

Addis Ababa City
Government Education

Bureau

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**Welcome
to CPD**

**1. What
is CPD?**

Discus in group !

what is:-

- Continuous?
- Professional?
- Development?

- **Continuing**, because learning never come to an end, regardless of age or seniority;
- **Professional**, because it is focused on professional competence in a professional role; and
- **Development**, because its goal is to improve personal performance and enhance career progression.

➤ Continuing professional development (CPD) is the means by which people maintain their knowledge and skills related to their professional lives.

2. What are the Categories of CPD?

Continuous Professional
Development can be placed
into two categories:-

1.Updating

2.Upgrading

1. 'Updating' is a continuous process in which every professional participates during his career .

It focuses on subject knowledge, pedagogy other

2. 'Upgrading' is the process by which teachers, principals, or Supervisors can choose to participate in additional study outside their regular work as a Professional at appropriate times in their career,

Eg. convert a certificate to a diploma, a diploma to a first degree, or a first

3. What is the aim of Continuous Professional Development?

The ultimate aim of
professional development in
schools is to improve the
quality of learning and
teaching.

4. Discusses the purpose of CPD in context of

- Teachers,
- principals and
- Supervisors.

The purpose of Continuous Professional Development is to improve the performance of:-

- Teachers in the classroom practices;
- Principal's leadership role;
- Supervisor's supportive role ,
in order to raise student

➤ Teachers **‘Continuous professional development’**

means increasing teaching technique, broadening subject knowledge, creating responsibility and commitment with gathering latest information to prepare their students according and based to the

- Generally Continuous Professional Development is

“Anything that makes us better professionals.”

- **What is Good Teaching?**
- List out components of 'Good Teaching'?

Good Teaching

From the consultation process, and from other professional discussions in Ethiopia, the components of 'Good Teaching' have been categorised under four headings:

- professional knowledge and understanding,
- teaching skills,
- values and attitudes
- and the ability to create a good environment for learning.

1. Professional Knowledge and Understanding

Good teaching is when a teacher:

- ❖ uses wide and up-to-date **subject knowledge** of the curriculum.
- ❖ displays a good understanding of **classroom pedagogy**.
- ❖ has a broad understanding of the **impact of the teachers' role in the local community**, is aware of **national and local initiatives** and

2. TEACHING SKILLS

Good teaching is when a teacher:

plans effectively for student involvement and learning.

- ❖ gives clear learning objectives and provides students with the skills necessary for study and learning.
- ❖ uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students

❖ relates subject matter to the everyday lives of the students.

❖ encourages student participation and problem solving attitudes.

❖ rewards and praises progress and challenges poor performance

❖ is aware of the individual progress and learning needs of each student.

❖ ~~treats all students fairly and~~
with respect

❖ is reflective about classroom practice.

❖ is a competent assessor of

3. VALUES AND ATTITUDES

Good teaching is when a teacher:

- ❖ has a love of the profession
- ❖ has a **hunger for learning** and **self-improvement**
- ❖ forms **excellent working relationships** with colleagues
- ❖ cares for the progress and wellbeing of students
- ❖ fosters **inclusion and equal opportunities** within the classroom and institution
- ❖ sets high standards and has high expectations of the students

4. Learning Environment

Good teaching is when a teacher:

- ❖ maintains an attractive and supportive learning environment
- ❖ creates a safe and ordered environment in which all students are able to learn
- ❖ uses a wide range of appropriate teaching aids and materials, including locally available resources

What are the five Professional Competencies?

As stated in the 'National Framework for Professional Competencies of Teachers', the following five Professional Competencies taken together represent the role of the Ethiopian teacher.

Facilitating Student Learning outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality student learning.

Assessing and Reporting Student

- **Engaging in Continuous Professional Development** describes how teachers manage their own professional development and contribute to the professional development of their colleagues
- **Mastery of Education and Training Policy (ETP), Curriculum and other Programme Development Initiatives** describes how teachers develop and apply an understanding ETP to contribute to curriculum and/or other

- **Forming Partnerships with the School Community**

describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student

School

Improvement

Program:

1. Learning and Teaching

2. Student Environment

3. Leadership and

Management

4. Community Involvement

**How many hours of CPD should teachers,
principals and supervisors cover each
year in our contexts?**

**What counts towards
our 60 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:
 - observing another teacher
 - visiting another school
 - team teaching (working alongside another teacher or teachers in the classroom) Practicing your mentoring skills as part of your own CPD. . . . Etc.
 - preparing lesson study
- Each institution decides the way in which the sixty

1.Support Materials

1.National CPD materials

These materials are intended to **support** locally based CPD and not to **direct** it.

Teachers in schools have been following a CPD programmed using three course books.

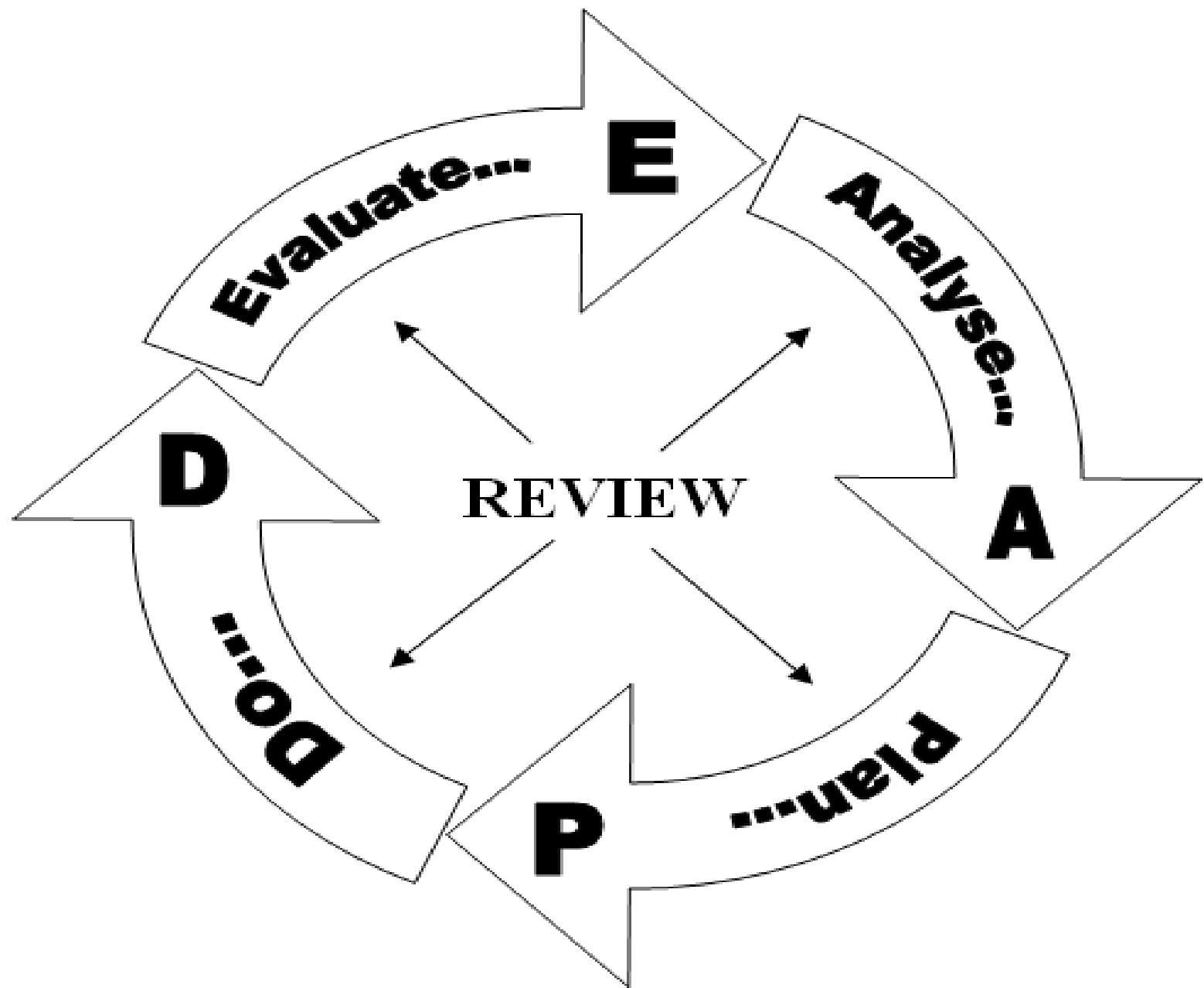
Course 1 Professional Ethics, Counseling and Mentoring Using Active Learning Methodology

Course 2 Gender and HIV AIDS issues, Continuous Assessment and Planning Approaches to Individual Subject Areas in the Context of Large Class Sizes

Course 3 Rural Development, Civics and Methodology

Implementation of CPD

The CPD cycle



“The CPD Cycle is a carefully planned response to identified development needs”

➤ **What are the phases of the CPD cycle?**

At each level - individual, group, institution, woreda, zone, region, national - the CPD cycle is similar.

~~**The CPD cycle has four phases**~~

- 1) Need analyses phase
- 2) Planning phase
- 3) Do phase
- 4) Evaluation phase

Review

“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.

Review could take place:

- during an individual's work, eg in a lesson or in planning time
- during, or at the end of a group activity, eg a workshop or a staff meeting
- during a regular monthly meeting of the CPD committee
- at the end of the CPD programmed

- as a planned part of a specific programmed, eg at the end of each module of
- the Higher Diploma Programmed

As a result of regular planned or spontaneous review, changes and improvements to the programmed can be made.

At the end of the programmed, an evaluation should be conducted.

1.The CPD Cycle - “Analyses”

Analyses is the identification of problems.

All CPD programmes will have the following similar characteristics.

- The programme will be carried out in
order to address the learning or development need of an individual, groups of individuals or an identified need of an institution.
- The need will have been identified by a process of needs analysis or review

Need Analysis

The table below sets out some examples of how CPD can arise from a needs analysis.

<i>Stakeholders by category</i>	<i>Responsibility for needs analysis and review</i>	<i>Context of the needs analysis</i>	<i>An Example (there are more examples in the CPD Toolkit)</i>
An individual teacher	The individual	Meeting with mentor or supervisor ✚ Self reflection in the classroom ✚ Preparation for a new job or responsibility	Following self assessment, peer review and an annual appraisal, a teacher agrees that one of three CPD priorities for the next year is to improve their knowledge of assessment
A group of teachers within an institution	The group leader	Regular group meeting ✚ Introduction of new initiative ✚ Reviewing a previous initiative	Through a needs analysis, the Mathematics Department of a secondary school identifies that one of their three CPD Priorities for the next year is learning to use more participatory methods in lessons
A school	The Head Teacher	Annual School Review ✚ Annual CPD Plan Evaluation ✚ Introduction of a new initiative	As a part of the analysis process, the Director and members of the CPD committee identify punctuality and attendance as one of the main areas for development in the preparatory school. This need is adopted as one of three School CPD priorities.
A group of institutions	The Head Teachers' of a cluster of schools	✚ Head Teachers' consultation meeting ✚ Professional discussions with colleagues ✚ Annual Appraisal process	The cluster has identified a common concern in the quality of the mentors for NDTs in their Schools.

<i>Stakeholders by category</i>	<i>Responsibility for needs analysis and review</i>	<i>Context of the needs analysis</i>	<i>An Example (there are more examples in the CPD Toolkit)</i>
A woreda/sub City	The Head of the Education Section of the woreda/sub city	A Supervisors' team meeting ✚Stakeholders' consultation meeting ✚Educational planning Review	The woreda/sub city has identified a need to increase community participation in education.
A region or Zone	The Head of the REB	An Experts' team meeting ✚Stakeholders' consultation meeting ✚Regional CPD Plan evaluation	A REB identifies a need to monitor and develop the use of first language used by teachers in Grades 1 to 4.
The Nation	Experts at the Ministry of Education	Consultation meeting with Experts and other educational professionals ✚National examination results ✚Policy Review conference	The Ministry of Education has identified that Population and Family Life together with Reproductive Health are important issues for Ethiopians to address. <i>More</i>

How to analyze CPD needs?

Analysing CPD Needs has the following stages

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

E.g. Needs

- *Improving student behavior*
- *Improving questioning skills*
- *Developing continuous assessment*
- ~~*Improving girls attendance*~~
- *Developing subject knowledge in Physics*
- *Refining lesson planning*
- *Improving active learning*

. Individual Teacher Level

- I need to start my lessons better.
- I have some problems with particular students.
- I want to make my classroom a more exciting learning environment.
- I want to learn how to prepare and use teaching aids.

School Level

- Developing active learning throughout the school.

- ~~- Train mentors for newly deployed teachers~~

- Improve mathematics teaching in cycle 1.

- Improve punctuality of the students.

woreda/ Sub city Level

- Improving teaching and learning

- Improving student performance

- Improving the skills of

4. Regional Level

- Improving qualities of portfolios.
- Improving skills of supervision
- ~~- Improving skills in creating a school~~

Improvement Plan.

. National Level

- Gender Issues
- Family life education
- Guidelines for CPD.

How to decide your school CPD needs?

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

- identify woreda, sub city, regional and national priorities for the year

- Consult with all people involved with the school stakeholders:-

- Students
- Teachers
- Other staffs
 - Parents and careers

•Identify the CPD needs of your school?

•*Here all staff identify the school strength and weakness*

School consultation form

Name of school.....

To all staff

~~*Please answer the following questions and bring to the staff meeting on.....*~~

No	What dose our school do well	What dose our school needs to improve?

No	<i>What dose our school do well</i>	<i>What dose our school needs to improve?</i>

School consultation form

Name *of*

school.....

<i>No</i>	<i>What dose our school do well</i>	<i>What dose our school needs to improve?</i>
-----------	-------------------------------------	---

School consultation form

Name

of

school.....

<i>No</i>	<i>What dose our school do well</i>	<i>What dose our school needs to improve?</i>

To parents and careers

School consultation form

Name *of*
school.....

<i>No</i>	<i>What dose our school do well</i>	<i>What dose our school needs to improve?</i>

Make a list of the CPD needs of the school.

Our School CPD Needs

<i>No</i>	<i>Name of school</i> <i>CPD Needs of Our School</i>

Decide which are more important.

Our School CPD Needs

No	These are the most important needs	Is this related to CPD? Yes or No
•	Name of School _____	
1	Develop continuous assessment throughout the school.	Yes
2	Improve behavior of students.	Yes
3	<i>Train mentors for newly deployed teachers</i>	Yes
4	Improve punctuality	Yes
5	Provide water in the school	No
6	<i>Improve mathematics teaching in cycle</i>	Yes
7	Improve boys and girls toilet	No
8	<i>Develop active learning throughout the school</i>	Yes

- How do you decide your school CPD priorities?

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 behavior or achievement?
- Can we afford it?
- Is it urgent at this time?

To decide your school CPD priorities:-

- Take the list of needs you have gathered from all stakeholders.

- Make sure the list is complete.

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

- Next, consider which of these are related to CPD Remember that CPD is anything that:

- ✓ Helps you become a better teacher.

- ✓ helps you improve student learning & achievement

- ✓ Improves the school's effectiveness

How many priorities should a school choose?

Our School CPD priorities

Name of School _____

No	Our school CPD priorities are:-	Why do you priorities these from the above 10 most important needs?
1	Develop active learning throughout the school.	
2	Train mentors for newly deployed teachers	
3	Improve mathematics teaching in	

➤ How do you decide your personal CPD needs and priorities?

A teacher can decide his/her personal CPD needs;-

➤ Meeting with mentor or supervisor

➤ Self reflection in the classroom

➤ Preparation for a new job or responsibility

[illegible]

Name

<i>N</i>	<i>What are my</i>	<i>What do I need to</i>
<i>o</i>	<i>strengths?</i>	<i>improve?</i>
	These are the most	important needs
	from the list.	
<i>N</i>	My CPD needs	
<i>o</i>		

- Identified and prioritized needs by their urgency, affordability and their impact on student behavior or achievement at the time.

No	My CPD priorities are:-	Why do you priorities these from the above needs?
1		
2		
3		

1.The CPD Cycle – “Plan”

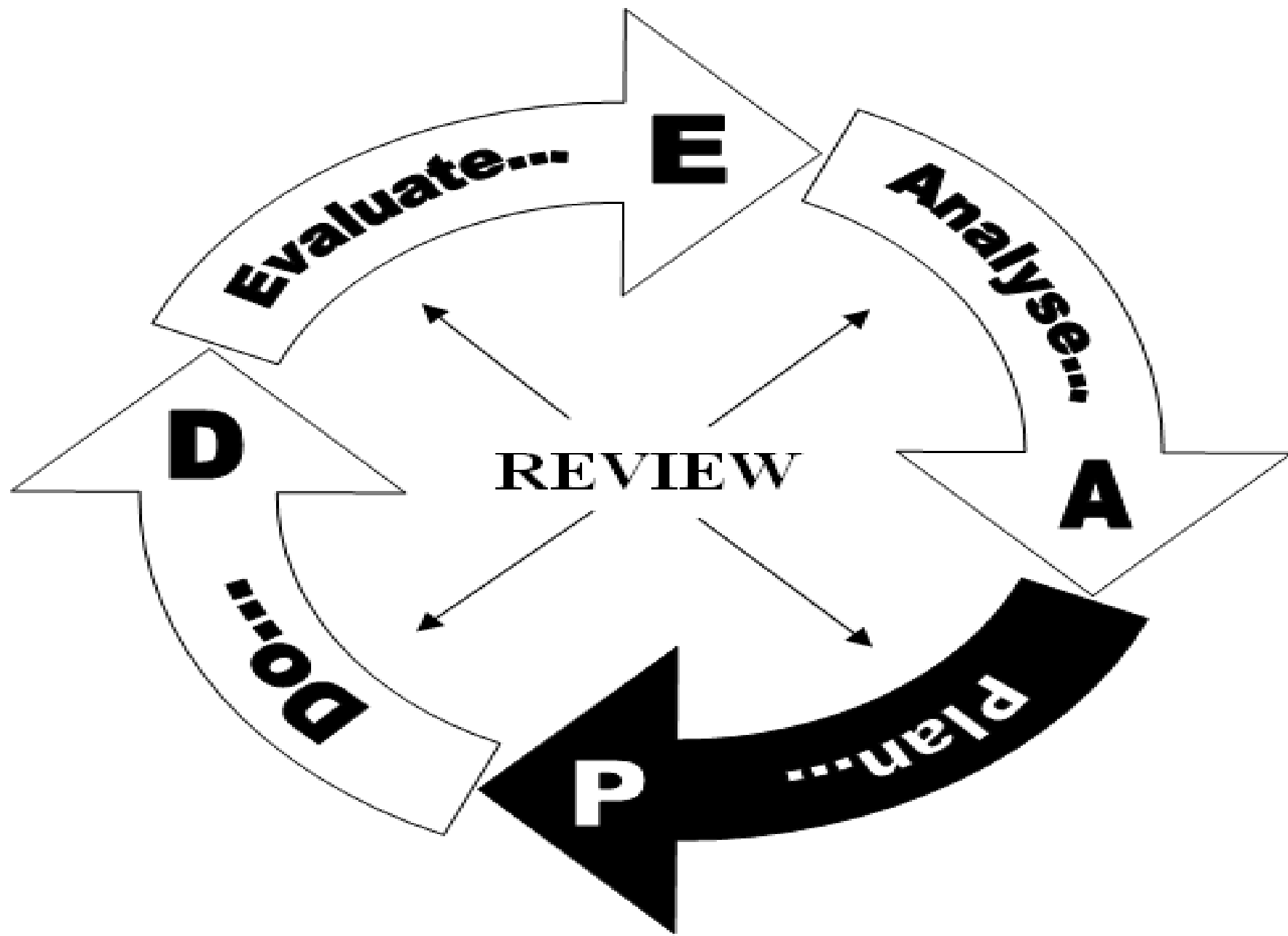
Once the development need has been identified, a programmed, specifically designed to meet that need, can be prepared.

- What are the three stages of planning for CPD?

- 1.Completing CPD plan

- 2.Planning CPD module

3. Planning CPD sessions



Institutional planning

Each institution should develop Annual CPD Plans. This is done by prioritizing the issues identified by the analysis process.

Three main priorities are recommended for each academic year.

It is more effective to concentrate on fewer priorities and cover them well.

Once the priorities are selected, the Annual CPD Plan should be completed.

Individual planning

Individual CPD Plans should also be developed annually. Some priorities for individuals will come from their **institution's priorities**. Some will be issues identified by the individuals themselves.

An individual teacher's Annual CPD Action Plan should be kept in their Teacher's Professional Portfolio, and used as a guide to the type of information and evidence collected

how do you complete your annual CPD plan?

- Needs are already identified and prioritized.
- Prepare School CPD plan.

School/ individual annual CPD plan

Name of school/ individual

.....

No	CPD Priority	Who will Take part In the CPD	Who is the Person Responsible ?	When will it Start and Finish?	Time allocated	What changes we want to See?

Criteria for choosing a leader of the school module
of school
of possible leader.....

No	Criteria	✓ Or x
1	Subject knowledge or expertise in this area	
2	Skill in caring out a particular type of <u>methodology in this area</u>	
3	Successfully led this kind of training before	
4	Wishes to develop his or her own professional skills by leading a CPD school module	
5	Commitment to complete the school module	
6	Confidence and respect of the staff	

It may change as you plan the module, or as a result of review during 'doing' of the module

The school's Time allocation

Name of school

[illegible]

[illegible][illegible]

how do you plan a CPD school module?

Module:-

- **Modules turn plans into action.**

- Modules answer the question “What are we going to do?”

A School Module:-

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

The CPD school/Individual module planning form

School /individual

Person responsible for planning the school module

N o	School/individual module	
1	School/individual module title /CPD priority/	
2	What changes do you want to see?	
3	Participants	
4	Leaders	
5	Duration of school /individual module	
6	Start and finish date	
7	Feedback	

how do you plan CPD plan Sessions?

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.

School /individual module plan

Name of school/individual

.....

9	Type of session	10. objectives of session	11. duration

Some CPD methods which have successfully been used to facilitate professional development are:

CPD Methods

- | | |
|---|--|
| <ul style="list-style-type: none">➤ 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 CPD activity.➤ Marking of students' work, giving feedback and advice for | <ul style="list-style-type: none">➤ 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 |
|---|--|

Duration of school/individual module

Name of school/individual

.....

No	School Module Title	Sessions	Duration
1			
2			
3			

Activities:-

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

Session planning form

School/individual

Date Name of session

.....

Objective

N o	Activity	Detail	Resourc es	Time

1.The CPD Cycle - “Do”

‘Doing’ is a repeated sequence of **‘plan, do, and review’**.

“The more you do, the easier it gets.”

1.Do your first session.

2.Review its success.

3.~~Plan your next session based on what happened in the first.~~

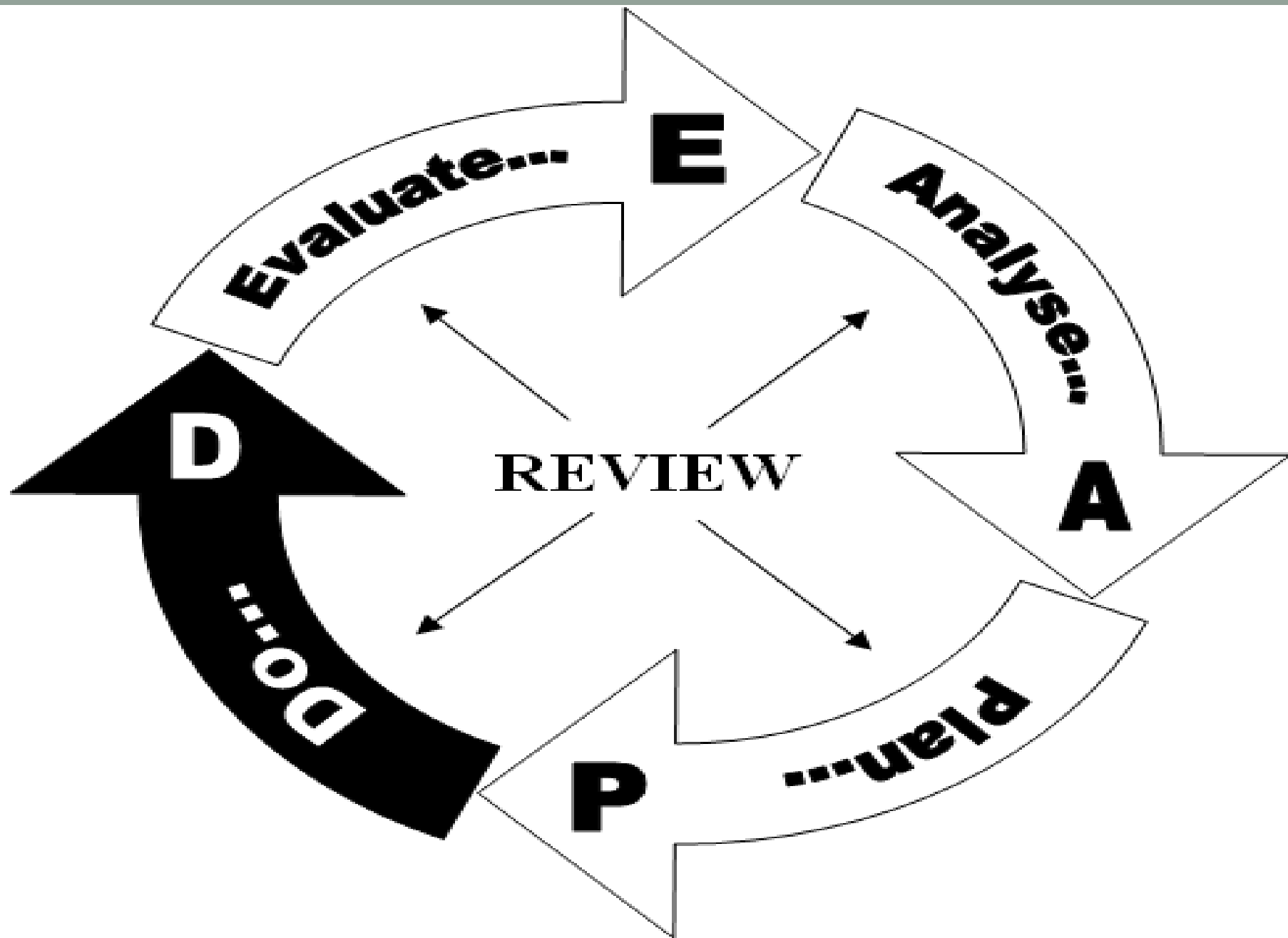
4.Do your second session.

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.



Participating in CPD can involve formal and informal sessions.

It is essential that these sessions are linked together to form a coherent program.

• **Methods are the ways that you can carry out your CPD.**

The methods and activities chosen should be appropriate to the needs identified.

- **They link directly to the classroom.**
- **Different methods serve different purposes.**

Unplanned CPD

Not all CPD takes place as a result of a planned programmed ~~as part of the CPD Cycle.~~ Much learning and sharing of good practice can take place as result of normal day-to-day contact and discussion with professional colleagues

The CPD Cycle - “Evaluate”



Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, ~~so it is important to judge whether each~~ CPD programmed is effective in doing that. The CPD Action Plans, whether institutional or individual, should identify desired outcomes for each priority.

Where do you find an evidence to evaluate your CPD implementation out comes?

- ✓ Result of assessments
- ✓ Attendance
- ✓ Teacher records
- ✓ Lesson plans and evaluations
- ✓ Records of class room observations
- ✓ Looking at students work
- ✓ Observed changes in behavior
- ✓ Interviewing teachers or students
- ✓ Class room display
- ✓ Portfolios

The process of evaluation should:

- celebrate success
- measure whether desired outcomes have been achieved
- identify additional unplanned outcomes
- identify less successful aspects of the programmed
- Inform future CPD needs at individual and institution level.

CPD is a cycle. Institutions and individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all.

After you have completed one full cycle of CPD, What do you do now?

You start again!!!