

Tutorial 8

Continuing Professional Development



Erasmus Plus - proPIC Project

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What is Continuing Professional Development (CPD)?



*"An education system is only
as good as its teachers"*

(UNESCO 2014, 9)

In a fast developing society the educational sector as well as other areas of life are constantly confronted with changes. As these changes appear and take place, the different areas have to react and adapt themselves. Teachers, as key participants in the education system, have to be aware of and open to these developments and take them into account while developing and planning lessons and learning environments for their students. Therefore **C**ontinuing **P**rofessional **D**evelopment (CPD) has become one of the most important terms in teacher training over the last few decades.

Please watch the following YouTube video by Rob Lewis for Oxford University Press ELT to get an overview on CPD:



https://www.youtube.com/watch?v=ODacH5kzf_E

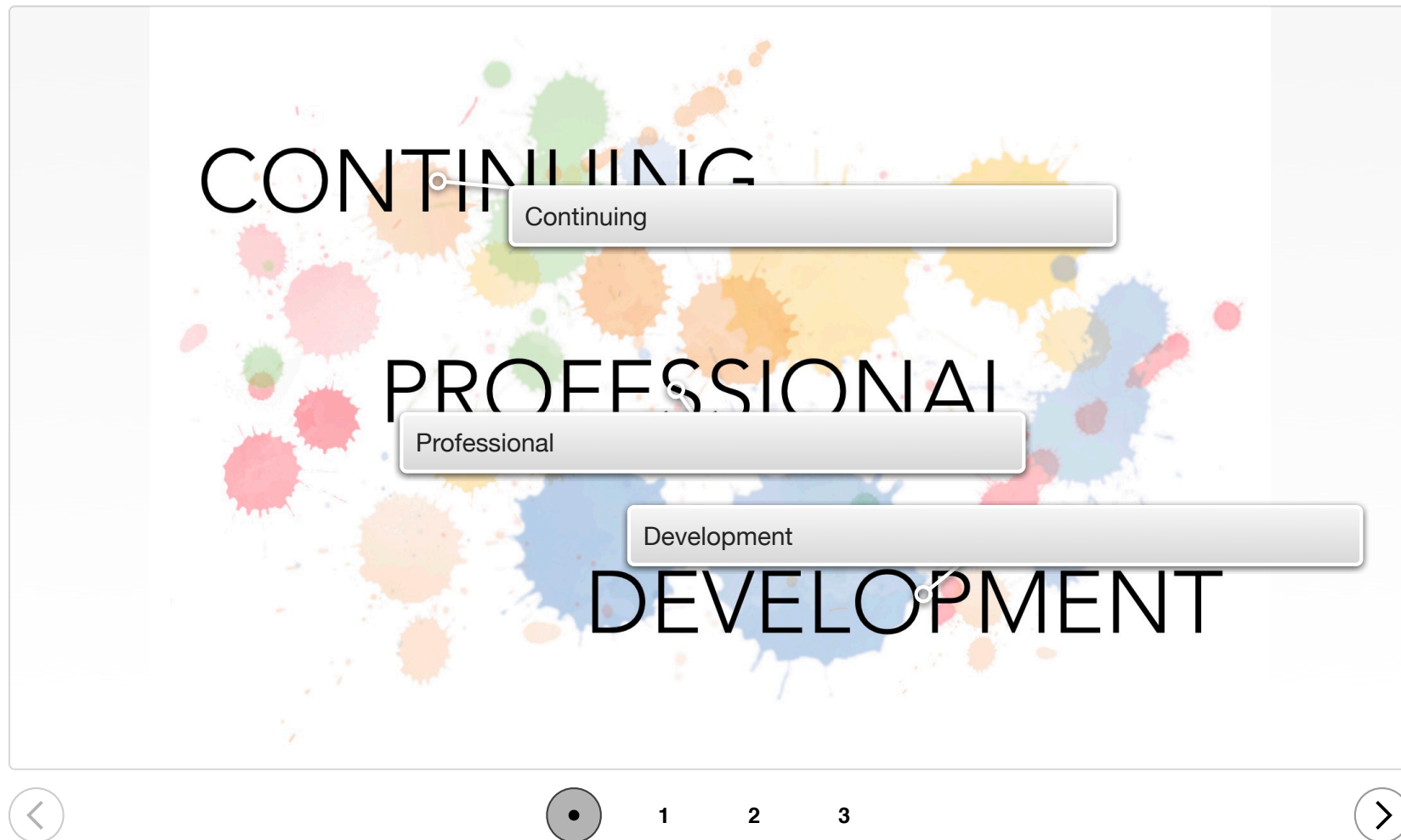
“Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers’ learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically.”

(OECD 2009, 49)

What does the term mean?

Look at the different terms. What do these terms mean to you with regards to your personal professional development?

Please write short and personal definitions for these terms in your ePortfolio.



What activities can a teacher's development include?

- Participating in a face-to-face, online or blended workshop or course.
- Participating in seminars and conferences.
- Reading professional magazines, journals and books.
- Experimenting with new resources and ideas in the classroom.
- Observing and working with their peers.
- Keeping a reflective CPD diary or journal and an action plan for development.
- Carrying out small-scale classroom-based research.

(British Council, 2017)

To find more information on activities for teacher development in your country, use the internet or ask fellow students/colleagues. Take notes and put them in your ePortfolio.

Reflective Practices



"The use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences"

(see Farrell 2008, 1)

Please watch this YouTube video by the *Chartered Instituted of Personnel and Development* and answer the following questions:

- How can you adapt Louise's described reflective practice to a teaching scenario?
- What could a reflective practice look like in schools?
- What would be required from the school (headmaster, colleagues, etc.)?

Please write or make a short audio recording of what your ideal setting for reflective practice would look like and add this to your ePortfolio.



<https://www.youtube.com/watch?v=M9hyWVEG2x0>

The unexamined life isn't worth living.

Socrates, 450 BC

<https://www.youtube.com/watch?v=0glFJMYv1JY&t=119s>

Choose one of the quotes from this YouTube video and write a few lines explaining why you chose it and what it means to you. Please add this to your ePortfolio. The quotes start after about two minutes.

Reflective Tools



What kind of tools can be used for reflection?

Nowadays, teachers can use a broad variety of different tools for their reflection. Besides 'classic' tools, like pen and paper, new technologies and mobile devices have changed the way of reflecting.

Mann and Walsh (2017) differentiate between **written** and **spoken** reflection. However, they point out that "in an increasingly digital world, writing is far more interactive than ever before, to the extent that traditional divisions between speech and writing no longer apply" (Ibid., 150).

One of the key aspects is to organise your reflection in a sustainable way. Depending on the way a teacher is reflecting, he/she can choose between different options: folder system (digital or analogue), notebooks, online platforms, etc. As such, no one-way-fits-all system exists. Rather, it depends on your personal preferences, and often teachers try out different systems and adapt them to their needs before they find one that suits their requirements.



Please use this padlet (<https://padlet.com/osterlohmareike/35857itm3eju>) to answer the following questions:

a) What are your institution's requirements for reflecting on your own development as a (future) teacher?

b) How have you reflected on your studies or teaching practices so far? Have you done any specific activities for reflection? Have you done it on your own or with a fellow student or colleague? Have you used any tools to reflect? What kind of tools have you used?

c) How does a spoken reflection take place? Is it recorded somehow?

If you have filled out this padlet already, please look at the other participants' answers and identify ideas you have not heard about and would like to try. Please comment on these new ideas on your ePortfolio.



Final task:

Please interview one other person from another institution. Talk about the topics of this interactive tutorial.

- a) What does the term CPD mean to you?
- b) What does teacher development include (activities, etc.) in your country and your personal teacher training so far?
- c) Why do you think CPD is important for teachers in general and to your personal development?
- d) What does reflective practice and what can it look like in a teacher's everyday life? Where might you encounter challenges?
- e) What kind of tools have you used in your personal reflection so far? Which ways of reflecting do you prefer and why?

You can complete a written or a video interview. Please record this interview (video or screenshots) and add it to your ePortfolio.

Sources & Feedback



sources

British Council (2018). *Frameworks of continuing professional development*. Retrieved from <https://www.britishcouncil.in/teach/continuing-professional-development> [last accessed 5 May 2018]

Farrell, T. S. (2008). *Novice language teachers: insights and perspectives for the first year*. London: Equinox Publishing.

Mann, S. & Walsh, S. (2017). *Reflective Practice in English Language Teaching. Research-Based Principles and Practices*. Routledge

OECD (2009). Chapter 3. *The Professional Development of Teachers*. In OECD (eds.), *Creating Effective Teaching and Learning Environments. First Results from TALIS*. Retrieved from <https://www.oecd.org/education/school/43023606.pdf> [last accessed 25 February 2018], p. 49-86.

UNESCO (2014) *Teaching and learning: Achieving equality for all*. 11th EFA global monitoring report. Paris: UNESCO.

Pictures:

<https://pixabay.com>

Feedback

We are constantly improving our tutorials. It would be great if you could give us some feedback on it. Please click on the speaker below.



Thank you!