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Ten steps to CPD success

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What is CPD?

It's...

- Continuing...
- Professional...
- Development...

"The holistic commitment to structured skills enhancement and personal or professional competence."



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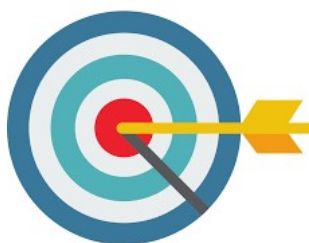
Examples of CPD in ELT

- Self-development (including reflection)
- Classroom-based action research
- CPD journal or portfolio
- Observation
- Appraisal and target-setting
- In-house meetings
- External events
- Learning new responsibilities and skills
- Resources development
- Whole-school projects
- etc

True or False?

- | | |
|--|-------|
| 1. CPD is just one more thing that teachers have to do | FALSE |
| 2. There's really only one way to do CPD | FALSE |
| 3. You need lots of resources and money | FALSE |
| 4. Technology helps, but is not essential | TRUE |
| 5. It starts on day one | TRUE |
| 6. It needs to grow from the bottom up | TRUE |
| 7. It needs to be led from the top down | TRUE |
| 8. CPD is fun | TRUE? |

Step 1 One aim...



To improve (and continue to improve) the quality of teaching and learning

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Step 2 Two angles...



Individual development
AND
Institutional development

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Step 3

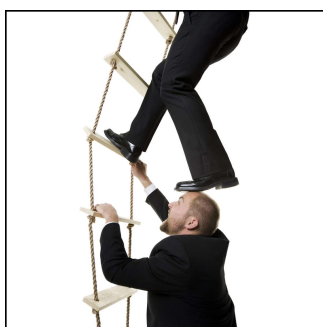
Three ways...



... in which you have developed professionally in the last two years

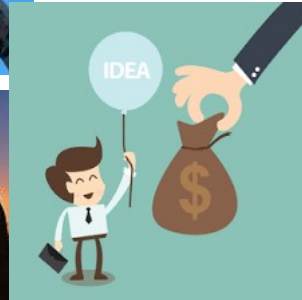
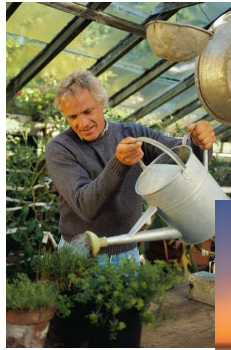
Step 4

Four metaphors



a ladder?
a greenhouse?
a road trip?
an investor?

Metaphors for CPD



Employee or investor?

- An investor brings money to a company. The investor wants to see the money grow and their wealth develop as a result. The company uses the money of the investor to run the company and to expand and improve its operation.
- An **employee** brings **experience and skills** to a school. The **employee** wants to see their **experience grow** and their **skills develop** as a result. The **school uses the experience and skills** of the employee to run the school and **to expand and improve its operation**.

Step 5

Five approaches



Gong-gatherer

Groupie

Lone star

Team player

Brick

Which one are YOU?

“The Gong-gatherer”



“I love going to workshops and conferences. Would you like to see my collection of certificates, badges and lanyards?”

The Groupie



*"I'll go to any session
by Adrian Underhill
or Duncan Foord."*

The Lone star



*"I do my own thing. I
know what I want to
improve and develop. I
don't really feel the need
to share it. The main
thing is that the students
benefit from it."*

The Team Player



"I like to share development with my colleagues. Doing training sessions and discussing ideas for development is so much more productive when you do it with others."

The Brick



"I'm happy as I am: solid and dependable."

Step 6

Six key concepts...



Keep a record...
Evaluate...
Allocate...
Put into...
Make self-evaluation...
Share...

Six key concepts

- **Keep a record** of all the things you do that could be classed as 'development' (i.e. not just going to a workshop, but trying something different in class)
- **Evaluate** each 'development' event – i.e. don't just describe it, but say what you learnt (or didn't learn) from it.
- **Allocate** time for CPD (as an individual, and as an organization) – and push managers, etc. for CPD time
- **Put into** practice – don't just put it into a folder. Do something with it. (e.g. try action research).
- **Make self-evaluation** a regular feature of your professional life (individual and school)
- **Share** what you're doing, feeling, enjoying, finding difficult with colleagues and managers. Build a sharing culture.

Step 7



Seven ways of
doing
observations...

... and how they can help
development

Seven observations

1. Manager observation of whole lesson for quality control
2. Drop-in observations
3. Outside visitor observation
4. Peer observation
5. Ghost observation
6. Recorded observation (audio/video)
7. Student observation

How do others see you?



21

Step 8

Eight stages in a
teacher's career



... and the development
needs for each stage

22

BC framework for teacher educators

Stages of development



Stage		
1 Foundation A	You have the foundation of teaching skills and knowledge on which to build your role as a teacher educator	Learning
2 Foundation B	As above	Confident
3 Engagement A	You have developed your skills and knowledge as a teacher educator through practical experience and professional learning	Learning
4 Engagement B	As above	Confident
5 Integration A	You have achieved a high level of competence as a teacher educator	Learning
6 Integration B	As above	Confident
7 Specialisation A	You act as a point of reference to other teacher educators and as a source of expert opinion	Learning
8 Specialisation B	As above	Confident

Where self-evaluation meets CPD

What questions should teachers ask themselves about their lessons?

Some suggestions:

- What did the students learn?
- How do I know they learnt it?
- Did I include all the students?

Step 9

Accredited by the

 for the teaching
 of English

Nine British
 Council AUK
 criteria...

... for you to self-evaluate

Step 10 Ten key points for *managing* CPD...



What can managers do to help CPD?

Ten key points

1. CPD needs planning and leadership
2. CPD needs time and commitment
3. Know your staff – as a group and as individuals
4. Provide variety and interest
5. Tap into the new
6. Pitch CPD to the correct level
7. Encourage reflective practice and self-evaluation
8. Offer rewards and incentives
9. Lead by example
10. Establish a PD culture

What's your CPD takeaway?



Choose three ideas to take back and implement in your school.

- 1.
- 2.
- 3.

Who are you going to tell?

Who is going to help you put them into practice?

ANY
QUESTIONS
?

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