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# Future-ready teaching starts with professional development

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# Housekeeping

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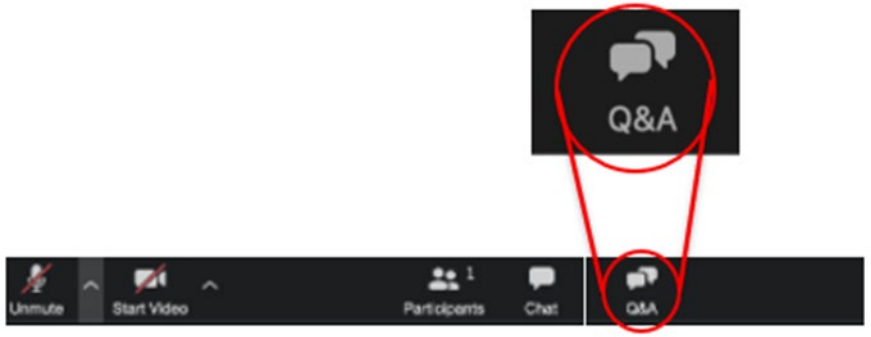
# Q&A

Microphones & cameras off.

Use the Q&A Function in the toolbar to send us your questions (not the chat).

Like the questions you want answered (we will prioritise those with the most ‘likes’)

Q&A session will be at the end of the presentation






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# Agenda

- Future-ready learners need future-ready teachers.
- Diagnosing professional development needs.
- Designing professional development.

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# What is the best professional development you have experienced?

- What made it impactful?
- What did it change?



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# Future-ready learners need future-ready teachers

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# Future-ready learners

Key findings from the report that directly relate to teachers' pedagogy:

- signposting of skills students are developing
- role of subject knowledge as an enabler for the development of skills
- development of self-management skills.



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# Future-ready teachers need professional development

- Professional development is a lever for school improvement, not a compliance task.
- It should be:
  - Purposeful.
  - Personalised.
  - Sustainable.

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# Diagnosing professional development needs

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# Diagnosing the issues



What is your biggest student need now? How do you know?



What is the teacher capability gap? How are you auditing teacher needs?



What is getting in the way? Are there any barriers you can take action to remove?

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# Professional development as a lever for school improvement

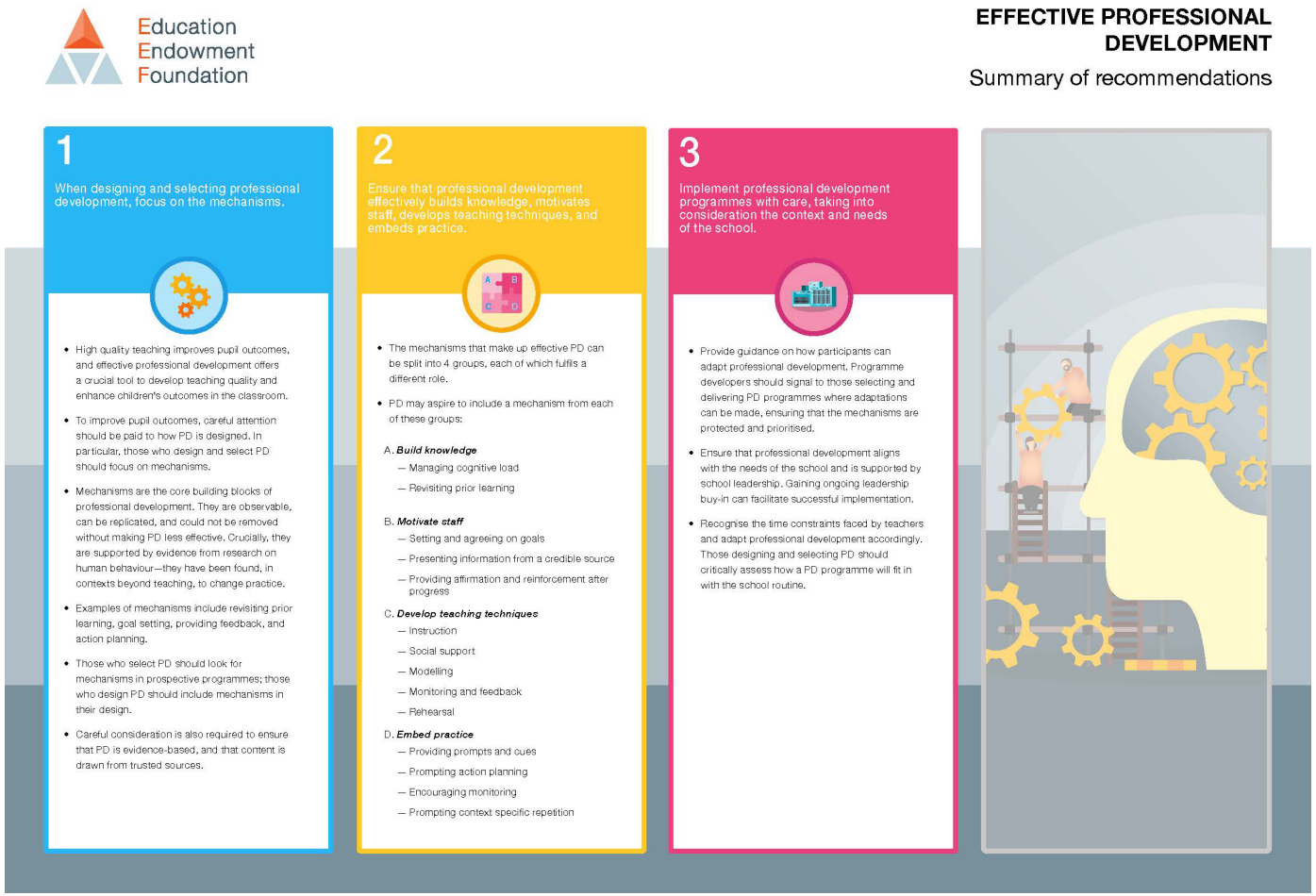
# Effective professional development

- For professional development to support school improvement it should be:
  - Purposeful.
  - Personalised.
  - Sustainable.

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# Purposeful

- What requirements is the PD fulfilling?
- How do you know?
- The EEF outlines effective PD should:
  - build knowledge
  - motivate staff
  - develop teaching techniques
  - embed practice.



# Personalised

- Not one-size fits all – you need the right PD for the right person.
- Do you know what the needs of your staff are? How often do you audit this?
- Does your PD programme flex to meet their needs?
- The right PD offers the chance to close the ability gap between experienced and inexperienced staff.

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# Sustainable

- Effective PD is the most cost-effective way to increase student outcomes.
- However:
  - it is vulnerable to changes in leadership
  - often the first thing to go when costs are tight
  - to realise its potential, it must be valued and championed by leaders.

‘The impact of CPD on pupil outcomes compares to the impact of having a teacher with ten years’ experience rather than a new graduate. CPD also has similar attainment effects to those generated by large, structural reforms to the school system.’

Education Policy Institute

# Choosing the right PD elements

- To develop a flexible, sustainable and effective PD programme, you might want to use a range of options.
- For example:
  - Courses offered by external providers like Cambridge.
  - Coaching cycles.
  - Peer learning.
  - Inquiry models.

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# Designing professional development

# Designing professional development

- You need to define:
  - Purpose - what problem are you solving?
  - Approach - how will PD happen?
  - Sustainability - how will it stick?

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# SWOT analysis

- Think about your current professional development context.
- Carry out a SWOT analysis against the areas we have been considering:
  - Purposeful – what requirement is the PD fulfilling?
  - Personalised – how do you know what the needs of your staff are?
  - Sustainable – how is PD supporting and driving school improvement? How do you know PD has been effective?



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# Three days, three weeks, three months

- What can you do in your context to ensure the professional development you are designing, delivering or receiving effects change?

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# Thank you!

**Cambridge Schools Conference Online, October 2026**
Future-ready: preparing learners to thrive

cambridge.org/internationaleducation

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