

Partner Schools Global Network

# Continuous Professional Development and the 21st Century Teacher

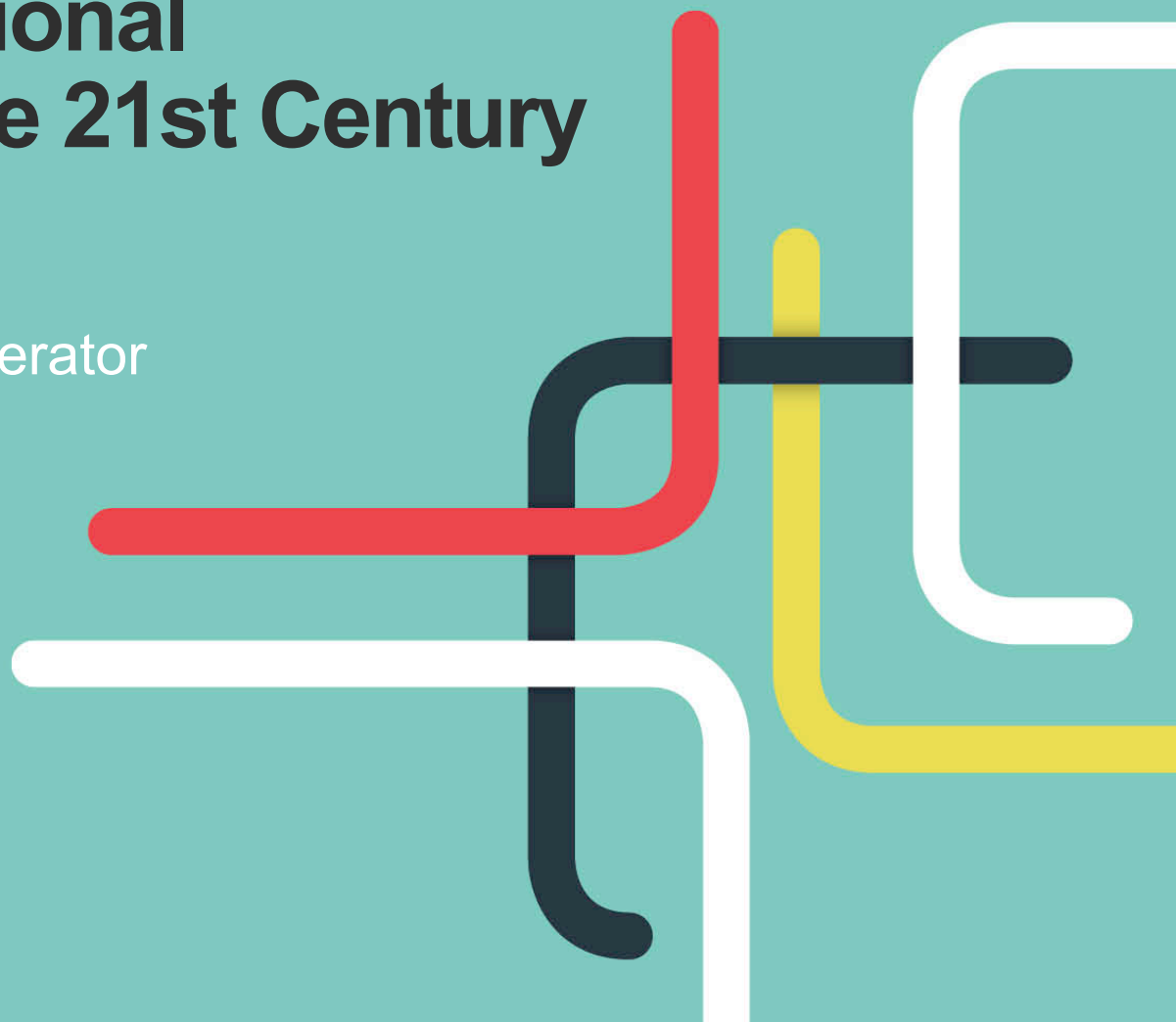
Maria Jose Galleno | PSGN Moderator

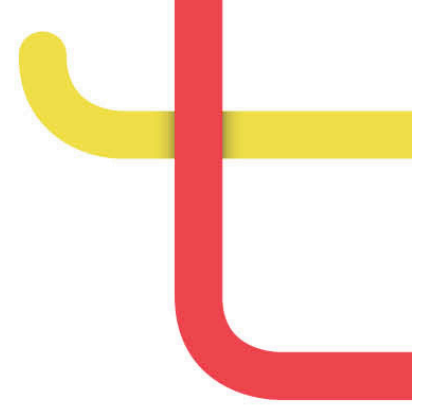


**@majogalleno**



**Maria Jose Galleno**

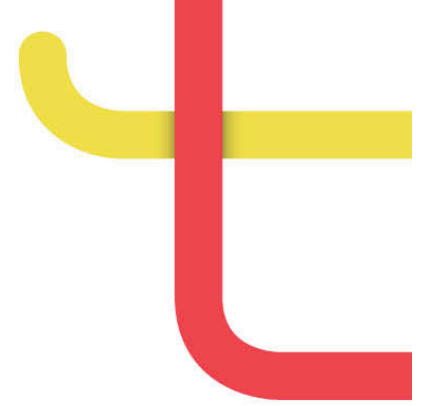




We would like you to talk about CPD  
development plan for all staff

We would like you to talk about CPD: what is it and how important it is for schools/  
Headteachers to have a professional development plan for all staff - but our context is  
teachers here.

And how many of the skills/practices teachers already have been doing are very  
relevant. i.e. they don't have to learn many new things, just how to repackaging what  
they currently do??



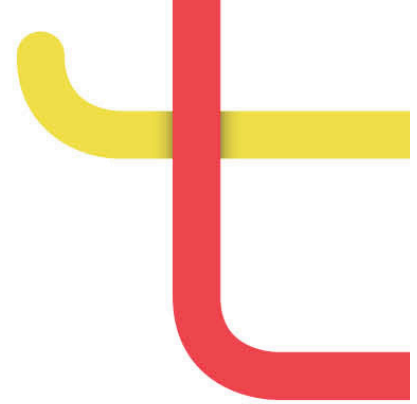
“...Place  
first b  
others

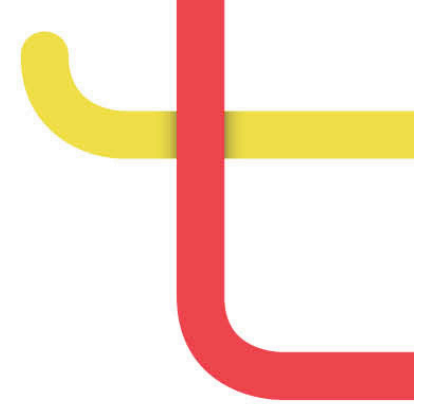
**Life Lesson: Put on your own  
oxygen mask before assisting  
others.**

yourself  
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ce.”

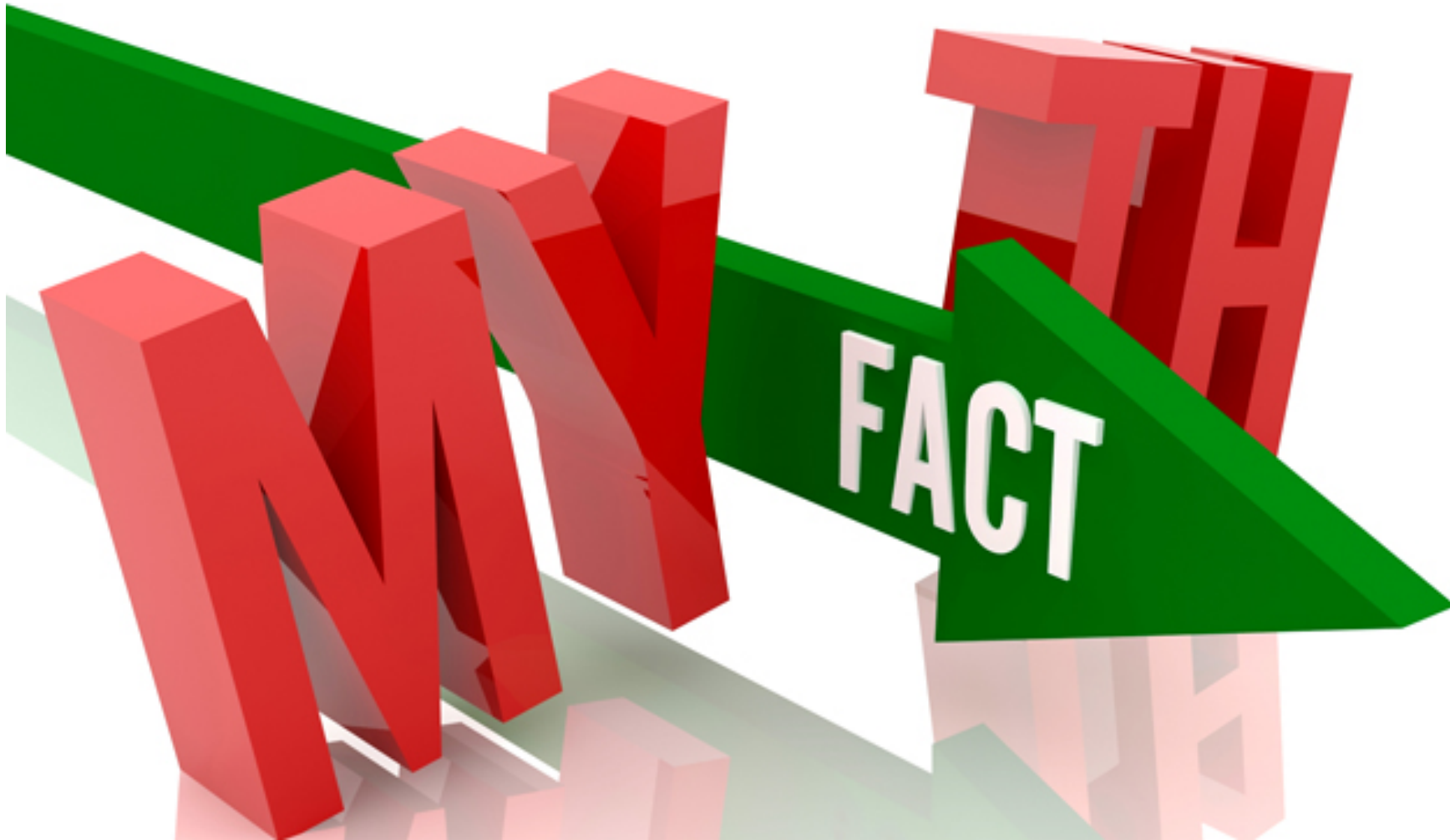
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seriously,  
you can't help anyone if you're dead.

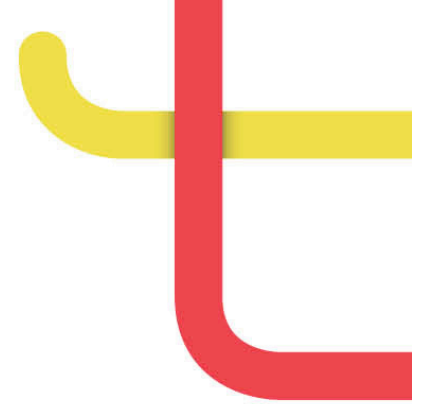




# What CPD is not



# What CPD really is.



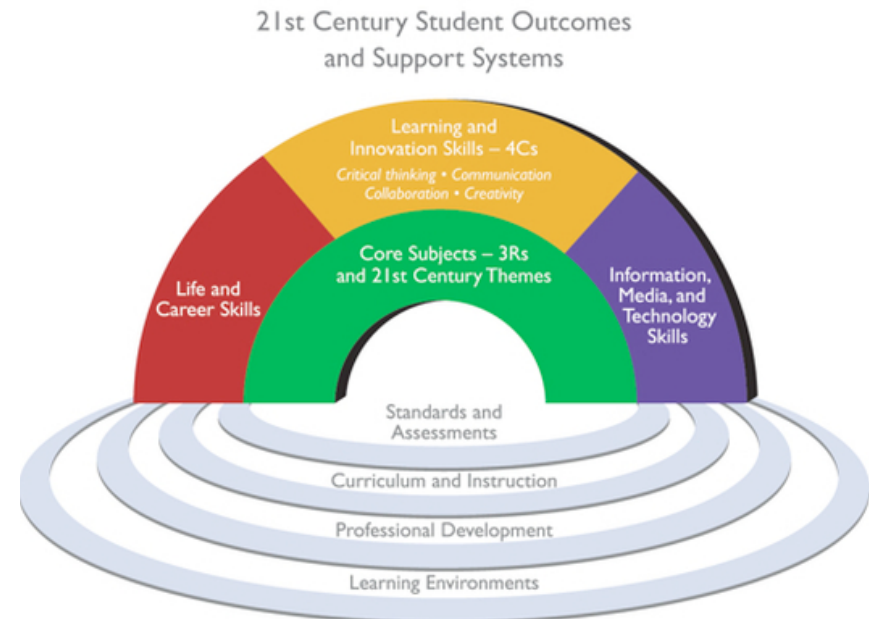
- \* Promotes a deep understanding of subject matter and a wide repertoire of research-based teaching strategies.
- \* Work in conjunction with workshops.
- \* Follow up.



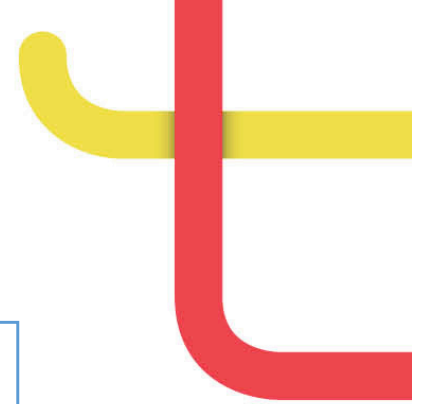


# Why is CPD important?

- \* 21<sup>st</sup> Century learning is based on the principle of the development of the certain skills needed today.
  - \* approach problems with a critical mindset
  - \* be able to communicate findings
  - \* collaborate with others
  - \* create and innovate
  - \* be computer and ICT literate
  - \* autonomous learners
  - \* culturally open



(Trilling and Fadel, 2009)



# Teachers must walk the walk

**Teachers need to create opportunities for students to acquire these skills.**

**Approach problems with a critical mindset.**

**Be able to communicate findings.**

**Collaborate with others.**

**Create and innovate.**

**Be computer and ICT literate.**

**Be autonomous learners.**

**Be culturally open.**

**Teachers need to be given the opportunities to develop the skills.**

**Part of every day teaching.**

**Purpose? Create instances, staff meetings.**

**Create instances, cross-curricular planning.**

**Allow teachers to create.**

**Reality, help guide.**

**Professional Development, Tutorials.**

**Reality.**





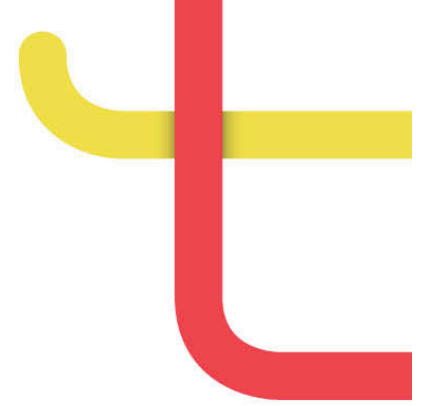
# What do researchers say?

- \* Ur (1991), warns that ongoing teachers need to be involved in some form of teacher education.
- \* Lange (1990) suggests teachers continue to grow and adapt in their education.
- \* Ur (1991) adds teachers do not necessarily depend on formal courses for professional growth, they have the tools to grow such as experience and their reflection on their practices. What occurs commonly is that teachers do not know how to get organised in purposeful reflection.
- \* Edge and Garton (2009), cooperation amongst teachers is the most effective means of development teachers can become involved in.
- \* Valliant & Cardoso (2017), teachers stop innovating in the first few years, CPD will prevent stagnation.



# Retention, Motivation, Success

<i>Order</i>	<i>No. of responses</i>	<i>Factor</i>
1	113	Higher pay
2	73	Feeling valued by stakeholders in education
3	70	Desire to help children learn
4	64	Less administration
5	59	More non-contact time for planning and preparation
6	51	More support with pupil discipline issues
7	49	A reduction in overall work load
8	48	Good working relations with managers and other staff
9	41	Good prospects of career advancement
10	35	Smaller class sizes
11	30	Better resources for learning and teaching
12	30	Support for professional development
13	16	A reduction in control of education by central government
14	15	Increased support from parents in their children's education
15	14	A better balance between work and home life
16	11	Improved procedures for performance management
17	9	A sense of intellectual challenge
18	8	Less intrusion in school by OfStEd
19	6	Less intrusion in school by consultants
20	5	Additional support from classroom assistants

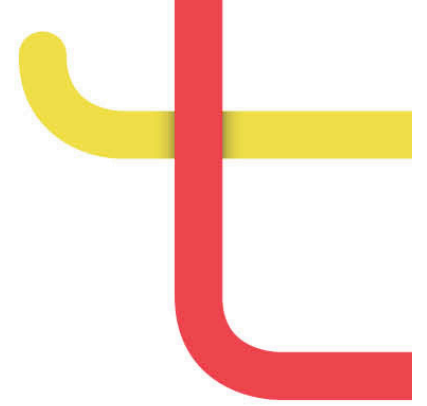


# Retention, Motivation, Success

## \* Success

- \* The top-performing school systems recognise that the only way to improve outcome is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction. (McKinsey and Company, 2007)
- \* Professional development is the main pillar for improvement in education.

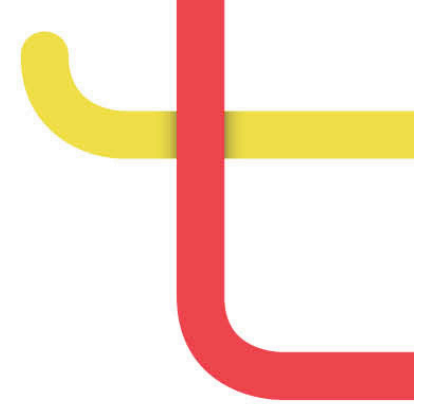
Singapore used its National Institute of Education to deliver high-quality professional development to its teaching workforce: "You can have the best curriculum, the best infrastructure, and the best policies, but if you don't have good teachers then everything is lost... We provide our teachers with 100 hours of professional development each year... If you do not have inspired teachers, how can you have inspired students?"<sup>139</sup>



# Research in Latin America

- \* Professionalism of teachers depends on:
  - \* adequate working conditions
  - \* quality training
    - \* teachers need constant updating
  - \* management and evaluation
    - \* incorporate CPD opportunities and expectations in evaluations

(Valliant 2006)



# Research in Latin America

**CUADRO IV.** Dos principales factores de satisfacción con la profesión en siete países examinados

Argentina	Trabajo pedagógico. Trabajo con los niños/profesión vocacional.
Colombia	Tarea de enseñanza. Logros de los estudiantes.
El Salvador	Logros de aprendizaje de sus estudiantes. Capacitación en servicio recibida.
Honduras	Rol de enseñanza y logros en los resultados de sus estudiantes. Trabajo con colegas.
Nicaragua	Actividad de enseñar. Aprendizajes de estudiantes.
R. Dominicana	Formación en servicio. Vocación y sacrificio.
Uruguay	La actividad de enseñanza en sí misma. El vínculo afectivo con los alumnos.

Valliant & Rosel (2006)

# Hunger to teach

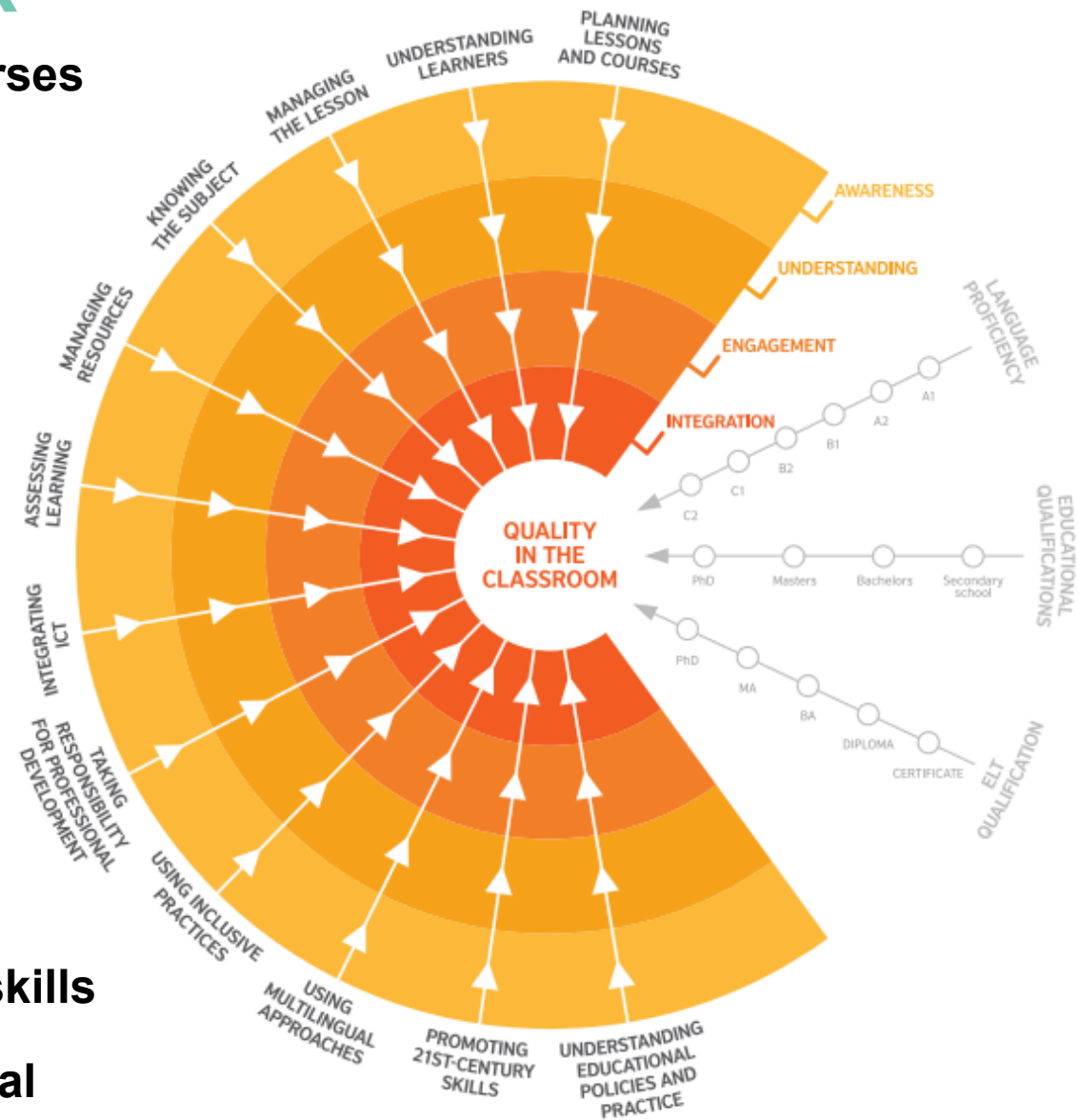
- \*Take advantage of this.
- \*Facilitate training.
- \*Create opportunities for self-realisation.

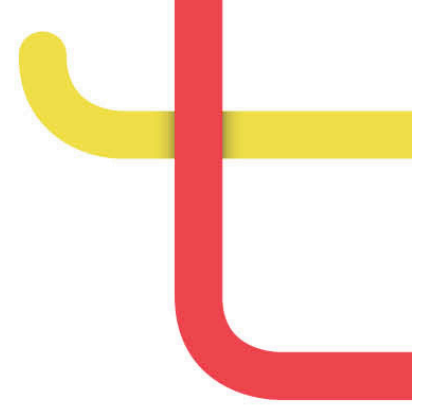




# British Council CPD Framework

1. Planning lessons and courses
2. Understanding learners
3. Managing the lesson
4. Knowing the subject
5. Managing resources
6. Assessing learning
7. Integrating ICT
8. Taking responsibility for professional development
9. Using inclusive practices
10. Promoting 21st Century skills
11. Understanding educational policies and practices

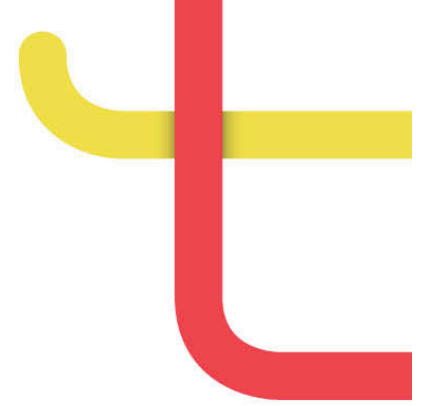


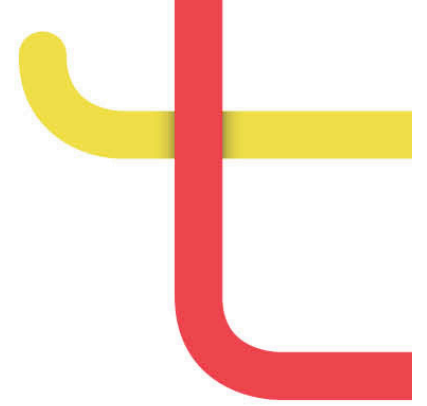


# Where to go from here...

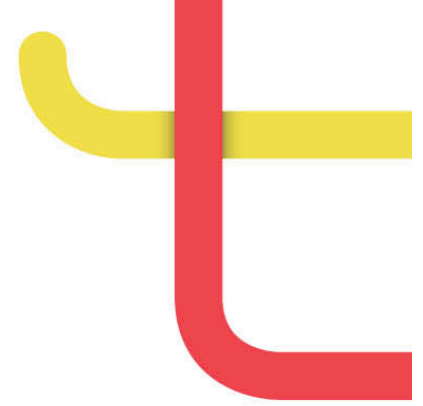
- \* Community of Practice Groups
  - \* Widen the scope of the context (informal and every day learning possibilities, create these spaces).
- \* Understand CPD is not a fast process.
- \* Understand your needs.
- \* Define short-medium-long-term goals.
- \* Engage in professional development opportunities.
  - \* MOOCs - Future Learn
  - \* PSGN
  - \* etc.
- \* Follow up on CPD







**KEEP  
CALM  
AND  
TAKE  
ACTION**



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# Thank you

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