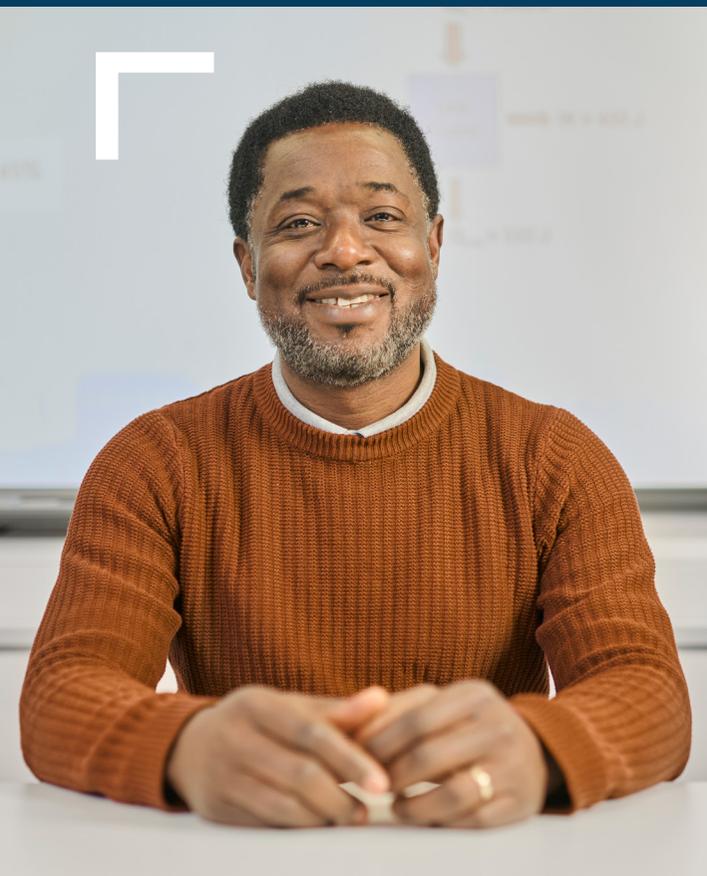


Impact Study: Hachette Learning Academy

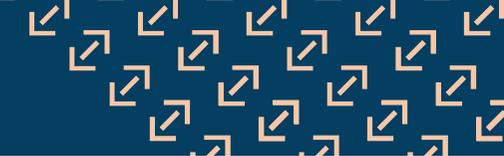
Professional Development Online Platform



An impact study is research that examines the effects of a product or service on the group intended to use it, in this case educators.

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Introduction

Hachette Learning’s new online professional development courses aim to empower teachers to grow their expertise and embed best practice through time-efficient learning. The cutting-edge adaptive learning technology provides a personalised pathway through the courses, targeting learning where it is needed.

“The topics covered are relevant to teaching practice across Key Stages and are useful to support in-school training. It is important to keep up to date with what the teachers want [and] I think that this is a strong product from a well-known educational brand.”

Tom Millinchip, Windsor School, Bahamas

The current professional development landscape

Professional development (PD) remains a key priority for schools, closely linked to improving teaching quality and pupil outcomes. There is growing demand for PD that addresses classroom practice and helps close learning gaps, particularly those exacerbated by COVID-19^[1]. Increasingly, schools also recognise its role in supporting teacher wellbeing, with a view to **reducing burnout and improving retention**^[2]. In England, ongoing recruitment challenges – highlighted by the lowest number of new secondary teachers in over a decade – have raised concerns around workload, support, and workforce sustainability.^[3]

^[1] WCPP, 2021, Wales

^[2] WCPP, 2021; Verywell Mind, 2024, USA

^[3] National Audit Office, 2024, England

What makes effective professional development?

The OECD's 2025 report *Unlocking High-Quality Teaching* adds that effective teaching relies on a combination of cognitive engagement, strong subject content, emotional support, classroom interaction, and formative assessment. These practices, the report argues, must be supported by effective leadership and enabling environments, with PD designed to be both evidence-informed and contextually responsive.^[4]

Professional development in international markets

Within the international schools' sector, ISC Research notes that COVID-19 accelerated the adoption of flexible, often online, PD models. There is a clear shift towards data-informed PD planning, personalised learning pathways based on staff needs with schools shifting away from reliance on traditional external training by developing in-house, locally relevant PD^[5].

Demands and trends in professional development

Hachette Learning Academy's model has been developed to align with current sector priorities and the real-world needs of educators, including PD that is:

Personalised and adaptive: reflecting a growing recognition that teachers need flexibility to learn at their own pace and focus on areas most relevant to their roles and career stage.^[6]

Evidence-based: the Education Endowment Foundation advocates for PD grounded in proven strategies that support knowledge building, motivation, and classroom impact.^[7]

Impactful and sustainable: reinforced by findings across national and international contexts showing that coaching, mentoring, and collaborative practice are key to embedding change and supporting long-term professional growth.^[8]

Affordable and convenient: the rise of blended and online models demonstrates that accessibility is essential if PD is to be consistently prioritised by schools and teachers.^[9]

^[4] OECD, 2025, International

^[5] ISC Research, 2021

^[6] ISC Research, 2021; OECD, 2025

^[7] EEF, 2021

^[8] Herald Sun, 2024; OECD, 2025

^[9] ISC Research, 2021

What is metacognition?

Metacognition refers to the awareness and control of one's own thinking and learning processes. It involves reflecting on how we think, plan, monitor, and evaluate our learning strategies to become more effective learners.

Why is metacognition important in education?

Metacognition enhances learners' ability to learn more effectively by helping them understand their learning strategies, monitor their progress, and adjust their approaches when necessary. It promotes independent learning and better problem-solving skills.

For educators, developing metacognitive awareness is just as important. By experiencing these metacognitive strategies themselves, teachers can better understand how to foster these skills in their students.

How does metacognition benefit learners?

Learners who develop metacognitive skills:

- Become more independent and self-regulated learners
- Improve their academic performance by choosing effective learning strategies
- Develop better problem-solving and critical-thinking skills
- Increase their engagement with learning

To find out more about metacognition in our adaptive online courses, just [visit the website](#).

Outcomes of pilot

Hachette Learning Academy courses adapt to the learners' capabilities depending on their accuracy and confidence in their knowledge, providing learning material when and where the learner needs it. The aim, therefore, is for each learner to reach 100% 'conscious competence' in the topic – meaning that they have understood and embedded the knowledge and are confident that they know it.

Data from pilot studies of Hachette Learning Academy's short course on *Using Questioning for Impact* showed that on average, **teachers who completed this course improved their conscious competence by 33%**.

The teachers in the sample had varying prior experience, from senior leaders with many years of experience through to newly qualified teachers. Starting points therefore ranged from 13% through to 75% conscious competence in the strategies being taught through the adaptive learning.

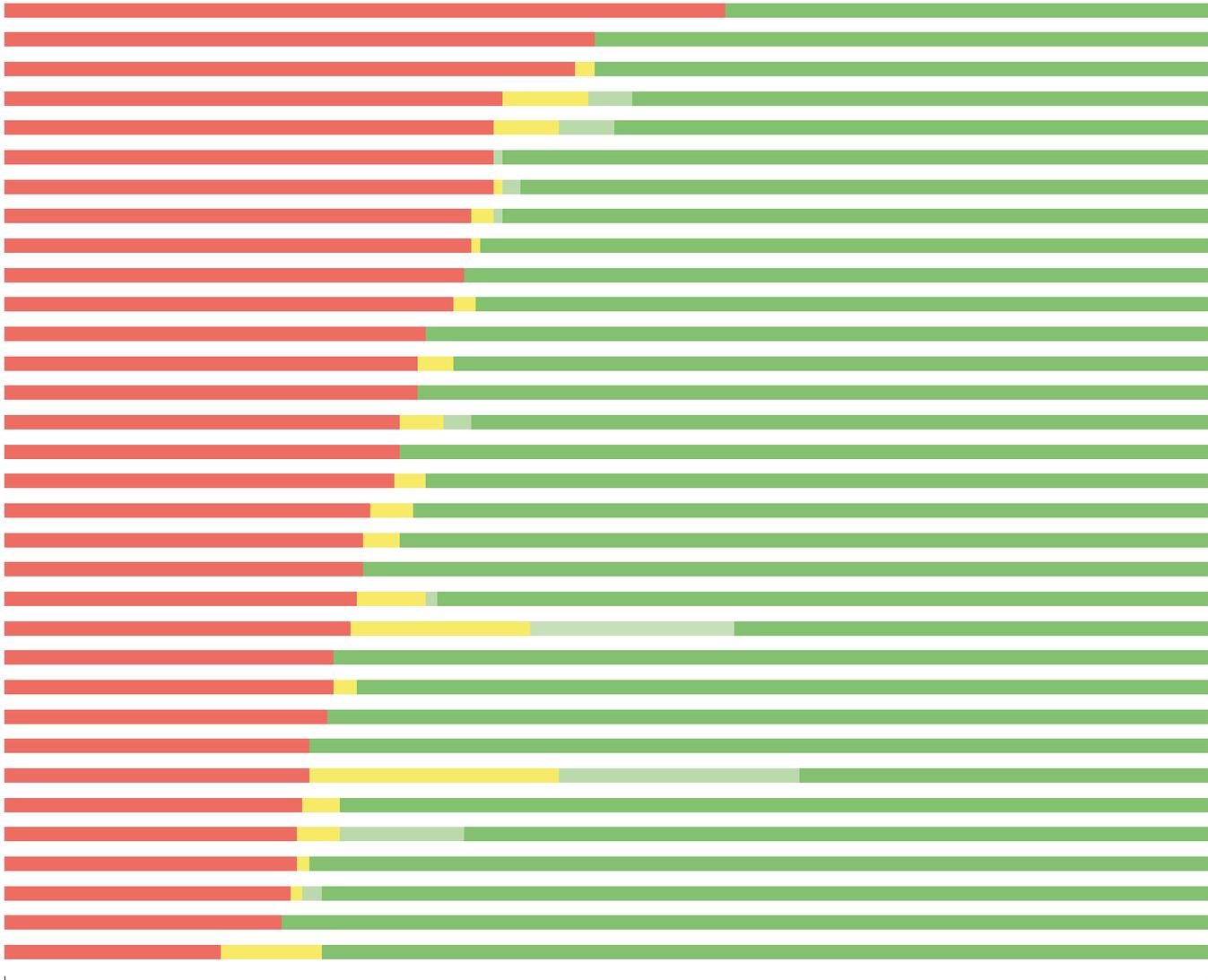
All the teachers ultimately achieved 100% conscious competency in the topics, showing that **the course was successful in upskilling all participants and all grew their awareness of their own competencies in the strategies learned**.

Metacognition

Metacognition graph for 31 teachers on completion of the Hachette Learning Academy pilot of the course 'Using Questioning for Impact,' in January 2025.

Competence in Topic

- Green:** Conscious Competence – learner knew they knew the answer; the answer was correct
- Pale green:** Unconscious Competence – learner didn't think they knew the answer but the answer was correct
- Yellow:** Conscious incompetence – learner knew they didn't know the answer; the answer was incorrect
- Red:** Unconscious incompetence – learner stated they knew the answer but the answer was incorrect



Evaluating the impact of Hachette Learning Academy online courses

Early pilots were conducted with teachers in schools across five countries to evaluate the following questions:

- **Was the course effective in teaching the content?**
- **Was the course effective in improving teaching practices in school?**
- **Did the course successfully target areas in which teachers wanted to improve their expertise?**
- **Did the course methodology and adaptive learning help teachers to learn efficiently?**
- **Did the course inspire teachers to keep learning?**

Was the course effective in teaching the content?

Through adaptive learning, all participants reached 100% 'conscious competence' in their knowledge of the content taught, despite widely varying starting points in their knowledge on the subject.*

“I like how it asks questions about how familiar you are with the content, then assesses your knowledge and gives feedback. The way the questions are targeted and asked is great.”

“When you get a question incorrect, it takes you back to the information to revisit what's been studied in accordance to the question, which I think was very helpful.”

*Conscious competence = accurate answers + cognisance of accuracy of answers.

Was the course effective in improving teaching practices in school?

- 95% of participants believed the course would have a positive impact on their teaching practice
- The majority of teachers commented that they learned new strategies that would aid their teaching practice and help them to engage their students. *'I learnt a lot during this course which I will definitely be implementing in my lessons. It was an eye-opener and made me realise how I can improve my lessons and get the entire class engaged.'*
- Several teachers commented on the inclusivity that the strategies would bring to their questioning practice in the classroom. *'It helps me to learn more strategies for motivating diverse learners.'*
- Over 90% believed the focused reflection tasks effectively helped them develop their practice
- The majority felt there was the right amount of application activities and reflection tasks, indicating strong approval of their relevance and usefulness

Did the course successfully target areas in which teachers wanted to improve their expertise?

- 95% of participants found the courses relevant and useful to their teaching context. *'The topics covered are relevant to teaching practice across the stages and are useful to support in-school training.'*
- Two-thirds of participants rated the knowledge checks as extremely or very useful
- Engaging students in deeper thinking addressed a key area of development for participants. *'The strategies were highly relevant as they align with my goal of fostering deeper engagement and critical thinking among learners.'*
- Teachers reported that the course included sufficient examples and case studies to illustrate key points effectively. *'The content was relevant and applicable to teaching - strategies were given and examples were also given which could be applied in a classroom.'*

“It provided practical examples and techniques that I could readily adapt to my classroom.”

“The course was eye-opening and helped me realise what I was missing from my teaching style.”

“The content was useful and informative. I liked seeing how long it took and how well I did.”

“I liked the voice over, the simplicity of each section, easy to understand. The whole course was easy and straightforward. I liked the stats at the end that displayed level of knowledge and proficiency.”

“The rephrasing of questions and repetition enabled me to get clarity and clear misconceptions, and the self-assessment tool was motivating me to get all the answers correct!”

“New techniques have been implemented in my teaching.”

“Since this course is quite relevant and effective I would very likely opt to take other courses too.”

Did the course methodology and adaptive learning help teachers to learn efficiently?

- 87% of teachers found the progress tracking features effective, helping them to see how much of the course they had completed
- More than three quarters of respondents felt the course moved at the correct pace for them
- Over 80% of respondents said this method of learning would help them fit PD well into their schedule
- Participants found the content comprehensive, with no gaps in key areas

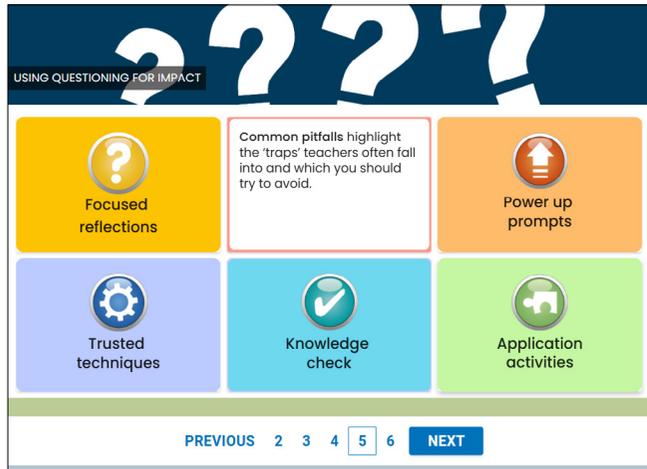
Did the course inspire teachers to keep learning?

- The majority of participants reported feeling appropriately challenged and motivated to complete the course. *‘It was engaging and allowed me to focus, with different methods of questioning keeping me on my toes.’*
- A number of participants mentioned that they would not only implement the strategies themselves but would use what they had learned to conduct PD for their peers
- 90% of participants valued the certification for professional development purposes
- 80% of teachers would recommend the course to other teachers based on this pilot and 80% said they were motivated to try another Hachette Learning Academy course

Summary

- Through adaptive learning, all participants reached 100% 'conscious competence' in their knowledge of the content taught, despite widely varying starting points in their knowledge on the subject
- 95% of participants believed the course would have a positive impact on their teaching practice
- Over 90% believed the focused reflection tasks effectively helped them develop their practice
- 95% of participants found the courses relevant and useful to their teaching context.
- Two-thirds of participants rated the knowledge checks as extremely or very useful
- 87% of teachers found the progress tracking features effective, helping them to see how much of the course they had completed
- Over 80% of respondents said this method of learning would help them fit PD well into their schedule
- 90% of participants valued the certification for professional development purposes
- 80% of teachers would recommend the course to other teachers based on this pilot
- 80% said they were motivated to try another Hachette Learning Academy course

Data from pilot studies of Hachette Learning Academy's short course on *Using Questioning for Impact* showed that on average, **teachers who completed this course improved their conscious competence by 33%.**



Further Qualitative Feedback

“I would like to thank you for the opportunity to complete the short course on Questioning which was a very great learning experience for me. This course helped me to build my questioning techniques area.”

Waleed Anwar Saleem, Maths Teacher, Karachi

“The design and appearance are quite clear and easy to understand. The techniques are very much doable and can be implemented in any setting. The examples and explanations are helpful for classroom practices and strategies to measure progress, [and] the examples... were relatable to real life and classroom scenarios. The delivery and learning style was well placed [and] the knowledge check modules were clearly giving us the insight of our acquired learning. Since this course is quite relevant and effective I would very likely opt to take other courses too.”

Tasneem Yousuf, English Teacher, Dubai

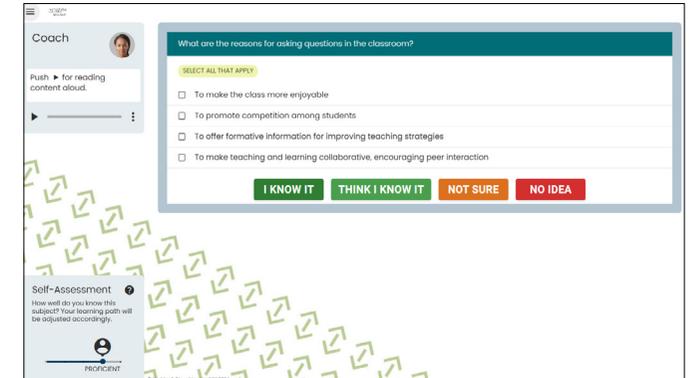
“What I like about this course:

Intuitive to navigate, with clear labels and logical sections.

Interesting ideas to support different types of learners.

Its relevance, engagement, actionable insights, and ongoing support to ensure practical application in teaching.”

Sadaf Shaikh, Science Coordinator, Dubai



“For new trainers, the course offers a solid introduction to core questioning methodologies, while for experienced trainers, it serves as a useful refresher of essential best practices.”

Parveen Kausar, Deputy Head of Junior School, Dubai

“Great content. New learning happened. Practical strategies were shared which will engage all the learners and support the shy ones who are unconsciously left out. The rephrasing of questions and repetition enabled me to get clarity and clear misconceptions, and the self-assessment tool] was motivating me to get all the answers correct! [I] got a good tool kit for questioning, ensuring [I’m] supporting all learners to be part of the inclusive learning environment.”

Nilam Siddiqui, Academic Coordinator/ Wellbeing Champion, Dubai

“This [course] motivates me as a teacher to engage and promote collaboration among my students. The students are the spotlight of the lesson: they should be able to harness their ideas and explain it with depth using the techniques mentioned in the course. [The progress feedback at the end of the module] serves as an aspiration to learn.”

Kenneth Garcia, STEAM Lead Teacher, Dubai

The screenshot shows a digital interface with a title 'Six reasons we ask questions'. On the left, there is a 'Coach' profile and a list of reasons for asking questions. The main area contains six colored boxes, each with a reason:

- Remember: thinking is the key to learning. Questions help encourage thinking.
- To check understanding
- To focus attention
- To provide formative information to the teacher
- To make teaching and learning collaborative
- The answers learners give to our questions can be used as the starting point from which to give feedback that helps move their learning forward.

At the bottom, there is a 'CHALLENGE US' button and a 'CLOSE' button.

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