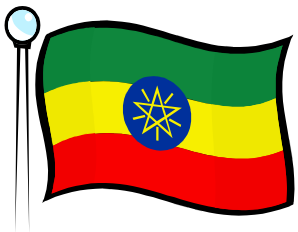


Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia

The Practical Toolkit

October 2009

Ministry of Education
Federal Democratic Republic of Ethiopia

VSO Sharing skills Changing lives

Table of Contents

Acronyms 3

Introduction 4

- Who is this toolkit for? 4
- What is the purpose of this toolkit? 4
- How do you use this toolkit? 5
- What do the symbols mean? 6
- T.K. Fictional School 8

Phase 1 Analysing CPD Needs 10

- Whose needs are they? 10
- How do you decide your school CPD needs? 12
- How do you decide your school CPD priorities? 15
- How do you decide your personal CPD needs and priorities? 17

Phase 2 Planning CPD Needs 21

- How do you complete your Annual CPD Plan? 21
- How do you find time for CPD? 28
- How do you plan a CPD School Module? 36

Phase 3 Doing CPD 60

Phase 4 How do you evaluate CPD? 62

- How will you know if your CPD School Module has been successful? 62
- So where do you find your evidence? 63
- What next? 67

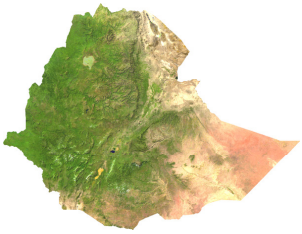
Personal CPD Experiences 69

References 72

Acronyms

ABE	Alternative Basic Education
APDE	Analyse, Plan, Do, Evaluate
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CTE	College of Teacher Education
ETP	Education and Training Policy
HIV	Human Immunodeficiency Virus
MoE	Ministry of Education
NGO	Non Governmental Organisation
REB	Regional Educational Bureau
SIP	School Improvement Programme
TDP	Teacher Development Programme
TEI	Teacher Education Institution
WEO	Woreda Education Office
ZEO	Zone Education Office

Introduction



Ethiopia has adopted a new Framework for Continuous Professional Development. (CPD) called '*Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia, The Framework'*.

This new Framework means that CPD is based more on schools and teachers – it is more locally based.

This Toolkit helps you to use the New Framework

This means that school must:

- identify their CPD needs,
- produce an annual CPD plan
- design and deliver CPD School Modules themselves

Who is this toolkit for?

Are you a director?
Are you a CPD coordinator?
Are you a teacher in a school?
Are you a supervisor or trainer of in-service teachers?
Are you an ABE or Adult Education Facilitator?

Then you can use this toolkit.

What is the purpose of this toolkit?

If you want to build a house you use the right tool for each job, for example, a spade for digging the foundations, a saw for cutting wood for the walls, etc. This toolkit gives you the tools in the form of activities that will enable you to plan and implement CPD.

What changes do you want to see?

An improvement in the quality of education through:

improved student achievement
improved classroom practice
teachers becoming better teachers by improving their professional competencies

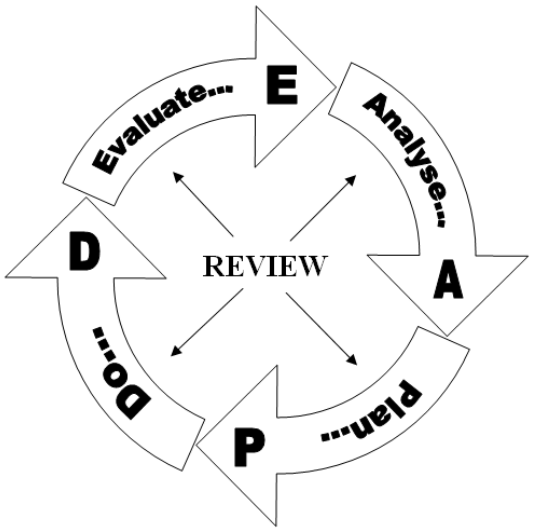
This is the purpose of Continuous Professional Development (CPD).

All international research shows that CPD is most effective when:

- ✓ it is school based and linked to School Improvement
- ✓ colleagues work closely together to improve their own practice, the effectiveness of their own school and, in the end, the achievement of their own students.

How do you use this toolkit?

THE CPD CYCLE



The diagram shows the four main phases of the CPD Cycle. The toolkit will help you understand and use each of these phases. It is important for teachers to continuously review progress during each phase of the Cycle if CPD is to be effective.

‘Review’ means reflecting on what you are doing and deciding whether it is working well or not. If it is working well you can continue with your plan. If it is not, you need to decide what changes to make to achieve your objectives.

This is why ‘review’ appears at the heart of the diagram. It is something you do all the time.

You are recommended to work with at least one other colleague at all times through this process.

Each phase contains an explanation of:

- the tools you could use for each phase
- how to use them
- some completed examples based on a fictional school

Then you use the tools for your own school.

At the end of each phase you are asked to reflect on your learning. The ability to be a reflective practitioner is crucial to the implementation of this toolkit.

What do the symbols mean?

The Toolkit gives you advice on how to organise the most effective CPD.

When you see this sign it means there is a task to do.

You must do these tasks to complete the CPD Cycle

A fictional school called T.K. School is used in this toolkit to help show examples of how the phases of the CPD Cycle might be completed.

When the fictional school is referred to *'this style of writing is used'*

This picture represents T.K. School.

This picture represents an individual teacher from T.K. School

You can find a description of T.K. School on the following page.

When you see this character it means you have to do some serious thinking!

When you see this picture of a mirror it means that you have to reflect on what you have learnt. Do you feel confident to try CPD in your school or do you need more practice?

This folder symbol is used to show where you can find the Appendices.

Use the blank forms in the Appendices when completing the tasks for your own school.

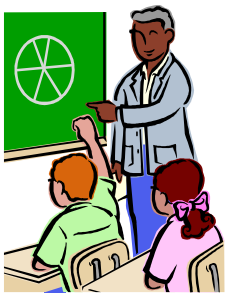
T.K. Fictional School

T.K. School is a fictional school that has been created to allow you to see examples of how the tools within this toolkit are used before you apply them to your school.

Here are some details about the school which the teachers have written. They did this so that they could understand the school's successes and needs.

You will need similar detailed information about your own school in order to carry out the CPD Cycle.

T.K. School is a primary school 40 kilometres outside a large city. It has 2100 students covering grades 1 to 8. Because it is in a rural area, some students have a round trip journey of 20 kilometres a day. It operates a 2 shift system. Many of the teachers work in both shifts. There are 54 teachers in the school. This year there are 11 Newly Deployed Teachers. 18 of the teachers still have Certificates rather than Diplomas.



There are more students in first cycle than in second cycle. The average class size in the school is increasing: in first cycle it is 76, and it is 63 in second cycle. In the last 3 years the number of visually impaired students has increased, so that there are now 25 visually impaired students in the school.

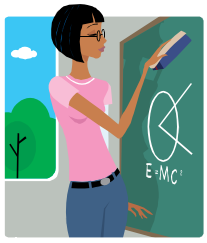
As well as 11 new teachers starting at the school, there is a new Director. His name is Abraham; he is 31 years old and used to be a Mathematics Teacher in another school in the same woreda. The woreda supervisor for the school is Hassan and he is also new to the job. He has just been on a course run by the REB looking at the new curriculum. He has seen the new textbooks and assessments for Physics and English for Cycle 2.

In the latest statistics for the woreda and REB it shows that the school did well in its retention rates from grades 1 to 5 and grades 1 to 8. Over 68% of students reached grade 5 and just over 50% to grade 8. Both these figures are higher than the averages for the REB and the country. However, last year there was a 21% drop out rate from grade 1 and most of these were girls. There was also a high repetition rate for grade 3.

In the grade 4 tests there were good results in most subjects but the Mathematics average dropped by 15%. There was a 100% pass rate in the grade 8 exams with all subjects doing well. In English the scores for the girls were 25% below the scores for the boys. However, only 65 students out of 162 in grade 8 are continuing into grade 9.

The school has just had a room built to be a library, through donations from the local community and an NGO. The room is furnished and has some books, mainly from the Sciences and Maths. There is electricity in the library and the NGO has also provided 4 second hand computers. There is no internet connection.

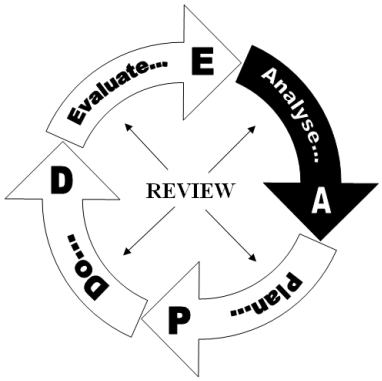
A number of the teachers have been complaining to the new Director that the students are misbehaving, particularly in first cycle. They say that the students do not listen to them, and many of them, especially the boys, are not completing homework. There is also the problem of a number of students turning up late each day and it is therefore difficult to start lessons properly.



Abraham has done well to observe all his teachers teaching in his first few weeks. He has seen a number of good lessons, but he thinks that many of them are the same pattern. The teacher writes on the board, and the students then copy. The students do examples from a textbook. The teacher walks around the room checking the students' work. Abraham saw some group work in some lessons but in several lessons students were just talking to each other about the football game they watched the night before.
There is a successful student council started by the previous Director, and when Abraham has talked to them, some of them complain that lessons are not interesting and there is nothing exciting to do in school.

One of the teachers has been to see Abraham about their future. Gezan Jiru wants to learn about computers and he is asking the Director if he could have time off every Friday morning.
The school does have a CPD facilitator and a committee. All the teachers have portfolios. CPD sessions have been held on Thursday evenings, after school finishes, using the Ministry of Education manuals. There are only 4 of the manuals in school. Many of the teachers complain that they find it difficult to understand the English in the manuals.

Phase 1
Analysing CPD Needs



Stage 1
Whose needs are they?

Stage 2
How do you decide your school needs?

Stage 3
How do you decide your school CPD priorities?

Stage 4
How do you decide your personal CPD needs and priorities?

At the end of this phase you should be able to:

- Identify the CPD needs of your school
- Decide which are most important
- Choose three of them to work on

The identification of CPD needs can be part of your School Improvement planning.

Stage 1
Whose needs are they?

There are many CPD needs in Ethiopia. They involve not only individuals and groups but also the nation.

Examples of needs

Level	Need	Example	Who receives the CPD?
Individual	Personal identified need to improve own education and improve an aspect of teaching	Upgrade from Certificate to Diploma Help a visually impaired child in your class to learn	Self
School	School, cycle, grade or subject identified need to improve student performance	Improve the learning and standards of Cycle 1 students in Mathematics Improve problem solving skills in Grade 10 students	Selected groups of teachers All teachers in the school
Cluster	Cluster identified need to improve teaching and learning	Improve the skills of mentors working with Newly Deployed Teachers	Selected groups of teachers All teachers in the cluster Leadership groups
Zone/Woreda/Sub-City	Zone/woreda/sub-city identified need to improve student performance	Improve the skills of directors and supervisors in creating their School Improvement Plan	Directors, vice directors and supervisors
Regional	Regional identified need that impacts on all schools in the region	Improving skills of directors and supervisors in collecting and interpreting data	Directors, vice directors and supervisors
National	National identified need that impacts on everyone in schools, everywhere in the country.	Population and Family Life Education	All teachers, directors and supervisors

Stage 2
How do you decide your school CPD needs?

There are a number of stages that a school has to go through:

- ✓ identify woreda, regional and national priorities for the year
- ✓ consult with all people involved with the school
- ✓ make a list of the CPD needs of the school

1. Identify woreda, regional and national priorities

Remember to contact your REB or woreda to find out which of their CPD priorities may affect your school.

2. Consult with all people involved with the school

You need to collect views on the school to help you identify your school's needs.

Ask the stakeholders of your school

Students
Teachers
Parents and carers
Local Community

Here is an example for T.K. School

To all Students

What does our school do well?	***What does our school need to improve?***
The library is a good place to do your homework	*Some of the boys are always misbehaving and teachers should do something about it*
The computers are very good because we need to be computer literate	*We do too much copying in class*

To Teaching Staff

What does our school do well?	***What does our school need to improve?***
The school has better retention rates than some of the other schools in the woreda	*We need to improve the attendance of the students*
We do very well in our Grade 8 exams	*The quality of the mathematics teaching in Primary Cycle 1*

To Parents and carers

What does our school do well?	***What does our school need to improve?***
It is good that the new director has observed some of the teachers teaching	*There are too many new teachers in the school and they don't know the students well enough.*
The exam results of grades 5 to 8 are very good.	*The school should reduce the number of students in each class.*

To Members of our Community …….

What does our school do well?	***What does our school need to improve?***
The school tries hard to raise money to make the school buildings better	*The school could have a vegetable garden to raise money to buy books for the library*
The students look smart when they go to school in the mornings.	*We hear that some students don't behave well in class.*

Collect all the information for your school from your stakeholders.
You should hold a meeting with all the teachers. At the meeting, ask everybody to contribute.
You could hold similar meetings with non teaching staff, students and parents.
You could collect written responses.
You could hold a meeting in the community.

There are blank forms in the appendices to help you.

This collection of information can be done as part of your School Improvement planning.

3. Make a list of the needs of the school

Hold a meeting of all teachers and ask everyone to contribute.
Write down what the school does well.
Make a list of all the school's needs.
Don't be surprised if the list is very long.
Ask the staff to discuss which ones they think are the most important.

Here is an example for T.K. School

CPD needs	
Improve the behaviour of students, particularly boys	*Improve the teaching of mathematics in Cycle 1*
Developing active learning in the classroom to avoid too much copying and lecturing	*Raise the number of students going on to secondary school*
Training for mentors to improve the standard of teaching of newly deployed teachers	*Upgrade teachers with certificates to diplomas*

and more …… and more ……. and more ……

Now arrange your meeting and make the list of your CPD needs.

Don't forget to celebrate what you do well!

Stage 3
How do you decide your school CPD priorities?

First decide your school's most important needs.

It can be very difficult for ALL the staff to do this work. There are often too many of them. It is best to have a small group of people – it must include the Director – but other people involved could include:

- the school CPD co-ordinator
- the school supervisor
- school CPD committee
- senior and experienced staff
- other teachers

Take the list of needs you have gathered from all the stakeholders. Make sure the list is complete.

Then decide on a maximum of ten most important needs for your school.

Next, consider which of these are related to CPD.

Remember that Continuous Professional Development is anything that:

- ✓ helps you become a better teacher
- ✓ helps you improve student learning and achievement
- ✓ improves your classroom practice

You now need to choose three CPD priorities for your school.

This is not an easy task!!!!!
You have to think carefully about a number of questions when deciding each priority.

Is it realistic?

Can we do it well?

Will it have a big impact on student behaviour or achievement?

Can we afford it?

Is it urgent at this time?

Here is an example for T.K. School.

These are our most important needs	***Is this related to CPD? yes or no***
Improve mathematics teaching in Cycle 1	*yes*
Train mentors for newly deployed teachers	*yes*
Improve behaviour of students	*yes*
Develop active learning throughout the school	*yes*
Provide water in the school	*no*
Improve punctuality	*yes*

Our T.K. School CPD priorities for this year are:

1. Develop active learning throughout the school.

Reason for Choice

We think developing active learning will have a big impact on improving student behaviour and punctuality as well as achievement. It is urgent and we can manage it within the school budget.

2. Train mentors for newly deployed teachers.

Reason for Choice

Effective mentoring of our 11 Newly Deployed Teachers will help to improve the quality of learning and teaching. Other schools in the cluster would also like to have this as their priority so we can share costs.

3. Improve mathematics teaching in Cycle 1.

Reason for Choice

Our Cycle 1 results have decreased, but in other subjects they are good. Improvements in Cycle 1 will help to improve mathematics teaching in Cycle 2. Ato Abraham is a Mathematics expert and can lead the CPD.

Now arrange your meeting and make the list of your most important needs.

Look at the list and decide which ones are related to CPD.

Choose the three most important ones for your school.

These will become your priorities for CPD.

Stage 4
How do you decide your personal CPD needs and priorities?

It is not good enough just to say that you want
'to be a better teacher'
or
'**better in the classroom'.**

You must ask yourself
"exactly what do I need to do to achieve that?"

As a teacher you must be able to reflect on your work.

First you should check your achievements in the five professional competencies that are in "The National Framework for Professional Competencies for Teachers"

1. Facilitating Student Learning
2. Assessing and Reporting Student Learning Outcomes
3. Engaging in Continuous Professional Development
4. Mastery of Education and Training Policy (ETP), Curriculum and other Programme Development Initiatives
5. Forming Partnerships with the School Community You need to be specific and practical.

Then ask yourself these questions which will help you to identify your own needs.

Teaching and Learning

- Which classes am I good with? Why is that?
- Are there any grades I find more difficult to teach? Why is that?
- Are there particular students I work well with, or have problems with?
- Do I plan all my lessons carefully and in detail?
- Do my lessons start and finish well?
- Do my lessons have a variety of activities?
- How do I know at the end of the lesson how much my students have learned?
- Do I have enough teaching aids and resources?
- Do I share ideas about my teaching with other teachers?
- Is all my subject knowledge up to date?
- Are there some topics I do not feel confident about?
- Is my classroom an exciting learning environment?
- Are there professional competencies I need to achieve?
- Do I have any other professional CPD needs?

Leadership and Management

- Do I manage my time well?
- Do I understand the School Improvement Plan (SIP)?
- Am I good at managing a budget?
- Am I an effective communicator?
- Am I good at leading meetings?
- Do I plan well?
- Can I delegate tasks?
- Am I good at monitoring and assessing the achievements of my staff? Are there professional competencies I need to achieve?
- Do I have any other professional CPD needs?

You could ask **other teachers** these questions about yourself.
They can help you to think about your needs.

You could also ask **students** for their views.

Make a list of your personal strengths and areas for improvement.

T.K. School Example

Silas Mekonnen

What are my strengths?	***What do I need to improve?***
My colleagues say I am good at helping other teachers	*Teaching my students with special needs*
I enjoy teaching Aesthetics because I think of many practical activities for the students to do in the classroom	*I like teaching mathematics but my grade results are poor, so I don't think I teach it very well.*
The students say they like me because I listen to their problems	*I need to upgrade my certificate to a diploma*

So my 3 CPD priorities are

1. ***To improve my teaching of students with special needs***
2. ***To improve my teaching of mathematics***
3. ***To upgrade my certificate to a diploma***

By working through these three priorities I can achieve some of the National Professional Competencies for Teachers.

When you have reflected on your CPD needs, you should fill in the chart. A copy of this chart can be found in the appendices.

Select three things you are good at.

Select three things you want to improve.

This will help you to think about your CPD needs.

By the way!!!
Your strengths might be very useful in helping other teachers meet their CPD needs.

The three things you have decided you want to improve become your CPD priorities. You are now ready to complete your own Annual CPD Plan.

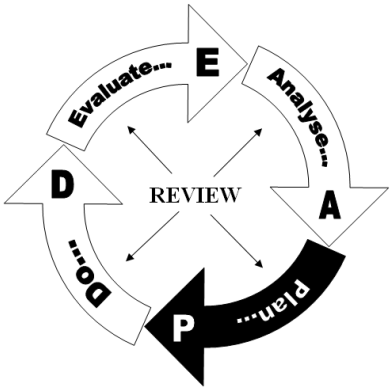
Reflection

This is what you should be able to do now.

- Identify the CPD needs of your school
- Decide which are most important
- Choose three of them to work on

Reflect on your understanding and progress. Do you feel confident to do the 'Analyse' phase of CPD?
Do you need more practice?

Phase 2
Planning CPD Needs



Stage 1
How do you complete your Annual CPD Plan?

Set your priorities.
Decide the responsibilities, timings and outcomes
Identify the outcomes for each priority.

Stage 2
How do you plan a CPD School Module?

A School Module is a series of planned sessions that link together to make effective CPD.

Stage 3
How do you plan CPD sessions?

Choose the best methods and activities for each CPD session.

Planning for CPD involves planning for the whole school, planning for groups within the school, and planning as an individual.

Stage 1
How do you complete your Annual CPD Plan?

At the end of this stage of the planning phase you should:

- know that CPD planning is essential
- understand the links between whole school, group and individual planning
- have produced Annual School and Individual CPD Plans with time allocations

This stage is divided into two parts.

The first part helps you to develop the whole School Annual CPD Plan.
The second part helps individuals to develop their own CPD plans for the year.

The whole School Annual CPD Plan

Take the three priorities that you have chosen from your 'Analyse' Phase.
Start your Annual School CPD Plan by writing your 3 priorities into the CPD priority column. A copy of your Annual CPD form is in the appendix.

Whole school priority - CPD for all teachers

It is important that one of your three priorities for the year involves all your staff. It should have a direct impact on the classroom.

Whole School Priorities

These might include:

- student participation in lessons
- improvements to lesson planning
- effective continuous assessment strategies
- including all students
- improving behaviour throughout the school
- punctuality and attendance

Other school priorities – CPD for some teachers

Some priorities will not be relevant to every teacher in your school, but they are still important to the improvement of your school as a whole. For these priorities only some teachers will be involved.

Other priorities might be:

Priority	**Teachers involved**
Improving Mathematics in Cycle 1	Mathematics Teachers in Cycle 1
Developing a good mentoring system	Teachers chosen as mentors
Developing leadership in use of portfolios	Director and Supervisor

T.K. School example

School Annual CPD Plan

Name of School T.K. School

CPD Priority	***Who will take part in the CPD?***	***Who is the person responsible?***	***When will it start and finish?***	***What changes do we want to see?***
1. Develop active learning throughout the school				
2. Train mentors for newly deployed teachers				
3. Improve mathematics teaching in Cycle 1				

Fill in the priorities for your school using a copy of the Annual CPD Plan in the appendices.
Remember only fill in the first column **CPD Priority**.

Now you need to fill in the next three columns.
Here are some helpful suggestions.

Who will take part in the CPD?

Does the priority involve every teacher in your school?
Does it involve a group of teachers eg a department or cycle?
Does it involve a few teachers eg three management staff members?

Who is the person responsible?

It is important that one person is responsible for each of the priorities. This does not mean they have to organize everything!! They will work with other people to make sure it happens.

When will it start and finish?

It is important that a timescale is given – i.e when will the CPD priority start and when it will be completed? Some priorities can last a year, some can last a semester, others may last a month. It is also important to decide approximately how many hours you mean to spend on the priority.

T.K. School example

School Annual CPD Plan

Name of School T.K. School

CPD Priority	***Who will take part in the CPD?***	***Who is the person responsible?***	***When will it start and finish?***	***What changes do we want to see?***
1. Develop active learning throughout the school	*All teachers in Cycles 1 and 2*	*CPD Co-ordinator*	*Beginning of Semester 1 to end of Semester 2*	
2. Train mentors for newly deployed teachers	*All mentors*	*Director*	*Beginning of Semester 1 to end of Semester 2*	
3. Improve mathematics teaching in Cycle 1	*All Cycle 1 mathematics teachers*	*Head of Mathematics Department*	*Beginning of Semester 1 to end of Semester 1*	

Who will take part in the CPD?
Who is the person responsible?
When will it start and finish?

Fill in these columns for your school using your copy of the Annual CPD Plan
Leave the last column.

What changes do we want to see? (Outcomes)

This is a very important column.

- At the end of the CPD priority, what will have changed?
- How will you know it has changed?

This is not always easy to do. Take some time to decide what you want to achieve. You should be able to measure these changes. You may like to use Phase 4 'Evaluate' of this document to help you identify ways to measure changes.

T.K. School example

School Annual CPD Plan

Name of School T.K. School

CPD Priority	*Who will take part in the CPD?*	*Who is the person responsible?*	*When will it start and finish?*	*What changes do we want to see?*
1. Develop active learning throughout the school	*All teachers in Cycles 1 and 2*	*CPD Co-ordinator*	*Beginning of Semester 1 to end Semester 2*	*More participation of students in lessons. Exam results in all grades have improved. Behaviour has improved, particularly boys.*

CPD Priority	Who will take part in the CPD?	Who is the person responsible?	When will it start and finish?	What changes do we want to see?
2. Train mentors for newly deployed teachers	All mentors	Director	Beginning of Semester 1 to end Semester 2	Mentors are confident to carry out their role. Lesson planning, teaching and evaluation by NDTs has improved.
3. Improve mathematics teaching in Cycle 1	All Cycle 1 mathematics teachers	Head of Mathematics	Beginning of Semester 1 to end Semester 1	Lesson observations show improved teaching. Test scores have improved to at least the average of the other subjects. Students enjoy mathematics.

.

What changes do you want to see?
Fill in this last column for your school using your copy of the Annual CPD Plan. Remember, you should be able to measure these changes.

Developing your individual CPD plan for the year

You have identified three CPD priorities so far.

You now need to put these in order of importance. You might ask a colleague to help you with this. You are now ready to complete your own personal CPD Plan for the year.

You must first include any national, regional, or school priorities that involve you. Then, if there is time left, you add your own individual priority or priorities. (Time for CPD is explained in the next part of this section.)

T.K. School Example

Personal Annual CPD Plan

Name Silas Mekonnen

CPD Priority	***Who will take part in the CPD?***	***Who is the person responsible?***	***When will it start and finish?***	***What changes do you want to see?***
1. Develop active learning throughout the school	*All teachers in Cycles 1 and 2*	*CPD Co-ordinator*	*Beginning of Semester 1 to end of Semester 2*	*More participation of students in lessons. Exam results in all grades have improved. Behaviour has improved, particularly boys.*
3. Improve mathematics teaching in Cycle 1	*All Cycle 1 mathematics teachers*	*Head of Mathematics*	*Beginning of Semester 1 to end of Semester 1*	*Lesson observations show improved teaching. Test scores have improved to at least the average of the other subjects. Students enjoy mathematics.*
3.Improve my teaching of special needs	*Me with a colleague*	*My colleague and me*	*Beginning of Semester 2 to end of Semester 2*	*Materials adapted to meet the needs of the students. Students participating in all lessons.*

.

Complete your own CPD Plan.

Remember you must start with school, regional and national priorities first.

How do you find time for CPD?

Each teacher in your school is required to spend at least sixty hours a year on CPD.

Exception!
Beginner teachers do the induction course as their CPD. They should not be expected to do any further CPD for their first 2 years in teaching.
They can choose to be involved in other CPD if they wish.

What counts towards our sixty hours CPD?

Any hours that are spent doing CPD that are considered to be 'updating' and are not part of teachers' usual workload can count towards the 60 individual hours each year.

Examples of time that CAN be part of the 60 hours include:

- attending a CPD workshop, staff meeting or discussion group
- observing another teacher
- joint planning or evaluating with peers
- practising your mentoring skills as part of your own CPD
- visiting another school
- team teaching (working alongside another teacher or teachers in the classroom)

Examples of time that WOULD NOT be allocated as part of the 60 hours include:

- practising new skills in your timetabled teaching programme
- mentoring a NDT when you are already an experienced mentor
- upgrading from Certificate to Diploma
- other summer school programmes

As stated in Phase 1, ‘Analysing CPD Needs’, needs come from different stakeholders:

- individuals
- departments
- schools
- clusters
- woredas
- regions and zones
- the nation
-

Sometimes your school will have to spend time working on national needs.

Sometimes there will be regional or woreda needs to address.

These have to be part of the sixty hours each year.

Sometimes there will be no needs coming from other levels, and your school can devote the whole sixty hours to school and individual based needs.

Each year will be different.

Your school CPD Plan and time allocation must be decided first.

Then you can complete your individual plan.

This time allocation is an estimate of how long each priority will take. It may change as you plan the module, or as a result of review during the ‘doing’ of the module.

Here are some examples of how CPD time can be used.

Example 1
All teachers are doing the same hours because every priority involves every teacher. In this example every teacher's CPD hours are committed to national, regional and school priorities.

The school's time allocation

School Priorities	***Source of Need***	***Teachers involved***	***Time - 60 hrs total***
Developing knowledge of Population and Family Life Education	*National*	*All teachers including director*	*15*
Improving quality of portfolios	*Regional*	*All teachers including director*	*15*
Improving use of continuous assessment throughout the school	*School*	*All teachers including director*	*30*

An individual teacher's time allocation

My Priorities as a teacher in the school	***Source of Need***	***Who is doing this with me?***	***Time - 60 hrs total***
Developing knowledge of Population and Family Life Education	*National*	*All teachers including director*	*15*
Improving quality of portfolios	*Regional*	*All teachers including director*	*15*
Improving use of continuous assessment throughout the school	*School*	*All teachers including director*	*30*

Example 2
The school can focus on its own priorities because there are no national or regional priorities. In this example, each teacher has some of the sixty hours for their own individual CPD priorities.

The school's time allocation

School Priorities	***Source of need***	***Teachers involved***	***Time – total time 60 hours***
Punctuality and attendance	*School*	*All teachers*	*20*
Practical methods of teaching Chemistry	*School*	*Teachers of Chemistry*	*20*
Improving performance in Grade 8 English tests	*School*	*Teachers of English*	*20*

An individual 2nd Cycle Chemistry teacher's time allocation

My priorities as a 2nd Cycle Science teacher in the school	***Source of need***	***Teachers involved***	***Time – total time 60 hours***
Punctuality and attendance	*School*	*All teachers*	*20*
Practical methods in teaching Chemistry	*School*	*Teachers of Chemistry*	*20*
My personal priority	*Individual*	*Me*	*20*

Example 3
In this example only one priority involves all teachers in the school. This takes 40 hours. Therefore most teachers have 20 hours left. They may use these 20 hours on a personal CPD priority.

The school's time allocation

School Priorities	***Source of Need***	***Teachers involved***	***Time - 60 hrs total***
Improving skills in analyzing data	*Woreda*	*Director, vice director and cluster supervisor*	*20*
Improving mentoring skills	*Cluster*	*NDT mentors*	*20*
Improving participation of students in lessons throughout the school	*School*	*All teachers including director*	*40*

An individual Cycle 1 Aesthetics teacher's time allocation

My priorities as a Cycle 1 Aesthetics teacher in the school	***Source of Need***	***Teachers involved***	***Time - 60 hrs total***
Improving participation of students in lessons throughout the school	*School*	*All teachers including director*	*40*
My personal priority	*Individual*	*Me*	*20*

Example 4
In this example most teachers have 50 hours already allocated. They can spend 10 hours on their own CPD priorities. They may choose to spend more.
In this example, staff with additional responsibilities are expected to spend more than sixty hours on school priorities.

The school's time allocation

School Priorities	***Source of Need***	***Teachers involved***	***Time - 60 hrs total***
Improving lesson planning throughout the school	*School*	*All teachers including director*	*50*
Improving the use of the school library	*School*	*Heads of departments*	*20*
Improving skills in creating a School Improvement Plan	*Regional*	*Director, vice director and cluster supervisor*	*20*

An individual English teacher's time allocation

My priorities as a head of department in the school	*Source of Need*	*Teachers involved*	*Time - 60 hrs total*
Improving lesson planning throughout the school	*School*	*All teachers including director*	*50*
Improving the use of the school library	*School*	*Heads of departments*	*20*
My personal priority	*Individual*	*Me*	*10*

Now look at the priorities you have identified for your school or for you as an individual. Consider how many of the sixty hours of CPD time might be allocated to each priority. This is a complex process and there are no one right answer. Each school will consider time allocation differently. It is the responsibility of the director or CPD committee to make the final decisions.

First complete a time allocation for your own School CPD Plan and then your individual CPD Plan.

Remember you must consider the national and regional priorities first.

These timings can only be approximate until you have planned the School Modules.

Reflection

This is what you should be able to do now.

- Know that CPD planning is essential
- Understand the links between whole school, group and individual planning
- Have produced Annual School and Individual CPD Plans with time allocations

Reflect on your understanding and progress.

Do you feel confident to write a School and Individual Annual CPD Plan?
Do you need more practice?

Stage 2

How do you plan a CPD School Module?

Now you have a school plan and individual plans.

These need to be developed into School or Individual Modules.

Modules turn plans into action. They answer the question 'What are we going to do?'

A School Module is a series of planned sessions that are linked together to make effective CPD.

At the end of this part of the planning phase you should:

- know how to plan a CPD School Module
- understand the links between sessions within the CPD School Module
- have produced one School and one Individual CPD Module Plan

Who is responsible for planning the School Module?

Have you been named on the School Annual CPD Plan as the person responsible for organising a School Module for a particular CPD priority?

Then it is **your job** to complete the School Module Planning Form. You may choose colleagues to help you complete it, perhaps by identifying a leader or a team to prepare the School Module. But in the end it's **your responsibility**!

This does not mean that you have to do everything, or even prepare the School Module.

You will work with others to make sure that:

- an appropriate School Module is prepared
- the School Module takes place
- the appropriate people participate in the School Module
- the actual outcome is evaluated and compared to the desired outcome

Who is responsible for putting the School Module together?

These questions will help to answer the question, "Who will help to prepare the School Module?"

Ask ……..	**These colleagues will be responsible for putting the School Module together**
Is it a Priority from the School Annual CPD Plan which will involve all staff? YES➔ NO 🡻	Members of the team which identified the school priorities. *Do you need the whole team?* *The CPD Coordinator and committee should certainly be involved.*
Is it a Priority from the School Annual CPD plan which will involve only some of the staff? YES ➔ NO 🡻	The CPD Coordinator and the CPD committee. *Do you want to invite the help of other colleagues who have special expertise in the subject or methodology involved in the School Module?* *It would be a good idea to invite the School Module Leader(s) to help to put the School Module together?*
Is it a Priority from the school CPD plan which involves only one individual? YES ➔	You as an individual are responsible for putting your Individual Module together, but you will probably ask for the help of others. *Who will it be? A peer? A senior colleague? A mentor? The CPD coordinator?* *Decide who would be best!*

The CPD School Module Planning Form

School/Individual ……

Person responsible for planning the School Module .....

1. School Module Title (CPD Priority)		
2. What changes do you want to see?		
3. Participants		
4. Leader(s)		
5. Duration of School Module		
6. Start and finish dates		
7. Locations		
8. Resources needed		
9. Type of Session	**10.Objectives of Session**	**11. Duration**
Session 1		
Session 2		

…and more ……and more ……and more …….

Here is more detail of how to complete the School Module Plan. Each section is described separately.

1. School Module Title (CPD Priority)	

The School Module title is one of the CPD priorities in your school or individual Annual CPD Plan.

2. What changes do you want to see?	

You have already identified this in your school or individual Annual CPD Plan.

3. Participants

You have identified the participants in your school or individual Annual CPD Plan

- ✓ Is it absolutely clear who is to take part?
- ✓ Is there any confusion?
- ✓ No colleague should ever have to ask: "….am I included or not?"

Almost all CPD takes place with groups of colleagues working together. This is when the most successful CPD takes place. Individual CPD is also best undertaken by working with one or more colleagues.

If it is necessary, write down the names of all the participants.

If it is quite clear who the members of a group are, it is fine just to write the name of the group- for example "any colleague who teaches any lessons of Mathematics in First Cycle" or "Any colleague who is scheduled to teach a Plasma lesson".

Identifying names of the participants also determines how many participants there will be.

The number of participants has a bearing on the type of CPD and the ability to organise it.

Large numbers require many resources and probably large spaces.

4. Leader(s)

The leader of the School Module should also have been involved in putting the School Module together. It can be more than one person. They should have the knowledge, skills and experience appropriate to the priority needs.
For example:

- ✓ a mathematics subject leader could lead a School Module designed to improve mathematics in Cycle 1
- ✓ an experienced and skilled teacher could lead a School Module designed to improve behaviour in the classroom

These questions will help you to identify the best person or persons. Sometimes it might be good to have two or three working together to lead a School Module.

Consider the School Module title and what changes you want to see.

Is there a colleague who has:
- ✓ a particular subject knowledge or expertise in this area?
- ✓ skill in carrying out this particular type of methodology?
- ✓ successfully led this kind of training before?
- ✓ the desire to develop his or her own professional skills by leading a CPD School Module?
- ✓ the commitment to complete the School Module?
- ✓ the confidence and respect of the staff?
- ✓ been identified as having leadership potential?

By the way, they don't have to meet all these qualities. You just need to choose the right person carefully!

T.K. School Example

Name of possible leader:	*Solomon Destaw, Cycle 1 English and Amharic teacher*
Criterion	*✓ or ×*
subject knowledge or expertise in this area	√
skill in carrying out a particular type of methodology in this area	√
successfully led this kind of training before?	x
wishes to develop his or her own professional skills by leading a CPD School Module?	√
commitment to complete the School Module?	√
confidence and respect of the staff?	√
identified as having leadership potential and could be invited to lead?	x

If you cannot find someone in your school who is suitable to lead the School Module, or if you think the School Module would be more effective if it were led by someone outside the school, you may have to ask for some external support, eg cluster supervisor, woreda expert, CTE instructor.

5. Duration of School Module

The duration of a School Module depends on the Priority that the School Module is addressing.

The question of time allocation is a difficult one. There is no formula to help you decide the best time allocation. Sometimes you need to ask others for help.

You may also find, as you regularly review your School Module, that you may want to adjust this time allocation.

It might help to ask yourselves the following questions:

- Is this something that is new to the school or individual?
- Do you want the School Module to give participants regular practice at a particular skill or process?
- Do you need to allow time for visiting other schools or completing action research?
- Do you need to allow more time because this is a very important issue for your school?

Some examples of appropriate durations from T.K. School.

School Module Title	***Sessions***	***Duration***
Developing Active Learning throughout the school	*Staff meeting* *School visit* *Review meeting* *Peer planning, observations and feedback* *Staff meeting* *Completion of professional portfolio*	*1 hour* *5 hours* *1 hour* *12 hours* *1 hour* *2 hours*
Developing Mentors for newly deployed teachers	*Cluster meeting* *Use the national module 'Practical Skills in Mentoring' with cluster colleagues* *Completion of professional portfolio*	*1 hour* *18 hours* *1 hour*
Improving Mathematics in Cycle 1	*Staff meeting* *One day training led by expert* *Demonstration lesson* *Practice during own lessons* *Reflection and evaluation with a peer* *Completion of professional portfolio*	*1 hour* *5 hours* *2 hours* *10 hours* *1 hour* *1 hour*

6. Start and finish dates

You have already identified this in your school or individual Annual CPD Plan.

7. Locations

Choosing the venue for your CPD is important. Sometimes it is essential that you are in your own school eg peer lesson observations. At other times it needs to be in another location eg visiting another school to observe good practice.

Decide if your CPD activities will be held in your school, at another school or at some other venue, such as a Cluster Resource Centre or a CTE if it is available.

8. Resources needed	

Resources should be appropriate to the School Module and what is possible within the school and its budget.
Resources can be both people and materials.

Who can help you?

There are many human resources that you could use to help you deliver this School Module.
The most important people are within your school, or frequent visitors

- ✓ Your peers
- ✓ Senior or experienced colleagues\
- ✓ Cluster, kebele or woreda supervisors

There are other people who may be able to help you too

- ✓ Teachers in other schools
- ✓ Woreda or REB experts
- ✓ CTE experts
- ✓ University experts
- ✓ Ministry of Education Experts
- ✓ Members of NGOs
- ✓ Members of the community

What else can you use?

Materials you can use include

- ✓ Support modules from the Ministry of Education
- ✓ Support modules from your REB
- ✓ Professional literature
- ✓ Internet information

You also need to list any materials that you will need and that are not readily available in your school, eg notebooks and pens, a national or regional support module on the priority, or access to a photocopier.

Further advice on support for CPD can be found in *Continuous Professional Development for Primary and Secondary Teachers, School Leaders and Educators in Ethiopia, The Framework*

Now choose one of your priorities and work through these stages.

T.K. School Example

School Module Plan T.K. School

1. School Module Title (CPD Priority)	***Develop Active Learning throughout the school***
2. What changes do you want to see?	*More participation of students in lessons.* *Exam results in all grades have improved.* *Behaviour has improved, particularly boys.*
3. Participants	*All teachers*
4. Leader(s) /facilitator(s)	*Ato Hassan*
5. Duration of School Module	*20 hours*
6. Start and finish dates	*Beginning of 1st semester to end 2nd semester*
7. Locations	*Own school, one cluster school*
8. Resources needed	*2 packs of A4 paper* *Photocopying* *National Module on Active Learning* *Transport to cluster school* *Use of camera* *Lesson observation sheets* *Resources to make teaching aids*

T.K. School Example

Individual Module Plan *Silas Mekonnen*

1. Individual Teacher Module Title (CPD Priority)	*Improve my teaching of students with Special Needs*
2. What changes do you want to see?	*Materials adapted to meet the needs of the students* *Students participating in all lessons*
3. Participants	*Silas Mekkonen and Meseret Teku*
4. Leader(s)	*Head of Special Needs*
5. Duration of Individual Teacher Module (hours)	*20 hours*
6. Start and finish dates	*Beginning of second semester to end of second semester*
7. Locations	*Our school*
8. Resources needed	*Grade 7 text books transcribed into Braille* *Lesson observation sheets* *Resources to make teaching aids*

.

Complete these sections for your own School or individual School Module Plan.

You can find a copy of this plan in the appendices.

Now for the rest of the School Module!

You've done the easy bit! Now comes the challenging bit, creating the School Module itself.
Your preparation group needs to decide what CPD **METHODS, SESSIONS AND ACTIVITIES** you are going to use.

What are Methods?

METHODS are the ways that you can carry out your CPD. They link directly to the classroom. Different methods serve different purposes.

Here is a list of some of the methods you might choose when putting your School Module together:

- Curriculum meetings
- Demonstration lessons
- Planning lessons together
- Peer observation
- Observation of lessons and feedback
- Observation of students in lessons
- Talking to students
- Assessment of students' work before and after the activity
- Marking of students' work, giving feedback and pointers for development
- Shadowing a teacher
- Action Research
- Professional reading and research
- Visiting schools and teachers to see examples of good practice
- Sharing/showing good practice within your school
- Maintaining your professional portfolio
- Team teaching
- Workshops
- Visiting experts
- Mentoring
- Discussion meetings

What is a session?

A SESSION describes how the CPD methods will be used within a module. It has a time allocation and objective. It is made up of a series of activities. Each session forms the next step in the learning process.

What is an activity?

ACTIVITIES are small sections of a session. They give the sessions structure. Different activities are used for different purposes.

Here some key points to think about when planning your School Module.

- ✓ The focus of all the sessions in the School Module should be linked to classroom practice.
- ✓ Try to choose a variety of methods in your School Module.
- ✓ The number of participants may have an effect on the methods you choose.
- ✓ If there is new information or ideas to be presented, you may need to ask an expert from outside your school.
- ✓ Sessions should include active learning for the participants.
- ✓ Some of the sessions should involve participants working together.
- ✓ You need to allow time for regular feedback and review sessions when planning the School Module.

Continuous Professional Development for Primary and Secondary Teachers, School Leaders and Educators in Ethiopia, The Framework has a section on methods.

This is the general advice which is given:

There is no one best way to address a need. The chosen School Module and methods used will be one which is appropriate to the need, the context, the circumstances and available resources.

Here are some examples of CPD School Modules from T.K. School.

School Module Sessions	***Example***
A series of short meetings over a long period of time with follow up activities	*To address the issue of behaviour throughout the school, the director of T.K. School organises regular monthly meetings for all staff. At each meeting staff agree actions and changes to be taken. They then spend a month trying out these actions and changes and review their success at the next meeting. (8 x 1 hour staff meeting and 8 hours of follow up activities. Total 16 hours)*
One CPD day of about five hours with no students in school with follow up activities and evaluation	*T.K. School needs to agree how Portfolios should be used. The CPD coordinator organises one day where all teachers can meet and agree on a policy addressing all issues regarding portfolios. After the day, teachers practise what they have all agreed, and the CPD coordinator, with the help of Heads of Department and mentors, monitors this. At the end of the school year, all teachers meet to share experiences and review their policy. (1 day of 5 hours, 10 hours for professional portfolio development, 1 hour for end of year review meeting. Total 16 hours)*
One day workshop. with follow up activities and evaluation	*The development of group work is a priority for teachers of Cycle 2. One teacher of Science in the school has attended a summer course on group work, and is particularly good at using group work in her class. She runs a 1 day workshop on teaching techniques for group work. Teachers then spend time planning and practising in their classes, paired with a colleague for sharing ideas. At the end of the semester they all meet together to share experiences. (1 day of 5 hours, paired work with colleague 8 hours, experience sharing meeting 2 hours. Total 15 hours)*

School Module Sessions	***Example***
Three workshop days with practice activities in between	*Cycle 1 teachers need help with developing the self contained classroom. The Cluster Supervisor organises some expert help. The teachers attend a workshop for 1 day and then practise what they have learnt with their classes and carry out set tasks. After 1 month, they attend a second day, where they share experiences and learn more. Again, after the workshop they practise with their classes. This is repeated a third time, giving plenty of time to practise new learning. (3 days of 5 hours, 4 hours of workshop tasks, 1 hour to complete professional portfolio. Total 20 hours)*
A mixture of short sessions over a long period of time	*As part of its School Improvement Plan, T.K. School wants to develop its library. The teachers have a meeting where they agree how to proceed. Some teachers who are involved in this initiative use some of the time to count towards their Individual Teacher CPD. Some visit other schools, and some try using the existing books with their students. They meet to share experiences and write reports on what they have learnt about using the library to improve student achievement. Information from this group is collated by the Vice Director. (Flexible hours depending on each individual teacher's commitment)*

Now, you have to put your sessions in a sensible order to create your plan using the rest of the CPD Module Plan.

9. Type of Session	10.Objectives of Session	11. Duration

Here is an example from T.K. School

School Module for Developing Active Learning throughout the school

9. Type of Session	***10. Objectives of session***	***11. Duration***
Staff meeting	*To introduce the module and agree how active learning can improve student achievement in all grades*	*1 hour*
School visit	*To observe good practice*	*5 hours*
Review meeting	*To share experiences and agree some specific ideas and strategies to try in the classroom*	*1 hour*
Peer planning, observations and feedback	*To practise the strategies and ideas in the classroom that were discussed during the review meeting. Help each other to improve. Record observations and notes from the feedback ready for professional portfolios*	*12 hours*
Staff meeting	*To share experiences and celebrate successes*	*1 hour*
Completion of professional portfolio	*To reflect on personal experience, record impact on student learning so far and plan future actions*	*2 hours*

.

Now complete a School Module plan for your school.

You can find a copy of this plan in the appendices.

Remember, designing the School Module is like building a house. The house needs to be built in the right order, foundations, walls roof etc. In the same way, each CPD activity is a building stage towards achieving your final goal.

T.K. School Individual Teacher's Module Plan Example

Silas Mekkonen - Improving Teaching of Students with Special Needs

9. Type of Session	***10. Objectives of session***	***11. Duration***
Meeting with Meseret and Head of Special Needs	*To decide what activities will help us, and how to make the best use of available time*	*1 hour*
Visit the REB Special Needs expert	*To access specialist knowledge and advice about resources*	*4 hours*
Make teaching resources	*To use specialist knowledge gained to make teaching resources to address specific learning needs*	*5 hours*
Plan together with Meseret and share experiences after lessons	*To practise using the teaching resources with identified students and evaluating their effectiveness.* *To learn from each other.* *To record observations and notes from the feedback ready for professional portfolios*	*8 hours*
Meeting with Meseret and Head of Special Needs	*To identify successes and agree further action* *To complete Professional Portfolios*	*2 hours*

.

Now complete an Individual Module plan for yourself.

You can find a copy of this plan in the appendices.

Reflection

This is what you should be able to do now.

- Know how to plan a CPD School Module
- Understand the links between sessions within the CPD School Module
- Have produced one School and one Individual CPD School Module Plan

Reflect on your understanding and progress.

Do you feel confident to write a School and Individual Annual CPD Plan?
Do you need more practice?

Stage 3
How do you plan CPD sessions?

At the end of this part of Phase 2 you should:

- know how to plan a CPD session
- know a variety of active CPD learning activities
- have produced one School CPD Session Plan

Do you REMEMBER?
What is a session?

> **A SESSION** describes how the CPD methods will be used within a module. It has a time allocation and objective. It is made up of a series of activities. Each session forms the next step in the learning process.

So each session should build on what was learnt before.

It is difficult to plan the detail of each session until after the previous one has taken place.
This part of the planning process happens as you **DO** your CPD.

Planning for sessions involving many participants eg a staff meeting or a workshop

A good CPD session is like a good lesson.
Your session should be carefully planned based on what happened in the previous session.
You should know what learning you want to achieve.
You should use a variety of active methods and activities

Do you REMEMBER?
What is an activity?

> **ACTIVITIES** are small sections of a session. They give the sessions structure. Different activities are used for different purposes.

There are many activities which you can use for workshop and other CPD sessions. Here are a few of the most popular ones.

Activities for the beginning of your session

Name	What	When and why
Energizers	These wake us up and help us be more alert.	At the beginning of a workshop to help people get to know each other. In the middle of a long session to help refocus concentration. At the beginning of the afternoon to help focus people on work again after lunch.
Power point presentation	A series of slides shown through a multimedia projector.	A good starting point, when resources are available, to give information using visual images. Helps visual learners.
Brainstorming	Open ended discussion (larger group or whole meeting) to generate lots of ideas to solve problems	At the beginning of a session to get everyone thinking about the subject. They can bring out what they already know and what they want to find out.
Buzz	A quick discussion of 1 or 2 minutes in small groups, often twos or threes	At the beginning of a session to get everyone thinking about the subject, what they already know and what they want to find out. The smaller group can give some people more confidence to say what they think.

Discussion activities for the main part of the session

Name	What	When and why
Brainstorming	Open ended discussion (larger group or whole meeting) to generate lots of ideas or solve problems	Any time during a session when a new topic is being introduced, or a problem arises. Good to use at any time to share everyone's ideas.
Buzz	A quick discussion of 1 or 2 minutes in small groups, often twos or threes	Any time during a session when a new topic is being introduced, or a problem arises. Good to use when people are reluctant to talk in a larger group, but might have really good ideas to share.

Name	What	When and why
Group discussion	A longer discussion for 4 to 6 people to focus on a particular topic	When people need to really understand a topic. When decisions need to be made and agreement needs to be reached. Talking at length helps people to understand problems and issues in their own context, and share their ideas and experiences with others.
Pyramid work	2 people discuss a topic, then share with another pair. They agree 2 or 3 important points to share with another 4. Groups of eight decide together the 3 most important points to come from the discussion	This is a good activity to use with large groups of people when important decisions need to be agreed by all. Each person has a chance to speak, and as the groups get larger a consensus on the most important points can be reached.
Case study	A prepared description of a situation used to analyse specific issues	Use when you want everyone to analyse good (or bad) practice to reinforce learning. This activity makes people think about what they have learned and apply it to a real life situation. It also helps them to privately reflect on their own practice.
Jigsaw	A chart or a series of questions and answers are cut up and groups try to put them back together the make the best sense	When there is a chart or table of information which needs to be understood. By physically moving pieces of paper around, and having to read the content carefully to complete the jigsaw, greater understanding of the chart is developed.
Bus stop	Groups are given different issues to consider. Each group has a set time to write their ideas down. Then groups change places, adding to other groups' ideas in turn.	Use this when you have a lot to discuss and not enough time for everyone to discuss everything. This gives everyone the opportunity to discuss one issue in depth and add to the opinions of others too.
Individual reflection	Individuals think about what they have learnt and how it will affect their work.	A 3 minute time at the end of any activity to think about how you can improve as a result of what you have learnt.

Feedback activities

Name	What	When and why
Gallery walk	Ideas produced by groups displayed around room for all to read.	At the end of a discussion session so that everyone can read what other groups have decided.
Presentation	Findings of group discussion are presented to another or other groups	At the end of a discussion when 1 or more groups can be shown what your group has decided. When preparing a presentation it makes you think very carefully about the outcomes of your discussion. It also makes you think about the best way to share that information with others.
Power point presentation	A series of slides shown through a multimedia projector.	At the end of a session, some of the same slides can be used to remind everyone of what they have learnt. Adding more slides can also help to focus on reflection and evaluation.

Reflection and evaluation activities

Name	What	When and why
Peer reflection and evaluation	Deciding together what has been learned from the session and what everyone will try to do as a result.	At the end of a session or workshop so that everyone is working on the same tasks and goals. Useful when following the session with paired work, shared planning and teaching so that a future feedback session is relevant to everyone.
Personal Reflection	Reflecting on the session and what you might try as a result to improve your work.	At the end of a session or workshop to decide what personal changes you will make to your work. Useful in addition to peer reflection and evaluation for points that might be additional to the key outcomes of the session.
Action Planning	Planning the organization of further tasks or sessions with dates, resources, activities and success criteria	At the end of a session or workshop to plan what will happen next. Very important so that something does happen! CPD is only effective when what is learnt from a session is taken into the classroom or workplace and practised.

Here is an T.K. School Example using some of these methods.

Session — *Staff meeting*

Purpose of Session — *To introduce the module and agree how active learning can improve student achievement in all grades*

Activity	***Detail***	***Resources***	***Time***
Energiser	*Get opinions on active learning by asking a series of questions. Teachers respond by standing somewhere along an imaginary line, strongly agree at one end and strongly disagree at the other.* *1. Active learning improves student achievement* *2. Students should be silent during lessons* *3. Students should be allowed to move around the classroom during lessons* *4. Teachers should always follow the textbook* *5. Copying from the blackboard helps students learn*		*5 mins*
Context of module	*Leader explains that evidence from lesson observations and student and parent questionnaires show that there is little evidence of active learning and students are bored. Therefore there is a need to improve the student participation throughout the school.*	*Key points written on chalk board or chart paper*	*10 mins*
Brainstorming	*Brainstorm with 1 or 2 peers 'what is active learning?'*		*10 mins*
Group discussion followed by gallery walk	*In pre-arranged mixed grade groups of 6, discuss the following questions.* *What active learning methods can we use to improve student achievement?* *What works, what doesn't work?*	*Paper and pens*	*20 mins*

Activity	*Detail*	*Resources*	*Time*
Personal reflection	*What are you good at, and what do you need to practise more?*		*5 mins*
What next?	*The Leader summarises the key points arising from the group discussion and introduces the focus of the school visit.*	*Key points written on chalk board or chart paper*	*10 mins*

Planning for other sessions.

Some CPD sessions will need different planning. However, the **objectives** of the session should always be clear.

Here are three examples.

1. A visit to another school

You need to plan:

- ✓ transport
- ✓ communication
- ✓ access
- ✓ timing of visit
- ✓ time to write your reflections in your portfolio

2. A Peer observation session

You need to plan:

- ✓ time of observation
- ✓ focus for observation
- ✓ feedback time
- ✓ time to write your reflections in your portfolio

3. Assessment of students' work before and after a lesson, or series of lessons

You need to plan:

- ✓ lesson/s you will use
- ✓ time for assessment of students' achievements before the lesson
- ✓ type of assessment
- ✓ time for assessment within and after the lessons
- ✓ time to write your reflections in your portfolio

.

Now complete a session plan for one of your School Modules.

You can find a copy of this plan in the appendices.

Remember – the purpose of the session is a very important starting point.

What do you do when you have finished a module?

Completing a module does not mean you have learnt all there is to know about those skills studied. Nor does it mean that you can stop practising the skills. Continuous professional development means that you continue to develop those skills through further 'doing' and 'reviewing'.

At the end of a module you should:

- ✓ **reflect on what you have learnt and how your classroom practise has changed**
- ✓ **identify the competencies that you have achieved**
- ✓ **continue to practise the skills you have learnt**

Reflection

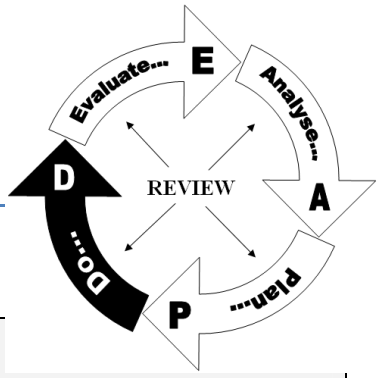
This is what you should be able to do now.

- Know how to plan a CPD session
- Know a variety of active CPD learning activities
- Produce a School CPD Session Plan

Reflect on your understanding and progress.

Do you feel confident to write a School and Individual Annual CPD Plan?
Do you need more practice?

Phase 3
Doing CPD



So far you have

Analysed your needs
Identified your priorities
Written your Annual Plan
Planned a CPD School Module
Considered how to plan each session of the module

Now you are ready to **do** your School Module

How do you 'do' your CPD School Module?

Use the 3 phases of the CPD Cycle to help you.

'Doing' is a repeated sequence of '**plan, do, review**'.

1. Do your first session.
2. Review its success.
3. Plan your next session based on what happened in the first.
4. Do your second session.
5. Review your progress.
6. Plan your third session based on what has happened so far.
7. Celebrate successes and decide any changes that need to be made to the School Module.
8. Continue by planning the next session etc etc.

How do you review the progress of the Module?

Review should be continually taking place throughout the CPD module. It should be the responsibility of the leader/s of the module with the help of other participants.

During each session

Informally assess the effectiveness of what is being learnt as the session progresses, and make appropriate changes if necessary

After a session

Decide whether the content of the session was effective, using responses from the participants and your own assessments. Make changes to the next session if necessary. For example, the participants might not have fully understood the objectives or you might not have had enough time to complete all you had planned.

At planned review times during the module

Look back at the progress made and adjust the module accordingly.

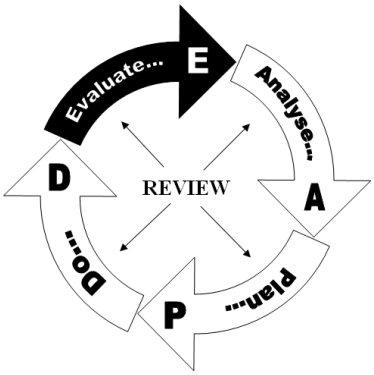
Here are some important personal challenges to face if you want to complete CPD successfully

- ✓ Be committed to your School Module.
- ✓ Be prepared to find difficulties.
- ✓ Solve the problems and persevere.
- ✓ Don't worry if you have to change your plan because something doesn't work.
- ✓ Learning is not always easy.
- ✓ Some teachers may feel threatened by being asked to do some of the activities.
- ✓ Don't allow yourself to be distracted.
- ✓ Prioritise.
- ✓ Be flexible.

Remember, the more you do, the easier it gets.

Phase 4

How do you evaluate CPD?



How will you know if your CPD School Module has been successful?

At the end of Phase 4 you should:

- know how to evaluate a School Module
- understand where to find good evidence
- be ready to complete the whole CPD Cycle confidently

The better you do your initial planning, the easier it is to judge if it has been successful.

Throughout your School Module there will have been opportunities for reflection and evaluation of different activities and tasks.

But you must also evaluate the whole School Module at the end.

At the end of the School Module, look again at the last column of your CPD Plan – What changes do you want to see?

You need to know if you have succeeded.

Didn't we do well?

Room for improvement

Somewhere in between

You need evidence.

It is not always helpful to make judgements based on the way people reacted eg "**everyone had fun, the food was good, the director looked happy, the REB head was laughing a lot.....**"

So where do you find your evidence?

From any source of information that demonstrates that there has been a change!!

Here are some good examples:

- ✓ results of assessments
- ✓ attendance
- ✓ teachers' records
- ✓ lesson plans and evaluations
- ✓ records of classroom observations
- ✓ looking at students' work
- ✓ observed changes in behaviour
- ✓ interviewing teachers or students
- ✓ results of questionnaires
- ✓ classroom display
- ✓ records of meetings
- ✓ school Improvement Plan evaluation
- ✓ portfolios
- ✓ annual appraisal records

If you collect opinions from people, the opinions must be analysed objectively.

T.K. School Example

What changes do we want to see?

Do lesson observations show improved teaching?
***Evidence** – records of classroom observations of mathematics lessons and feedback given*

Have test scores improved to at least the average of the other subjects?
***Evidence** – Comparison of test scores for all subjects from this year and the previous two years*

Do students enjoy Mathematics lessons?
***Evidence** – results of completed questionnaires and student interviews*

.

You can only do a task on evaluating your School or Individual Module when you get to the end of it!

Return to Phase 4 when Phase 1, 2 and 3 of your CPD Cycle has been completed.

Then decide what evidence you will use to evaluate each School Module.

At the end of the School or Individual Module a short report, **based on evidence**, should be written and kept in a CPD record file. Any contributions made to the School Module by individuals should be recorded in their own personal portfolio. The School should allow time for this to be done properly.

T.K. School Example

Report on CPD Priority 2

CPD Priority	*Train Mentors for Newly Deployed Teachers*
Participants in the CPD?	*All mentors*
Person responsible	*Director*
Start and finish dates	*Beginning of Semester 1 to end Semester 2*
What changes do we want to see?	*Mentors are confident to carry out their role. Lesson planning, teaching and evaluation by NDTs has improved.*

All but one of the mentors in the school completed the School Module. Hiwot moved to another school after the first four weeks of the semester due to personal reasons.
The module started and finished on time.
The changes that have been made following the module are as follows.

1. Mentors are confident to carry out their role.
Evidence was collected by

- *Interviewing Newly Deployed Teachers and mentors*
- *Observations of meetings*

Newly deployed teachers say that they are well supported and that their mentors are approachable and helpful. They give them good ideas for teaching and are always available to answer questions.
Meetings now take place punctually and are well planned. Paperwork is organized and completed on time.
Mentors say that they are happy in their role and feel that they are valued and contributing to school improvement.

2. Lesson planning, teaching and evaluation by NDTs has improved
Evidence was collected by

- *Records of lesson observations*
- *Lesson plans and evaluations*
- *Results of assessments*

By the end of the second semester, lesson plans were available for all the lessons observed. 80% of lessons achieved the objectives stated on the plans and were appropriate for the ability range of the students. More active participation by students was observed in the second semester and resources were mostly used in an appropriate way. In the second semester ten of the eleven NDTs routinely evaluated their lessons, and used the information in future planning. Assessment results for students taught by NDTs improved on last year. Successful continuous assessment strategies were used by nine of the eleven NDTs.

Outcomes
The CPD priority has been mostly successful. We give ourselves 'somewhere in between'. Nine of the NDTs have demonstrated professional competencies suitable to their levels of experience. Two require further development in the areas of managing student behaviour and assessment techniques. There is a clear link between the quality of mentoring and the level of performance of the NDT. As a result of this, two of the mentors need further support. The remaining mentors are confident in their role and will be used in the future to train and support new mentors.

Next steps
To assist the two mentors to improve further the following steps will be taken

1. *Attendance at cluster training on continuous assessment*
2. *Regular observation of a colleague who is good at continuous assessment.*
3. *Meetings with cluster supervisor to discuss lesson evaluations.*
4. *Shadowing a successful mentor for one week.*

What next?

There are several options depending on your evaluation of the success of the School or Individual Module. If you been successful you may choose to move on to another priority, but if you are not sure of success you need to decide whether to include this priority again in your next CPD Plan.

Didn't we do well?

If the School Module has been very successful and everything has been achieved or nearly achieved, it is no longer a priority. However you should keep monitoring the situation to make sure it continues to succeed.

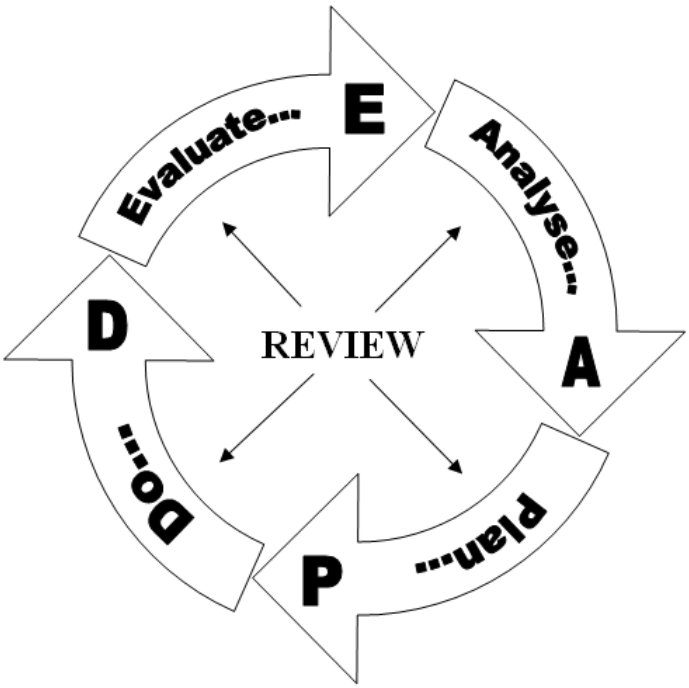
Room for improvement

If the progress is slow and there has been little improvement, it may still be a high priority to develop again in the next annual CPD plan.

Somewhere in between

If there have been some successful aspects to the School Module and some progress is being made, it may no longer be a high enough priority to be included in the next year's plan. If so, it can be left for a while and returned to at a future date. But monitoring should continue.

Congratulations – you have completed one full cycle of CPD
What do you do now?



You start again!!!

Personal CPD Experiences

CPD Experiences from T.K. School

Name: Abraham
Role: Director of T.K. School

What was one of your CDP needs last year?

I am quite new to the post of director at T.K. School and although I have quite a lot of experience of teaching mathematics, I have little experience of the all the other subjects in the curriculum. I needed to learn much more about how assessment was carried out in other subjects.

What did you do to meet your CPD needs?

I arranged to visit my Cluster Resource Centre which has a good reputation for teaching and learning across the curriculum. I went every Wednesday morning for a period of two months and observed some classes which were mainly in the 1st Cycle.

What have you changed as a result of doing your CPD module?

Observing experienced teachers at work in the classroom was very helpful because I was able to see how they used continuous assessment to check on the level of progress in the class. I also got a much better idea of how to use resources effectively in subjects other than mathematics.

Sometimes it was very difficult to spend some time away from T.K. School because I have so many things to do there. I had to be very strict with myself and make sure that I went to the CRC as planned. Now that I have worked alongside some of the other teachers I am much more confident about supporting all of the teachers in T.K. School.

CPD Experiences from T.K. School

Name: Almaz
Role: An NDT 2nd Cycle Teacher in T.K. School

What was one of your CDP needs last year?

One of the things that I found difficult was to control all of the students in the class while I was teaching. In particular, found it hard to keep the 2nd cycle students interested in the things I had to teach. They talked a lot during lessons and the homework that I set was often not done well.

What did you do to meet your CPD needs?

During one of the meetings with my mentor, we discussed a lesson that she had observed where we had agreed to focus on my classroom management skills. Following the lesson observation my mentor arranged for me to meet with Hassan, the Woreda Supervisor, to discuss the strategies that I could use in the classroom. My mentor also asked one of the Lead Teachers in T.K. School if I could observe three of her lessons over the course of three weeks to see how she managed the students' behaviour.

What have you changed as a result of doing your CPD module?

Following my meetings with Hassan, I have begun to plan my lessons more carefully so that the students in my classes are kept busy all of the time. This reduces the possibility of poor behaviour. I also give the students much more praise and encouragement and this means that they are more motivated to learn. I have only been able to observe one of our Lead Teacher's lessons so far because she has been busy recently. I will try to find another time to observe her lessons because I have a lot to learn from her. From the lesson I did observe I have now begun to set homework before the stabilisation part of the lesson and not at the end. This gives me more time to explain clearly what I want completed for homework so that the students don't get so confused.

CPD Experiences from T.K. School

Name: Hassan
Role: Woreda Supervisor for TK School

What was one of your CDP needs last year?

When I first learned that I was going to be one of the new Woreda Supervisors I was very pleased because I had worked hard as a Physics teacher in the local high school and I felt that this was real promotion. However, once I was doing the job I realised that I was not very sure of my role. I wanted to make sure that I was going my very best for the students, teachers and the wider community in my cluster group. I had no experience of working with school directors and I was not sure what they expected me to do.

What did you do to meet your CPD needs?

I took part in a five day workshop called 'The role of the Cluster Supervisor" which was run by the REB. I also 'shadowed' a very experienced supervisor in the woreda for two days.

What have you changed as a result of doing your CPD module?

The five day workshop helped me to understand the difference between inspection and supervision. Now I feel much more confident about what I should be looking for when I visit the schools in my cluster and I have made a checklist to ensure that I do not forget anything. During the course I developed my understanding of what makes a successful lesson. I now know that there are three parts to a lesson observation, the pre-meeting with the teacher, the actual lesson observation and the post observation meeting.

Now that I have observed my more experienced colleagues when they are visiting schools, I feel that I know what the directors and teachers expect from me in my new role. I still need to identity my more long-term CPD needs and to prepare another CPD module which ties in with the woreda's CPD priorities.

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