Lessons Learned
from the introduction of professional development CPD Resources for teachers in mainstream primary schools

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• Welcome and introductions
• Background
• Objectives
• The Resources
• Findings so far
• Future Aims and next steps
• Questions and discussion
Background

• Two stages
• Stage 1 – 2007-2008 (TDA funded)
  – Designed for use by teachers and ITT students
  – Aimed to enhance ‘quality first’ teaching /whole school approach
  – Provided practical strategies & evidence based resources to support movement & coordination of young children.
  – 3 resources developed - motor/posture/lunchtime
  – Developed by OTs, specialist teachers & university educators
  – Piloted in 5 primary schools – feedback from 25 teachers & 20 ITT students

• Stage 2 – 2010-2011 (KCC funded)
  – Research team ‘enhanced’ resources in response to feedback from pilot - use of illustrations/additional information.
  – links to health promotion in schools.
  – Piloted in 4 schools in East Kent (1 infant, 2 primary and 1 junior)
Objectives

• To improve progress and academic achievement for all children;
• To improve behaviour in schools;
• To develop teacher confidence in supporting the motor and coordination difficulties of children within an educational setting;
• To embed a holistic approach to early learning and teaching, recognising the links between physical, social and communication and cognitive development within the generic curriculum;
• To support an integrated approach to CPD across professional boundaries without threatening specific professional expertise;
• To provide parents with an understanding of the importance of motor and coordination development on their academic progress.
• ‘Are they sitting comfortably’ – a good posture resource for teachers.

• ‘Second Helpings’ – a lunchtime resource for teachers, TAs and lunchtime supervisors

• ‘Move & Learn’ – for teachers explains the key features of motor learning and encourages teachers to discover links between movement and learning.
Findings so far....

1. The content of the Continuing Professional Development (CPD) Resources when applied by teachers made measurable differences in pupils’ engagement and performance at school.

2. Relatively small changes to classroom practices can have a significant impact on engagement and performance.
3. The CPD Resources appear to have greatest relevance for teachers when content is focused on learning and attainment and relate to the generic curriculum for all pupils.
4. Issues about sustainability and resourcing also support this approach.
5. The study confirmed teachers required near immediate access to expert professional advice to verify changes in practice.
6. They appear to be of particular relevance for children in the Foundation Stage and Key Stages 1 & 2 when the development of postural control affecting a child’s sitting ability, together with the emergence of the mastery of a range of manipulative skills is crucial to academic progress.
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Handwriting and pressure not consistent.

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We talked about how our hands fit the cutlery and how one hand is the 'doer' and the other hand is the 'helper.'
Using Cutlery (Reception - classes one and two)

Number of pupils

- Only using a fork
- Trying to use K&F but still requiring support
- Using K&F independently

Before interventions
After interventions
**Future aims and next steps**

- **Aim:** To develop interactive continuing professional development resources which will:
  - provide ongoing teacher practice advice and guidance;
  - include assessments for early identification of need;
  - broaden teachers’ professional knowledge and understanding about the links between early motor and coordination delay and children’s social, physical and cognitive development;
  - tackle the impact of early motor deficit on learning for all children, including those from disadvantaged backgrounds;
  - recognise the importance of understanding the impact of a child’s motor and coordination development on cognitive ability;
  - support teachers in implementing strategies to support children’s motor and coordination development as part of whole class quality teaching practice through ongoing, interactive CPD;
  - encourage integrated CPD between occupational therapists and teachers.
Making the links between movement and coordination development and achievement in school

How does this approach differ from others?

- This will broaden the knowledge base of teachers and embed practice into whole class teaching provision. It is not an ‘add – on’ to the curriculum which will be superseded by new priorities or when a teacher leaves a setting.

Thus it will impact on sustainability, support early identification of need and ensure every class teacher takes responsibility for an holistic approach to learning.

- This will develop resources which recognise the necessity of easy access to professional knowledge when it is required through:
  - Step 1 - an on-line resource which will provide activities and theoretical understanding
  - Step 2 – an opportunity to see examples visually and in action
  - Step 3 – a facility to seek answers from occupational therapists about further need for assessment or provision on a ‘need to know’ basis.

- It will trial the effectiveness of the understanding of different professionals’ roles and responsibilities through an integrated approach to CPD.
Questions and discussion