



# The 3 Cs: Making teacher professional learning more effective

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#EducationFest



## Professional Learning

Our teachers deserve the best  
Our students deserve the best





# Evidence & Research



## What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis

October 2021

Sam Sims (UCL)  
Harry Fletcher-Wood (Ambition Institute)  
Alison O'Mara-Eves (UCL)  
Sarah Cottingham (Ambition Institute)  
Claire Stansfield (UCL)  
Jo Van Herwegen (UCL)  
Jake Anders (UCL)



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## DEVELOPING GREAT TEACHING

Lessons from the international reviews into effective professional development







### Pedagogical

Tightly focused on how to improve student's learning



### Personal

Around the teacher's experience, needs and vision



### Active

Through trying out ideas and analysing the impact



### Coached

With expert guidance supporting reflective practice



### Sustained

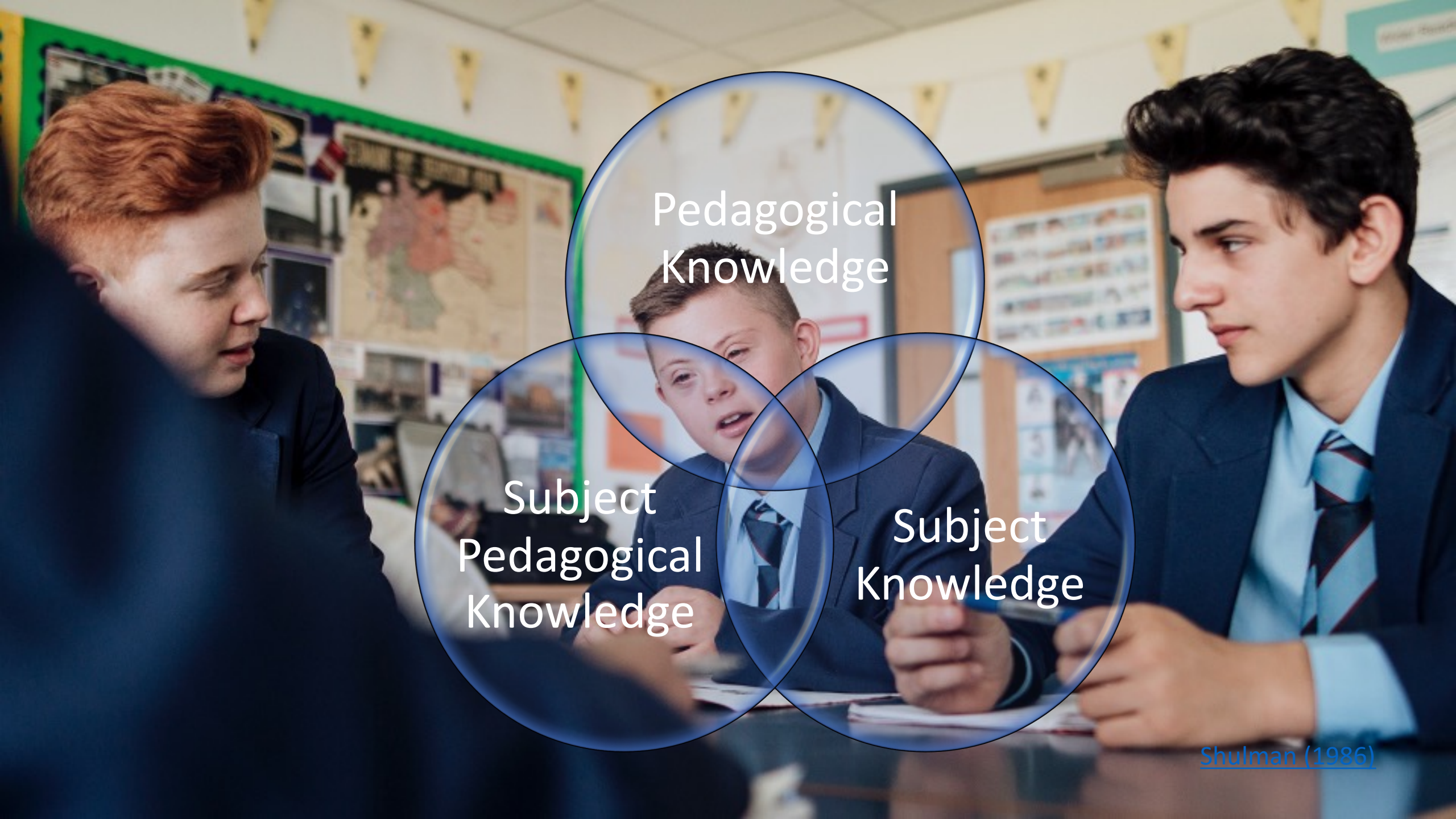
With a regular rhythm of support (>6 months)



The historical  
approach to  
teacher  
development







Pedagogical Knowledge

Subject Pedagogical Knowledge

Subject Knowledge



# Pedagogical practices

How I teach my class





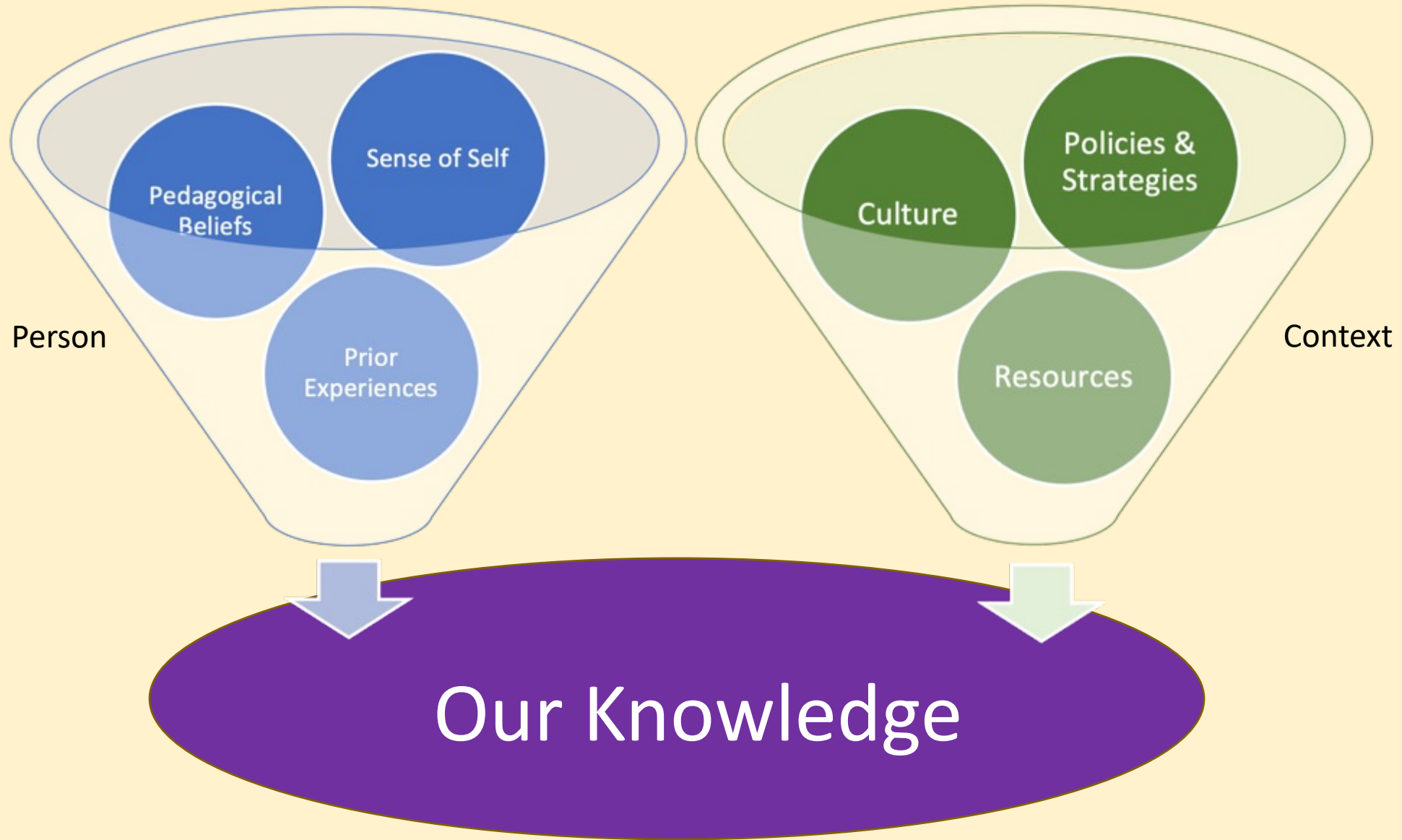
What makes a teacher more valuable than a robot?



Pedagogical  
beliefs

Why I teach my class







Research shows us that the single biggest influencing factor on a teacher's understanding of what it means to be a teacher stems from our own experiences of childhood teachers.







- Our childhood teachers influence...
- Our pedagogical beliefs and thus,
- Our approach to professional learning

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## Children Learn What They Live

by Dorothy Law Nolte (1924 - 2005)

If children live with criticism, they learn to condemn.  
If children live with hostility, they learn to fight.  
If children live with fear, they learn to be apprehensive.  
If children live with pity, they learn to feel sorry for themselves.  
If children live with ridicule, they learn to feel shy.  
If children live with jealousy, they learn to feel envy.  
If children live with shame, they learn to feel guilty.  
If children live with encouragement, they learn confidence.  
If children live with tolerance, they learn patience.  
If children live with praise, they learn appreciation.  
If children live with acceptance, they learn to love.  
If children live with approval, they learn to like themselves.  
If children live with recognition, they learn it is good to have a goal.  
If children live with sharing, they learn generosity.  
If children live with honesty, they learn truthfulness.  
If children live with fairness, they learn justice.  
If children live with kindness and consideration, they learn respect.  
If children live with security, they learn to have faith  
in themselves and in those about them.  
If children live with friendliness, they learn the world  
is a nice place in which to live.

Excerpted from the book CHILDREN LEARN WHAT THEY LIVE  
©1998 by Dorothy Law Nolte and Rachel Harris  
The poem "Children Learn What They Live"  
©Dorothy Law Nolte

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As teachers,  
we teach what  
we learned...

We replicate practice  
or  
We reject practice



Consciously,  
we teach what we know.

Unconsciously,  
we teach who we are.

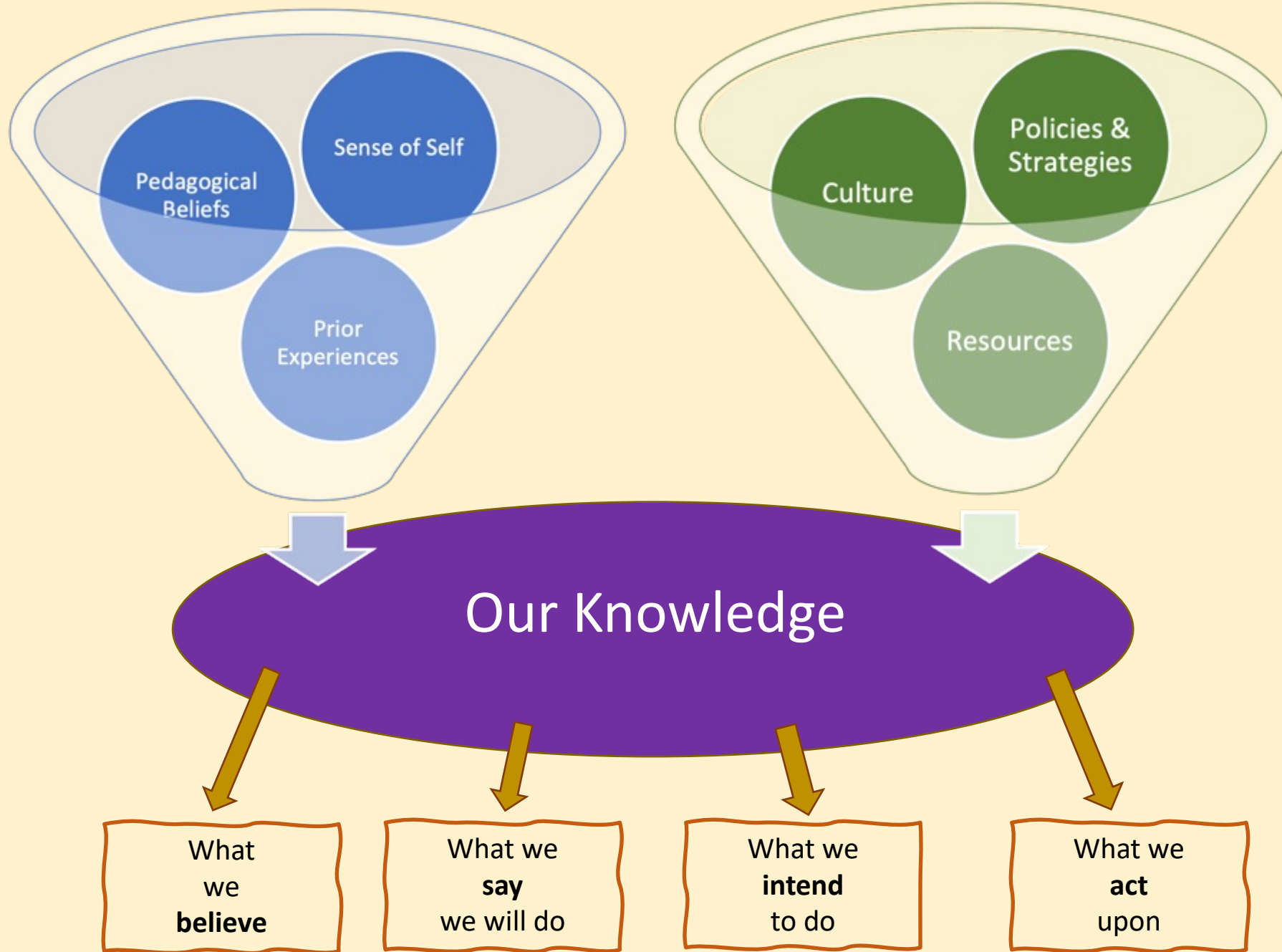
(Hamachek, 1999)

Shift the focus...

from  
**Teaching**  
to  
**Teacher**









Teaching practice




**Cognisance**

**Competence**

**Confidence**



A technical drawing of a bearing is shown on a white sheet of paper. The drawing includes a cross-section of the bearing with various dimensions and labels. A caliper is placed over the drawing, and a pencil is also visible. The text "Competence is more than 'being able to do it'" is overlaid on the image.

Competence is more than  
"being able to do it"

Competence





Confidence



Plan  
opportunities  
to build  
confidence





- Book-end planning meetings
- Sharing lunches
- Teacher trios
- Write for magazines
- Twitter threads
- Present at the Festival of Education!





We are a profession of teachers, as well as a teaching profession...







# Takeaways from this session

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- 1) Our teaching reflects who we are, not just what we know
- 2) Target Professional Learning explicitly at developing:
  - Cognisance
  - Competence
  - Confidence
- 3) Ensure that Professional Learning is: Active, Personal, Sustained and about Student Learning
- 4) Recognise the significance of childhood teachers on our own beliefs and practices about teaching and learning
- 5) Be aware of The Funnel of Influence and how they shape:
  - What we believe
  - What we say
  - What we intend to do
  - What we 'actually' do





Links to research used in this session

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