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**FINAL REPORT OF THE EVALUATION OF THE
GENERAL TEACHING COUNCIL FOR WALES
PHASE 2 PROFESSIONAL DEVELOPMENT PILOT
PROJECTS – 2002/03**

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June 2003**

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GENERAL TEACHING COUNCIL FOR Wales PHASE 2 PROFESSIONAL
DEVELOPMENT PILOT PROJECTS 2002/2003**

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MAIN FINDINGS

- 1 Schools and teachers have enthusiastically received the Professional Development Pilot Projects (PDPP). The participation rate achieved has been impressive: almost a quarter of all registered teachers and two-thirds of the schools in Wales. There is some gender imbalance: male teachers are proportionately under-represented overall and especially on Bursaries and Visits and Exchanges (V & E), and female teachers are under-represented on International Visits and Exchanges (IV). Secondary school teachers are under-represented overall, but the proportion of secondary schools with at least one participant is higher than that of primary schools. Teachers with 21+ years of experience are under-represented amongst participants.
- 2 There is considerable variation in the take-up of PDPP opportunities between local education authorities (LEAs).
- 3 The range of PDPP projects is comprehensive and is wide enough to accommodate the aspirations of the vast majority of teachers and schools. The only addition suggested by schools was a category somewhere between a Whole School Initiative (WSI) and the Individually Initiated Activities (IIAs) which would facilitate developments involving a group of teachers within a school. Each of the seven projects is effective in promoting the philosophy of Continuing Professional Development (CPD).
- 4 In most cases, General Teaching Council Wales (GTCW) funding enabled professional development activities to take place which would not have taken place otherwise. These activities reflected the priorities of individual teachers and individual schools. Teachers appreciated the worth placed on them as individuals and on their professionalism, and valued the opportunity to take responsibility for their own professional development. They recognised that GEST funding was necessary to take forward national initiatives and saw the individually focused and controlled GTCW funding as complementary to this.
- 5 There was a very high rate of satisfaction with the administration of the scheme and many tributes paid to the helpfulness and friendliness of GTCW staff. The main concerns were over paperwork (report writing in particular) and methods of payment.
- 6 Nearly all participants, their headteachers and their mentors (where applicable) considered that the professional development activities had been instrumental in enhancing professional effectiveness. The evidence of the school visits and the participants' reports confirmed this to a large extent but, in a small minority of cases, for example in some of the IVs and Teacher Sabbaticals, the professional development, as opposed to personal development, was difficult to discern. In the case of WSI, those directly involved in taking the initiative forward gained a great deal professionally, but these gains were very diluted for the majority of staff in secondary schools.
- 7 The great majority of those consulted considered that the PDPP had been of considerable benefit to schools and that they would over the medium term contribute to the raising of standards. There was, indeed, evidence of immediate gains in many schools, for example: better planning, clearer progression in the work, more effective use of Information Communication

Technology (ICT), more exciting teaching and learning materials, more varied and interesting learning experiences and improved pupil behaviour. There was also planning taking place that would take a little longer to bear fruit.

- 8 There were some PDPP activities which had not led, and were not likely to lead, to any significant gain to the school. These activities were too general, lacked focus, and had woolly objectives with a resulting lack of clarity regarding the intended outcomes.
- 9 The activities which were most effective in facilitating positive change in schools:
 - were related to a school development plan, departmental action plan or post-inspection plan;
 - had been discussed thoroughly with the headteacher and colleagues who were affected beforehand;
 - had clear objectives, a sharp focus and well-defined outcomes; and
 - were subject to detailed feedback and discussion post-activity.
- 10 The activities which were least effective in this respect were those where the emphasis was on personal development and where the benefit to schools was described in general, rather than specific, terms.
- 11 The Bursaries and Visits and Exchanges provided very good value for money in terms of both enhancing the professional skills, knowledge and understanding of the participants and of securing improvements in schools. Most of the networks also provide good value for money. The WSI, while, in most cases, being an effective agent for school improvement are less effective (especially in secondary schools) in ensuring the professional development of all teachers in the school. The majority of activities in the other three categories bring very worthwhile benefits, but some of the activities are poorly conceived and are of dubious worth in terms of professional development and school improvement. These categories together with WSI require tighter quality assurance criteria and adherence to these criteria before it can be confidently said that they provide value for money.
- 12 The quality of the final reports varies considerably. The best are appropriately reflective and analytic, indicate clearly the benefits to the teacher and to the school and specify the follow-up action that has ensued. The least effective are sketchy or ramblingly descriptive and lacking in analysis and reflection.
- 13 Some of the issues identified above have been addressed, to a greater or lesser extent, within the Phase 3 Projects.

1 INTRODUCTION AND METHODOLOGY

1.1 In August 2002, the Tribal PPI Group as appointed by the General Teaching Council for Wales (GTCW) to undertake an evaluation of the seven Phase 2 Professional Development Pilot Projects (PDPP) being offered to teachers in Wales with funding provided by the Welsh Assembly Government.

1.2 The seven projects were the:

- Professional Development Bursary (Bursaries);
- Visit and Exchange Fund (V and E);
- The International Visit and Exchange (IV and E);
- Teacher Research Scholarship (TRS);
- The Teacher Sabbaticals (TS);
- The Professional Networks (PN); and
- The Whole School Initiative (WSI).

1.3 The evaluation was expected to recognise that projects:

- were pilots, which would be amended subject to evaluation;
- would reflect the definition of CPD arrived at by GTCW i.e. that it should support the personal and professional development of teacher.

The brief of the evaluation was to identify the following:

- the impact of individually focused and controlled professional development activity on a teacher's professional effectiveness;
- the actual or anticipated impact of participants' involvement on their schools, including the impact on raising standards over the short, medium and longer term;
- the relative impact and effectiveness of individually identified and controlled professional development activity by comparison with school and LEA controlled and funded activity, for example GEST; and
- the effectiveness and value of the Council's seven PDPPs, in relation to promotion of the philosophy of Continuing Professional Development (CPD), take-up of funding opportunities and administration of projects.

1.4 In carrying out this brief, the evaluation team have used the following methodological/research techniques:

- a questionnaire survey of PDPP participants, headteachers/line managers, TRS and TS mentors and PN co-ordinators;
- face-to-face interviews with PDPP participants and headteachers/line managers;
- reading and analysis of the reports of PDPP participants; and

- consideration of the outcomes of other evaluations and research on the development of CPD in the teaching profession in the UK.

Further information on each of these is provided in the paragraphs that follow.

- 1.5 Questionnaires were developed jointly with GTCW for circulation to:
- all PDPP participants (including 2,784 teachers undertaking individual PDPPs, 1,143 teachers involved in PN and 127 schools undertaking WSI);
 - 463 of their headteachers and/or line managers;
 - 88 mentors of those participants undertaking TRS and TS; and
 - 139 PN Co-ordinators.
- 1.6 The response rate for these categories was 71% for PDPP participants, 42% for headteachers/line managers, 73% for mentors and 55% for PN Co-ordinators. Tribal PPI collated the responses and the results have been analysed by the Project Directors.
- 1.7 Members of the evaluation team carried out face-to-face interviews during visits to 113 schools (66 primary, 41 secondary, 2 special schools, 1 nursery and 3 'other' visits): representing 8.3% of schools from which participants were drawn. This sample was chosen taking into account the:
- age, experience, seniority, phase, specialism and gender of the participants;
 - location, size, status and medium of instruction of the participants' schools and of WSI schools; and
 - nature of the PN.
- 1.8 These interviews were held with headteachers and/or line managers in each of the schools visited and with PDPP participants (138 bursary, 41 V and E, 21 IV and E, 23 TRS, 7 TS, 96 involved in PNs and 200 involved in WSI). In order to assist consistency in interviewing the evaluation team used common aide-memoires drawn up by the Project Directors.
- 1.9 Reports were read and analysed from 1,670 teachers undertaking bursaries, 378 involved in V and E, 168 participating in IV and E, 183 TRS holders and 14 teachers who undertook TS. In the case of PN, 653 reports were considered from teachers involved in the network and 83 from PN Co-ordinators. PPI received 331 WSI reports for analysis from 121 schools.
- 1.10 The evaluation team were required to use the evidence collected from the above sources to produce interim and final reports that outlined the:
- number of participants in each pilot including a statistical analysis of the breakdown in relation to phase, location, gender, language, age, length of service and grade of staff;

- nature and quality of activities undertaken in each PDPP. This element should include analysis and a grouping of activities;
- nature, extent and sustainability of benefits that individual teachers have gained from participating in the PDPP;
- nature, extent and sustainability of benefits for the school of teachers participating in the PDPP;
- comparisons which can be made with outcomes from other means of undertaking CPD, e.g. GEST;
- strengths and weaknesses of the pilot projects (including the administration of the projects) including references to the degree and manner in which the administration of the projects promotes equal opportunities issues, sustainability and social inclusion.

2 THE PARTICIPANTS AND THEIR ACTIVITIES

- 2.1 The quantitative analysis that follows is based upon information supplied by the Council on teachers who participated in the Phase 2 of the GTCW Professional Pilot Projects. This chapter seeks to identify the main characteristics of the participants and their activities and the salient issues that arise; a detailed statistical analysis is given in Appendix 1.
- 2.2 The total number of applicants (3,927) in the individually initiated activities (IIA), (2,784) and the networks (1,143) far exceeds the number of applications (1471) for the Phase 1 projects. In addition, assuming that every teacher in the school was involved, there are an estimated 3,847 teachers from 127 schools who participated in the WSI activities. The number of teachers who have withdrawn from the IIA and network schemes or not completed their activity is relatively small at 228. In all, therefore, 7,774 teachers have benefited to some extent from the Phase 2 funding. This represents almost a quarter of the total number of teachers registered with GTCW in March 2002.
- 2.3 The IIA applicants were drawn from 960 schools - approximately half the schools in Wales. A sector analysis shows that there were applicants from 83% of secondary schools; 44% of primary schools and 48% of special schools.
- 2.4 A total of 689 schools – over one-third of the total in Wales - participated in 139 networks. Again the highest percentage participation rate was from secondary schools (69%) compared with 30% of primary schools and 32% of special schools.
- 2.5 Of the 127 schools (6% of the total in Wales) involved in Whole School Initiatives, the majority, 76, are primary schools. This compares with 43 secondary schools and 6 special schools. However, as a percentage of the total number of schools in each category, primary schools are again under-represented: 5% compared with 19% and 14% respectively of secondary and special schools.
- 2.6 Thus, in each broad category, while primary **teachers** are very well represented amongst participants, primary **schools** are proportionately under-represented.
- 2.7 In all, teachers from 1,220 schools – 63% of the total – have participated in Phase 2 professional development activities. This is a significantly high proportion for a pilot scheme and, taken with the estimate of the total number of teachers involved in paragraph 2.2 above, indicates that these opportunities have been received enthusiastically by teachers in Wales.

Applicants by gender (See Tables 3 to 5)

- 2.8 Of the applicants for the IIAs, 80% were female and 20% male. The corresponding figures for the networks were 71% and 29% respectively. These figures compare with 73% female and 27% male teachers registered with the GTCW. There is thus a slight proportional under-representation of male teachers on the IIAs. A more detailed analysis shows that this under-representation applies largely to the Bursaries and the Visits & Exchanges; male teachers are actually proportionately over-represented on the

International Visits. Males are under-represented in each phase for the IIAs, and slightly under-represented in the primary and secondary sectors in the networks; they are proportionately over-represented in the special sector, but too much should not be read into this as the numbers involved are low.

Applicants by Phase (See Tables 6 and 7)

- 2.9 Secondary school teachers are under-represented amongst both the IIA and network applicants, with 28% and 33% of the respective total applications compared with 40% of the total on the GTCW register. An analysis by category of activity for the former shows that the greatest under-representation (19%) is in the V & E category followed by bursaries (27%); for International Visits secondary teachers are slightly over-represented (45%).

Applicants by Years Service (See Tables 8 to 11)

- 2.10 A comparison of the number of years service of applicants with information on the current GTCW register indicates that the proportion of IIA applicants with:
- 0-5 years experience reflects closely the proportion of teachers with this length of experience in the total teacher population;
 - 6-20 years experience exceeds the proportion of teachers with this length of experience in the total teacher population; and
 - 21+ years experience is well below the proportion of teachers with this length of experience in the total teacher population.
- 2.11 A similar comparison for Network applicants shows a slightly different pattern. The proportion of applicants with:
- 0-5 years experience is below the proportion of teachers with this length of experience in the total teacher population;
 - 6-20 years experience well exceeds the proportion of teachers with this length of experience in the total teacher population; and
 - 21+ years experience is well below the proportion of teachers with this length of experience in the total teacher population.

Most applicants for Sabbaticals had 21-30 years experience.

- 2.12 A high percentage of IIA and network applicants have been in their schools for 10 years or less (68% & 67% respectively), with most (46% & 47% respectively) having spent 5 years or less in their current post. This may be a reflection of the average time that teachers stay at a school. Sabbatical applicants tend to have been at their school for a longer period of time.

Applicants by Role (See Tables 12 to 14)

- 2.13 An analysis of the percentage of IIA and network applicants of different status within the participating schools shows that heads of department/curriculum leaders have overtaken those on the standard national scale as being the most numerous category. There is a slightly different pattern for primary and

secondary schools, with a higher proportion of applications from senior management in the former. This is likely to result from the fact that almost all deputy head teachers and many head teachers in this sector are also responsible for a class. Only a small number of supply teachers, 32 in all, (around 1%), took advantage of the projects.

Applicants by LEA (See Tables 15 and 16)

- 2.14 A comparison of the percentage of teachers undertaking the IIA activities from each LEA in Wales with the percentage of teachers from each LEA on the GTCW register shows that teachers from Bridgend, Vale of Glamorgan, Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly and Cardiff are well represented, and that teachers from Gwynedd, Flintshire, Pembrokeshire and Newport are under-represented.
- 2.15 A similar comparison for teachers involved in networks gives Wrexham, Swansea, Neath / Port Talbot and Newport as the well represented LEAs and Conwy, Pembrokeshire, Bridgend, Monmouthshire and Cardiff as the under-represented LEAs.
- 2.16 Pembrokeshire stands out as being well below the 'norm' for both IIAs and networks. Representation from Gwynedd, Conwy and Ceredigion is also below par, while representation from Merthyr Tydfil and Caerphilly is above par, for both categories. For most other authorities the trend is for good representation in one category to be counterbalanced by lower participation in the other.
- 2.17 Cardiff, with 25 (20% of the total), had by far the highest number of WSIs, followed by Swansea and Vale of Glamorgan with 11 each, and Caerphilly and Gwynedd with 9 each. The only LEA with no WSI was Pembrokeshire.

Areas of Activity (See Tables 17 and 18)

- 2.18 The bursaries, with 70% of the total, attracted most applicants within the IIAs, followed by Visits and Exchanges with 16%; 7% applied for International Visits, 6% for Teacher Research Scholarships and 0.5% for Sabbaticals. Merthyr Tydfil, Carmarthenshire and Ceredigion are well above the norm for International Visits; Cardiff, Swansea and Neath / Port Talbot for Teacher Research Scholarships; and Blaenau Gwent for Visits and Exchanges.
- 2.19 An analysis of the areas participants chose for their activities shows that the most popular areas for:
- **IIAs** were *ICT, English, Early Years, SEN and Management Studies*;
 - **Networks** were *Transition and Liaison, English, ICT, SEN and Science*; and
 - **WSIs** were *Transition and Liaison; Assessment, Recording and Reporting; English; Teaching and Learning; and Behaviour Management*.

All the main subject areas are included within the IIAs, with English being the most popular. Vocational courses are under-represented.

3 THE VIEWS OF PARTICIPANTS BASED UPON QUESTIONNAIRE RESPONSES

- 3.1 The evaluation pro-forma and questionnaires sought information from participants, headteachers, line-managers network co-ordinators and participants' mentors on the Sabbatical and Teacher Research activities on:
- the administration of the schemes;
 - the planning of the activities;
 - the benefits to participants;
 - the benefits to participants' schools;
 - opportunities for disseminating the outcomes of the activities; and
 - suggestions for improvements to the schemes.

- 3.2 The responses to the seven schemes are very similar and few significant differences emerge from the various sources of information. To avoid repetition, the following account is therefore a distillation of the main findings, which refers to individual schemes or sources only where relevant. The full statistical analysis is given in Appendix 2.

Administration of the scheme (See Tables 1 - 3)

- 3.3 There are exceptionally high levels of satisfaction with the general administration of the scheme. Over 95% reported they found the application process easy or very easy. Very nearly all stated their application had been processed within a reasonable timescale. Some, mostly network co-ordinators, felt that more time to submit their application would have been useful. A very small number (less than 5%) of those returning their pro-formas complained of the excessive paperwork associated with the scheme and referred specifically to the requirement to complete a report at the end of the activity.

The planning of the activities (See Tables 4 - 11)

- 3.4 Just over three-quarters of the IIA respondents indicated that their decision to undertake an activity was partly the result of a professional development discussion or cycle. Around 95% of both IIA and network participants stated that it was easy or very easy (in the vast majority of cases very easy) to secure agreement and support from their headteacher. In nearly 90% of the IIAs, headteachers testified that the objectives of the activity had been discussed and agreed with them, a figure that should have been 100% given that all application forms have to be signed by the headteacher.
- 3.5 In virtually all IIA cases, the activities were linked with one or more of the following:
- participant's personal action plan (77% of respondents);
 - a school development plan (62% of respondents);
 - a departmental action plan (28% of respondents); and
 - an action plan on an aspect of school improvement.
- 3.6 Links with the school development plan were more frequent in primary schools than in secondary schools and links with a departmental action plan more prevalent in the latter.

- 3.7 86% of the WSIs were related to the School Development Plan and 26% were a follow-up to an Estyn report. Though the former figure is high, a figure closer to 100% might have been expected.

Benefits to participants (See Table 12)

- 3.8 This is discussed fully in the following chapter. It is sufficient to note here that virtually all participants, heads, co-ordinators and Teacher Research mentors considered the activities to be effective or very effective in improving teachers' professional skills, knowledge and understanding. A slightly higher percentage of IIA participants (67%) than Network participants (60%) selected 'very effective'. The highest percentage of very effective responses (77%) was in relation to WSI, but these comparisons need to be treated with considerable caution, as the IIA and network responses quoted are from participants, while the WSI responses are from headteachers or co-ordinators.

Benefits to schools (See Table 13 - 15)

- 3.9 This is also discussed fully in the following chapter. Again, virtually all respondees considered the activities were, or had the potential to be, effective or very effective in improving provision and raising standards. Many commented that it was too early to see improvements in standards.
- 3.10 95% of network participants and co-ordinators claimed that their activity had been effective or very effective in strengthening collaboration between schools and in spreading good practice, with over two-thirds regarding it as very effective in this respect.

Opportunities to share the outcomes (See Table 16)

- 3.11 Around 90% of those responding to this question indicated that there either had been, or would be, opportunities for the teacher to give feedback to staff and colleagues and, in a few instances, also to governors. In the main, feedback was given through whole staff meetings (largely primary schools) departmental meetings (largely secondary schools) and INSET days. Where the activity had been very specific in nature, feedback tended to be limited to colleagues in the same area of expertise, for example, early years teachers and support staff. A small number indicated the desire for wider dissemination outside their own school.

Suggestions for improvement (See Tables 17 – 19)

- 3.12 As can be deduced from the above analyses, suggestions for improvements are made in the context of very high satisfaction rates for each of the schemes. Almost all respondees indicated that they would recommend the scheme to other colleagues or schools. Just under two-thirds of the WSI schools, just over three-quarters of teachers on IIAs and 89% of those involved in networks stated that the activity would not have been undertaken without the funding from the GTCW. (The figure for networks seems high as one-third of the networks were in existence before GTCW funding became available). The head teachers and teachers who said it would have taken place anyway, usually also added that the funding enabled the activity to be undertaken earlier or more fully than would have been possible otherwise.

3.13 The main suggestions for improvement were:

- introducing a category which would enable a group of teachers within their school to work together;
- reducing further the temporary financial burdens on schools and individual teachers through more 'up front' and staged payments;
- giving more flexibility on how funds can be allocated, especially in Networks and WSIs, to allow virement from one financial area to the other and for a greater proportion to be spent on the resources and materials necessary to facilitate professional development;
- making more direct payments centrally from GTCW to pay for course fees, visiting lecturers and essential equipment;
- increasing the allowance for supply teachers to £150/day;
- reducing the administrative burden on Network co-ordinators in particular;
- cutting down on the amount of paperwork generally by reducing the number and length of reports and the number of evaluations; reducing the number of interim reports for WSI to one per term; removing the requirement for 20% of the teaching staff to write reports on WSI; removing the requirement that all the participants of Networks should produce reports;
- providing a template for reports to make them easier to write;
- aligning funding to the academic year to make it easier to fit the activities within the school development planning cycle;
- funding for some activities, in particular WSIs, Networks and TSRs, over a longer time scale to allow sufficient time for the work to be completed successfully (at present the activities are, in effect, largely restricted to two terms);
- funding for follow-up activities to allow for progressive reinforcement and development of the initial activity; and
- an increase in the funding for bursaries and visits and exchanges.

3.14 The consultants recognise that some of these suggestions have been implemented in the Phase 3 Pilot Projects and that some others are impractical.

Nature and range of activity

- 4.1 The Bursaries were by far the most popular category of professional development with 1,952 applicants in all. Details of applicants by phase and gender are given in Appendix 1, Tables 4 and 7 respectively.
- 4.2 With very few exceptions, the participants' activities were directly concerned with their current or impending roles and responsibilities. The great majority involved various types of self-generated, small-scale study with a view to broadening and enhancing teachers' understanding of subject matter, teaching skills (including planning, classroom delivery and assessment), and/or developing leadership and management skills at a wide range of levels. They were undertaken by a variety of means, including:
- release from the classroom for periods of up to three or four days for personal study and research;
 - attendance at courses/conferences/exhibitions/centres of excellence;
 - meetings and working with colleagues;
 - visits to classes in progress in their own and other schools, including schools in another phase; and
 - research or visits to develop, up-date or evaluate resources for teaching and learning.
- 4.3 A number of teachers in primary schools had used the support to help establish themselves in new roles, for example:
- taking up a subject co-coordinator's role;
 - extending roles and responsibilities to another Key Stage following the amalgamation of infant/nursery and junior schools; or
 - transferring from mainstream teaching to dealing with pupils with SEN. For example, a teacher in a school with falling rolls was able to spend time working alongside teachers in the attached SEN assessment unit in preparation for her redeployment there in the ensuing academic year.
- 4.4 A significant minority of the activities - about a quarter - were concerned principally with the review or production of learning resources and/or reviewing and revising school policies/schemes of work.
- 4.5 A number of teachers used the support to help them pursue post-graduate award-bearing courses, usually working towards a master's degree. Support was invariably for fees and, in most cases, travelling expenses, but not classroom release, most of the study being done in teachers' own time. Most teachers were pursuing studies relating directly to current responsibilities, though a minority were concerned with impending changes of role or possible future career developments.

- 4.6 About half the bursaries were directly linked to whole-school development plans or key issues arising from inspections, and had been supported or promoted by headteachers to that end. The remainder were on teachers' own initiative, though headteachers had invariably been supportive. About two-thirds were connected with teachers' responsibilities for managing or co-ordinating aspects of the curriculum and/or pupils' welfare.
- 4.7 In nearly all cases, teachers in receipt of bursaries had devoted considerable periods of their own time, well above any arising from classroom release provided by the Bursary, in pursuit of the objectives of the activity. In some cases schools had provided complementary support, for example arranging classroom cover where course fees and travelling expenses had exhausted bursary support, or charging course fees against GEST allocations while using bursary funding to provide supply cover.
- 4.8 Bursaries for individual teachers are often used to supplement or complement ongoing WSI or Network schemes in the school.

Benefits to teachers

- 4.9 With few exceptions, the activities have resulted in significant enhancement of teachers' professional competence. A small number of activities based on attendance at training courses were considered by the teachers to be of limited benefit because of shortcomings in the courses themselves.
- 4.10 Generally participants' skills, knowledge and understanding have been developed, extended or updated in areas that are relevant to their current or impending roles and areas of responsibility. The great majority have acquired significantly greater confidence to try innovative ideas in the classroom and evaluate their own teaching, and, where they have management or co-ordinating responsibility, to provide leadership and support to other teachers. An often-quoted benefit is the opportunity to reflect on current practice away from the hustle and bustle of the classroom. Many report that they have been re-energised and reinvigorated by the experience and that they have been motivated by feeling valued by being funded personally for their self-identified professional development needs.
- 4.11 Many teachers used their bursaries in furtherance of their roles as subject co-ordinators (in primary schools) or heads of department in secondary schools. The activities undertaken enabled the teachers to consolidate and often significantly extend their range of expertise through:
- monitoring work in progress;
 - familiarising themselves more closely with the whole-school context of their work; and
 - helping other teachers to innovate and evaluate the outcomes.
- 4.12 Where the activity was mainly concerned with the review of schemes of work or the preparation or review of teaching units or learning packages, the degree to which teachers' professional competence was enhanced depended on the extent to which they used the time to research a range of new ideas, materials and learning opportunities. The professional development of teachers who had not sought to expand their horizons, but had worked mostly within their existing areas of competence, was limited.

- 4.13 Teachers who had used the bursary to help prepare themselves for new or changed roles gained significant professional benefit. Teachers with co-ordinating roles already in post also benefited from the non-contact time which the bursary enabled them to have. For the latter category of teachers to gain maximum professional benefit, it is important that their activities go beyond the routine monitoring for which the school itself should make provision.
- 4.14 In secondary schools, some teachers used the support to extend their competence in some defined area of subject teaching, for example:
- joining the 'TALK' project to stimulate oral activity in the classroom;
 - developing the application of thinking skills and accelerated learning techniques within units of work;
 - participation in a professionally-organised theatre workshop dealing with the work of an author being studied within an A-level English literature course; and
 - devising a computerised system of recording and processing science assessments.
- 4.15 Bursaries had enabled a number of teachers in both phases to study for post-graduate qualifications involving part-time study over periods ranging from a term to three or four years. Teachers felt that the study of current issues and teaching methods, and the encounter with fresh ideas, debated with colleagues from other schools at an often rigorous intellectual level, had led them to face their day-to-day problems of planning and classroom teaching with renewed vigour and confidence. They had found assignments undertaken within the taught units, often incorporating an element of action-research, to be a particularly valuable means of applying theoretical and research-based concepts to the realities of classroom teaching.
- 4.16 The specific examples below illustrate some of the benefits to the participants.

Example 1: Extending skills and Expertise

A teacher acting as outdoor education co-ordinator in a primary school, which had a well-established annual weekend visit to an outdoor centre attended by nearly all of Y6, wished to extend his competence in the teaching of outdoor activities. To this end, he enrolled for a three-day course at another centre leading to a leadership qualification and a significant enhancement and broadening of his skills; the Bursary paid for course fees, travelling and supply cover. This experience enables him to take a far greater role in teaching the activities during the forthcoming weekend, for example leading walks and overnight canoe expeditions on a local canal, as well as to plan and undertake outdoor activities on the school campus, providing pupils with some skills in advance of their centre visit. In consequence, pupils will enjoy a richer and, where appropriate, more demanding range of activities, showing greater motivation towards the work and reaching higher standards.

Example 2: Extending knowledge and skills; gaining in confidence; supporting others.

A peripatetic teacher for Learning Difficulties (part of a Learning Support Team) attended a four-day course entitled "Brain Gym" as a result of which the knowledge, skills and teaching resources acquired have been used with pupils, teachers and other school staff with parents/carers involved to reinforce the programme at home. She comments, "Undertaking the Brain Gym course has had an impact on my professional development in that it has extended my own knowledge and skills for use when working with pupils with special needs. Delivery of training on Brain Gym has increased my confidence in speaking to various sized audiences (though not relishing this!). Additionally, as the Learning Support Team may be working in a more advisory role in the future, this is of an advantage for me."

Example 3: Developing leadership role; enhancing personal and interpersonal skills; gaining in confidence.

"The grant (Bursary) has not only assisted me in my role as co-ordinator in the two subjects in that I have a fuller picture of what is going on in each class, but it has also given me an insight into staff confidence in the delivery of these subjects ... My own personal skills of listening, discussing and advising have developed significantly. I feel more confident in assessing the children's work and in sharing my evaluations with other teachers."

Example 4: Improving knowledge and skills; developing a new role; supporting others.

A Bursary was used in one Infant School to establish and develop a Knowledge Management Department. This new role involved exploring and sifting through web sites to find those which would be useful to Key Stage 1 teachers and disseminating the information to relevant year groups and curriculum post holders. Funding provided essential non-contact time for the teacher to go into classes and add web sites to each teacher's 'Favourites' list which contained useful educational resources and interactive activities. She states 'It has given me the opportunity to work closely with all staff members in the classroom, experience in delivering INSET on Knowledge Management and has improved my own knowledge and skills involving the Internet'.

Example 5: Extending teaching repertoire; developing ICT skills; gaining in confidence.

One teacher attended a practical course which looked at ways in which ICT could be used to raise standards in the teaching of Textiles. As a result of the course the teacher is now able to use a much wider range of skills in the classroom including using a range of CD ROMs, improved presentational skills, PowerPoint, annotation using Word and graphics programmes to design. On a personal note she states, 'I have gained personally as I now feel confident to explore the use of ICT and raise standards'.

Example 6: Updating subject skills and background knowledge; boost to confidence.

An MFL teacher attended a course conducted entirely in French, which gave a valuable insight into current political, educational and cultural issues in France. The benefits to the teacher included refreshment of her listening skills and development of speaking skills. The teacher will use the information on the current issues in France to good effect in her sixth form teaching. She states, 'It has given me more confidence in preparing lessons for the sixth form'.

Example 7: Updating subject knowledge and skills; supporting others

A teacher of biology to post-16 students used funding to attend a post-16 microbiology summer school. He reports, 'To teach this subject effectively I need to:

- have a good, up-to-date understanding of this rapidly developing field of science.*
- be aware of current safety legislation regarding the practical work in this area.*
- have the opportunity to test out practical work that could be used in lessons.*
- share teaching ideas and methods with other teachers.*

This activity was very effective at meeting each of the above needs and has therefore been highly relevant'. This teacher graduated nine years ago. In the field of biotechnology, knowledge and techniques have moved on a long way in this time and whilst reading the scientific press is useful he feels that the only effective way to fully appreciate the present understanding of the subject is to hear it from those involved in the research and to have the opportunity to discuss it with them. The course attended achieved this.

Benefits to schools and pupils

- 4.17 The questionnaire returns and the interviews indicate that the vast majority of participants and their headteachers believe that bursary funded professional development has been instrumental in improving aspects of the schools provision and/or pupils' learning experiences. They acknowledge that a correspondence with improvements in standards achieved by pupils is more difficult to establish, especially in the short term.
- 4.18 Many were able to associate improvements in pupils' response and performance in certain fields with ongoing CPD and some schools were able to point to evidence of improving outcomes in terms of NC assessments and examination results, to which they considered GTCW bursaries had contributed. At this stage, however, there is more direct evidence of improvements in teaching and other aspects of provision than in learning. It is a reasonable hypothesis, however, that the enhanced expertise of teachers will, over time, result in improved pupil achievement. (Testing this hypothesis would require a longitudinal study.)
- 4.19 Most teachers in receipt of bursaries had been given opportunities to share their expertise with colleagues. In primary schools, this frequently took the form of leadership of 'twilight' or training-day training sessions, or the review of schemes of work. However, few schools appear to provide regular opportunities for teachers to monitor work in other classes or work with colleagues to implement innovation and this sometimes inhibits the achievement of all the potential benefits for other staff. A minority of teachers felt, for a variety of reasons, that they had not been able to do all they would have wished in applying their enhanced professional skills to the benefit of the school as a whole.
- 4.20 The following benefits can be attributed to bursary funded professional development:
- improvements in pupils' learning experiences and pupils' responses in specific subjects or aspects;
 - improved continuity and progression in specific subjects, especially in primary schools;
 - greater understanding between primary and secondary schools;
 - improved and more varied teaching strategies including greater and more effective use of ICT;
 - enhanced collection of resources and teaching/learning materials;
 - improved teacher morale and more effective teamwork;
 - improved links with parents and the community; and
 - enhanced extra-curricular activities.

4.21 The examples below illustrate some of these benefits.

Example 8: Improved and more varied teaching; improvement in pupils' learning experiences.

A secondary teacher of Mathematics to pupils in Key Stage 3 and 4 plus 'A' level classes attended an INSET on teaching and learning styles. She realised that for all pupils in a class to learn effectively variety is not just desirable but necessary. She wished to develop resources that take into account auditory, visual and kinaesthetic learning for the algebra, percentages and area topics in Year 8 to be used with middle/lower-middle ability pupils. Her aim was increased learning and greater pupil enjoyment of mathematics. She evaluated the materials by asking her four colleagues to complete questionnaires on the response of pupils in their classes. She concludes -----"this work has benefited most of the pupils in Year 8, as over 70% were in classes that used the resources. The grant enabled me to spend time researching more active learning techniques and I am now looking at creating active learning resources to use in Key Stage 4."

Example 9: Improved resources; improved pupil response; effective teamwork; involvement of parents.

The Early Years Department of a primary school used Bursary funding to start a Storysack initiative in the Reception Class. Nursery nurses and teacher worked together supported by parents to exchange ideas, select appropriate books and other items and purchase materials. As a result the children have responded with enthusiasm, parents contribute willingly, there has been increased dialogue between parents and teacher and enhanced teamwork in the Early Years unit. Children talk about the books showing increased confidence in expressing opinions and making choices and the school has a lasting resource and is considering expanding this provision to Nursery and Year 1.

Example 10: Improved morale: effective teamwork.

A junior school in South Wales was to amalgamate with its sister infant/nursery school. The two schools operated in three buildings on the same site but, prior to amalgamation, practice in each of the schools was different. All teachers in both schools, including those about to retire, received a bursary. Policies, schemes of work, resources were reviewed and changes made as necessary to provide appropriate documentation for the new amalgamated primary school. The participants formed an overview of their subject, gained knowledge of a different Key Stage, forged good relationships with their new colleagues and identified priorities to be addressed by the new primary school. The initiative gave the teachers ownership of and active involvement in making the amalgamation a positive experience for all concerned.

Example 11: Enhanced extra-curricular activities.

Two teachers at a primary school were keen to add drama to the range of extra-curricular activities at their school which aims to develop the ambition of all children whatever their interest or ability. They used Bursary funding to attend a course which provided practical information, handouts and catalogues relating to setting up a drama group and performance. Drama was seen as opening up opportunity in the media previously regarded by the children as beyond their reach. The initiative "... is a huge confidence and self esteem boost for the children. It is wonderful to see different children on stage. The aspiration of all the children to take pride in their group and loss of shyness is proving an asset to them. It is not only a good chance to continue our developing links with the community by accessing them as volunteers for helping with costume and sets but also as an audience."

Example 12: Improved Primary/secondary links

The bursary holder held meetings with 'feeder' school headteachers to ascertain their views and investigate what the comprehensive school could do to build on the work undertaken in Years 5 and 6. A booklet was then devised for pupils to 'find out' about them and to give them an opportunity to provide two pieces of work each in English, Science and Mathematics and a brief assessment of simple Welsh phrases and questions. These booklets were then read by the KS2-KS3 tutor and relevant work/information passed on to departments and included in pupil portfolios. At the end of the first week in secondary school, pupils were asked to comment on their initial impressions, difficulties and surprises. This will be used in future to inform the preparation for transition of pupils in the current Year 6. Visits of primary school teachers to the secondary school and vice versa were encouraged and schemes of work were examined in depth.

Strengths and weaknesses

4.22 It must be stressed that in what follows the strengths far outweigh the weaknesses and that the weaknesses are not major concerns but areas which require some further thought to maximise the CPD element. There is no doubt, that in terms of the professional development of teachers and the benefits that accrue to schools, bursaries provide very good value for money.

Strengths:

- recognition inherent in the very making of an award that teachers need to grow and develop as professionals and that activities to that end are important;
- the facility for teachers to identify their own priorities for CPD;

- being freed from day-to-day pressures of life in school, if only for a short time;
- the opportunity to refresh, broaden and sustain professional expertise and to take a long-term view of the benefits arising - activities that help to make better teachers and are not just concerned with responding to immediate needs;
- ability to give in-depth thought to reviews of schemes, policies and resources, and to research alternatives more widely, both within and outside the school;
- the commitment shown by the vast majority of teachers to see the task through, usually including a great deal of personal time over and above any release from the classroom;
- generally good awareness among teachers of the existence of the scheme - receipt of materials at home appreciated; many headteachers promoted the scheme with staff; ease and user-friendliness of the application process.

Weaknesses:

- the CPD element is sometimes not clearly enough defined, for example, in reviewing and revising policies and schemes of work.
- where bursary-supported activities relate to an existing area of interest, the extra dimension that the support enables is not always sufficiently clear;
- insufficient follow-up in some schools to harness a teacher's new found expertise; in primary schools this is often linked to shortcomings in the expectations of, and support for, the role of co-ordinators;
- the danger that GTCW bursaries, though often highly valuable to teachers and schools, are used to make up for shortcomings in 'normal' school provision.

5 VISITS AND EXCHANGES (V & E)

Nature and range of activity

- 5.1 In all, there were 457 applicants for the V & E scheme - 356 from primary schools, 88 from secondary schools, 11 from special schools and 2 from nursery schools.
- 5.2 The activities were in most cases directly concerned with teachers' current roles and responsibilities. Some were in relation to new roles or impending changes in role, for example, responsibility for a different year group in a primary school or taking up a head of department post in a secondary school.
- 5.3 The vast majority of the visits were to other schools to observe good practice in specific aspects or subjects, with or without separate time for planning and reflection. Usually they were to schools in the same phase of education, but quite a few were concerned with transition between Key Stage 2 and Key Stage 3 and continuity from nursery to infant school. Some involved meetings with advisers or other teachers, attendance at courses or conferences, or visits to 'resource centres' (for example, an IT resource centre, a local library, museums, exhibitions and Techniquest) and areas of historical interest.
- 5.4 The areas covered are wide ranging and include National Curriculum subjects, Early Years provision, innovative teaching approaches, ICT and use of interactive whiteboard, SEN and management.
- 5.5 No significant examples of 'Exchange' were encountered.

Benefits to teachers

- 5.6 With few exceptions, all the activities had resulted in significant enhancement of teachers' professional competence. There was, in most cases, good evidence of subsequent reflection and of discussion with head teachers and colleagues to consider the implications for the work of the school. Teachers have:
 - greatly extended their knowledge and understanding in areas that are relevant to their current or future roles and areas of responsibility;
 - acquired significantly greater confidence to plan and evaluate their own teaching and, in most cases, to help and advise other teachers in their specialist areas;
 - gained insights into different ways of teaching, planning and organising work, space and resources;
 - become better informed of work in other phases and sectors as a result of direct observation and of discussion with other teachers;
 - been able to put their own work into different perspective as they discuss other settings they have visited;

- gained in confidence and, in some cases, have been given some reassurance that they are 'on the right track';
- been equipped to cope with change;
- been enthused, excited and inspired by what they now recognise as being possible;
- become ready to implement new ideas and new ways of working and to introduce new resources they have seen working elsewhere;
- acquired new expertise, for example, using the whiteboard; preparing original material in power point; and accessing material from the internet; and
- improved their management and leadership skills.

5.7 Some of these benefits are illustrated by the examples below.

Example 1: Extension of knowledge and understanding; enthused / inspired.

Two history teachers undertook a visit to Belgium. The aim was to enhance the teachers' understanding of a World War I battlefield area - the subject of a course unit taught for GCSE in Y10. They were funded to study the evolution of the war in the Ypres area, and to bring back resources for study in school. Because they went in the summer holidays, there were no requirements for staff cover. Both teachers were enormously stimulated by what they saw. They visited the Menin Gate, trenches and underground systems at Passchendale and the Messines Ridge, the Flanders Field Museum, Hills 60 and 62, and a number of other sites, together with Allied and German war cemeteries. Through reading, the use of computer-controlled displays in the museum, and observing and photographing the topography of Ypres, they became better informed about the context of the war, and the role the Ypres battles played in it. They purchased material for use in the classroom and brought back a large collection of resources and artefacts. They feel far better equipped, indeed enthused, to teach this particular unit and to bring WWI alive to pupils. Investigation was in progress into a possible school visit in the Autumn of 2003, concurrent with the teaching of the unit.

Example 2: Improved management skills; gain in confidence.

A secondary school teacher responsible for implementing the Performance Management Policy in his school visited a school in Bristol where Performance Management had been in place for two years. He wished to gain a better insight into the processes involved. The visit provided him with particular advice on the objective setting aspect of Performance Management and how this links with improving teaching and learning. The practical knowledge and the confidence gained as a result of the visit enabled the teacher to give a clear explanation to his colleagues during an INSET day. As a result staff reaction was positive and Performance Management established as more of an opportunity than a threat.

Example 3: Better informed about another phase; insights into different ways of teaching.

In secondary schools, visits to feeder primary schools proved to be a profitable use of awards. In one school, five teachers had had periods of up to 4 days to visit local primary schools. They spent the time becoming acquainted with the nature of work done, especially in Y6, and the standards achieved. Some did some specialist teaching alongside their primary colleagues and in most cases, set up arrangements for ongoing consultation. All had been impressed by the standards achieved in Y6 and most had reviewed Key Stage 3 syllabuses, or were planning to do so, to ensure better continuity and progression in the work undertaken in Y7.

Example 4: Implementing new ideas

In a primary school situated in a Communities First area two teachers used V & E funding to address pupil behaviour problems positively through the development of a Nurture Group. The school has a positive attitude to social inclusion. The Nurture Group was seen as supporting and extending this policy.

The SENCO says:

"I feel that I have gained valuable experience in understanding the Nurture Group principles. The effective early intervention for children with social emotional and behavioural difficulties is so clearly catered for by having a Nurture Group within a school. The strategies applied within the group have had a positive effect around the school, enhanced the environment and created positive behaviours from the children. I look forward to equipping the Nurture Room and will continue to use the nurturing principles throughout the school."

The Nurture Group liaison teacher says:

"- - - I have had the opportunity to see first hand the difference this group can make to a child's education."

Example 5: Coping with change; improved knowledge of another phase; increase in confidence; fresh ideas.

The Headteacher and Early Years teachers at a large infant school used V and E funding to assist the process of setting up an integrated Early Years Unit to replace the existing organisation of a separate Nursery Unit and three parallel Reception Classes. All Early Years staff and the Headteacher took part in a programme of visits to schools with integrated Early Years classes, inputs from and discussions with LEA Early Years advisors, staff planning meetings and consultation and discussion with parents. Staff identified a range of professional development including:

“Working together to plan the curriculum has resulted in better use of staff expertise and in improved consistency between classes.”

“As I have been a teacher of reception aged children for over ten years, I have benefited from a fresh look at nursery education.”

“Staff have generally grown in confidence working together on a new project.”

“Fresh ideas and strategies have been ‘imparted’ from good practice observed on visits and from sharing ideas with other members of staff.”

Benefit for school and pupils

- 5.8 As can be seen from the examples in the previous section, the benefits to schools and pupils follow almost automatically from most V & E activities, as they have been set up for the specific purpose of securing improvement in some aspect of the school's provision or life. Very often they are part of a whole school or inter-school strategy for improvement or change.
- 5.9 In many instances some benefits for pupils were almost immediately apparent, usually because the teacher had been able to put into practice improvements directly stimulated by the experience gained on visits. For example, a teacher who had visited schools operating 'POPAT' - a new set of techniques to help the teaching of reading in Welsh to young children - was trying out the scheme in her own class and that of a colleague. A primary school English co-ordinator was trying out improvements in the teaching of writing prior to reviewing the scheme of work in consultation with colleagues. The history teachers referred to in the preceding section had already taught the syllabus module on World War I, informed by their recent experiences, and produced an excellent classroom display with very encouraging response from pupils.
- 5.10 In other instances, the visits had been the subject of reflection and evaluation in the home school and were likely to result in improvements once the lessons had been digested and built into new schemes of work or procedures.

5.11 In a small minority of cases, the visits do not seem to have stimulated further action. The most common reason for this is lack of clarity as to the purpose of the visit, resulting in a lack of focus in the visit itself and uncertain follow-up in their own school.

5.12 The benefits can be summarised as follows:

- better planning (whole school and within particular subject areas or other aspects of school life);
- improved teaching and learning due to new insights gained from visiting and consulting with colleagues in other schools;
- more effective use of resources;
- improved standards attained by pupils in aspects related to the visits;
- improved pupil behaviour in certain instances;
- better continuity and progression between phases (nursery-infant; primary-secondary);
- improvements in school ethos; and
- reduction in professional isolation.

Strengths and weaknesses

5.13 The strengths of the scheme far outweigh its weaknesses. In terms of the benefits to individual teachers and to the schools and pupils the scheme provides very good value for money.

Strengths:

- opportunity to visit other schools and, on occasion, relevant sites, exhibitions, conferences or professional centres which would not normally be available to teachers;
- insights arising from the considered comparison of schemes, strategies and resources with those employed in schools and other agencies outside the school;
- allowing teachers to see other practice at first hand; this is particularly valuable in the context of new initiatives that the teacher is expected to cope with, for example, the use of the interactive whiteboard;
- the alleviation of the professional isolation of teachers;
- the dissemination of good practice;
- being freed from day-to-day pressures of life in school, if only for a short time to reflect on own practice and that of others; and
- value for money.

Weaknesses:

- in a small minority of cases, the visits have not stimulated further action largely because of a lack of clarity as to what was to be gained from the visit; and
- the possibility that the over-visiting of some schools could result in the disruption of pupils' education.

Nature and range of activities

- 6.1 There were 185 participants in the International Visits scheme, 84 from the secondary sector, 98 from the primary sector, 1 from special schools and 2 others.
- 6.2 The countries visited included: the USA (Texas, Massachusetts and Wisconsin), Ecuador, Kenya, Nepal, New Zealand, Spain, Italy, Hungary, Germany, Sweden and Finland. Participants made their visits individually (often using links previously established), in pairs or as part of a larger group organised by organisations specialising in international exchanges. Some participants accompanied groups of pupils to cultural events.
- 6.3 The main areas of activity were in Science, Languages, Geography, History, Sustainable Development, Cultural Diversity, Multi-Intelligence and Early Years. Some of the activities were more of a cultural than a directly educational nature; a few arose from the personal interests and predilections of the participants.
- 6.4 The following examples, which are by no means exhaustive, will give a flavour of the range of activities undertaken:
- a secondary school geography teacher visited a school in Saxony, Germany and worked closely with members of the Geography department to develop her own teaching materials on a unit of study for an AS course on two contrasting regions within Germany. She visited industries; conferred with school staff; and accessed resources, including useful websites;
 - a secondary school teacher joined an externally organised visit to Houston, Texas to study different approaches to the organisation and teaching of EAL in Houston Schools;
 - three teachers visited Northern Italy to develop knowledge of and insight into the 'Reggio Emilia' approach to Early Years education;
 - two teachers visited schools in Alicante region of Spain to learn about foreign language teaching in primary schools;
 - a secondary school History teacher joined a group of 220 teachers in a three part visit: a visit to the Central Synagogue in London to prepare for an impending visit to Auschwitz, the visit to Auschwitz and a visit to the Imperial War Museum London to view the Holocaust exhibition;
 - two teachers from a primary school visited Helsinki to participate in the European Science Centre Schools' Project. This is a link between schools in Cardiff, Helsinki, Barcelona, and Lulea in Sweden to develop new ways of teaching science by combining formal and informal learning. The schools and Centre are working collaboratively on scientific projects and developing teaching and learning.;

- the headteacher of a secondary school visited Finland to investigate how Finland is implementing and integrating the concept of Sustainable Development into the secondary school curriculum. A group of six headteachers are currently, under the guidance of the advisory service, looking at Sustainable Development within their own schools;
- a secondary teacher visited Ecuador during his summer holidays as a volunteer teacher of English in a deprived area of the country.

Benefits to the teachers

6.5 Nearly all teachers had found the visits interesting and rewarding. The evidence from the interviews and the reports confirms that the majority gained professional as well as personal benefit from the activity. The professional gain is weakest when the activity is culturally rather than educationally oriented and where the activity is geared to personal fulfilment more than to professional development. It was strongest where the activity had a clear and specific focus.

6.6 The main benefits for teachers are summarised below:

- gaining an understanding of the educational system of their host country; (the use to be made of this knowledge was not always clearly thought through)
- a broadened perspective on education;
- being more informed about developments in other countries and thus being able to contribute to discussion and debate on developments in Wales, for example, the future education of under-sevens;
- gaining new perspectives on school and classroom management, curriculum planning, teaching methods and staff development;
- enhancement of personal and interpersonal skills, including organising skills;
- enhancement of professional skills, for example: ICT skills and oral proficiency in a foreign language;
- gaining first-hand knowledge of issues which impact on their teaching, for example: sustainable development, third world issues, industrial development, scientific developments; and
- fresh ideas, renewed enthusiasm.

Benefits to schools and pupils

6.7 The benefits to individual teachers listed above are substantial and, when the activities are focused and structured with specific outcomes in mind, translate into tangible and sustainable benefits for schools and pupils. Where the aims of the activity are more general and of a 'look at' or observational nature, the direct benefits to schools are more difficult to discern. About a third of the visits fall into this category. While, no doubt, schools and pupils can benefit indirectly from teachers' broadened perspectives following an international

visit, value for money questions must arise if there is no direct impact on what happens in the classroom or on other aspects of the school's life.

6.8 The direct benefits arising from the visits are summarised below:

- improved, more exciting learning experiences;
- more up-to-date, authentic and exciting learning materials and resources;
- refreshed and better informed teachers;
- the widening of horizons for pupils; and
- wider and more purposeful use of ICT.

6.9 These are illustrated in the examples below.

Example 1

A primary headteacher and a senior member of staff participated in a project aimed at bringing learners in Wales and Wisconsin together via electronic communication. It is a two year programme in primary science, mathematics and design and technology

The headteacher states, 'This international perspective is an exciting way forward for our school. The use of ICT in the 21st century has been given real meaning for our pupils. The number and range of opportunities that have been opened to them right across the curriculum are extensive. Communication skills, problem solving skills and creative skills are all being developed as our pupils exchange ideas on a daily basis with the pupils in the project schools in Wisconsin. We brought back literature and materials from the schools. These include field guides to Wisconsin trees, birds and wild flowers so that we could compare our local species with theirs, copies of Wisconsin State science standards for comparison with the National Curriculum and children's books on the USA. The cross-curricular benefits of the Project for our pupils will raise standards in several subject areas. Our visit has made the ICT links more real for the pupils. Their enthusiasm has been strengthened by actually receiving letters and souvenirs from the USA and seeing the photographs of, and Power Point presentation used on, the visit. They are keen to use e-mail and the internet to investigate the topic areas and communicate their results to their American friends. Evaluation of pupil performance in related key skills at the end of the present school year should show positive improvement for those involved in this project'.

Her colleague states, 'The regular use of e-mails and web sites has enhanced ICT work for the pupils on both sides of the Atlantic, while the visit itself has brought a certain amount of realism for all those involved in the project. Provision for pupils within our school will improve. Simple ideas ranging from playground activities and games to more ambitious plans regarding video-conferencing science lessons are now being examined and the subsequent raising of standards within ICT and the chosen subjects of Mathematics, Science and DT will follow.

Example 2

A geography teacher visited a twinned school in Saxony to prepare a study of two contrasting regions, industrial Saxony and the richer region of Badenbrutenberg. A course unit has subsequently been prepared. During the visit, Dresden was flooded and the teacher, as an added bonus, secured first hand additional resource material for the GCSE course.

The teacher has visited the cities of Zwickau, Leipzig and Erzgerberge and in her report, describes the strategic industrial features in detail. The first-hand experience has been invaluable, she claims.

She has worked closely with the staff of the geography department in the twinned school and gained much through the professional dialogue. She is better informed on the main geographical features in the area, particularly the industrial development. She learned much about the German education system and how the school is managed and the school's approach to the teaching of geography. She compiled many notes, based on her discussions with the teachers, her observations and written records of her visits to factories and mines and spent some time researching websites, under the guidance of the geography staff.

The teacher has compiled original Welsh-medium lesson materials based on her experience.

The teaching has been enhanced and the information passed on to pupils is more varied and first hand. As a result pupils are better motivated and more enthusiastic about their studies. They are enthused and eager to find out information for themselves, using the many websites the teacher is now able to recommend. Through e-mail and visiting websites, pupils contact the industrial institutions visited by the teacher and also pupils at the Saxony school, particularly if they require additional information. It is hoped that the enthusiasm will lead to improved performance and higher attainment.

The teacher will continue to develop her teaching materials and source notes for pupils, mostly in her own time.

Example 3

The headteacher of a R.C. Primary School received International Visit funding to improve an existing ten-year link with a R.C. primary school in New Zealand. The aims of the visit were to study leadership and management styles in New Zealand and the teaching of RE and ICT.

The Head and staff wished to provide their pupils with a vision of life outside their valley community which would encourage raised expectations in pupils and parents and provide an opportunity for children to establish friendships which may lead to exchange visits.

As a result of the visit full use will be made of computer and video technology to extend joint project work to six areas of the curriculum. Parents and the extended Church community in both countries are supporting the link enthusiastically.

Example 4

A teacher who visited schools in Finland writes:

“It has definitely broadened my own perspective of education in that I was able to compare the system of education and look at the comparative range of my own school I have definitely made changes already in my approach to the personal and social elements in Key Stage 1. My infant colleagues and I are encouraging many of the activities I saw during mealtimes. I have also thought of more ways to introduce Curriculum Cymreig into our timetable to encourage the children to look closely at their national identity.”

Example 5

A teacher from a junior school visited schools in the Alicante region of Spain. The project gave her insight into how E.U. countries approach the teaching of Modern Foreign Languages to children at an early age. It allowed her to reflect on current practice within her own school and plan future language learning experiences for her pupils. Using materials bought during the study visit, a booklet of Spanish activities and worksheets will be introduced to Year 6 during the Summer Term, to be taught Initially by the teacher.

6.10 Overall, the best results occurred where:

- the visit related to a significant concern or development in the teacher's own classroom, subject area or school context;
- there was reasonable awareness of the kind of insights the proposed host bodies might provide;
- there was serious reflection on, as well as description of, key aspects of the provision observed; and
- there was thoughtful follow-up on return involving other interested teachers and stakeholders.

Strengths and weaknesses

6.11 International visits have the potential of being powerful and effective means of professional development if carefully planned with clear and attainable objectives in mind and if there is structured and purposeful follow up on return from the visit. The majority of the visits did meet these criteria, but a substantial minority did not and, as a consequence, it is doubtful if they provided value for money.

Strengths:

- a potentially powerful source of professional development which is unlikely to be funded by other means;
- a widening of horizons for both teachers and pupils;
- fresh ideas, new perspectives; and
- helping to sustain expertise in MFL teachers

Weaknesses:

- a lack of clarity regarding the purpose of the visit and, in particular, the professional development that is planned;
- a lack of penetrative and focused evaluation of what was observed;
- unfortunate choice of school/venue;
- lack of follow-up to make the most of what was learned; and
- a possible mis-match between the amount of financial support provided and benefits attained.

The Activities

- 7.1 176 teachers received Teacher Research Scholarships in Phase 2 of the PDPP (110 primary, 63 secondary and 3 special education). This represents a small increase compared with the number of scholarships (155) funded in Phase 1 and in the proportion of TRS against other types of PDPP.
- 7.2 The nature of TRS in Phase 2 can be categorised as being concerned with:
- pupils' learning;
 - assessment, recording and reporting;
 - teaching strategies;
 - professional development; and
 - behaviour management.
- 7.3 An example of an effective TRS in terms of its conception, planning and development is given below:

Example 1

In one secondary school a TRS aimed to demonstrate that teaching strategies that have been shown to be effective for dyslexic learners, might benefit all learners. The initial stage of the project involved meetings with the SMT and the school governors to discuss the study and to agree to the formulation of a school policy. A pilot group was established to trial different teaching strategies and a detailed action plan was devised and shared with all staff during an INSET day. Relevant information was compiled and shared with all staff and regular meetings were held with individual teachers to develop effective materials and strategies. Pupil interviews were organised, questionnaires completed, meetings with parents held and LEA support staff invited to support the initiative.

- 7.4 The following example illustrates how TRS projects produced appropriate outcomes and impact:

Example 2

In one infant school a TRS investigated the poor listening and concentration skills of a small number of pupils. The research programme included pupil interviews, systematic observation of pupils in different settings, pupil assessments and staff discussion. The outcomes of the research have produced clear messages for all teachers regarding the critical role pupils play in determining their own learning and the importance of managing learning and teaching to meet individual needs. The study outcomes have been shared with the governors and resulted in a strategy to track children's development from the nursery being adopted, that is geared to investigating problems and identifying causes, prior to early intervention.

Benefits to individual teachers

- 7.5 The benefits that appear to accrue to teachers involved in TRS are the following:
- improved subject and pedagogical knowledge and understanding;
 - experience in the leadership and management of an educational initiative;
 - increased professional confidence and motivation;
 - having the time to act as a reflective practitioner;
 - improved observational and monitoring skills;
 - trialling of new learning and teaching strategies/approaches, in a structured manner;
 - acquisition of valuable research skills, that offer the possibility of the teacher being a catalyst for change and school improvement;
 - assistance in completing higher degree courses, or elements of them, more effectively and quickly; and
 - where it was in place, the provision of a mentor from a higher education background was of fundamental importance in successfully completing the TRS and in longer-term personal/professional development.
- 7.6 In the following cases the positive impact of the TRS on individual teachers was less apparent when:
- the impact of the work on learning and teaching seemed peripheral;

- reports written by teachers did not appear to indicate that significant professional reflection had occurred; and
- the actual research, rather than investigational skills developed, were minimal.

Benefits to schools

7.7 The following beneficial impacts of TRS activity on schools have been identified:

- helping to develop a culture of self-evaluation;
- promoting the investigation and analysis of data, for use in improving transition from primary to secondary schools;
- changing pupil learning styles, leading to increased motivation and enjoyment;
- offering good prospects that the above may lead, in the medium/long term, to improved expectations and standards of achievement by pupils;
- ensuring, in the best cases, that the project is planned with other colleagues, who have an input into its development and share fully in the dissemination and impact of its findings;
- changing, in the short or medium term, the learning and teaching strategies of schools/departments; and
- sharing the outcomes with a wider group of schools, usually through the involvement of the LEA.

7.8 There are a number of instances where the positive effect of TRS projects on schools as a whole is not apparent, such as where:

- the benefits to schools, as opposed to the individual, are either non-existent or not apparent;
- other teachers have not been involved in the work, a feature that is much more common in secondary, than primary, schools;
- dissemination of outcomes has not taken place;
- outcomes were not related to hoped for improvements in learning and teaching; and
- the research skills developed were minimal.

Strengths

7.9 As will be seen below in the consideration of weaknesses, there has been quite wide variability in the quality of outcomes emanating from TRS funding in Phase 2 of the PDPP. Nevertheless, there is evidence that in many cases the projects provided individual teachers with quality time in which they have

usefully pursued an area of interest in considerable depth. These areas of interest include:

- the testing of hypotheses, or hunches, about professional practice and pupils' learning; and
- piloting, in their own setting, approaches and materials with which they have become familiar.

7.10 This entitlement is common in other professions, but is a relatively recent development within teaching. In this respect the TRS are clearly contributing to teacher professionalism and to the project of making teaching a research based profession. The teachers who have enjoyed this support have been strongly motivated by their opportunities and in the best instances, their efforts represent considerable value for money.

7.11 No other funding sources are readily available to support this type of teacher CPD.

7.12 When they are at their most effective, the TRS foster collaborative development among teachers in exploring pedagogical issues and in developing professional dialogue.

7.13 The TRS are capable in the short term of contributing to school improvement and there are good prospects that these effects can be sustained, if schools are able to incorporate the work of the projects within their regular activity.

Weaknesses

7.14 In about one-third of cases, the TRS in Phase 2 of the PDPP have had weaknesses. Whilst all of the TRS met the criteria for support and had the potential to achieve their aims, many did not do so and, therefore, do not represent good value for money. In particular, a number of projects achieved less, in terms of outcomes, than more modestly funded projects in other PDPP categories. Many of the TRS were insufficiently directed towards outcomes that offered at least the prospect of gains being made in teaching and learning. Whilst in the philosophy of CPD promoted by the GTCW, this is not the only criterion justifying TRS funding, it appears to have been markedly neglected in these cases.

7.15 The reasons for these weaknesses are:

- a lack of a clear understanding by some applicants (including group applications on the effect of NASA space technology on learning and teaching and comparative studies of South Wales and USA schools) on the nature and practice of educational action research. Definitions of action research are many, but these TRS did not conform to even the most liberal of interpretations. Such projects lacked planning, methodology and the suggestion that practical outcomes would ensue and be disseminated. In many respects they are no more, and sometimes they are considerably less, research studies, than those undertaken by holders of more modestly funded bursaries and V & E projects.
- faults in the planning and methodology employed. Often, the weaker projects were far too ambitious in their scope, leading to a lack of focus

and sometimes unfinished or unrealised work. In some cases, the intended outcomes were too modest for the funding attracted; whilst in these cases outcomes were generally achieved, they appear relatively inconsequential in comparison with some of the more effective TRS. Weaker projects often exhibited uncertain or vague approaches to the way in which improvement, including gains in achievement/attainment, were to be captured.

- variations in the quality of mentoring. In some cases it is unclear if teachers have received any significant support, despite the fact that someone has been identified in their application. In other cases, the extent of mentoring appears to have been very limited, particularly in relation to the crucial stages of planning the study, maintaining regular contact throughout its development and helping to shape the final report. Distance learning approaches and 'e-tutorials', have been significantly lacking. There is a close correlation between the success of TRS and the good quality of mentoring received and vice versa.
- undertaking TRS as part of higher degree study. Whilst, as has been noted above, there may be advantages to this for individual teachers, on balance this is probably a significant cause of poor quality TRS and overall, therefore, a disadvantage. This results from the TRS being abstracted from a wider study which is designed to meet the criteria for academic recognition, rather than, as is intended, a self-contained piece of action research allowing for personal development and outcomes linked to learning and teaching. There is no reason why TRS, undertaken prior to higher degree work, should not attract academic accreditation. Pursuing both objectives simultaneously, however, is problematic.

7.16 The following aspects of the TRS need further consideration:

- the definition of educational action research;
- establishing criteria for success;
- research design, methodology and intended outcomes;
- mentoring arrangements;
- procedures for changes of topic;
- effective criteria for reports; and
- monitoring of reports against criteria.

7.17 In many cases, teachers undertaking TRS lack appropriate support to assist them in maximizing the value of the time, funding, experience, motivation and interest that they bring to their projects, in order to achieve high quality outcomes.

7.18 Two issues emerge in relation to the many TRS which achieve good outcomes:

- how these may be further sustained, to allow completion/extension/replication/evaluation, and, thereby, realise their full potential;
- how these may be better disseminated, so as to ensure that they reach the widest possible audience. The weaknesses of the current reporting requirements do not assist in this respect.

8 TEACHER SABBATICALS

8.1 Fourteen teachers applied for this category of funding – seven from primary schools, six from secondary schools and one from a special school.

Range and nature of activities.

8.2 The most popular areas of study are ICT related, for example:

- to maximise the investment made in ICT resources to improve the quality of teaching and learning in a primary school;
- to research the use of ICT in Modern Languages teaching in Frankfurt am Main, Germany;
- to enhance ICT skills in order to apply them to the teaching of mathematics in secondary schools;
- to study Animation, Illustration and Computers; and
- creation of a website to support the Curriculum Cymreig.

8.3 Other areas include:

- literacy in the primary school;
- infant/junior school links;
- 'Newspapers in Education';
- helping to deliver a programme of Neuro-Developmental Therapy within the school; and
- working at the National Botanic Gardens for Wales.

8.4 As can be seen, most are directly related to teaching and learning but, in one or two cases, the activities are more oriented towards pursuing a personal interest with a more tenuous link with the school curriculum.

Benefits to teachers

8.5 It is clear from the interviews and the reports that all participants gained in terms of professional skills, knowledge and understanding. The specific benefits varied according to the nature of the activity undertaken. The following is an attempt to extract factors that were common to most of the activities;

- teachers' knowledge and skills were considerably enhanced in areas of interest to them and of value to their schools;
- the activity has equipped the teachers to become leaders/advisers in the areas they had investigated;
- teachers' confidence has been enhanced and their understanding broadened;

- each of the activities was personally, as well as professionally, fulfilling; teachers were refreshed by the experience; and
- Teachers gained an increased appreciation of the availability and effective use of resources, especially ICT resources, in supporting teaching and learning.

Benefits to schools and pupils

8.6 As with the other categories, the benefits to teachers translate readily in most cases into benefits for their schools and pupils. Listed below are some specific benefits that arose from the sabbaticals:

- the setting up of a school website;
- greater use of a computer suite;
- greater and more effective use of the interactive whiteboard;
- greater and more effective use of ICT in mathematics;
- the preparation of teaching programmes and/or materials, for example: five-six week projects for Y10 pupils in German, working with their peers in German schools on examination topics such as 'My home area'; units of work for teachers and pupils on sustainability for teachers and pupils visiting the National Botanical Gardens; and
- the introduction of Neuro Development Delay programme in a school.

8.7 The least discernible benefits for the school were in relation to activities of a 'personal fulfilment' nature. This is not to say that there is no value to the school. There may be spin-offs in terms of curricular enrichment and/or extra-curricular activities, but there have to be some doubts in terms of value for money.

8.8 Where the activity is linked with the school development plan or a departmental action plan, progress and sustainability are more assured.

Strengths and weaknesses.

Strengths

- The same strengths apply to this category as to bursaries and Visits and Exchanges.
- However, the opportunity for an extended period of study has enabled individuals to explore their chosen field in greater depth and/or to consult with a broader range of teachers and others with expertise in the field.
- They have also been given greater time to reflect and to consider how the benefits of their experience can be maximised for the benefit of the school.
- Some of the reports are analytical, discerning and thoughtful, and indicate that the time was used very effectively.

Weaknesses

- In one or two cases, the professional as opposed to the personal development aspect is not clear; in these cases the benefits to the school are difficult to discern.
- In a few of the cases the outcomes do not seem to be commensurate with the input and it is possible that the same outcomes could have been achieved by means of a Bursary or a Visit.
- The reports vary considerably in terms of quality. Some fail to focus sufficiently on professional outcomes; a number are descriptive rather than analytic.

The Activities

- 9.1 139 Networks were funded, involving 689 schools (about one-third of the total number of schools in Wales, with 69% of secondary, 32% of special and 30% of primary schools participating) and 1,143 teachers. Of the 139 Networks, 506 participating teachers were primary, 14 special, 158 secondary and 11 teachers cross-phase, in their focus and membership. Co-ordination was undertaken by a variety of individuals/organisations, including:
- teachers;
 - LEA advisers;
 - higher education tutors;
 - denominational bodies;
 - subject/professional organisations;
 - other educational bodies; and
 - voluntary organisations.
- 9.2 Many of the networks (mainly those co-ordinated by LEAs) were already in existence, but were able to develop their work because of GTCW funding. Others came into being specifically to submit Network applications.
- 9.3 The following categorised examples, provide indications of the activities engaged in by Networks:
- special school teachers pursued projects relating to literacy and PSE, directed towards the needs of their pupils;
 - primary school staff joined together to undertake pedagogic work on dyslexia where, across an LEA, expert training was provided leading to the production of a guidance package for schools; other Networks of this type focused on numeracy, curriculum planning in small schools, thinking skills, sustainable development, preparing for deputy-headship and performance management;
 - primary specialists also linked together to address subject based work such as Art, ICT, PSE and Music, where across 6 LEAs, schools worked with the Welsh National Opera to access specialist input into learning and teaching strategies;
 - primary/secondary cross-phase projects were developed to consider curriculum and assessment transition, assertive discipline approaches and where SENCOs from one primary/comprehensive school cluster worked together to develop common understanding and approaches;
 - secondary school subject teachers grouped together to explore common approaches to pedagogy in Mathematics and to be trained in, and to trial, active learning methods in English teaching;

- 9.4 Outside of cross-phase Networks, secondary school teachers were generally involved only in subject networks, whereas primary teachers were involved with subject and particularly education groups.
- 9.5 Fuller examples of effective Networks, reflecting most of the categories set out above are provided below:

Example 1

A primary Art network consisted of a headteacher, two class teachers and the Head of Art in the local secondary school, acting as a consultant. They based their work on a rich range of materials produced by a recent ACCAC project. They made suggestions for work that could be undertaken with each year group, cross-referencing these with the ACCAC materials and offering a commentary on the purpose and effectiveness of each unit, together with details of other resources and activities. The group members greatly extended and deepened their own understanding of primary art education and the range and purpose of learning activities that might be attempted.

Example 2

A group of primary schools in Swansea have an established consortium to consider joint development of school projects to address local and national development priorities. An LEA adviser leads the consortium. Under the previous arrangement, membership and involvement was determined by variables such as school budgets and staff absence. The co-ordinator has arranged conferences, invited speakers to meet the group and led planning of activities. The teachers considered the work of the PN as a key to their work in school improvement and a way of accessing quality CPD.

Example 3

A network initiated by a cluster group of primary and secondary schools had three aims:

- 1. to share good practice in literacy.*
- 2. to research best practice in Y6/7 transition in English and Mathematics.*
- 3. to investigate any 'learning dip' between Y7 and Y8.*

Teachers attended INSET organised by the PN, time was given to track data and to develop learning and teaching materials. Y6/Y7 teachers undertook cross-phase teaching and observation. In English, bridging units of work started in Y6 and continued into Y7. A transition data sheet was developed which the LEA has subsequently adopted.

Example 4

Secondary school teachers of Mathematics formed a PN to develop their work in the Cognitive Attainment Mathematics Education (CAME) project. They have trialled approaches in lessons, visited each other's schools to observe lessons and met to feedback and evaluate. They believe the experience to have been inspirational. The outcomes will feed into their departmental schemes of work and have a major influence on learning and teaching styles in Mathematics in their schools.

Benefits to individual teachers

9.6 The nature of the type of collaborative activity undertaken in PN, makes it difficult to isolate the benefits that accrue, on the one hand to individual teachers, and on the other, to their schools. Nevertheless, whilst there is inevitably some degree of variability in outcomes, in general the work of PN has allowed significant gains to be made in the range and depth of teacher expertise. This can be instanced in the following ways:

- teachers have been able to work with a group of colleagues from outside of their own schools either for the first time or in a way that they have not been able for a number of years. This has created a professional dialogue of the kind that has had positive effects on morale, through the elimination of isolation, broadening of perspectives, provision of support, sharing of experiences and the affirmation of good practice. This can also take the form of 'critical friendship', capable of offering professional challenges but in a non-threatening environment. Teachers generally believe that the best form of CPD is the learning that takes place through working with fellow professionals. This also allows personal development to be experienced at the same time;
- this takes concrete form through the development of schemes of work, the production/adaptation of resources, the adoption, through experience, of new learning and teaching strategies and the acquisition (particularly in relation to the use of ICT) of new skills. This often entails accessing up-to-date educational research and expertise of a type that is not usually easily available to busy teachers;
- there have been a number of examples of activity achieving these types of positive outcomes in primary/secondary Networks. Professional distrust has been broken down in such cases, with secondary teachers expressing surprise at the standards that are achieved in Key Stage 2 and recognising that in Key Stage 3 there is often unnecessary duplication of coverage;
- the flexibility of Network funding enables the needs of teachers to be identified as part of the networking and thereafter met; this is highly valued;

- involvement in Professional Networks is seen as an excellent form of induction/early professional development for young teachers;
- the Networks have enabled teachers who were previously part of an LEA or school cluster and those who received TRS funding in Phase 1 of the PDPP, to sustain and develop collaborative CPD; and
- those teachers who have taken up co-ordination roles within Networks, have received significant leadership and management experience that is likely to assist them in future career progression.

9.7 Examples of where the benefits resulting from Network activity have been less pronounced, include where:

- objectives have not been achieved, either because they were too ambitious at the outset and/or progress was not maintained;
- primary/secondary transition work has been hampered by the poor quality of existing arrangements between schools and a lack of commitment by some Y7 teachers to bridging work; and
- professional networking rather than development has taken place i.e. teachers have usefully shared ideas and resources, but have not moved on to consider pedagogical issues in any depth.

Benefits to schools

9.8 As was pointed out above, the benefits experienced by participants in the Networks cannot always be conveniently separated into individual and school domains, because of the collaborative nature of the activity. It is also the case that most PN participants feel that it is too early to assess fully the outcomes that will result for schools and pupils, although they are usually confident that these will prove to be positive. In general terms, as with the effect on individual teachers, it appears that PN have increased the knowledge, understanding and skills of schools where staff have been involved.

9.9 The following more precise advantages can also be discerned:

- many of the resources and activities that have emanated from PN, are seen to be having immediate benefit for pupils in terms of interest and achievement;
- many LEAs in Wales are seen either to provide limited, or no advisory support to schools, and in such cases, PN have often been able to overcome this deficit in the specialist area they have concentrated upon;
- the funding has enabled teachers who were already members of cluster or LEA groups to be released from their schools without there being adverse effects on pupils, as there might have been previously;
- the greater cooperation and understanding achieved between primary and secondary schools as a result of cross-phase PN, has produced extremely worthwhile gains in an area of the education system where there is an increasing emphasis on the need to develop current practice;

- particularly in the case of primary PN, their activity has enabled specialist resources and expertise to become available, in a way that would not have been logistically possible for individual schools; and
- PN that have worked on key skills, have often been able to establish these areas much more securely across the subject curriculum in schools, than was previously the case.

Strengths

9.10 While the effectiveness of the Networks created in Phase 2 of the PDPP, as has been pointed out above, appears to have been variable, in the great majority of cases they have achieved at least worthwhile outcomes and in some instances their work has been of a highly impressive nature. In general this is an effective form of CPD when it is well planned, managed efficiently, relates to issues of pressing relevance, provides opportunities for teacher and specialist expertise to be shared, extending and challenging participants and leading to tangible outcomes. More specific strengths of Networks have been the:

- collaborative ethos of CPD they have engendered;
- professional and personal growth that many teachers have experienced;
- focus they have provided, enabling significant gains to be made in teachers' subject and educational knowledge, understanding and skills;
- fact that existing LEA and school cluster groups have been able to accentuate their activities through the available funding, meeting more often, with fuller attendance and achieving better outcomes more quickly;
- provision of support and advice they have generated in areas (particularly rural parts of Wales) where LEA advisory services do not operate and/or teachers do not regularly meet;
- way in which the role of Network Co-ordinators – who are seen as being crucial to the success of Networks - has been carried out to a high standard, with LEA advisers, in particular, performing this role effectively;
- focus they have allowed on continuity and progression from primary to secondary education; and
- high quality of resources that have often been produced, with examples that have been widely disseminated by LEAs and instances where commercial publication is planned.

Weaknesses

9.11 Whilst the analysis offered above indicates that Networks have been successful in the great majority of cases, there are examples of weak practice that require attention. These are:

- the lack of clarity of purpose of some of the Networks, particularly in relation to their objectives and how outcomes will be evaluated. This has been the main characteristic of the least successful Networks. In some

cases, the nature of the activities engaged in represent low level CPD, in that whilst there was networking and sharing by the teachers involved, they did not consider pedagogical matters in depth;

- the poor standard of co-ordination provided in some cases. This has also been a significant determinant of the quality of outcome. It is apparent that this is a demanding role and that sufficient time needs to be allocated for it in applications for funding. Generally, this is considered not to be an appropriate role for headteachers, owing to their many other responsibilities. The success of LEA Co-ordinators has usually resulted from the way that they have facilitated the network, allowing the teacher members to drive its activities;
- in some cases it appears that Network funding has been used to replace LEA funding and, overall therefore, the provision of CPD in the area will not have been enhanced;
- sustainability is a major issue. As has been pointed out above, in some cases GTCW funding has brought Networks into being and in others, the funding has significantly enhanced the activities of existing Networks. Many of these Networks have ongoing programmes of work and the experience of Phase 2 funding has given them an enthusiasm to continue what has been begun. They, therefore, feel frustrated that funding is at an end and is only available to cover relatively short-term projects;
- the limited, if worthwhile, outcomes that some Networks have achieved for the amount of funding received and in comparison to what recipients of PDPP funding in other categories have produced, with far less support. In these cases the Networks do not represent value for money; and
- the overall quality of reporting is in need of improvement. In some cases the quality was extremely poor and does not seem to have been an acceptable basis for releasing final funding. In at least one Network, teachers prepared one report which they then submitted as individuals.

The Activities

- 10.1 127 schools were funded for WSI, a figure that represents 6% of all the schools in Wales. Of these 76 were primary, 43 secondary and 6 special schools. Some LEA areas (particularly Cardiff) had large numbers of WSI operating, whereas in one LEA area (Pembrokeshire) not a single WSI was funded. It is not clear, however, to what extent LEAs themselves were an influence on the incidence of WSI.
- 10.2 The following categorised examples provide a general indication of the nature of WSI:
- particularly in primary schools, a sizeable number were focused on raising standards of pupil performance in specific subject areas or key skills;
 - especially in secondary schools at Key Stage 3, there were a number of projects concerned with developing new approaches to learning and teaching. These included a WSI that linked a secondary school (through a PN) with its six feeder primaries in attempting to achieve a more seamless approach to learning styles. In another instance, the investigation, promotion and evaluation of a thinking skills strategy was pursued. In a third case, the first stage in building an e-learning community was being supported;
 - there were a cluster of projects in secondary schools, concerned with improving pupils' behaviour and motivation, including the introduction of an assertive discipline policy in one case and achieving greater multi-agency approaches in another; and
 - in a significant number of schools the focus of WSI was on more generic approaches to school improvement. These included the introduction of peer observation in a large secondary school, the piloting of self-evaluation approaches in primary and secondary settings and a cluster of special schools working together to achieve mutual improvement in a number of areas.
- 10.3 Fuller examples of what are considered to be effective WSI are provided below:

Example 1

An inner-city multi-racial primary school undertook a WSI designed to raise standards of achievement in reading. 83% of the pupils have English as an additional language. Many children have no books at home and school is the only place where they experience reading. The project aimed to:

1. *raise standards of achievement in reading;*
2. *build a positive image of children as readers;*
3. *help children become independent readers; and*
4. *provide good quality CPD for teachers.*

The school completed an audit and review of reading strategies and resources, enabled staff to attend appropriate courses and visit other schools where good practice had been identified and developed peer-tutoring strategies between Y6 and younger pupils. The progress of the WSI was monitored, evaluated and reviewed at regular intervals.

Example 2

A primary school WSI was designed to support teachers in making greater use of a new ICT suite. All staff had completed NOF training but many were still lacking in confidence. The school IT Co-ordinator received training from the LEA Advisor and IT Technology Support Service and this enabled her to:

- 1. develop an instructional workbook for teachers on the use of the suite; and*
- 2. give one-to-one training, for a whole day, to all her colleagues, including teaching assistants and the nursery nurse, specific to their needs and using the suite.*

A self-evaluation, carried out at the end of the project, indicates improvements in teacher confidence and competence. There is also evidence that this has had an immediate impact on children's learning, with teachers exploiting ICT more in their teaching and seeking to raise pupils skills. For the first time, ICT is now used throughout the curriculum and the school.

Example 3

A secondary school explored the use of learning and teaching strategies designed to develop thinking skills. The project involved a varied programme of classroom based activities and action research. Pupils of all ages and abilities were included in the focus of the project, with specific aspects of the WSI considering Y6 'transition' pupils and the needs of highly able children. Teachers and departments in the school have adopted these approaches with enthusiasm and the views of pupils have played a major part in shaping the project. Overall there is a strong feeling that both pupils and teachers now have a greater understanding of how learning takes place. Whilst the WSI is only the beginning of this project, it has achieved remarkable results and elements of the final report are of outstanding quality.

Benefits to individual teachers

10.4 As with PN the collaborative nature of the WSI does not allow a natural separation in analysing potential benefits to individual teachers on the one hand and schools on the other. Nevertheless, it is possible to suggest that teachers have benefited in the following ways through their participation in WSI projects:

- their development of professional knowledge, understanding and skills in a variety of contexts. This includes the opportunities that have been presented to develop new resources, to investigate new learning/teaching strategies, to visit other schools so as to liaise with other members of the profession and observe their practice at first hand and to receive in-house INSET from their colleagues or through expertise that has been brought in to meet needs. This type of work-based learning, that is common in many other professions, is evidently appreciated and highly valued by teachers. It is particularly powerful in providing teachers with confidence and in raising their expectations of themselves and their pupils;
- the collaborative nature of this experience is seen as having been especially valuable. Secondary school teachers in particular, rarely find the time to work as closely with colleagues, even in their own subject areas, as they would wish and think to be advisable. Some teachers have talked about 'throwing off the isolation of the classroom' in order to be able to work closely with other teachers, both in school and outside, including instances of residential conferences. It is likely that the nature of teaching, compared to many other professions, works against such networking: therefore, the opportunities provided by WSI have been particularly welcomed and will have contributed to interesting changes in professional culture in these schools;
- teachers also feel that where WSI projects are resulting in new/ adapted school policies, that they are helping to shape the future practice of the school, both in respect of pupil learning and teacher development, in a way that has not been in place previously. There is a sense, therefore, of professional empowerment that is being engendered by WSI;
- the exposure of teachers to innovative practice is particularly worthy of note. This includes using drama techniques, kinaesthetic learning, thinking skills approaches, multiple intelligence strategies, pupils playing a leading role within classrooms and the use of interactive whiteboards; and
- the role of WSI co-ordinators provides significant career experience for postholders.

10.5 Overall, in the majority of primary, but in only a minority of secondary, WSI, it is possible to identify how all staff, directly or indirectly will have benefited. In instances where the benefits to all staff are not evident, either they were not involved in the planning and gestation process, or their experience of the project has been at best superficial in comparison to others.

Benefits to schools

- the level of funding that schools of all sizes can attract through WSI applications, relative to their total budgets, provides them with resources to address School Development Plan priorities in a way that would not otherwise be possible. Thereby, a dynamic for school improvement is either initiated, or accentuated. At a time when the Welsh Assembly Government and other educational agencies in Wales are promoting the importance of evidence-informed policy, this funding has allowed such practice, drawing upon action research, to have an impact at individual school level. This is the most significant effect of WSI funding on schools;
- this can take concrete form in gains being made in areas such as self-evaluation/monitoring, peer review, the sharing of good practice and a particularly strong focus on learning and teaching. The emphasis that a number of the Whole School Initiatives place on learning being an exciting, collaborative and lifelong experience, for pupils and teachers, is playing a worthwhile part in the strengthening of these schools as learning organisations. In some cases WSI are contributing to the impetus that is transforming the culture of these schools;
- in a number of schools where WSI have taken place, the projects have resulted in a scale of CPD and an extent of teacher collaboration that has not been experienced before. In some cases this has also had an effect on the attitude of the Governing Body and PTA, who have responded to increased teamwork by teachers, by being prepared to offer more of their energies in support of the school;
- some schools have made good use of other categories of PDPP funding to support the projects being focused upon by Whole School Initiatives; and
- whilst it is too early to judge the impact of the WSI on standards of pupils' learning and achievement, successful WSI have been strongly directed to such outcomes and offer the prospect of good outcomes being achieved. In some cases there is quantitative evidence of immediate gains in pupil attainment and also qualitative indications of improvements in motivation and attendance due to changes in learning styles (particularly those associated with greater use of ICT).

Strengths

- 10.6 Of all the PDPP, the widest range in quality is probably to be found in the WSI. There are examples, at various levels of funding, of extremely high quality projects that had challenging ambitions and where there has been considerable achievement. This indicates the potential of the WSI as a means of achieving major gains in school improvement and as an excellent model for funding CPD. The majority of WSI, however, have been of modest quality, displaying unfulfilled potential because of some combination of the weaknesses pointed to below. A small, but nevertheless significant, number of WSI have achieved poor quality outcomes representing extremely limited value for money.

10.7 The strengths which effective WSI exhibited are as follows:

- they were well planned; it is this factor, above all else and not because of some intrinsic worth of the WSI concept itself, which characterises successful projects. The key to achieving gains for all staff, as well as the school, is strongly dependent on rigorous, initial and ongoing, planning and the involvement of all teachers in the process;
- they were well focused; their objectives were clear, limited, achievable and measurable. They were monitored regularly and evaluation of outcomes was built in to the process of completion. The best focus was achieved through concentration on an appropriate, but manageable, part of the SDP. The additional time and staffing brought in through WSI funding enabled quick gains to be made in achieving targets, where without this funding progress might be slow and piecemeal;
- they were projects that were classroom-based, with a strong emphasis on learning and teaching, particularly the former;
- they have produced reports of high quality that deserve a wider audience, as exemplars of good practice and in order to disseminate the professional knowledge contained therein;
- the schools and their teachers have exploited opportunities in other categories of PDPP funding, in order to support concurrent activities and, thereby, to maximize the total school energies being applied to the projects in question; and
- they have prompted a level of formal and informal engagement and discussion within schools, involving teachers and sometimes pupils, governors and parents, which display high levels of critical enquiry. As such they are models of evidence-based professional practice and lifelong learning.

Weaknesses

10.8 Those WSI which have not achieved their potential, and those of poor quality, display the following weaknesses, in total, or in some combination:

- a lack of rigorous preliminary planning, involving all the staff within the school;
- many were over ambitious and poorly focused. They displayed a lack of attention to concrete outcomes and to how any improvements would be measured and evaluated;
- the quality of the reports produced by some of the weakest WSI was extremely poor. It must be questioned if, on the face value evidence of the reports, these projects were entitled to the funding that had been allocated to them. In particular, they reveal limited, if any, attempt by the school SMT to evaluate the effect and the outcomes of the WSI. This is unacceptable practice as a basis for CPD;

- the involvement and ownership of all, or at least good numbers, of teachers in the weaker WSI was limited. In several such cases there was evidence that the projects were, in essence, SMT conceived and driven;
- some of the weakest projects did not in fact constitute a WSI. They involved a series of disparate activities that appear to have been bundled together to suggest an overall initiative. These all represented worthwhile activity for the school, but in many respects they appear to be the normal day-to-day regime of the school, rather than a specific and new initiative. The CPD element in such projects was often not evident; and
- poor quality leadership and co-ordination, resulting in weaknesses in planning, delivery and evaluation/reporting, was often of crucial importance in determining disappointing outcomes. Managing a WSI is a major responsibility and this should be made very clear to applicants.

10.9 There are three areas where the WSI scheme itself has possible weaknesses that may require attention. These are:

- the tendency for some schools to apply for funding from other PDPP categories to sustain activities complementary to the WSI and, thereby, to maximize the resources they can bring to bear on a project, may need consideration. The availability of such funding could be made clear by the GTCW, so that equality of opportunity exists for all schools. The worthiness of the total activity that funding is being applied for might be considered in deciding on allocations. Reporting and evaluation could also be undertaken for the combined activity;
- some WSI appear to be receiving double funding, as a result of NOF, GEST and SLA with their LEAs, being available to schools to support the same activities. GTCW might, therefore, consider requiring schools to indicate what other funding sources are/could be available to them in pursuing a WSI; and
- some WSI schools believe that they would have gained better value from the same amount of funding being available over a two-year period, particularly because of the long start-up time which had been required in many cases. Others would wish to see recurrent funding if the gains made in Year 1 are to be sustained and developed. If long-term planning, full implementation and thorough evaluations are to be undertaken by WSI, the certainty of longer-term funding could be crucial in achieving overall value for money from projects.

11 RECOMMENDATIONS

11.1 The Phase 2 PDPPs have been very successful in:

- widening the scope for and improving the quality of CPD for teachers in Wales;
- developing a work and profession-based culture for CPD;
- promoting teaching as an evidence-based profession;
- contributing to school improvement; and
- fostering collaborative work between teachers and between schools.

Overall, they represent very good value for money. Subject to the further recommendations made below, they should, therefore, become a settled entitlement for teachers in Wales.

11.2 Improvements in the quality assurance (QA) of applications and the administration of the PDPP need to be considered by GTCW, in order to better ensure that funded projects achieve their objectives, maximise their potential and represent the best value for money. The QA procedures should seek to ensure that:

- applications, especially in the case of Sabbaticals, IV and E, TRS, PN and WSI, show clear evidence that the activities have been well planned, with clear, realistic and well focused objectives, and that the outcomes will be rigorously evaluated in the final report;
- the professional (as well as any personal) development of teachers involved is clearly defined;
- in the case of the TRS, a more rigorous definition of what is meant by educational action research be applied;
- the school improvement element in PDPP is designed to add value to the existing activities of a school;
- that a stricter quality threshold for acceptable standards of report writing be exercised in relation to releasing final payments to teachers and schools;
- that support for higher degree study be confined to the Bursary funding and not be financed from TRS; and
- that the initial allocation of funding by GTCW be more closely tied to intended outcomes of PDPP and that this be applied consistently across all categories of funding.

11.3 GTCW should consider how it can raise the quality of mentoring in TRS and of leadership/co-ordination in PN and WSI, given that this is an important determinant of good quality outcomes being achieved in these projects.

- 11.4 GTCW should continue to consider (on the basis of the evidence in this report and the research it has recently commissioned on non-participation in the PDPP) how under-represented categories of teachers, schools and LEAs may be encouraged to make better use of these opportunities. In this respect, it is worth reflecting that the entitlement to CPD offered through the first two phases of the PDPP, is being heavily subscribed by some schools, whilst others have made minimal or no use of these opportunities. The impact of this type of CPD and its contribution to school improvement, is, therefore, unevenly distributed across the profession and schools in Wales.
- 11.5 Ways to reduce the amount and considerably improve the quality, of final report writing, need to be considered by GTCW. This might best be achieved by separating the accountability and dissemination elements in the current report writing procedures.
- the need for teachers/schools to account for their PDPP activity, so as to draw down allocated expenditure, might be achieved through the production of a pro-forma (available on-line) that requires the teacher in the case of the IIA and the co-ordinator's of the PN/WSI to identify how outcomes have/have not, been achieved in relation to the objectives of the proposal and to indicate the evidence sources which are available to support such claims;
 - the dissemination aspect might be achieved by the individual teacher/PN and WSI co-ordinator producing a, fit-for-purpose, publishable outcome of their work, written to a template established by the GTCW. In the case of PDPP 1-4 this might take the form of a brief article to be published in the GTCW E-journal, in which they share their main findings with other teachers. In the case of the other three PDPP, this could take the form of a full journal-type article, setting out findings. GTCW, supported by the Assembly Government, HEIs in Wales and the LEAs, could make this available to all teachers and schools in Wales, in the form of an on-line journal of School Improvement and Teacher Research.
- 11.6 The first three phases of the PDPP will result in the creation of an enormous amount of professional knowledge. If the Assembly Government and teachers/schools/LEAs in Wales are to obtain full value for money from this considerable expenditure, improved dissemination of outcomes is essential. The proposed changes to report writing set out above would contribute to this. Consideration of how teachers involved in TRS and schools participating in PN and WSI can be networked together, in order to achieve better support and dissemination of good practice, should also be considered. Consideration should also be given to how teachers involved in TRS and schools participating in PN and WSI can be brought together to share good practice.
- 11.7 The following changes to funding arrangements should be considered by GTCW:
- the introduction of sliding scales of funding, so that the bursaries and V & E are able to attract higher levels of funding, where appropriate, and that a tighter relationship between funding and planned outcomes can be administered in other categories;

- aligning funding with the academic rather than the financial year, though we understand the constraints that national funding timetables may impose on the GTCW in this respect;
- improving further the flexibility and flow of funding to ease burdens on schools and individuals; and
- the possibility that a group of teachers within schools could apply for funding to generate collaborative activity.

11.8 Many of the above recommendations relate to the issue of sustainability. If the outcomes of PDPP funding are to be sustained at school level and across the educational system as a whole in Wales, further consideration is required by GTCW and the Assembly Government, in the evolution of its philosophy of teacher CPD, on how this issue can best be addressed.

APPENDIX ONE

THE APPLICANTS AND THEIR ACTIVITIES

Table 1: Participants

		Frequency	Percent
IIA	B	1952	70.1
	IV	185	6.6
	RS	176	6.3
	S	14	.5
	VE	457	16.4
IIA Total		2784	100.0
Network Total		1143	100.0
Estimated No of WSI		3847	
No of Eligible Teachers on GTCW Register		33918	

Table 2: Number of Schools

	IIA		Network		WSI	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Nursery	5	.5%	5	.7%	2	1.6
Other	21	2.2%	0	.0%	0	.0%
Primary	721	75.1%	502	72.8%	76	59.8
Primary / Supply / Secondary	0	.0%	10	1.5%	0	.0%
Secondary	192	20.0%	158	22.9%	43	33.8
Special	21	2.1%	14	2.0%	6	4.7
Total	960	100.0%	689	100.0%	127	100.0%

Number of Network Projects: **139**

The total number of schools participating in CPD, Networks and Whole School Initiative Projects: **1220**

APPLICANTS BY GENDER

Table 3: Applicants by Gender

	IIA		Network		GTCW Register
	Frequency	Percent	Frequency	Percent	Percent
Female	2237	80.4	815	71.3	72.6
Male	547	19.6	328	28.7	27.4
Total	2784	100.0	1143	100.0	100.0

Table 4: Category and Applicants Gender

		Applicants Gender		Total	
		Female	Male		
IIA Category	B	Count	1588	364	1952
		% within Category	81.4%	18.6%	100.0%
	IV	Count	119	66	185
		% within Category	64.3%	35.7%	100.0%
	RS	Count	132	44	176
		% within Category	75.0%	25.0%	100.0%
	S	Count	11	3	14
		% within Category	78.6%	21.4%	100.0%
	VE	Count	387	70	457
		% within Category	84.7%	15.3%	100.0%
IIA Total		Count	2237	547	2784
		% within Category	80.4%	19.6%	100.0%
Network Total		Count	815	328	1143
		% within Category	71.3%	28.7%	100.0%

Table 5: Phase and Applicants Gender

			Applicants Gender					
			IIA			Network		
			Female	Male	Total	Female	Male	Total
Phase	Nursery	Count % within Phase	7 100.0%	0 .0%	7 100.0%	5 100.0%	0 .0%	5 100.0%
	Other	Count % within Phase	23 85.2%	4 14.8%	27 100.0%	0 .0%	0 .0%	0 .0%
	Primary	Count % within Phase	1675 86.5%	262 13.5%	1937 100.0%	560 76.5%	172 23.5%	732 100.0%
	Primary / Supply / Secondary	Count % within Phase	0 .0%	0 .0%	0 .0%	10 83.3%	2 16.7%	12 100.0%
	Secondary	Count % within Phase	495 64.6%	271 35.4%	766 100.0%	231 61.1%	147 38.9%	378 100.0%
	Special	Count % within Phase	37 78.7%	10 21.3%	47 100.0%	9 56.3%	7 43.8%	16 100.0%
Total		Count % within Phase	2237 80.4%	547 19.6%	2784 100.0%	815 71.3%	328 28.7%	1143 100.0%

APPLICANTS BY PHASE

Table 6: Applicants by Phase

	IIA		Network	
	Frequency	Percent	Frequency	Percent
Nursery	7	.3	5	.4
Other	27	1.0	0	.0
Primary	1937	69.6	732	64.0
Primary / Supply / Secondary	0	.0	12	1.0
Secondary	766	27.5	378	33.1
Special	47	1.7	16	1.4
Total	2784	100.0	1143	100.0

Table 7: Applicants by Phase and Category

			Phase						Total
			Nursery	Other	Primary	Primary / Supply / Secondary	Secondary	Special	
IIA Category	B	Count	1	25	1370	0	525	31	1952
		% within Category	.1%	1.3%	70.2%	.0	26.9%	1.6%	100.0%
	IV	Count	0	2	98	0	84	1	185
		% within Category	.0%	1.1%	53.0%	.0	45.4%	.5%	100.0%
	RS	Count	4	0	106	0	63	3	176
		% within Category	2.3%	.0%	60.2%	.0	35.8%	1.7%	100.0%
	S	Count	0	0	7	0	6	1	14
		% within Category	.0%	.0%	50.0%	.0	42.9%	7.1%	100.0%
	VE	Count	2	0	356	0	88	11	457
		% within Category	.4%	.0%	77.9%	.0	19.3%	2.4%	100.0%
IIA Total		Count	7	27	1937	0	766	47	2784
		% within Category	.3%	1.0%	69.6%	.0	27.5%	1.7%	100.0%
Network Total		Count	5	0	732	12	378	16	1143
		% within Category	.4%	.0%	64.0%	1.0%	33.1%	1.4%	100.0%

APPLICANTS BY YEARS OF SERVICE

Table 8: Length of Service

	IIA		Network		GTCW Register*
	Frequency	Percent	Frequency	Percent	Percent
0 - 5	595	21.3	216	18.9	22.3
6 -10	623	22.4	231	20.2	15.3
11 - 15	396	14.2	159	13.9	8.8
16 - 20	314	11.3	149	13.0	7.0
21 - 25	370	13.3	168	14.7	11.4
26+	486	17.5	220	19.2	35.2
Total	2784	100.0	1143	100.0	100

* The percentage of teachers registered with GTCW by number of years since QTS

Table 9: Length of Service and Category

		Number of Years as Teacher						Total	
		0 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26+		
IIA Category	B	Count	439	436	275	205	256	341	1952
		% within Category	22.5%	22.3%	14.1%	10.5%	13.1%	17.5%	100.0%
	IV	Count	33	38	23	23	28	40	185
		% within Category	17.8%	20.5%	12.4%	12.4%	15.1%	21.6%	100.0%
	RS	Count	30	51	32	22	24	17	176
		% within Category	17.0%	29.0%	18.2%	12.5%	13.6%	9.6%	100.0%
	S	Count	0	0	1	1	7	5	14
		% within Category	.0%	.0%	7.1%	7.1%	50.0%	35.7%	100.0%
	VE	Count	93	98	65	63	55	83	457
		% within Category	20.4%	21.4%	14.2%	13.8%	12.0%	18.2%	100.0%
IIA Total	Count	595	623	396	314	370	486	2784	
	% within Category	21.4%	22.4%	14.2%	11.3%	13.3%	17.5%	100.0%	
Network Total	Count	216	231	159	149	168	220	1143	
	% within Category	18.9%	20.2%	13.9%	13.0%	14.7%	19.2%	100.0%	

Table 10: Number of Years in School

	IIA		Network	
	Frequency	Percent	Frequency	Percent
0 - 5	1288	46.2	536	46.9
6 -10	613	22.0	230	20.1
11 - 15	460	16.5	200	17.5
16 - 20	194	7.0	89	7.8
21 - 25	123	4.4	41	3.6
26+	106	3.8	47	4.1
Total	2784	100.0	1143	100.0

Table 11: Number of Years at School by Category

		Number of Years at School						Total	
		0 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26+		
IIA Category	B	Count	923	409	329	128	85	78	1952
		% within Category	47.3%	21.0%	16.9%	6.5%	4.4%	3.9%	100.0%
	IV	Count	81	37	35	12	6	14	185
		% within Category	43.7%	20.0%	18.9%	6.5%	3.2%	7.6%	100.0%
	RS	Count	83	53	22	11	5	2	176
		% within Category	47.2%	30.1%	12.5%	6.3%	2.8%	1.1%	100.0%
	S	Count	1	4	0	4	4	1	14
		% within Category	7.1%	28.6%	.0%	28.6%	28.6%	7.1%	100.0%
	VE	Count	200	110	74	39	23	11	457
		% within Category	43.7%	24.0%	16.2%	8.5%	5.1%	2.4%	100.0%
IIA Total	Count	1288	613	460	194	123	106	2784	
	% within Category	46.3%	22.0%	16.5%	6.9%	4.4%	3.8%	100.0%	
Network Total	Count	536	230	200	89	41	47	1143	
	% within Category	46.9%	20.1%	17.5%	7.8%	3.6%	4.1%	100.0%	

APPLICANTS BY ROLE

Table 12: Applicants by Post

	IIA		Network	
	Frequency	Percent	Frequency	Percent
Not provided	5	.2%	0	.0%
DHT	255	9.2%	122	10.7%
HD/CL	1082	38.9%	394	34.5%
HT	205	7.4%	163	14.3%
OTHER	23	.8%	2	.2%
PERI	12	.4%	23	2.0%
SEN	0	.0%	6	.5%
SMT	66	2.4%	43	3.8%
SN	91	3.3%	52	4.5%
SNS	1014	36.4%	337	29.5%
SUPPLY	31	1.1%	1	.1%
Total	2784	100.0%	1143	100.0%

APPLICANTS BY LEA

Table 15: Applicant by LEA

	IIA		Network		GTCW Register
	Frequency	Percent	Frequency	Percent	Percent
Anglesey	52	1.9%	16	1.4%	2.2%
Blaenau Gwent	65	2.3%	59	5.2%	2.3%
Bridgend	181	6.5%	29	2.5%	4.5%
Caerphilly	225	8.1%	72	6.3%	5.8%
Cardiff	335	12.0%	74	6.5%	10.3%
Carmarthen	137	4.9%	77	6.7%	5.8%
Ceredigion	51	1.8%	22	1.9%	2.5%
Conwy	81	2.9%	7	.6%	3.6%
Denbighshire	97	3.5%	32	2.8%	3.2%
Flintshire	90	3.2%	66	5.8%	4.9%
Gwynedd	83	3.0%	40	3.5%	4.1%
Merthyr Tydfil	97	3.5%	35	3.1%	2.1%
Monmouthshire	70	2.5%	8	.7%	2.5%
Neath Port Talbot	115	4.1%	95	8.3%	4.9%
Newport	88	3.2%	76	6.6%	4.7%
Pembrokeshire	59	2.1%	25	2.2%	4.0%
Powys	126	4.5%	43	3.8%	4.5%
Rhondda Cynon Taff	328	11.8%	71	6.2%	8.6%
Supply / Peripatetic teachers	3	.1%	1	.1%	.0%
Swansea	168	6.0%	127	11.1%	7.7%
Torfaen	57	2.0%	37	3.2%	3.3%
Vale of Glamorgan	173	6.2%	48	4.2%	4.2%
Wrexham	103	3.7%	84	7.3%	3.8%
Total	2784	100.0%	1143	100.0%	100.0%

Table 16: Whole School Initiative Project by LEA

	Frequency	Percent	Cumulative Percent
Anglesey	3	2.4	2.4
Blaenau Gwent	2	1.6	3.9
Bridgend	6	4.7	8.7
Caerphilly	9	7.1	15.7
Cardiff	25	19.7	35.4
Carmarthen	6	4.7	40.2
Ceredigion	2	1.6	41.7
Conwy	5	3.9	45.7
Denbighshire	2	1.6	47.2
Flintshire	4	3.1	50.4
Gwynedd	9	7.1	57.5
Merthyr Tydfil	2	1.6	59.1
Monmouthshire	2	1.6	60.6
Neath Port Talbot	4	3.1	63.8
Newport	6	4.7	68.5
Powys	2	1.6	70.1
Rhondda Cynon Taff	8	6.3	76.4
Swansea	11	8.7	85.0
Torfaen	3	2.4	87.4
Vale of Glamorgan	11	8.7	96.1
Wrexham	5	3.9	100.0
Total	127	100.0	

AREAS OF ACTIVITY

Table 17: Project Category by LEA

		Categories							Network Total
		IIA						IIA Total	
		B	IV	RS	S	VE			
LEA Name	Anglesey	Count	42	5	1	0	4	52	16
	% within LEA Name	80.8%	9.6%	1.9%	.0%	7.7%	100.0%	100.0%	
	Blaenau Gwent	Count	35	1	1	0	28	65	59
	% within LEA Name	53.8%	1.5%	1.5%	.0%	43.1%	100.0%	100.0%	
	Bridgend	Count	140	9	7	0	25	181	29
	% within LEA Name	77.3%	5.0%	3.9%	.0%	13.8%	100.0%	100.0%	
	Caerphilly	Count	177	12	6	0	31	226	72
	% within LEA Name	78.3%	5.3%	2.7%	.0%	13.7%	100.0%	100.0%	
	Cardiff	Count	240	15	44	3	32	334	74
	% within LEA Name	71.9%	4.5%	13.2%	.9%	9.6%	100.0%	100.0%	
	Carmarthen	Count	86	19	5	1	26	137	77
	% within LEA Name	62.8%	13.9%	3.6%	.7%	19.0%	100.0%	100.0%	
	Ceredigion	Count	36	7	1	0	7	51	22
	% within LEA Name	70.6%	13.7%	2.0%	.0%	13.7%	100.0%	100.0%	
	Conwy	Count	57	8	7	0	9	81	7
	% within LEA Name	70.4%	9.9%	8.6%	.0%	11.1%	100.0%	100.0%	
	Denbighshire	Count	66	5	7	1	18	97	32
	% within LEA Name	68.0%	5.2%	7.2%	1.0%	18.6%	100.0%	100.0%	
	Flintshire	Count	62	10	8	0	10	90	66
	% within LEA Name	68.9%	11.1%	8.9%	.0%	11.1%	100.0%	100.0%	
Gwynedd	Count	62	6	2	0	13	83	40	
% within LEA Name	74.7%	7.2%	2.4%	.0%	15.7%	100.0%	100.0%		
Merthyr Tydfil	Count	52	20	3	1	21	97	35	
% within LEA Name	53.6%	20.6%	3.1%	1.0%	21.6%	100.0%	100.0%		
Monmouthshire	Count	58	2	4	0	6	70	8	
% within LEA Name	82.9%	2.9%	5.7%	.0%	8.6%	100.0%	100.0%		
Neath Port Talbot	Count	70	10	12	0	23	115	95	
% within LEA Name	60.9%	8.7%	10.4%	.0%	20.0%	100.0%	100.0%		
Newport	Count	60	2	3	1	22	88	76	
% within LEA Name	68.2%	2.3%	3.4%	1.1%	25.0%	100.0%	100.0%		
Pembrokeshire	Count	47	5	5	0	2	59	25	
% within LEA Name	79.7%	8.5%	8.5%	.0%	3.4%	100.0%	100.0%		
Powys	Count	85	11	5	2	23	126	43	
% within LEA Name	67.5%	8.7%	4.0%	1.6%	18.3%	100.0%	100.0%		
Rhondda Cynon Taff	Count	233	17	14	2	62	328	71	
% within LEA Name	71.0%	5.2%	4.3%	.6%	18.9%	100.0%	100.0%		

Supply / Peripetetic teachers	Count	3	0	0	0	0	3	1
	% within LEA Name	100.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
Swansea	Count	106	12	21	2	27	168	127
	% within LEA Name	63.1%	7.1%	12.5%	1.2%	16.1%	100.0%	100.0%
Torfaen	Count	37	1	3	1	15	57	37
	% within LEA Name	64.9%	1.8%	5.3%	1.8%	26.3%	100.0%	100.0%
Vale of Glamorgan	Count	117	7	9	0	40	173	48
	% within LEA Name	67.6%	4.0%	5.2%	.0%	23.1%	100.0%	100.0%
Wrexham	Count	81	1	8	0	13	103	84
	% within LEA Name	78.6%	1.0%	7.8%	.0%	12.6%	100.0%	100.0%
Total	Count	1952	185	176	14	457	2784	1144
	% within LEA Name	70.1%	6.6%	6.3%	.5%	16.4%	100.0%	100.0%

Table 18: All Activity Areas

	IIA		Network		WSI	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Category not Provided	3	.1	0	.0	0	.0
Alternative Curriculum	1	.0	0	.0	0	.0
Assessment Recording and Reporting	62	2.2	38	3.3	14	11
Art	78	2.8	15	1.3	0	.0
Behaviour Management	76	2.7	31	2.7	9	7.1
Basic Skills	1	.0	0	.0	0	.0
Cross Curriculum	73	2.6	6	.5	9	7.1
Curriculum Cymraeg	2	.1	6	.5	2	1.6
Continuous Professional Development	1	.0	0	.0	0	.0
Design and Technology	69	2.5	24	2.1	1	.8
English As an Additional Language	6	.2	0	.0	0	.0
Economics	4	.1	1	.1	0	.0
Ethnic Minority Achievement	27	1.0	23	2.0	0	.0
English	244	8.8	104	9.1	11	8.7
Exclusions	21	.8	4	.3	0	.0
Early Years	212	7.6	10	.9	1	.8
Gender differences/attainment	10	.4	0	.0	0	.0
Geography	75	2.7	18	1.6	0	.0
GNVQ	8	.3	11	1.0	0	.0
General Studies	5	.2	0	.0	0	.0
History	71	2.6	12	1.0	0	.0
Humanities	1	.0	0	.0	0	.0
Information and Communication Technology	257	9.3	103	9.0	10	7.9
Key Skills	15	.5	10	.9	8	6.3
Languages	40	1.4	29	2.5	2	1.6
Leadership	61	2.2	50	4.4	4	3.1
Literacy	2	.1	0	.0	0	.0
Management Skills	13	.4	0	.0	0	.0
Mathematics	113	4.1	46	4.0	2	1.6
Monitoring & Evaluation	38	1.4	4	.3	4	3.1
Modern Foreign Languages	6	.2	0	.0	0	.0
Management Role Skills	170	6.1	3	.3	1	.8
Music	64	2.3	21	1.8	0	.0
Numeracy	3	.1	0	.0	1	.8
Physical Education	63	2.3	6	.5	0	.0
Performance Management	21	.8	6	.5	0	.0
Post 16	0	.0	3	.3	0	.0
Personal, Social and Health Education	63	2.2	40	3.5	1	.8
Religious Education	54	1.9	13	1.1	1	.8
Research Skills Development	1	.0	10	.9	0	.0
Science	166	5.9	79	6.9	0	.0
Soft Skills	0	.0	0	.0	4	3.1
Special Educational Needs	180	6.5	84	7.3	2	1.6
Special Education Needs Plus	40	1.4	35	3.1	0	.0

Teaching and Learning	15	.5	0	.0	10	7.9
Teaching of English as a Foreign Language	1	.0	0	.0	0	.0
Transition & Liaison / Science	103	3.7	206	18	24	18.9
Teaching Strategies & Methodology	147	5.2	59	5.2	1	.8
Underachievement	0	.0	0	.0	4	3.1
Welsh as a First Language	40	1.4	13	1.1	1	.8
Welsh as a Second Language	54	1.9	20	1.7	0	.0
Welsh Baccalaureate	4	.1	0	.0	0	.0
Total	2784	100.0	1143	100.0	127	100.0

APPENDIX TWO

ANALYSES OF THE QUESTIONNAIRE RETURNS

Table 1: Was your application processed within a reasonable timescale?

	IIA	Network Coordinators
	Percent	Percent
N/C	.9	.0
No	.8	.0
Yes	98.4	100.0
Total	100.0	100.0

Table 2: How easy did you find it to get help if you needed to do so?

	IIA	Network Coordinators	WSI
	Percent	Percent	Percent
Very easy	52.9	75.3	69.2
Easy	34.3	20.8	28.2
Difficult	1.9	1.3	.0
Very difficult	.3	.0	.0
N/C	10.7	2.6	2.6
Total	100.0	100.0	100.0

Table 3: How easy did you find the documentation to complete?

	IIA	Network participants	Network Coordinators	WSI
	Percent	Percent	Percent	Percent
Very easy	37.6	27.9	39.0	41.0
Easy	55.8	62.7	51.9	52.6
Difficult	4.2	5.6	5.2	5.1
Very difficult	.3	.0	1.3	.0
N/C	2.1	3.8	2.6	1.3
Total	100.0	100.0	100.0	100.0

THE PLANNING OF THE ACTIVITIES

Table 4: Was the decision to undertake the activity partly the result of a professional development discussion or cycle?

	IIA
	Percent
N/C	2.2
No	22.4
Yes	75.3
Total	100.0

Table 5: How easy was it to secure agreement and support from your headteacher?

	IIA	Network Participants
	Percent	Percent
Very easy	87.9	81.3
Easy	8.5	14.7
Difficult	.6	.5
Very difficult	.2	.5
N/C	2.8	2.9
Total	100.0	100.0

Table 6: To which of the following was the professional development activity related?

IIA	Personal Action Plan	School Development Plan	Departmental Action Plan
	Percent	Percent	Percent
No	23.2	38.4	71.8
Yes	76.8	61.6	28.2
Total	100.0	100.0	100.0

Table 7: To which of the following was the professional development activity related?

IIA			Personal action plan		School development plan		Departmental action plan	
			Responses		Responses		Responses	
			No	Yes	No	Yes	No	Yes
Phase	Nursery	Count	0	5	0	5	5	0
		% within Phase	.0%	100.0%	.0%	100.0%	100.0%	.0%
	Other	Count	1	21	17	5	11	11
		% within Phase	4.5%	95.5%	77.3%	22.7%	50.0%	50.0%
	Primary	Count	337	1074	470	941	1149	262
	% within Phase	23.9%	76.1%	33.3%	66.7%	81.4%	18.6%	
	Secondary	Count	113	389	254	248	232	270
	% within Phase	22.5%	77.5%	50.6%	49.4%	46.2%	53.8%	
	Special	Count	9	30	18	21	23	16
	% within Phase	23.1%	76.9%	46.2%	53.8%	59.0%	41.0%	
Total	Count	460	1519	759	1220	1420	559	
	% within Phase	23.2%	76.8%	38.4%	61.6%	71.8%	28.2%	

Table 8: To which of the following was the professional development activity related?

WSI	Estyn Report	School Development Plan
	Percent	Percent
No	74.4	14.1
Yes	25.6	85.9
Total	100.0	100.0

Table 9: To which of the following was the professional development activity related?

WSI			Estyn Report		School Development Plan	
			Responses		Responses	
			No	Yes	No	Yes
Phase	Nursery	% within Phase	50.0%	50.0%	.0%	100.0%
	Primary	% within Phase	69.6%	30.4%	15.2%	84.8%
	Secondary	% within Phase	81.5%	18.5%	11.1%	88.9%
	Special	% within Phase	100.0%	.0%	33.3%	66.7%
Total		% within Phase	74.4%	25.6%	14.1%	85.9%

Headteachers / Line Managers

Table 10: Did you agree the objectives of the professional development project with the teacher as part of a professional development cycle?

Headteachers / Line Managers	Percent	Cumulative Percent
N/C	1.0	1.0
No	9.6	10.7
Yes	89.3	100.0
Total	100.0	

Table 11: If the answer to 1 above was No, how easy was it to reach agreement?

Headteachers / Line Managers	Percent	Cumulative Percent
Very easy	7.6	7.6
Easy	.5	8.1
Difficult	.0	8.1
Very difficult	.0	8.1
N/C	2.5	10.7
NA	89.3	100.0
Total	100.0	

BENEFITS TO PARTICIPANTS

Table 12: How effective do you consider your / the chosen activity / Network / the Whole School Initiative to have been in enhancing your / the professional knowledge, skills and expertise (of the participating teacher)?

	IIA	Network Participants	Network Coordinators	WSI	Sabbatical Mentors	TRS Mentors	Headteacher / Line Manager
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Very effective	66.9	60.1	77.9	76.9	.0	65.8	72.6
Effective	30.9	37.1	20.8	20.5	66.7	10.5	18.3
Ineffective	.6	1.6	.0	.0	33.3	2.6	1.5
Very ineffective	.5	.2	.0	2.6	.0	10.5	3.6
N/C	1.2	.9	1.3	.0	.0	10.5	4.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

BENEFITS TO SCHOOL

Table 13: How effective do you consider your chosen activity to be in improving provision and raising standards in your school?

	IIA	Network Participants	WSI	Headteacher / Line Manager
	Percent	Percent	Percent	Percent
Very effective	51.6	49.6	62.8	57.4
Effective	42.2	45.1	34.6	31.5
Ineffective	2.5	2.2	.0	4.1
Very ineffective	.4	.0	2.6	3.0
N/C	3.3	3.1	.0	4.1
Total	100.0	100.0	100.0	100.0

Table 14: How effective do you consider your chosen activity to be in strengthening collaboration between schools and in spreading good practice?

	Network Participants	Network Coordinators
	Percent	Percent
Very effective	67.2	75.3
Effective	27.0	19.5
Ineffective	3.1	1.3
Very ineffective	.5	.0
N/C	2.2	3.9
Total	100.0	100.0

Table 18: Would your / the professional development activity have taken place without funding from the GTCW?

	IIA	Network Participants	Network Coordinators	WSI	Headteachers / Line Managers
	Percent	Percent	Percent	Percent	Percent
N/C	6.0	3.8	3.9	7.7	4.1
No	69.6	88.9	83.1	64.1	81.7
Yes	24.4	7.2	13.0	28.2	14.2
Total	100.0	100.0	100.0	100.0	100.0

Table 19: Was the network in existence before GTCW funding became available?

	Percent
N/C	4.9
No	61.6
Yes	33.5
Total	100.0