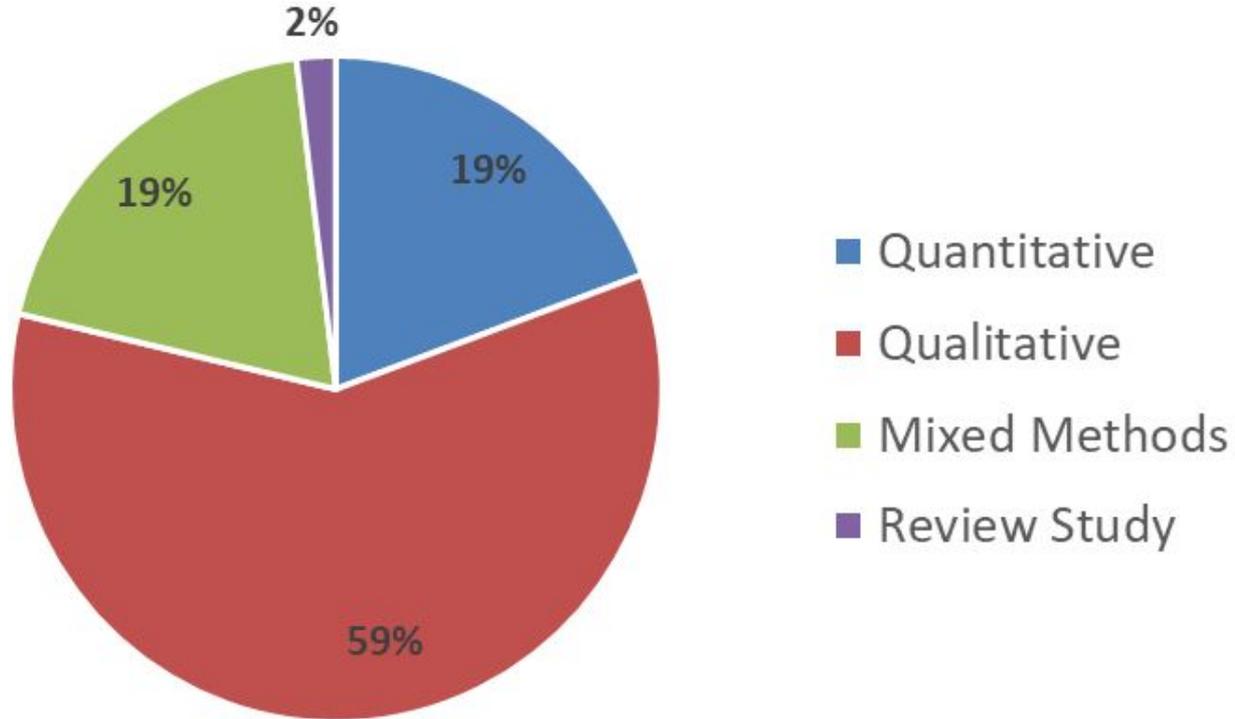
- 1 EXCLUDE on Outcome/Screening R1 [Info](#)
- 2 EXCLUDE No leadership attributes/activities/mechanisms [Info](#)
- ▶ 3 Outcomes
- ▶ 4 CPD type
- ▶ 5 School setting
- ▶ 6 Data source/Stakeholder perspective
- ▶ 7 Leadership for...

7 Leadership for...

- 7a Lead – teacher characteristics
- 7b Lead – school collective beliefs and attitudes
- 7c Lead – school interaction characteristics
- 7d Lead – CPD organisation/coordination
- 7e Lead – data monitoring & evaluation
- 7f Lead – resource allocation (time, money, external expertise)
- 7g Lead – other school readiness
- 7h Lead – unknown (please state)

Any reflections or questions?

Results - studies by methodology



Results - studies by outcomes

CPD outcomes	# of studies
Teacher	64
Student	3
Organisational	11
Multiple	22
<i>Teacher & Student</i>	8
<i>Teacher & Organisational</i>	9
<i>Teacher & Student & Organisational</i>	3
<i>Student & Organisational</i>	2
Teacher Total	84
Student Total	16
Organisational Total	25

Results - studies by teacher outcomes



CPD teacher outcome	# of studies
Change in classroom practice	30
Technical knowledge	27
Attitudinal characteristics	25
Empowerment	20
Professional collaboration	23
Other/unknown	4
Grand Total	84

Results - leadership activities



Leadership domain	# of studies
7a Lead - teacher characteristics	64
7b Lead - school interaction characteristics	72
7c Lead - school collective beliefs and attitudes	73
7d Lead - CPD organisation/coordination	43
7e Lead - data monitoring & evaluation	22
7f Lead – resource allocation (time, money, external expertise)	61
7g Lead - other school readiness	27
7h Lead - unknown (please summarise using info button)	8

Any reflections or questions?

Thematic analysis of coding



- We extracted the coded data from EPPI for further thematic analysis
- We identified themes within the coded text gathered under each leadership category
- Where similar themes were identified across the leadership categories, the evidence from each study was brought together under a larger overarching theme.
- This resulted in a final set of 11 themes, with their respective evidence base, that underpin our understanding of effective leadership for professional development in schools as it emerged from the reviews.

Findings - three leadership dimensions



Trusting leadership

Responsibility and accountability for professional learning goes beyond the school leadership (32)

School leaders are responsible for creating and sustaining a safe culture for professional learning (26)

Teachers can be empowered to have agency over their own professional development (22)

Engaged leadership

School leaders can provide leadership for professional learning by engaging in, and supporting others to engage in, appropriate professional development (37)

School leaders can encourage, develop and support professional collaboration for professional development (28)

School leaders can recognise and integrate the professional development needs of individuals, the team and the school as a whole (21)

Material-economic support is necessary for professional development to be successful (21)

School leaders can prioritise making time and space for professional development – before, during, and after (17)

Learning leadership

School visions should include outcomes for teachers, pupils, within and beyond school priorities, and should be communicated clearly by leaders (34)

Appropriate use of data by school leaders can support access to, and implementation, of professional learning (17)

School leaders can broker connections and access to external sources and activities to support professional learning (11)

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Recommendations



To make change happen in teacher professional development, the evidence base shows that leaders can initiate and implement more effective professional development by:

1. Giving teachers choice and decision making power around their development (teacher led - what do they and don't they need?)
2. Involving teachers in the development of a school vision and goals (what does successful learning look like for teachers and students, and how is this monitored?)
3. Developing themselves (skills on facilitation of professional collaboration, communication strategies)
4. Considering and communicating the process (i.e. how, formal/informal) as well as the content (i.e. what) of professional development
5. Supporting a culture where staff can experiment, take risks, make mistakes, learn and be vulnerable and be prepared to role model this
6. Considering the development needs of the individual and the whole school (recognising strengths/weaknesses across levels - individual, teams, school)
7. Prioritising time, money and space (mental and physical) for professional development (before, during and after)
8. Being prepared to act as a broker of knowledge, networks and opportunities for and around professional development (research evidence, external expertise)

Reflection & discussion

Results - studies by region

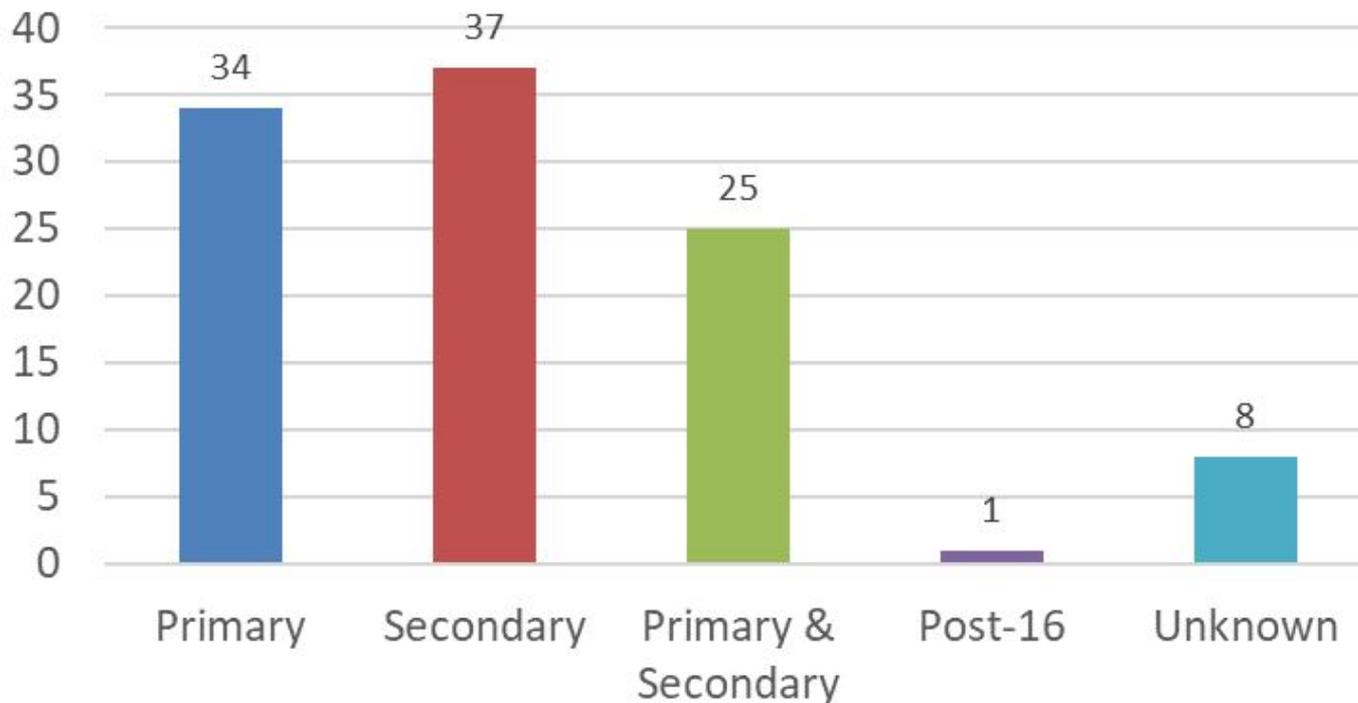


Region	# of studies
UK/RoI	8
Europe	24
US/Canada	42
Australia	10
Asia	12
Other	4
Total	100

Results - studies by school phase



Studies per school phase



Results - studies by CPD type

