

**Reflections on measuring or evaluating the impact of M level programmes :  
A literature Review**

An initial review of the literature demonstrated that there have been numerous attempts to describe the nature and value of professional development. Indeed Robinson and Sebba (2005) identified over one thousand references on post graduate professional development relating to education and training published since 1994. Of these one thousand references they reviewed three hundred and thirty abstracts and analysed in detail seventy-six papers as part of their study for the University of Sussex. They concluded that...

*“Evaluating the effects of CPD is still poorly developed. Where evaluation exists, it is often brief, addresses participant satisfaction and elicits a list of inputs rather than assessing outcomes...”*

As noted by these authors, there seems to be a widespread awareness of the dichotomy which exists between the need for impact analysis and the effective processes through which such measurement (evaluation) can take place.

Numerous researchers have noted the difficulties of measuring the impact of CPD (e.g. Flecknoe, 2000; Guskey, 2002; Muijs et al, 2004; Reeves et al, 2003). These difficulties include issues of definition, evaluation perspective and, as noted by Soulsby and Swain (2003) the problem of ‘time’.

**The issue of definition...**

It seems somewhat trite to say that ‘impact’ is multidimensional but as Field et al (2006) have restated the challenge is to define ‘it’ before a measurement of any kind can be attempted. Joyce & Showers (1980), writing about in their book, “Achievement through Staff Development”, suggested that impact could be defined on several different levels which included:

**Awareness** – realisation of the importance of a particular area for study;

**Concepts and organised knowledge** – an awareness of cognitive processes and the acquisition of knowledge;

**Principles and skills** – these are tools for action in bringing about cognitive changes in students;

**Application and problem solving** – where concepts, principles and skills are transferred to the classroom setting.

In an alliterative bid to explore the various dimensions Field (2006) challenges researchers to consider impact in an original and creative way. Quoting freely from this work and taking the liberty of re-working the ideas contained within it, we could consider ‘impact’ as:

- I Inspiring Institutional (and) Individual Improvement
- M Modelling (and) Motivating Moral
- P Promoting Personal Performance
- A Acquiring Aspirational Abilities (and) Attitudes
- C Creating (and) Crafting Competences (and) Confidence

## T Transferring (and) Testifying (to) Transformation

Within each of these dimensions we are able to locate the role of PPD for the individual, the institution within which they work and the client group with whom they work. The suggestion is therefore that the effects of any postgraduate development can be seen to have ‘system wide’ impact, and whereas it may be a simple matter to measure change in terms of personal (individual) skills, knowledge and understanding, it is another thing to consider the ‘quantum’ effects that changes for the individual will have on the system as a whole.

It follows then that reductionist approaches which focus on narrowly defined outcomes can oversimplify the evaluative process.

### **The issue of perspective...**

Monitoring and Evaluation of any kind takes place within a perceptual, social and political framework and this may well define the lens through which any assessment of impact will be viewed.

Wrigley (2004) notes that :

*“... the macro-politics of a strong accountability drive, an imposed curriculum and assessment, a government intent on promoting educational advance (though incapable of theorizing what this means), and a will to use education assertively in an intensely competitive and globalized market have proved fertile ground for the discursive practices of SER.” (School Effectiveness Research)*

It does become important to know who is asking the questions about ‘impact’; what their agenda may be and how they wish to use the data produced.

Horn & Caruso (2003) considered the Impact of the Head Start programme through the ‘lens’ of **skills and expertise** gained by the participants. Armour and Yelling (2004) considered CPD from the point of view of the ‘**needs**’ of **teachers** stating that there was a requirement for any course to be ‘relevant, practical and applicable’. The EPPI review (Cordingly et al 2003) considered ‘collaborative CPD’ from the perspectives of **raising participants ‘knowledge, understanding and practice’** whilst also allowing participants to experience the ‘collaborative model’ in order to transfer the ethos of cooperative working and show links between ‘learning’ and the ‘curriculum’.

Each defined clearly the focus of their work; the “dimensions” they were considering and as a result each will have reported on simplified outcomes. Extending the earlier reference to quantum physics, the ‘observer’ defines the outcome and hence, perhaps, the actual results they want.

In the Cordingly example it could be said that there was perhaps a primary gain (the improvement of knowledge, skills and understanding) and a secondary gain (the modelling of a process for change and development – namely collaborative CPD).

This observation raises a question about explicit and implicit outcomes; primary and secondary gains and open and hidden agendas.

### **The issue of time...**

This in and off itself is a difficult area. Even if we can define WHAT effect (impact) any particular training programme has on ‘the system’ we may not be able to identify WHEN the full impact will be felt, known, seen or acknowledged.

There is no reason to assume that the ideas presented by Norman (2005) about student learning, namely that....

*“Spontaneous transfer does not happen easily. In simple language the student who ‘has the knowledge but can’t apply it’ is the norm, not the exception...” (there is a need to see concepts arise in multiple problems and see connections between concepts...”*

.... are not equally applicable to those engaged in professional development, hence determining the (varying) time it takes for any development programme to generate change within the individual undertaking it.

The time for this change within an individual to actually promote change within the system is perhaps not definable.

### **The nature of change...**

Whilst many professional development programmes will have clearly stated outcomes, the way these outcomes impact upon teacher practice is hard to find (Keller et al 2005) let alone how they may shape and influence the beliefs, attitudes, values and behaviours of the individual.

There is a clear assumption that professional development programmes, whatever their design, seek to promote, celebrate or recognise **change** (or transformation as defined by Cranton & King (2003)) in some form or another. Perhaps rather than

focussing on narrow (reductionist) outcomes (Wrigley 2004) we need to raise questions as to the nature of ‘change’ within ‘the system’. This idea is supported by Powell & Terrell (2003) who state...

*“The term impact has been used to refer to changes in professional knowledge, practices and affective responses as a consequence of CPD.”*

From the point of view of the individual we can presuppose that there are different levels of change which can be inspired through professional development and likewise postgraduate programmes. Indeed these are often stated as ‘professional needs’ when teachers are asked about their own professional development. (Freeman et al 2003) , (Burns 2005), (Day 1997), (Nasser & Fresko 2003).

These needs can perhaps be summarised in the following table:

<b>Type of Change</b>	<b>Possible Effect</b>
Knowledge base	Raising teacher CONFIDENCE Improving teacher COMPETENCE
Behaviour (Flexibility)	Changing the WHAT and HOW of teacher delivery Increasing personal AFFECTIVENESS 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
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**The nature of the System...**

It is possible to consider a ‘systems’ approach to education. Perhaps we could conceive of four PRIMARY<sup>1</sup> components within the teaching and learning environment. (Jones 2005).

**The Learner** – brining their own needs, confidence, competence and expectations to the classroom

**The Lead Learner** (teacher or facilitator) - – brining their own needs, confidence, competence, expectations and (professional) flexibility to the classroom

**The Environment** – within which the learning takes place

**The Materials** – around which the learning is orchestrated

If we are to accept the general dictum that teacher quality directly impacts upon student learning (Hammond 1998) (Geringer 2003), we can assume that any change, development, undertaken by the Lead Learner could be seen to have a direct influence upon the components of the system they manage.

In terms of teacher change, as a result of some form of CPD, we may find that:

The Lead Learner becomes more confident; feels more competent and hence be more flexible in their ability to create; sustain and manage the learning process.

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<sup>1</sup> This assumes a pupil-teacher centred system; i.e. from the point of view of classroom practice

This may well result in direct changes to the materials they use and how they structure the learning environment.

There may well be improvements in teacher motivation; raised aspirations and career development – or as Gould et al (2001) noted, access to CPD plays a major role in teacher recruitment, retention and job satisfaction. In all, this could be expected to lead to an improved quality of learning for the student.

This *primary system* of course does not exist in isolation, rather it interacts within a framework which is defined by the school or institution and the community (which includes both local and national contexts). In general systems theory there is the notion that change within one part of a system can promote (encourage) change within the whole.

In some ways this relates to what Guskey (1999 ; 2000) was alluding to when he proposed his ‘five level’ model of training evaluation. According to Guskey, CPD courses could be evaluated in terms of:

**Level 1 : Participant reaction to the program/course**

This being the simplest level of evaluation, often the ‘smiley-sheet’, gauging little more than the participants ‘enjoyment’ of the course – perhaps their level of ‘entertainment’ or ‘personal challenge’.

**Level 2 : Participant learning**

This being a deliberate attempt to reflect upon the actual learning that has taken place. There is the implication then that some knowledge of what was known prior to the course is available.

**Level 3 : Organisational Change**

The notion that changes within the participant may well generate changes within the institution to which they belong. New practice, ideas and approaches may well be formally cascaded to other staff and the institution may well respond to this by supporting, or even encouraging, the changes. This is far more pronounced when the training undertaken by staff fits into an overall, and appropriately co-ordinated, development plan.

**Level 4: Use of New Skills**

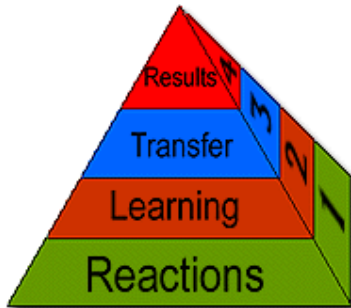
The issue of transferring the new learning and skills into daily practice, which becomes a matter for evaluation and measurement 'after the event'.

**Level 5: Pupil, Learning Outcomes**

Some measure of how the changes above have impacted on pupil performance and learning, which after all is the stated goal for continued professional development. Harris (et al 2005) in an extensive review of CPD for the DfES supported Guskey's assertions that, on the whole, assessment/evaluation of CPD usually focussed on "level 1" and possibly "level 2" measurements; the main concerns for institutions being 'value for money'. It is the concept of 'level 3' change which can often elude

course attendees, especially when they believe they have no power or ability to influence the system within which they work outside of course their own immediate practice. Powell & Terrell (2003) noted that teachers perceived significant gains from extended, accredited CPD in relation to knowledge, confidence, ability to enter into philosophical debate on issues of teaching and learning; improving classroom management and professional relationships whilst the impact of new learning at an organisational level was limited.

Harris et al (2005) suggests that evaluation of CPD should happen on three levels; teacher, pupil and school whilst making a strong case for adopting the Guskey model as both an initial planning tool and a evaluative framework.



It is difficult to ignore the potentially linear nature of Guskey's model apparently missing as it does, the consideration of change (in terms of pupil outcome) in order to inform the next level of need or learning. This may be an unfair criticism which could stem from the fact that the Guskey model is based upon the Kirpatrick

(1994) Pyramid model of training evaluation . In this model each level of evaluation builds upon the information gained from the one beneath it.

There is no real suggestion in this model that 'results' inform the further training or indeed are used to inform and guide change from the point of view of the course provider. It could also be suggested that whilst aspects of cognition, meta-cognition,

learning and effectiveness are covered in both of these models, there is little direct mention of change in personal and professional identity.

The issue of professional identity can not be divorced from any discussion of about impact, especially if we view teaching as *“a kind of professional action that has to be built upon values, beliefs and knowledge”* Solomon and Tresman (1999).

The changing demands placed upon the teacher, all of which will be reflected in the individuals self-image, have been described more fully elsewhere (Woods & Jeffrey 1998 ; 2002) : (Eacute and Esteve 2000) : (Hargreaves 2000).

Davis & Preston (2002) explored the impact of professional development on M level students in terms of their professional and personal lives. From the point of view of the participant in M level programmes they noted that the following were areas in which some direct ‘impact’ was perceived...

Management style : some 49% of those questions noted personal changes in this area

Children’s performance : some 31% commented on these improvements

Teaching competence and confidence : 62% noted improvement in these areas

Relationships with colleagues : 24% reported improved collegiality

Subject knowledge : 62% equating with improved confidence/competence levels

Promotion prospects : 36% reported improved promotion prospects

Quoting from Davis & Preston directly...

*“It is interesting that the main criterion looked for by OFSTED in assessing the impact of CPD, children’s performance, was only cited by 31% of respondents, with a much greater number referring to enhanced competence, confidence and subject knowledge”*

Their research also highlighted eight further areas of perceived impact

- Ambition/own expectations.
- Ability to mediate children’s learning.
- A deeper knowledge and understanding of styles of leadership.
- Personal satisfaction.
- Instrumental enrichment.
- How subject learning fits together in the bigger picture.
- In-service re SEN.
- A wider knowledge about students’ disabilities and strategies to support them

### **Evaluation Models**

Guskey’s work does seem to have the ear of those involved with the evaluation of education and training programmes and there have been numerous attempts to use the framework in the evaluation of CPD (Harris et al 2005) : (Lowden 2005) : (Mujis & Lindsay 2006) even though it may not explore changes in values, attitudes and beliefs.

The table below draws a comparison between the Kirkpatrick and Guskey framework and offers for consideration third possibility which attempts to locate elements of change in both cognitive and affective domains.

Level	<b>Kirkpatrick</b>	<b>Guskey</b>	<b>An Alternative?</b>
1	<b>REACTION</b> Participants reaction to training	<b>REACTION</b> Participants reaction to training	<b>REACTION</b> Immediate GUT reaction Interest & Motivation Perceived VALUE CONNECTIONS to previous knowledge
2	<b>LEARNING</b> What learning has resulted - Knowledge - Skills	<b>LEARNING</b> Did the participants acquire new knowledge/skills	<b>LEARNING</b> What do you know now that you didn't before? What can you now do that you couldn't do before?
3	<b>TRANSFER</b> Are the newly acquired skills and learning being USED by participants?	<b>ORGANISATION SUPPORT &amp; CHANGE</b> HOW did the organisation encourage/support the implementation (transfer) of new skills? What has been the impact on the 'system'?	<b>AFFECT</b> What will this learning inspire you to do differently? What VALUES or ATTITUDES or BELIEFS are you now questioning? Have there been changes in your levels of personal/professional CONFIDENCE and COMPETENCE
4	<b>RESULTS</b> What are the tangible results of the training in terms of productivity, sales ?	<b>USE (TRANSFER)</b> Do the participants implement (act upon) new knowledge and skills?	<b>CHALLENGE/CHANGE</b> How will the organisational structures support the implementation of your new skills/knowledge? What 'system-wide' changes will your new learning bring-about What are the OPPORTUNITIES for change
5		<b>LEARNING OUTCOMES</b> How has participants new knowledge or skill impacted upon learner (client) group?	<b>USE (TRANSFER)</b> What in your practice is different now/since the training? What EXACTLY have you implemented from your learning?
6			<b>IMPACT CLIENT</b> How has your new knowledge, skills, etc impacted upon... Learner performance Learner behaviour Learner attitude
7			<b>REVIEW/RE-VISIT</b>

			In retrospect, how would you sum up the IMPACT of this training in terms of.. YOU YOUR ORGANISATION YOUR STUDENTS
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For the alternative framework to be circular there does perhaps need to be an eighth step, which is all about defining further levels of change or training needed which will stem from that which has just taken place.

In all of the above there is the clear desire for teacher professional development to have a direct impact upon pupil learning. In this there is a general agreement between those providing the training; those attending the training and those offering the funding.

Whilst it is possible to question the nature of ‘improved pupil performance’, care must be taken to ensure that there is not an over-reliance on generalised measures. Sherman and Kutna (1998) noted the potential problems of using pupil performance as a measure of impact for professional development. They stated that short-term changes, as opposed to longer term outcomes, were distorted by factors such as student attendance, student learning style and many other ‘real world’ variables. Even if it were possible to isolate the individual, ‘elusive’ variables, Belzer (2003) notes that it would be a costly (and we hasten to add, ponderous) task to trace causal links between each.

Various authors (Belzer 2003; Belzer and St. Clair 2003; Sabatini et al. 2002) have attempted to explore some of these ‘elusive’ variables and have suggested that they include

**Practitioner variables** – experience, status, motivation

**Learner variables** – background, differences in what "outcomes" and "achievement" mean to students and to programs, motivation, perception of value of course

**Program variables**— curriculum, working conditions, resources, access to resources, support

**Professional development system variables** - alignment between standards for learners and for practitioners; accountability; coherence, accessibility, and quality of offerings; whether course is voluntary or mandatory.

Despite these observations Tolbert (2001) noted the continued over-reliance on measuring numerical gains in learner performance as a key component of evaluation.

Belzer (2003), invites us to broaden the definition of impact to include changes in classroom practice, ideas about teaching and learning, attitudes and teaching programmes (by which we take to mean curricular choices; schemes of work; and learning programmes). She also notes that different kinds of professional development have different kinds of impact, so it is important to measure aspects of delivery after raising these questions.

- Who/what is source of knowledge?
- What is the process/content/outcome?
- What are beliefs/attitudes about change?

- What is the relationships between theory/research and practice?
- Are we looking at transmission of information or knowledge construction?

In a recent report (2006) the Wellcome Trust described teachers involved in CPD activities as either Believers, Seekers, Sceptics or Agnostics defined based on their overall response to CPD and CPD activities.

Now whilst we may assume that most teachers aspiring to M level accreditation are ‘believers’ or ‘seekers’ we do need to remember that the nature of accredited work for the majority of teachers will be at post-graduate level – hence definable as post graduate professional development. It should also be noted that school-based CPD programmes will take advantage of the accreditation, financial and professional support offered through TDA funded programmes like SWIFT.<sup>2</sup>

It should therefore be born in mind that perhaps not all those registered for a PPD programmes will be an entirely willing participants.

The Wellcome Trust report contains some very useful information about teacher perception of CPD.

Of all those interviewed:

**38% were ‘believers’** in the value of CPD

Interestingly the majority of seekers were either from the Primary School Phase or from school management teams

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<sup>2</sup> South West Initiative for Training:

**16% were 'seekers'** – hoping to find value and relevance in the CPD offer

Most of this group were in the Secondary Phase and were Heads of Department

**12% were 'sceptics'** – doubting the value of CPD provision

The majority of this group were secondary and male.

**33% were 'agnostics'** – neither for or against but would respond to 'quality CPD'

The majority of this group were not convinced about CPD and its value but were keeping an open mind.

Clearly these figures offer some insight into the perceived value of CPD (54% having a positive perception of it) and hence the attitudes professionals will bring to the training. Such attitudes will clearly influence the level and amount of 'change' any programme can have.

### **Summary Thoughts**

The literature often uses the terms CPD and PPD interchangeably when referring to teacher professional development. In terms of exploring IMPACT (or CHANGE) we need to be able to identify those professional development opportunities are 'one-shot' sessions or part of a more comprehensive programme.

One day workshops and conferences do address the cognitive domains in that they offer access to and extension of skills and knowledge. This kind of event can certainly be used to disseminate information and raise awareness but will it lead to lasting and identifiable changes in teacher behaviour/practice, attitude or values?

It could be presupposes that the new knowledge and skills will have a direct impact upon practice, but this will only be the case if:-

The event was relevant to the classroom/client needs  
The event can be translated to practice and practical implemented  
Implementation is supported by the 'systems' ethos and attitude to change

CPD which takes the form of one off conferences; meetings and so forth may then extend into networks which have a longer term developmental objective. Such CPD is part and parcel of professional development and at the very least is seen as up-skilling or re-skilling or bringing about professional change.

There are some key questions about the nature of the courses on-offer and offered. The role of the CPD co-ordinator (perceived and actual) can be key in how training events are perceived by those attending. Some key questions to ask might be:

To what extent is CPD proactive and planned?  
How does this fit into the changing needs and roles of practitioners?  
How are courses selected and WHO does the vetting/selection?

Attempting to apply the Guskey model to this kind of training event we may be able to explore some areas of potential 'impact'.

For example:

These days can be extremely valuable in solving meeting immediate challenges (personally or institutionally defined) AND may well be inspiring, energising and motivational. (Guskey Level 1).

From these days or INSET sessions there may well be new skills (tools/tips/tricks) – hence there may will be some Learning (Guskey Level 2)...

As the institution sanctions these INSET days there may be a good deal of organisational support for the implementation of change. (Of course this is very much dependent upon the course) (Guskey Level 3)

This then suggests that there may well be a fair level of Transfer – putting new learning into practice (Guskey Level 4)

How well this IMPACT is then felt by the end-user/client, will depend upon the degree to which transfer is possible and what is being measured.

CPD may well spring from a different source and perhaps this could be seen as the route 'seeker's' and 'believers' would take.

It may not be reacting to some form of 'top down' requirement; not seen as meeting the needs of the institution directly, but about the individual desiring opportunities for personal and/or professional development. In this situation the actual impact of the programme/training will, one could assume, be more profound in terms of effect and affect.

Does self-defined CPD automatically challenge beliefs and attitudes; hence promoting questions about how to be more effective?

Does it follow then the practitioners quest to find some answers (skills/knowledge) will bring their practice in line with their newly found beliefs?

Do all M level programmes allow the practitioner to reflect upon what they are doing (which actually forces them to question professional beliefs, values and attitudes) which in turn causes them to:-

- a) ASK questions about their current practice
- b) CONSIDER other models and approaches
- c) TEST their assumptions (models/approaches) through focussed, supported study.

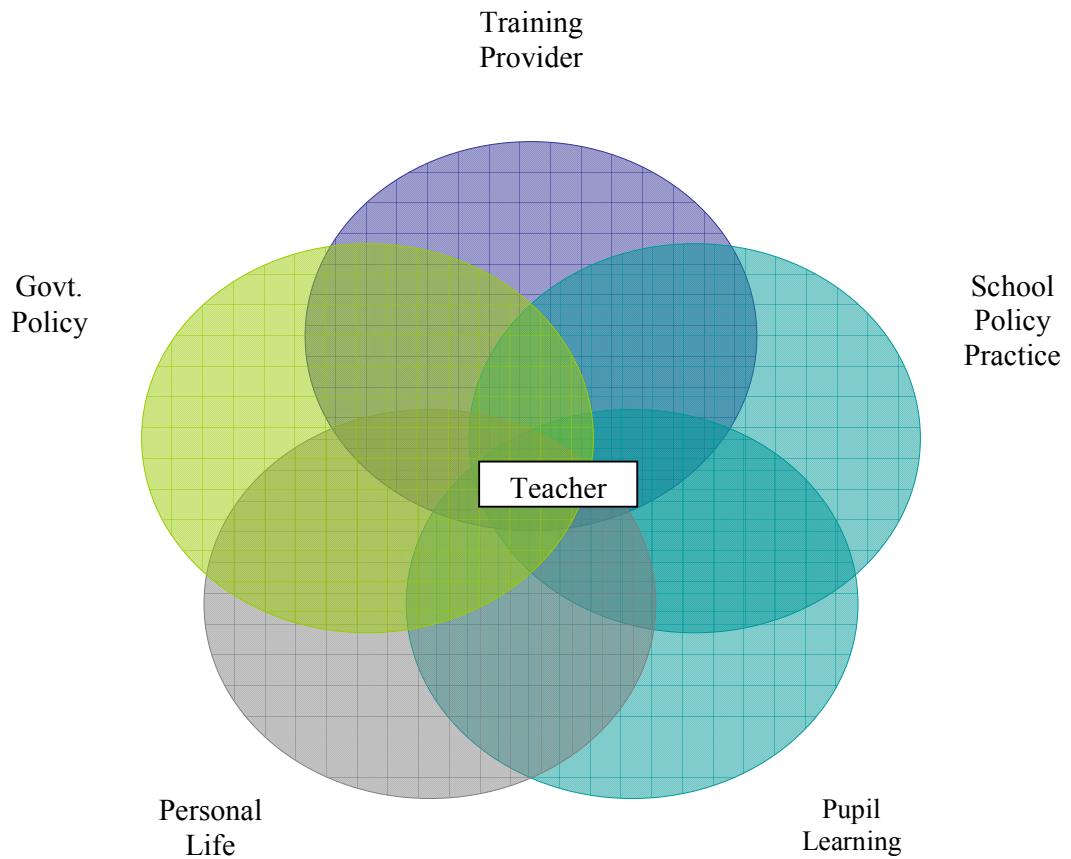
All of the rubric about M level PPD and accreditation stresses the importance of 'reflective practice' and 'critical enquiry', perhaps we need to challenge the assertion that reflection and criticality automatically result in affective change.

A recent paper by Chris Watkins (2006) reported on surveys of 'teacher talk' in settings such as staff rooms and noted that rarely were teachers engaged in discussions about 'learning'. Rather they spoke about "teaching", "performance", "work-life balance" and the drive to "raise standards". Now whilst these issues are important, Watkins maintains that they are often driven by a "top-down rhetoric" which contains within it "limited goals".

The key point be raised here relates to a belief that there is a fundamental difference between a 'performance focus' and 'learning focus' ethos.

The issue in terms of CPD/PPD and the notion of reflective practice is to do with the 'frame' within which the development is set and the key motives behind it – which will of course shape the perceptions of those involved and define the level of impact it has.

In terms of Teacher PPD Impact can be seen to have the following dimensions



In this diagram the teacher undergoing CPD is at the centre. This is reasonable in the sense that the teacher is undertaking the development programme in the hope of promoting some kind of change.

In a truly effective and organic system then, any impact (change) in the teachers behaviour (and for the sake of simplicity here we will assume that means practice, knowledge, values, attitudes and beliefs) will have some effect upon the everything else in contact with them. The amount of impact these changes will have on differing components of the system will depend upon the nature of the change itself and the degree of flexibility (which may be influenced by the quality of feedback and ability to react to that feedback).

Some questions immediately arise from this.

Where are the needs of these various players in accord and where are they in conflict?

How does the Trainer really get to understand the impact on and the needs of the Teachers 'impact' groups?

How far is the Trainer bound by the needs and the perceptions of the system (this system also includes governmental and funding bodies)?

How does the Teacher define their needs to the system and the Trainer?

How far removed from each other are the different components with the whole?

How are the channels of communication and therefore responsiveness to need/development supported-defined and maintained?

How can the Institutions (Training, School and Government) within this complex change model respond to the needs and the feedback of the Teacher?

How does the teacher respond if the dynamic of this model, or the perception of its dynamic, is that all of the drive is being directed towards the centre – the Teacher?

It also follows from the above that those who work more intimately with the Teacher will notice any changes first (and possibly more dramatically) so the impact is more directly and immediate.

## **FINALLY**

In several parts of this article the word IMPACT has been used interchangeably with the words CHANGE and possibly TRANSFORMATION.

The word 'impact' is often used to describe a 'sudden', often damaging, event... a meteor impact, a car crash for example.

The immediacy implied by the word itself tends to suggest a short-lived event with perhaps long lasting consequences. Hence there is the tendency to make a distinction between 'immediate impact' and 'long term impact' (which we often describe as 'consequences').

In this sense the word itself could be seen as defining a 'short term' effect and perhaps this is why there has been a tendency to rely on immediate measures of effectiveness. (Guskey level 1 and 2).

The words 'change' and 'transformation' do tend to imply the element of 'time' and accepts that there may be growth from an initial seed rather than results from a sudden dramatic event. The time it could take for any change to manifest from a CPD or PPD programme is the real issue when it comes to exploring effective and affective responses to training.

**Some key thoughts...**

There needs to be careful definition of what we are looking at when it comes to measuring (evaluating) impact of any program.

There needs to be an honest recognition of the fact that different stakeholders will be looking for 'measures' when requesting information about the impact of any particular program of professional development.

Care needs to be exercised when using models like those defined by Guskey to ensure that change is explored in terms of development cycles rather than development 'end points'.

The Guskey model provides a valuable series of questions and points of reflection in terms of measuring impact. Its use as a planning and 'end point' evaluation tool may actually outweigh its use as a tool for measuring impact in terms of 'development cycles'.

Impact can be considered as change or transformation in all components of a system.

In terms of teacher professional development the change will centre around the individual – their knowledge, skills, competencies, professional flexibility, professional identity and self image.

This in turn may lead to improved practice, willingness to engage in broader educational debate, the sharing of good practice.

Which may in turn have a direct effect upon the learning experiences of the pupils... that may be shown in a variety of ways including performance; motivation, and interest.

Changes in teacher behaviour will have a broader influence on the structures within which they work. The degree to which this will happen depends upon the ability of the institution to manage and celebrate change.

All of the above could be seen to inform the training and funding bodies in developing and making more relevant their courses.

Perhaps another way to measure impact is to look at any improvements in the quality and extent of professional dialogue between the various stakeholders – the notion of extended collegiality and professional cooperation.

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2006

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