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Setting Priorities and Focus – A Pre-requisite for Long Term Sustainability

James Walker



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What is Sustainability in CPD Anyway?

A red starburst graphic with a white outline, containing the text "Do you mean sustainable impact?".

Do you mean
sustainable
impact?

Sustainability can be defined as how long CPD effects last...

... without compromising the development of others.

So sustainability is concerned with endurance?



What happens after the professional development program ends?

How can we sustain what was gained and how can the impact be scaled up?

If along with achieved benefits some non-beneficial or even detrimental effects continued beyond the program, was the program sustained?



What is transfer?

- The extent to which knowledge and skill are applied to other settings.
- The extent to which changes persist over time.

It is important that teachers have opportunities to practice newly gained skills, that teacher learning is appreciated and the teachers receive sufficient support and feedback.

The self-efficacy of teachers attending CPD might decrease before increasing again. This inhibits transfer.

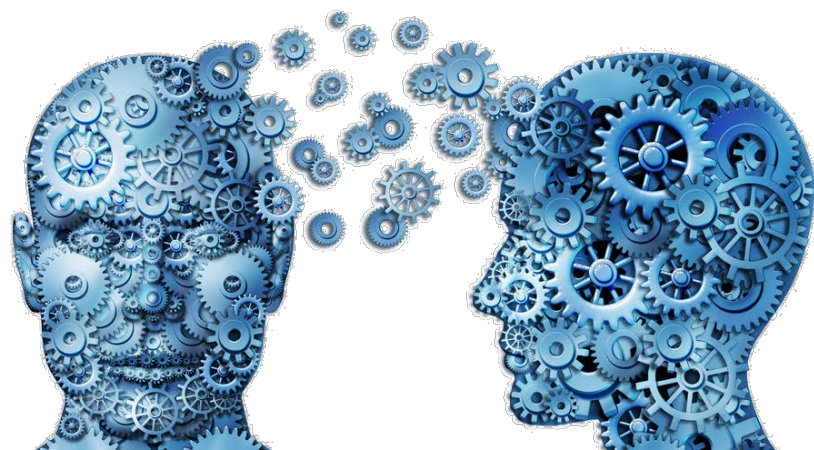


Respondents indicated that skills stay sharp if they are used, but can't be sure about their remaining skills

The majority of staff indicated that experience and not training increased their confidence.

CPD has influenced practice, sometimes without participant realisation.

Training is a risk.





A flourishing environment is not stagnant, it is growing and moving forward.

Scaling up can mean that the initial impact of the program splits to other teachers or members of the community who did not participate in the program.

However, how can we maintain programme integrity?

Scaling up is not only dependent on the teachers willingness to spread their knowledge, it is also dependent on the willingness of other teachers to learn





Mentoring is a useful method for passing knowledge through an organisation, provided that the recipients are willing to receive it.

Mentoring is a sustainable practice.

Competition for staff time is an obstacle to sharing information.





Community building and networking represent factors that foster sustainability.

A professional learning community is an open organisation in which the employees collaborate to trust one another, feel safe to make mistakes and where open communication is normal.

Some studies have found that when there is no support many teachers will revert back to their previous methods.



Staff believe that a PLC is a good idea; it would bring like minded people together and create a community to develop together.

However, there are concerns that it might not work as well as hoped.

Forming a PLC with the correct structure is important.





Top level administrative support from the University central administration legitimises the standing of the centre.

A Vice Chancellor, Vice Provost or vice president are ideal people to leave the centre.

Colleagues may want to give input regarding important decisions and may not be happy if management make a different decision.





CPD ought to be run by enthusiastic people, that is practical-based, includes observation and practice orientated teaching.

Credible training ought to invite external expertise

Training ought to be individualised and contextualised

Early stage career people ought to have compulsory CPD, but later CPD needs to be optional

Provide an environment where older staff want to engage and want to get better.



The engagement of management is key to building sustainability.

Managers ought to consider staff as experts and provided teachers with opportunities to further develop their expertise.

One way to encourage sustainment and scaling up is to focus on attainable and visible goals.

The relevant reward structure should be established to help attract participants who otherwise have little time to invest in professional development.



Management's attitude to CPD is paramount. Staff will be influenced by their attitudes.

CPD can only be sustained if long term structures are implemented

Rewards for CPD are well received, but a lack of clarity can undermine the process.





Today we have looked at sustainability from a number of different perspectives.

It was seen that transfer and scaling are vital to sustainability. A professional learning community can act as an enabler provided that is supported appropriately.

Senior management must appropriately support and CPD initiatives to enable them to flourish within an institution.