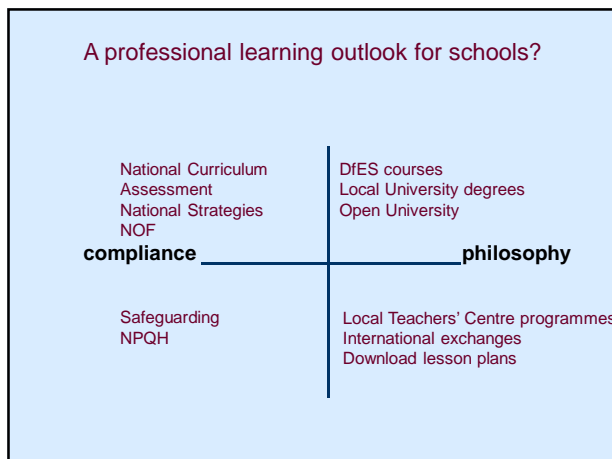



Continuing Professional Development

Whose responsibility: the individual, the school or the state?

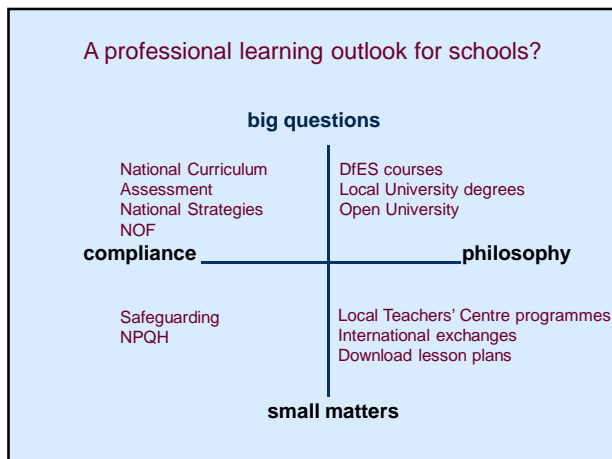
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Pebbles in the pond...

- the last 25 years
- who it might be for
- what teacher needs
- what we might do

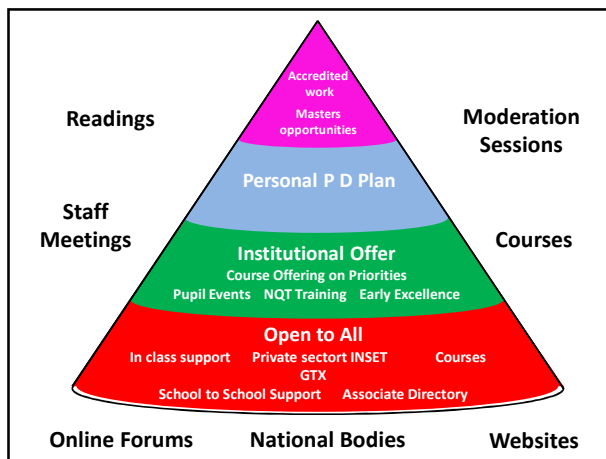
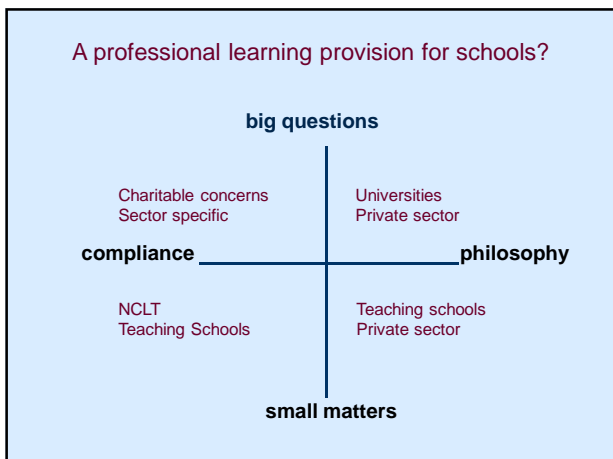


A professional learning outlook for schools?

|   |   |
|---|---|
| <b>1990s (CPD)</b><br>National Curriculum<br>Assessment<br>National Strategies<br>NOF<br>Safeguarding<br>NPQH<br><b>2000s</b> | <b>Pre 1988 (INSET)</b><br>DfES courses<br>Local University degrees<br>Open University<br>Local Teachers' Centre programmes<br>International exchanges<br>Download lesson plans |
|---|---|

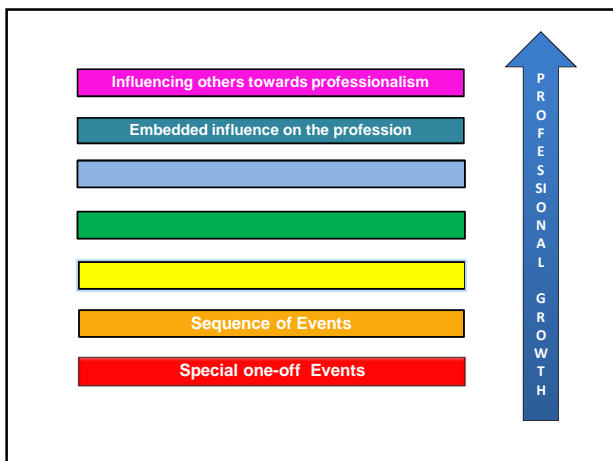
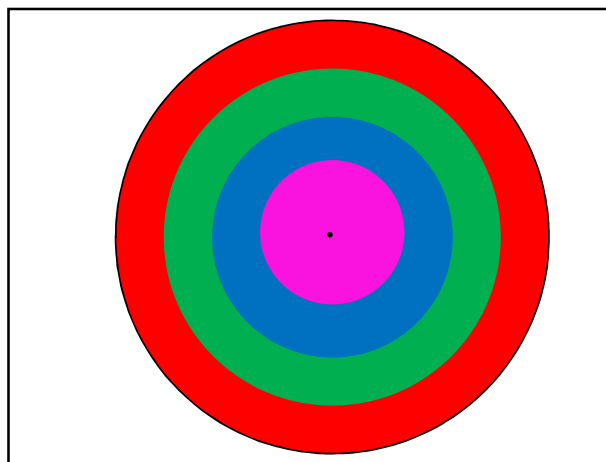
A professional learning outlook for schools?

|  |  |
|--|--|
| <b>State/ employer</b><br>National Curriculum<br>Assessment<br>National Strategies<br><del>NOF</del> | <b>Individual teacher</b><br><del>DfES courses</del><br>Local University degrees<br>Open University<br>Local Teachers' Centre programmes<br>International exchanges<br>Download lesson plans |
|--|--|



### Purposes for CPD...

|  |            |
|--|------------|
| ➤ better pupil outcomes                            | Emp        |
| ➤ improved career prospects for teachers           | Teach      |
| ➤ retention and recruitment                        | Emp        |
| ➤ educational philosophy, belief and practice      | Emp/ Teach |
| ➤ re-assure parent community                       | Emp        |
| ➤ consistent approaches within and between schools | Emp        |
| ➤ a stronger, more informed profession             | Emp        |
| ➤ new techniques and approaches                    | Emp/Teach  |



### CPD: from compliance to consistency

Singapore – teach less, learn more

New Zealand – new regulation and training for all

Japan – Teaching observation programme

Jamaica – training for elite schools' teachers

South Sudan – new curriculum proposals

India – limited government funding to state schools

Zambia - strengthening teacher performance programme ...contest

**“Regulation can ensure that a child goes to school but it can't breathe life into the experiences a child will have ...”**

## CPD: professional expectation and trust

COBIS – ensuring availability and spread of ideas

Nord Anglia – The Global University

Shell – Sponsored professional schemes linked to resources

IBSCA – a process; not a product

British Council – Connecting Classrooms

Holland – financed PhD studies

Scotland – curriculum, exams and pedagogic harmony

**“Regulation can ensure that a child goes to school but it can’t breathe life into the experiences a child will have ...”**



What might we do..?

- A teacher's recognition to last for five years. Re-licensing to be conditional on CPD, five teaching observations and evidence of contribution to the profession
- Recognised teachers would be required to be part of at least one 'subject' association
- Each teacher should produce a research paper every two years for use within their own school and by their 'subject' association
- Research papers should lead to structure trials.
- Emerging approaches should be set before a version of NIHCE
- Approval would lead to 'national practice expectations'



Taking CPD seriously...

- building from reality to create a different one
- practical application in the classroom or school
- engaging in challenging work to develop insights
- wider reading
- working with like minded others
- producing something to help others
- being a member of a profession



What might we do..?

- Approved 'subject' associations to receive £100 for each teacher registered with them
- This inflow of funding would provide courses, training, publications, updates etc. Each teacher to be allocated £100 per year.
- National closure days to allow for teacher to attend their association
- Each recognised teacher would be required to spend two days per year on CPD with their association
- School closure days to reduce three per year, two of which allow for visiting other schools



We know we are in a good school when....

- teachers TALK about teaching
- teachers OBSERVE each other teach
- teachers plan, organise and evaluate TOGETHER
- teachers teach each other



Continuing Professional Development

Whose responsibility: the individual,  
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29 November 2013