

4. Professional development and support

Chapter Summary

- This chapter presents findings on third year teachers' professional development and support. It includes school strategies for PD and support, the availability and take up of different types of PD and support, factors affecting take-up, the quality and usefulness of PD and support and the impact it has on teacher and pupil outcomes.
- Third year teachers in our case study schools were subject to the same PD and support strategies and processes as other teachers in the school. Although senior leaders in most schools made no distinction between the PD and support provided for third year teachers and other teachers, in a small group of schools senior leaders had different expectations of the types and amount of PD and support third year teachers should engage in compared to other teachers. Only one school had a dedicated PD programme for third year teachers.
- School PD and support strategies were driven by a combination of factors: PM, school needs, national initiatives, individual needs, teachers' new roles and responsibilities and individual interests. As a consequence they were often fluid. The relative importance of different drivers varied across the schools. PD and support for all teachers, particularly in-school training, was becoming more personalised.
- The most frequently available type of support available to third year teachers was support from a head of department or equivalent. Other frequently available forms of support were being observed and associated feedback, team work with experienced teachers and in-school programmes. However, third year teachers perceived that less PD and support was available to them than their senior leaders claimed was in place. More support was available to third year teachers in primary schools than secondary schools. In a few schools third year teachers had no access to external PD activities due to budgetary constraints.
- Over their school career to date the PD activity that most third year teachers had participated in was in-school training. The next most frequently taken up types of PD were external short courses and in-school coaching, undertaken by just over half of the survey respondents. The take up of LA training was much higher in primary schools than secondary schools. Third year teachers engaged more often in collaborative activity and networking, within and beyond the school, to support their development, than they did in their NQT or second year of teaching. More teachers, particularly in secondary schools, were participating in leadership programmes and masters programmes in their third year than in their second year.
- Uptake of PD and support depended on the interaction between school related factors and individual characteristics. Third year teachers identified encouragement, suggestions and information from senior and middle leaders to be the most important factors supporting the uptake of PD and support. The main barriers to uptake were funding, cover and time.
- Individual teachers displayed different attitudes to engagement in PD and support that could broadly be described as active or passive. In some schools teachers who proactively sought out PD and support accessed more opportunities than teachers who did not.
- Approximately one fifth of the case study third year teachers were dissatisfied with the amount of PD and support available to them. However, the vast majority were

positive about the quality and usefulness of the PD and support they had participated in. Senior leaders were more critical of quality and usefulness, particularly of LA and some other external courses.

- Few schools had robust systems for measuring the impact of PD and support, but many pointed to links between third year teachers' engagement in PD and support and positive outcomes. The most frequently mentioned outcomes were changes in classroom practices and/or implementing new ideas and materials. There were also examples of changes in practice beyond the classroom and development in teachers' attitudes and attributes. About one third of the case study third year teachers made links between their engagement in PD and support and positive outcomes for their pupils.

4.1 Context

Transitions in professional development and support in the first three years of teaching

The professional development and support available to and taken up in the first three years of teaching changed in character each year. As our Part 2 (2008) report illustrates, professional development and support in the NQT year is, for most NQTs, highly structured with a programme of observations, reviews and PD planning overseen by an induction tutor/mentor, supported by a dedicated programme of PD sessions either in house or provided by an LA. The beginning of the second year of teaching marked a key transition point in the PD and support available (Part 3 report, January, 2010). At this point the vast majority of schools brought second year teachers into the same PD and support processes as other teachers. Few second year teachers retained a formal mentor, although around half our case study sample maintained an informal support relationship with their previous NQT mentor. The third year of teaching marked a more subtle change in the PD and support available and taken up. Third year teachers links with their former NQT mentors were no longer visible, they had developed a broader understanding of the range of activity that contributed to PD and support and increasingly engaged in collaborative activity and networking, within and beyond the school, to support their development.

4.2 School strategies - Case study findings

In this section we report our case study findings on the strategies schools adopt in relation to the professional development and support of third year teachers. This spans the extent to which third year teachers are treated differently from other groups of staff, the strategies for PD and support that apply to all staff, where responsibility for initiating PD and support lies, and the increasing emphasis on personalising PD and support.

4.2.1 School strategies and processes specifically for third year teachers - Case study findings

Only one school (ID7), a large secondary which was also a Training School, provided dedicated PD for third year teachers. As the deputy head explained:

"All our early career teachers do the early career teacher conference in their second or third year. It is run by one of our ASTs but includes peers from other local schools so they get to compare notes. It focuses on looking at career - where do you want to go- and we have head of department and senior leader inputs so they think about leadership and management." (ID7 secondary SL)

In all other schools third year teachers were covered by the same PD strategies and processes as other teachers. However, two contrasting ways in which senior leaders enacted the general principle that 'third year teachers are able to access the same PD opportunities as other teachers' was apparent in our case studies. In approximately 10 primary schools, 14 secondary schools and two special schools, which was the majority of schools who answered this question, senior leaders felt it inappropriate to make any distinctions in terms of PD or support needs between third year and other teachers and expected similar engagement in different forms of PD and support and similar levels of uptake. In contrast a smaller group of, mainly secondary, senior leaders held different expectations about the type and amount of PD and support that third year teachers should access compared to other teachers. Senior leaders in one primary and approximately five secondary schools had clear expectations about the types of PD they expected third year teachers to engage in – primarily this focused on leadership and management. So, for example, one secondary assistant head (ID12) explained that they treated third year teachers as middle managers and made training such as the SSAT leadership programme available to them. Only one senior leader stressed the need to provide additional support to third year teachers:

"We need to make sure we are always focusing on them and are prepared to put the coaching and support in for them. It's easy to let them merge into the rest of the teaching staff, and I think it's very important we don't allow that to happen, because they're still fledglings really." (ID37 secondary SL)

A line manager in an independent school emphasised the priority given to the development of ECTs – "The idea in the school is that young teachers should have any opportunity" (ID31 independent LM). In a further three primary schools and four secondary schools senior leaders or line managers observed that third year teachers had more opportunities for PD and support than other teachers, but attributed this to the ECTs' enthusiastic and proactive attitudes towards their development rather than school strategy.

4.2.2 General school strategies for PD and support - Case study findings

Case study schools strategies for PD and support of all teachers had a number of different drivers: performance management, school needs, national initiatives, individual needs to support teaching performance, new roles and responsibilities, and individual interests. Although there were often processes to be followed when teachers wanted to attend external courses, the senior leaders in our study rarely referred to a clearly defined PD and support policy, instead explaining how the different drivers were balanced within their school. The fluidity required of PD and support strategies to respond to some of these drivers was emphasised by one primary head:

"It (PD policy and systems) isn't set out in stone ... it's quite fluid in some ways and yet in some ways it's not ... it's tied quite closely to the school development plan ... and to PM which is in turn tied back to the school development plan ... the whole focus ... any forms of development have been around the core of English, maths and science or it has been about more creative approaches to certain elements of the curriculum ... a lot driven by national initiatives but also our own needs." (ID21 primary SL)

The emphasis placed on the different drivers in determining PD and support strategies varied between the case study schools. While not all senior leaders provided information on key drivers it is interesting to note the variation and overlaps in the drivers that were identified by those who did respond. Senior leaders in five primary, four secondary and one special school identified PM as the main driver, usually considering the PD needs generated in conjunction with school targets. More generally there was variation in the

extent to which information generated through PM was used to plan and initiate PD and support. Senior leaders in four primary, six secondary and one special school emphasised the need to align PD and support with new initiatives being introduced and/or other school targets. Meeting individual teacher needs was an important driver in five primary, five secondary and one special school. Senior leaders in five primary and one special school referred to the informal nature of at least part of their strategic approach to PD and support. This finding may reflect of the higher degree of direct contact primary and special school heads have with teachers.

Given the small number of schools, it is inappropriate to draw any conclusions on the relative effectiveness of different school PD and support strategies. However, it is interesting to note that the group of schools where senior leaders emphasised the importance of meeting individual need and the group of schools where there was some informality around PD strategies contained a higher proportion of schools with outstanding Ofsted grades than our total case study sample.

4.2.3 Responsibility for initiating professional development and support - Case study findings

Responsibility for initiating PD and support was generally shared between senior leaders, line managers (particularly department or faculty heads in secondary schools) and teachers, with some variation in who took greatest responsibility across the schools. As would be expected senior leaders played a stronger role in initiating PD and support in primary schools than secondary schools, and departments were important in initiating PD and support in secondary schools but not in primary schools.

There was a general expectation that third year teachers, like other teachers would take some responsibility for initiating their own PD. The extent to which they did this was dependent on their personality and orientation towards their career. For example, an ambitious secondary teacher was constantly seeking out opportunities:

"I'm looking at my leadership style ... to make sure I become the best leader and the most effective manager I possibly can so I'm looking at every opportunity I possibly can now to get the qualifications ...to go on a course ... to build a CV which is very important ... and I'm very much supported by my line manager because he knows how ambitious I am." (ID19 secondary third year teacher)

In contrast, a few of the case study teachers had not identified any opportunities themselves, but had been directed to support by school leaders. As one secondary senior leader observed:

"It depends on how aggressively they approach their career - some are passive and the initiative comes from me, others may be proactive in seeking professional development and be banging on my door. There is a passivity some people have to their career, some are go-getters. Sometimes they need to be coerced." (ID21 secondary SL)

4.2.4 Personalisation - Case study findings

An emerging theme in our data was a move in schools to increasing personalisation of PD and support. The need for personalisation was attributed to the need to meet individual PM targets as well as a more general recognition that teachers have different strengths, areas for development and aspirations – as one secondary senior leader observed "It makes no sense to talk about 'third year teachers'. By this time they all have differing

talents and aspirations. Support programmes are, therefore, very flexible" (ID14 secondary SL). Some schools had moved from a standard in house training programme that all teachers had to attend to a more flexible approach that allowed teachers to engage in those elements that were relevant to them. Increasing personalisation of PD and support has the potential to offer teachers greater self-direction and control over the construction of their professional knowledge, which as our literature review indicated has a positive impact on both teacher and school development (Kwakman, 2003; Moor et al., 2005).

4.3 Opportunities available to third year teachers - Case study and survey findings

4.3.1 Support available to third year teachers - Survey findings

This section reports senior leaders' and third year teachers' answers to a survey question asking what types of support were available to third year teachers.

Senior leaders identified that the type of support most frequently available to third year teachers (table 4.1) was support from their head of department or equivalent (always available in 86% of schools plus sometimes available in 12% of schools). Being observed by others (always 78%, sometimes 21%), team work with experienced teachers (always 55%, sometimes 40%), in-school programmes (always 44%, sometimes 43%), and observing others (always 43%, sometimes 55%) were also mechanisms frequently used by schools to support third year teachers.

There was broad agreement between senior leaders and third year teachers about the types of support that were more or less frequently available. However, as we found in our surveys for the NQT year and the second year of teaching, across most types of support (excluding being observed, observing others and visits to other schools) third year teachers perceived that there were fewer opportunities for support than their senior leaders considered they provided (Table 4.1).

Table 4.1 Senior leaders' and third year teachers' views of the support available to third year teachers (%)

	SLs Always provided %	SLs Sometimes provided %	third year teachers perceptions of availability %
Support from head of department or equivalent	86	12	77
Being observed by others	78	21	80
Team work with experienced teachers	55	40	43
In house support programme	44	43	24
Observing others	43	55	49
Help/support in working with teaching assistants	24	57	14
Written individual programme	20	29	13
Mentor	17	42	12
Local authority programme	15	39	8
Visits to other schools	12	73	15
Additional release from timetable	12	38	10

(Senior leaders n= 431-491, third year teachers n=281)

Senior leader responses showed that all types of support, apart from support from a head of department or equivalent, were more often available in primary schools than secondary schools (Table 4.2). Calculating significance using chi square tests and using Cramer's V

as a measure of effect size the greatest difference found was the opportunity to take part in team work with experienced teachers – always available in 65% of primary schools but only in 32% of secondary schools. Other types of support where the difference in availability between primary and secondary schools was statistically significant were: LA programmes; mentor support; additional release from the timetable; visits to other schools and help and support in working with teaching assistants. Availability of each of these was greater in primary schools. Support from a head of department or equivalent was the only type of support that was more often available in secondary schools. Greater reliance on LA programmes by primary schools, particularly small primaries, may be expected where they have less in-school capacity to undertake training than, say, a large secondary.

Like primary and secondary schools the support most frequently provided in independent and special schools is from a head of department or equivalent (independent 96%; special 85%). The number of responses by senior leaders in independent and special schools is insufficient for statistical analysis of availability of support by type. However, it is interesting to note that special schools, like primary schools, place a strong emphasis on team work (69% always provide this opportunity), and more frequently than any other school type special schools provide opportunities for visits to others schools (33%) and help and support in working with teaching assistants (58%). In independent schools the most frequently available forms of support in addition to heads of department, were being observed by others (77%) and observing others (65%).

Although the survey data from third year teachers showed that they perceived less support to be available overall, it mirrored the differences in availability by type of support between primary and secondary schools found in the senior leader survey.

Table 4.2 Senior leaders' views of the support provided to third year teachers by school sector (%)

	Primary Always provide	Secondary Always provide	Ind Always provide	Special Always provide	Significance	Effect size (Cramers V)
Support from head of department or equivalent	82	95	96	85	p<0.05	0.17
Being observed by others	80	72	77	83		
Team work with experienced teachers	65	32	42	69	p<0.01	0.30
In house support programme	43	50	21	50		
Observing others	43	34	65	67		
Help/support in working with teaching assistants	28	13	13	58	p<0.01	0.16
Written individual programme	23	13	8	25		
Mentor	22	7	16	17	p<0.05	0.19
Local authority programme	21	6	4	0	p<0.05	0.18
Visits to other schools	15	4	8	33	p<.0.01	0.20
Additional release from timetable	15	4	12	8	p<0.01	0.24

Primary n=275-319; Secondary n= 119-134; Independent n= 24-26; Special n=12-13

Note: *Significance test and effect size only includes primary and secondary school since including independent and special makes expected cell counts too small

The pattern of availability of support by FSM quartile (FSM, is used here as a proxy measure of the deprivation) is complex, and there was much less agreement in terms of the availability of different types of support between senior leaders and third year teachers

by FSM quartile than for support overall. While senior leader data indicated that most types of support were more likely to be available in schools in the most deprived areas (the only exceptions being support from a head of department or others and being observed), third year teacher data indicates that the only types of support that are more likely to be available in the most deprived schools were in house and LA programmes.

4.3.2 Availability of professional development and support - Case study findings

The case studies findings broadly showed a similar pattern of perceptions of availability of PD and support as the survey, although both senior leaders and third year teachers in our case studies placed less emphasis on observations as means of PD support than did the survey respondents. Mirroring the survey, overall, third year teachers perceived there was less PD and support available than indicated by their senior leaders. However they thought more support was available from senior leaders, heads of department and other middle leaders than their senior leaders recognised.

The most striking finding from the case studies about the availability of PD and support was the variability in the access third year teachers had to external training. Schools could be placed on a continuum from at one end the few schools where there were rarely any opportunities to attend external courses, through the majority where there were some limitations, to the few schools where teachers could attend more or less anything they wanted. The main reasons given by senior leaders for limiting access to external courses were budget (this was given as the overriding reason where opportunities were minimal), the difficulties of providing cover, and issues around the quality of some external courses (this is discussed further in section 4.6 below). Senior leaders in five schools mentioned their intention to move away from providing access to external training - as one secondary senior leader (ID24) explained "the new approach is to avoid external courses where possible and concentrate on in-house CPD, networking and sharing of good practice".

A notable change from the second year of teaching was the emphasis some senior leaders put on in-house and external collaborative activities as a means of PD and support for third year teachers. Nine senior leaders (four primary and five secondary) referred to the opportunities provided by in house collaboration - this ranged from formal working parties 'by invitation only', to more informal engagement in meetings concerned with developments in the school. Engaging in external collaborative activities was seen to be more important by primary than secondary senior leaders. In total 11 senior leaders spoke of the importance of external networking, visits and collaboration (seven primary and four secondary).

Ten case study teachers (six primary, three secondary and one independent) expressed some dissatisfaction with the availability of PD and support. Reasons for dissatisfaction varied. Three teachers (one primary and two secondary) had been prevented from going on external courses due to budget constraints, while another three felt they were not receiving sufficient in-school support for some aspects of their roles (one primary, one secondary and one independent,). Of the remaining four teachers, all located in primary schools, one thought the school was not proactive enough in providing support opportunities, another felt that access to PD was inequitable, another that there was too much focus on her class and not her needs or interests, and the fourth that she had not had any access to PD and support.

4.4 Take up of PD and support by third year teachers - Case study and survey findings

4.4.1 Participation in PD activities - Survey findings

Our survey asked senior leaders about the uptake of internal and external PD activities by third year teachers.

As table 4.3 illustrates, senior leaders reported that third year teachers most frequently engage in school PD training - 92% of senior leaders claimed that all third year teachers in their school took part in this form of PD. Participation in LA PD (by all third year teachers in 62% of schools), external short courses (55%) and in school coaching (51%) was also high. Participation in Leading from the Middle or equivalent middle leaders courses and masters programmes was lower, but nonetheless at least one third year teacher in 39% of the survey schools was participating in a leadership programme, and at least one teacher in 29% of schools was undertaking a masters programme.

Table 4.3 Senior leaders' report of the proportion of third year teachers participating in PD by activity type (%)

	None	Less than half	Half or more	All	Total n
School CPD	1	1	6	92	491
Local authority CPD	10	10	19	62	481
External short courses	10	11	24	55	482
In School coaching	14	15	21	51	475
Leading from the Middle or equivalent middle leader support	61	28	8	4	466
Masters level programme	71	24	3	1	469
Other accreditation	53	28	10	9	350

As table 4.4 illustrates there was significant variation in participation by school sector. The only form of PD where there was no significant difference in third year teacher participation between the primary and secondary schools was in house PD activities.

Using Cramer's V as a measure of effect size the biggest difference between primary and secondary schools was in participation in LA PD. All third year teachers in 83% of primary schools participated in LA PD activities compared to all third year teachers in only 22% of secondary schools. Also, there was significantly higher participation in external courses and in-school coaching by third year teachers in primary schools compared to teachers in secondary schools. This seems to reflect the greater availability of these forms of PD in primary schools, as discussed earlier. However, both participation in masters level programmes and Leading from the Middle or equivalent leadership courses was significantly higher in secondary schools than primary schools. Again the number of responses from independent and special schools precludes the use of statistical comparisons.

Table 4.4 Sector breakdown of senior leaders' report of the proportion of third year teachers participating in PD by activity type (%)

		None	Less than half	Half or more	All	Significance	Effect Size (Cramer's V)
School CPD	Primary	1	0	6	92	NS	
	Secondary	0	1	5	94		
	Independent	4	8	8	80		
	Special	8	0	8	85		
Local Authority CPD	Primary	6	2	9	83	p<0.01	0.61
	Secondary	7	28	43	22		
	Independent	77	14	5	5		
	Special	15	8	38	38		
External short courses	Primary	12	9	18	61	p<0.01	0.27
	Secondary	7	17	37	39		
	Independent	4	16	24	56		
	Special	15	0	38	46		
In school coaching	Primary	16	11	14	59	p<0.01	0.38
	Secondary	7	25	40	29		
	Independent	28	16	12	44		
	Special	8	8	15	69		
Leading from the middle or equivalent middle leader support	Primary	67	21	7	5	p<0.01	0.26
	Secondary	47	44	9	1		
	Independent	50	38	8	4		
	Special	85	15	0	0		
Masters level programme	Primary	85	10	3	1	p<0.01	0.47
	Secondary	44	53	3	1		
	Independent	52	40	4	4		
	Special	69	31	0	0		
Other accreditation	Primary	62	20	8	10	p<0.01	0.31
	Secondary	33	48	13	5		
	Independent	58	16	0	26		
	Special	45	27	27	0		

Primary n=227-320; Secondary n= 93-113; Independent n= 19-25; Special n=11-13

Note: *Significance test and effect size only includes primary and secondary school since including independent and special makes expected cell counts too small

There was little variation in the pattern of participation in different types of PD by FSM quartiles. The only type of PD where there was a significant difference was participation in LA PD activities. Participation was highest in the most deprived schools.

In the third year teacher survey we asked third year teachers what types of PD activities they had participated in over their career as a teacher (Table 4.5). Their responses are therefore not directly comparable with senior leader responses. Nevertheless, the third year teacher data mirrors the senior leader data in showing that third year teachers have most frequently engaged in the school PD activities, and participation was also high in external short courses, in school coaching and LA PD activity.

Table 4.5 Third year teachers participation in PD activities over their career as a teacher (%)

	Already Completed	Ongoing	Firm plans to do	No firm plans	n
School CPD	25	67	3	5	261
External short courses	35	40	7	18	242
In school coaching	23	50	7	20	221
Local authority CPD	26	38	5	32	215
Leading from the Middle or equivalent middle leader support	6	12	32	50	202
Masters level programme	5	13	12	71	208
Other accreditation	12	11	8	69	145

A similar pattern of differences in participation by type of activity was evident between primary and secondary teachers' data as in the senior leader responses. However, the only statistically significant difference was the greater participation by primary teachers over their teaching career in LA PD activities.

4.4.2 Participation in PD and support activities - Case study findings

The overall pattern of uptake of PD activities in our case study data broadly mirrored the survey findings with one notable exception, in school coaching. Only four of our case study teachers were engaging in in-school mentoring or coaching in the their third year of teaching (one primary, two secondary and one independent), representing only 12% of our sample compared to the 50% of third year teachers in our survey who reported they had participated in in-school coaching. This discrepancy may be due to survey respondents including support in their NQT and second year of teaching and including informal coaching support - which in our case studies we categorised as informal support rather than coaching.

The case studies supplemented our survey by providing a more detailed insight into third year teachers' participation in PD and support. Third year teachers in our case studies more often talked about participating in curriculum-related PD and support than leadership and management focused PD and support. However the boundaries between curriculum-focused and leadership-focused support were often blurred. For example, when primary teachers talked about engaging in curriculum-related PD activities this was often to enable them to lead this area of activity in the school. In contrast, in secondary schools curriculum-related PD often focused on assessment schemes and requirements. As in the second year of teaching, informal support continued to be important in both primary and secondary schools. Very few third year teachers drew on formal pupil feedback to support their PD, and similarly few senior leaders pointed to this as a PD strategy.

Individual teachers in our cases had different attitudes towards engagement in PD and support. As we identified in section 4.3.2 some teachers are proactive in seeking out PD whereas others are not, similarly there are variations in their attitudes toward engagement in PD and support. Four third year teachers expressed reticence to participate in PD activities, one because she was pregnant, two because they did not want to leave their classes and another because of the burden it placed on her personal time:

"APP is quite hard. It was hard going on the course. They said I had to do it in my PPA time. I lost my PPA time which I use for planning doing this course. I ended up having to do my planning all through the weekends. I am a new, young teacher. I want to do other courses but not if it involves all this extra work, not if I have to do it in my PPA time." (ID23 primary third year teacher)

4.5 Factors affecting take up - Case study findings

Our case studies indicate that the uptake of PD and support in our case studies emanates from the interaction between school factors and the personal motivation and attitudes of the third year teachers. In a few case study schools uptake was also determined by the availability of appropriate PD and support. As highlighted earlier this was a particular issue for special schools and schools with limited budgets.

4.5.1 Helpers - Case study findings

Around half of all primary and secondary third year teachers, and three independent and one special school teacher provided information on the factors that supported their access to and engagement in PD and support. They talked most frequently about school-related factors. The key school-related factor that helped the uptake of PD and support was encouragement, suggestions and information provided by senior and middle leaders, mentioned by 12 teachers (three primary, six secondary, two special and one independent). In these accounts teachers often described a culture of support either in the school or within a particular department which facilitated the uptake of PD and support. Other school-related factors mentioned by a few teachers as being helpful were: being 'pushed' into PD and support opportunities; PD and support being put in place for them because of a particular need; and knowing that funding or cover would be available.

Only two teachers (one primary and two secondary) identified the role their own ambition and proactive approach played in gaining them access to PD and support. However, this factor was recognised more often by their line managers. Seven line managers and one senior leader identified this as an important factor in the take up of PD and support opportunities. There were no discernable differences in the types or relative importance of helpers by school sector.

4.5.2 Hinderers - Case study findings

Around two-thirds of third year teachers and just over half of senior leaders identified barriers to the uptake of PD and support. In line with the findings for helpers they mostly identified school related hinderers. There were no clear differences in the hinderers identified by school sector.

Senior leaders, line managers and third year teachers all pointed to the same key barriers - funding, cover and time. As previously discussed (section 4.4.2) in a few schools third year teachers had no access to external courses - "There is just not the opportunity....not allowed to go on them [external courses]" (ID16 third year teacher) - and funding limited availability in many schools. Funding and/or arranging cover were identified as a barrier to the uptake of PD and support by eight senior leaders, six line managers and seven teachers in our cases. Lack of time was mentioned as a barrier to uptake by five senior leaders, two line managers and seven third year teachers. Another school-related hinderer mentioned by a few interviewees was the location of their school, which meant they had to travel long distances to attend external events. A further two teachers mentioned that their access to PD and support had been limited while they had been on temporary contracts.

Individual factors that hindered the uptake of PD and support, mentioned by a few interviewees, were: personal circumstances (three teachers explained how impending or new babies had led them to step back from PD activity); third year teachers not being proactive in seeking PD and support; and teachers' reluctance to leave their class.

As discussed earlier the lack of appropriate PD, particularly for special schools is a further hindrance.

4.6 Perceptions of quality and usefulness - Case study findings

Overall third year teachers in our case studies were positive about their experiences of PD and support. Thirty-three of our case study teachers (13 primary, 15 secondary, four special and one independent) pointed to one or more aspect of the PD and support they had received as being 'valuable' and/or 'useful'. Only three third year teachers identified any PD or support that they felt were either poor quality or not useful – one special school teacher was frustrated with the lack of support from a senior leader who shared the same subject area; one secondary teacher said that some of the in school training sessions were not useful; and another secondary teacher found LA and other courses ineffective "I'm not really a course girl.Many of them are of a poor quality" (ID45 secondary third year teacher). It was a lack of opportunity, as discussed above, rather than concern about the usefulness and quality that concerned those teachers who were less satisfied with the PD and support available to them.

There were no patterns in third year teacher interviews that indicated that they perceived one type of PD and support as more useful than any other type. In addition to more formal support they experienced, they valued the informal support provided by both senior and middle leaders and their colleagues. As would be expected heads of department played a key support role in secondary schools, whereas third year teachers often received direct support from senior leaders in primary schools. In addition to informal support some senior and middle leaders provided third year teachers with information on PD opportunities and encouraged them to take up PD. A proactive approach by leaders to support is highly valued, as a secondary third year teacher illustrates:

"He actually goes out and looks for them [PD opportunities] if I explain to him what I want to do ... He actually came to us with two courses ... It's him going the extra mile ... which you feel you are getting extra support. " (ID19 secondary third year teacher)

Senior leaders and line managers were more critical about the quality and usefulness of some types of PD support potentially available to third year teachers. They had mixed views about external courses, particularly LA courses. In 11 schools (five primary, four secondary and two special) senior leaders or line managers had reservations about sending staff on LA courses, the main reasons being given that they lacked specificity, were repetitive or variable in quality. Five of these schools and another school (ID47) raised similar criticisms of other types of external courses. Lack of relevance to context of both LA and other external courses was a particular issue for special schools:

"A lot of external generic courses are not specific enough for SEN, so we are now very careful about which courses we use. In the past staff have been sent on courses and it has been a waste of time and money. ... They have not been able to implement what they have learned in the classroom". (ID36 special school SL)

However, in contrast in six schools (three primary and three secondary) senior leaders and line managers stressed the high quality and usefulness of LA courses. In one

secondary school teachers who had attended LA courses repeated the training in school for other staff.

While there were mixed views on the usefulness and quality of LA courses, senior leaders and line managers who had drawn on LA advisors to support third year teachers were unanimously positive about the quality and usefulness of the support provided. They were also very positive about the external networks and collaboration that LAs supported as a mechanism for third year teacher professional development and support. Senior leaders in two primary schools where mentoring and coaching schemes had been set up felt that they were not yet functioning well enough to provide high quality PD support.

4.7 Impact on teacher performance, quality and pupil outcomes - Case study findings

4.7.1 Our approach - Case study findings

Evaluation models of teacher PD, drawing on the work of Guskey (2000), assume a causal chain from engagement in PD, through teacher experiences and immediate reactions to PD, to longer term teacher outcomes - such as improved confidence, knowledge and skills, and finally to impact on pupils - such as improved engagement and attainment. We used this framework to structure our questions to interviewees to generate data from senior leaders, line managers and third year teachers on the impact of PD and support on third year teachers' intermediate and end-point outcomes and pupil outcomes.

4.7.2 Measuring impact - Case study findings

In order to understand the data we asked interviewees how they measured the impact of PD and support. Approximately half of our case study sample of senior leaders (11 primary, 14 secondary and two special) responded. Of these nine (five primary and four secondary) stated that they had no processes in place for measuring the impact of PD. Only one senior leader, in a secondary school described a comprehensive system for measuring impact. In this school systems for monitoring what PD teachers have undertaken and the consequent implementation was linked with the detailed system they had for tracking pupils and the questionnaires used for pupil voice. In addition, some projects and initiatives in this school had evaluation built in, for example through observation. In other schools where senior leaders reported measuring impact the approaches included: teachers completing evaluation forms for internal and/or external training (five schools - one primary, three secondary, one special), monitoring through PM (four schools - three secondary and one special), or more often impressionistic measures - for example a primary head talked of assessing impact through the enthusiasm teachers brought to their work. The data we are able to produce on impact in this report therefore is largely drawn from interviewees' perceptions of impact rather than hard measures.

4.7.3 Impact on third year teacher outcomes - Case study findings

In this section we have drawn on evidence from third year teachers, their line managers and senior leaders to identify the impact on third year teacher outcomes from participation in professional development and support. We have only included evidence of impact where it refers specifically to the third year teachers. So, where senior leaders have talked more generally about the impact of PD and support in their school this has not been included. Not all schools provided data on impact. As table 4.6 illustrates PD and support led to development in teachers' attitudes and attributes and changes in their practices. Changes in practice were mentioned much more frequently than changes in attitudes and attributes - such as confidence, enthusiasm, motivation and wider awareness. The most frequently mentioned changes in practice (mentioned in 19 schools - eight primary, seven secondary, one special and one independent) were related to the classroom, usually involving the implementation of new approaches and/or materials. A further group of

changes to practice, mentioned in eight schools (three primary, three secondary, one independent and one special), were related to the teachers' activities beyond the classroom – this spanned their approaches to leadership and management, work with other teachers and work with parents. In two instances positive impacts of PD and support on retention and promotion were identified. In one primary school the deputy head believed that the leadership and management course provided had been crucial in retaining the third year teacher. In a secondary school a third year teacher who had completed a developing leaders course expected to take up a leadership role. At the time of the interview he was intending to apply for a head of year post that had just been advertised in the school.

Table 4.6 Impact of PD and support on third year teachers - case study data (no. of schools in which the impact was noted)

Impacts	Primary	Secondary	Special	Indep.	Total
1. Teacher attitudes and attributes					
Confidence		1	1	2	4
Enthusiasm		1			1
Motivation to improve		1			1
Wider perspective/ more awareness	1	2	1		
Better able to manage whole range of responsibilities		1			1
2. Practice development or change					
In the classroom	8	7	2	2	19
Beyond the classroom	3	3	1	1	8
3. Retention and progression					
Retention	1				1
Motivation to apply for promotion		1			1

While our focus was on the direct impact of PD and support on third year teachers and their pupils, it was noticeable that their engagement in PD in the third year of teaching was impacting much more on their colleagues than it had in their NQT or second year of teaching. Third year teachers were cascading their learning more widely in their department or school, and in some cases using it to lead in-house staff development activities or new initiatives.

4.7.4 Impact on pupils - Case study findings

Interviewees in 15 schools (seven primary, four secondary, two special and two independent) made links between the case study teachers' engagement in PD and support and positive outcomes for their pupils. The most frequently mentioned positive outcomes related to pupil performance, for example, the special school teacher whose training in letters and sounds led to improvements in pupils' literacy and progress. Other positive outcomes for pupils included improvements in pupils' social skills and increased pupil confidence.

4.8 Improving PD and support for third year teachers - Case study findings

Third year teachers were asked how PD and support could be improved. Eighteen of our case study third year teachers (eight primary, nine secondary, and one special) said that

no improvements were needed. Third year teachers in sixteen schools suggested specific areas for improvement (seven primary, seven secondary and two special). There was no dominant type of improvement identified. Instead a range of improvements were mentioned, each by a few respondents. These spanned: more collaborative working; additional external training; making sure that PD needs identified in PM were put in place; more opportunities to observe good practice; and peer observations and buddying.