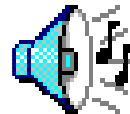




HELLO



Dr Alan B Jones

member



Impact CPD - Conference

presented by
Dr Alan B Jones

member



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Considering Impact...



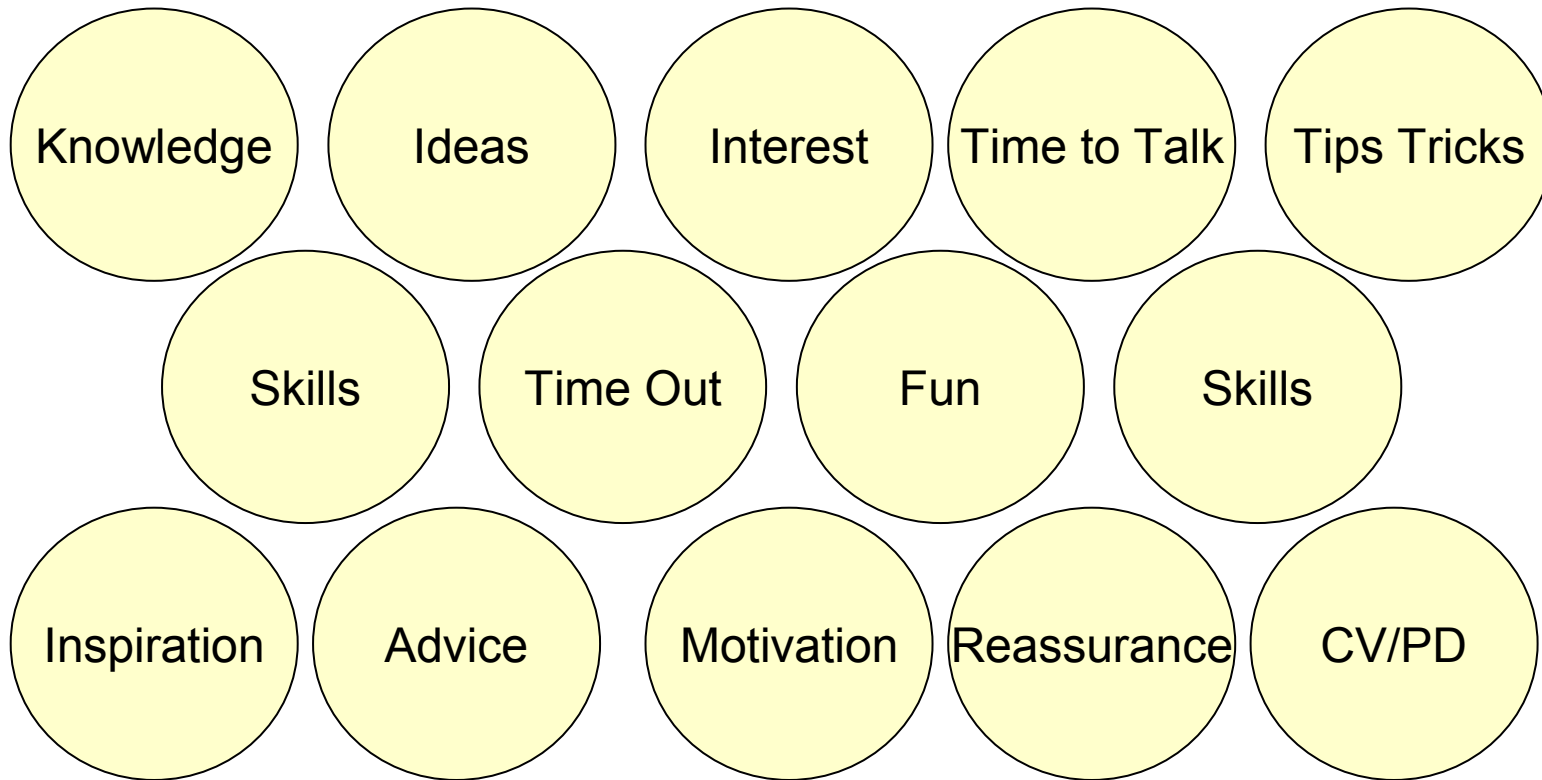
The Impact of Impact Considerations on CPD Leadership

Impact, Change, Ripples in a Pond...

*Perhaps it is true to say that how we think
about impact effects not only the
definitions of success but the way in which
CPD programmes are designed and
delivered*

“I’ll tell you what I want...”

What do you want out of today?

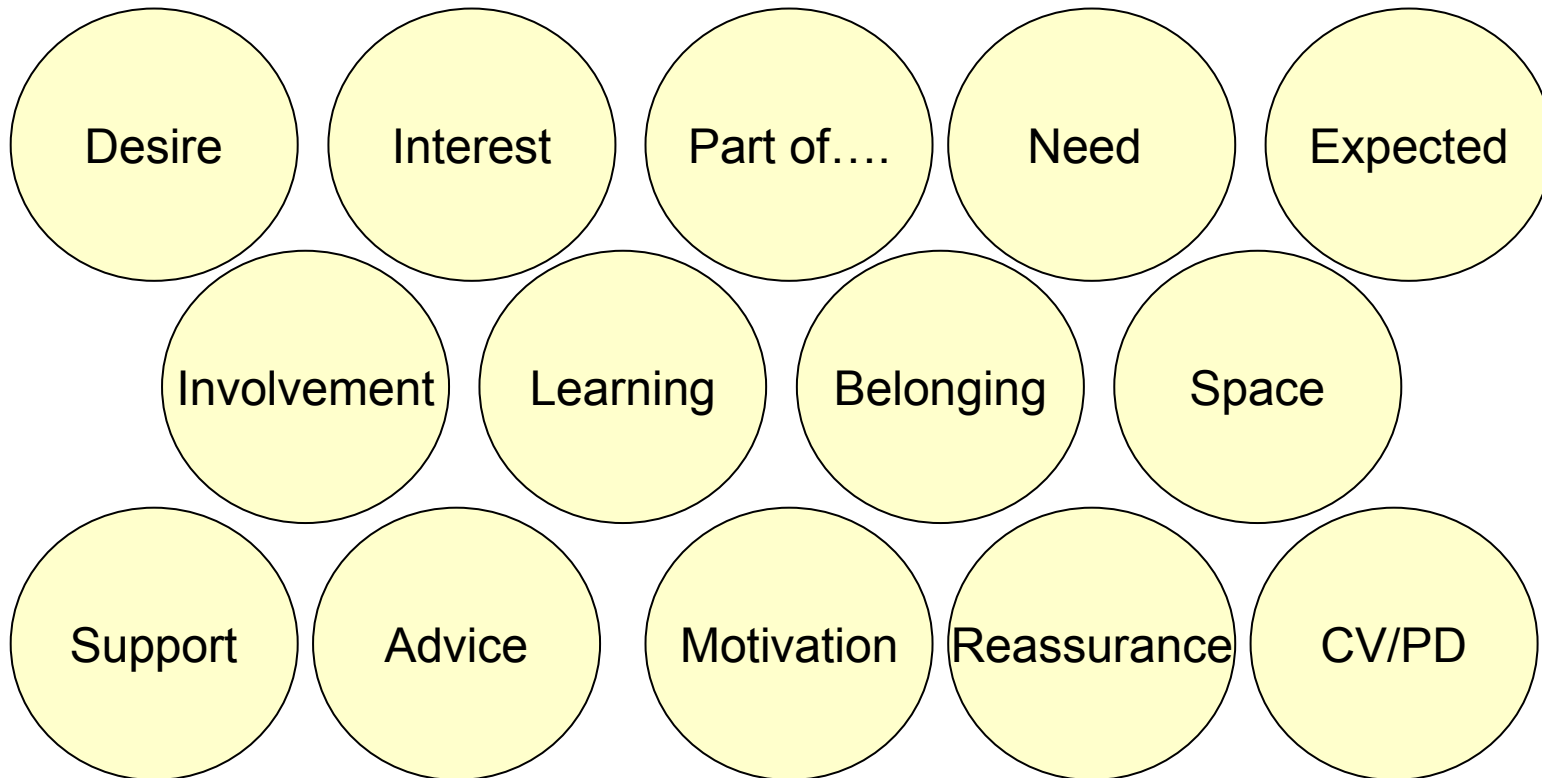


I'll Tell You What I Want...

	NQT	Secondary	Primary	PRU/Special
Something I can use in lessons	25.59	20.25	29.77	11.48
Time away from school	4.72	6.33	6.80	12.46
Time to talk with colleagues	9.45	9.87	14.56	13.11
Specific knowledge	4.72	6.08	10.36	10.16
Pupil Management Techniques	12.60	19.24	10.03	14.75
Personal Effectiveness	9.06	4.56	7.44	6.89
Personal Confidence	8.27	3.04	8.09	5.90
Have fun/Be entertained	9.84	12.41	6.80	11.15
An early finish	11.02	7.34	3.88	12.79
No response	4.72	5.06	0.65	0.98
I have to be here	0.00	5.82	1.62	0.33

Justification

Why are you here?



How will you know...?

How will judge the value of today?



What could be the impact of today?

- ON YOU
- ON YOUR PRACTICE
- ON YOUR ROLE
- ON YOUR “TEAM”
- ON YOUR SCHOOL
- ON YOUR STUDENTS

Impact - thoughts

I : Inspiring Institutional (and) Individual Improvement

M: Modelling (and) Motivating Morale

P: Promoting Personal Performance

A: Acquiring Aspirational Abilities (and) Attitudes

C: Creating (and) Crafting Competences (and) Confidence

T: Transferring (and) Testifying (to) Transformation

Freely adapted and developed from Field 2006

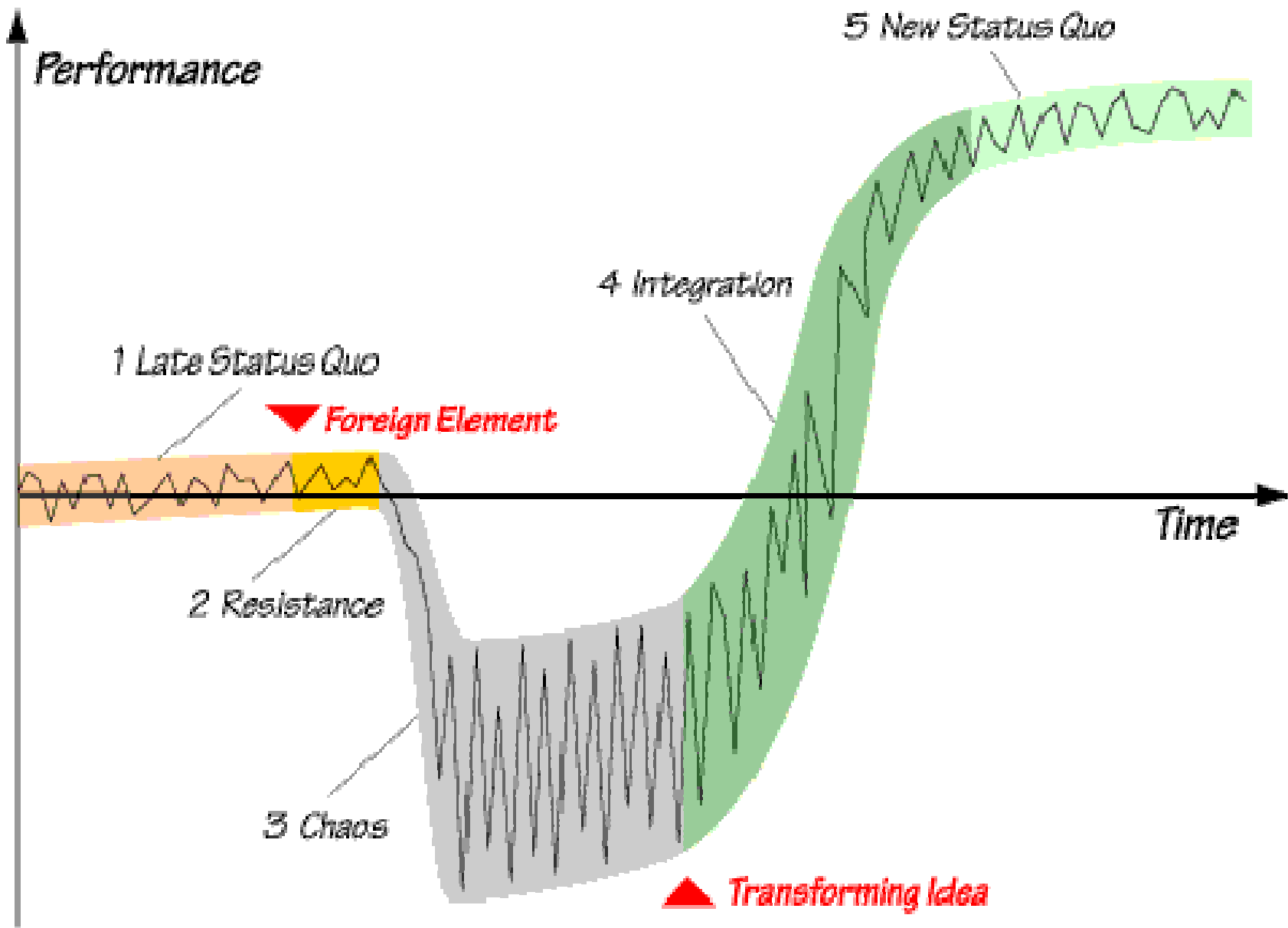
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Short Term Memory Test



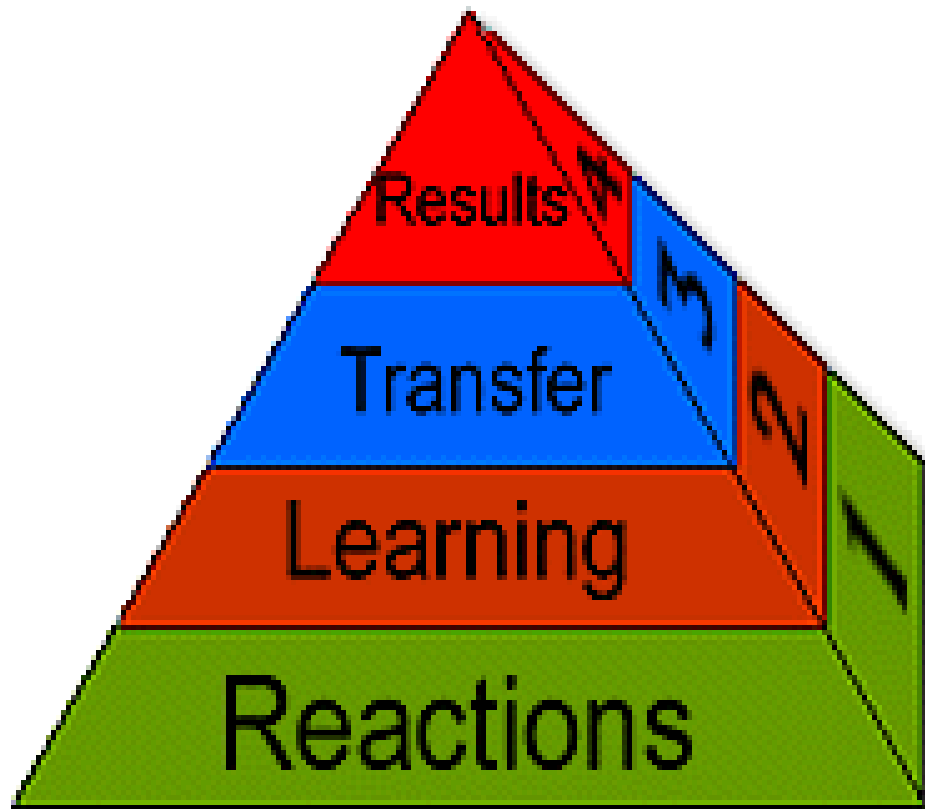
The impact of any event is...

- Multi-faceted - who or what is affected?
- Time related - eruptions versus trickle effects
- Awareness related - perception, meaning & value
- Process related - what happened?
- System related - how was it communicated?



Kirkpatrick Model

for evaluation of training (1994)



Level 4 Results

The changes, the effects of the training

Level 3 Transfer

Learning and application

Level 2 Learning

Questioning the learning

Level 1 Responses

In the moment, immediate, based upon initial emotional reaction

Guskey's Levels

- Participant reaction to programme
- Participant learning
- Organisational Support & Change
- Use of new skills
- Improved learning outcomes for students

Guskey 1998 & 2000

Impact : Educational Context

- Teaching
- Learning
- Managing
- Extending
- Changing
- Empowering
- Developing

Extending the range of skills and competencies of educators with the explicit goal of:

Improving Standards

Raising Pupil Performance

Maintaining Teacher Motivation

Extending Post-Graduate Qualifications

Possible Impact of PPD

- The INDIVIDUAL
 - Knowledge
 - Competence
 - Confidence
 - Flexibility
 - Values, Attitudes and Beliefs
 - Professional Identity and Aspirations
 - Personal Development

Individual change...

Type of Change	Possible Effect
Knowledge base	Raising teacher CONFIDENCE Improving teacher COMPETENCE
Behaviour (Flexibility)	Changing the WHAT and HOW of teacher delivery Increasing personal EFFECTIVENESS through changed PRACTICE
Beliefs, Values and Attitudes	Redefining key aspects of personal philosophy; May well drive behaviour change and inspire search for alternative PEDAGOGY
Motivation	Re-engagement, retention and/or renewal of the individual as a professional

Possible Impact of PPD

- *The GROUPS they may affect*
 - PUPILS
 - TEACHING TEAMS
 - PROFESSIONAL ASSOCIATIONS
 - INSTITUTION
 - COMMUNITY

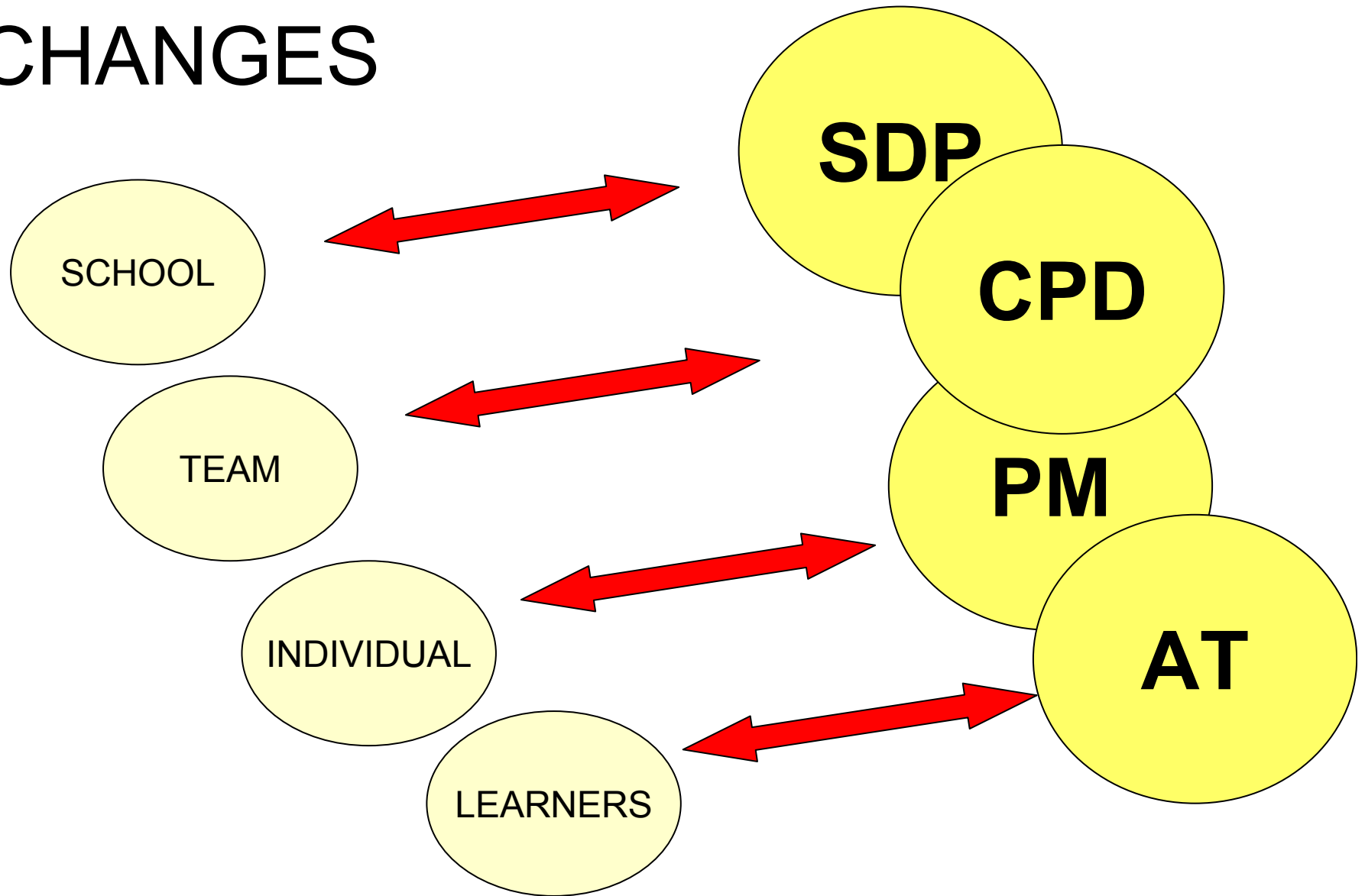
It may be both presumptuous and impossible to identify the scope and scale of the real impact of any programme of professional development

BEHAVIOUR

PERSONAL

ORGANISATIONAL

CHANGES



Impact Evaluation Cycle

