

2008–09

IfL review of CPD

Making a difference for teachers, trainers and learners





In its annual report for 2008–09¹, Ofsted refers to a recent international study by McKinsey as reporting that the most successful educational systems have an unwavering focus on improving the quality of teaching and that this is centred on the practice of individual teachers. Ofsted also refers to the finding that teachers need to identify their own areas for development and have a secure understanding developed through demonstration of what outstanding practice looks like, and have high expectations and a shared sense of purpose so that they are motivated to change.

¹ Ofsted, 2009. *The Annual Report of Her Majesty's Chief Inspector 2008/09*. p104.

About the Institute for Learning (IfL)

The Institute for Learning (IfL) was formed in 2002 and is the professional body for teachers, tutors, trainers and student teachers in the further education and skills sector, including adult and community learning, emergency and public services, FE colleges, the armed services, sixth-form colleges, the voluntary and community sector and work-based learning. An independent professional body, IfL is governed by an elected Council and works closely with several sector organisations, unions and employer bodies.

Publisher

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Terminology

Throughout this document, we use the term 'teachers and trainers' to cover all those in FE and skills teaching roles, including lecturers, teachers, trainers, assessors, instructors, tutors and trainee teachers. We use the term 'FE and skills' to cover the full diversity of the sector.

Acknowledgements

We would like to thank the IfL members, learners, IfL staff and sector leaders whose photographs and comments appear in this review. Our special thanks go to Warwickshire College and Rolls-Royce for permission to use the photograph on the front cover.

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Introduction

Welcome to IfL's first review of the continuing professional development (CPD) amongst its members. 2008–09 is the first full year in which IfL members have been asked to share their CPD with their professional body. This report marks the start of IfL's annual review process where we will consider and share CPD practice across teachers and trainers, and its impact on their own practice, their learners and employers.



Our profession has come a long way since 2004 when *Equipping our Teachers for the Future* was published. Now, as in other professions, CPD is seen as a hallmark of the professional and, like most professional bodies, IfL requires evidence of the individual's commitment to CPD.

As the professional body for teachers and trainers, we are committed to recognising that teachers and trainers are united by their dedication to excellent teaching and training for their learners. This dedication requires well-qualified, confident and accomplished practitioners who are committed to building and updating their understanding of learning and their expertise in their vocational or subject area. Along with recognition of professional status, comes a high expectation around levels of CPD.

CPD is, and has to be, an integral part of any new vision and policy developments for the sector. CPD is the key to practice with learners developing and changing to deliver new priorities, as well as to keeping provision and practice continually up to date.

IfL has long advocated the recognition of brilliant teaching and training professionals, who are self-improving through their engagement with CPD; giving the public, learners, the teaching community and the sector confidence that teacher, trainers, tutors and assessors are experts who are continuously improving their skills, knowledge and expertise.

This review of IfL members' CPD:

- celebrates effective practice in CPD for teachers in both subject and vocational updating, and teaching and training methods
- describes and endorses CPD that works and makes a difference to practice and to learners
- evidences aspects of effective leadership of CPD
- identifies what more needs to be done so that all teachers and trainers are leading edge in teaching methods and their vocational and subject areas – brilliant dual professionals.

Also, we want to share with you that in 2008-09, 98 per cent of teachers and trainers exceeded the required number of hours of CPD, demonstrating the fantastic commitment of IfL members to developing their own practice. We look up to our IfL members who are pioneering innovative and personally tailored CPD approaches that work, as you are leading the way for us all.

Toni Fazaali
Chief Executive

Our approach to CPD

When a teacher or trainer joins the Institute for Learning (IfL), they commit to the principles of continuous improvement. IfL recognises the evidence of their continuing professional development (CPD) as part of remaining in good professional standing, and CPD supports effective teaching and training practice, which is the basis for gaining Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS) status.

IfL has adopted a professional, flexible and responsive approach to CPD that takes into account the diversity of our members, teachers and trainers across the sector, in terms of employment status; provider type; any disability; access to technology; and professional learning. Our approach has six guiding principles:

1. Focus on learner impact

At the start and at the heart of our approach to CPD is a commitment to improving the experience and impact on learners. We encourage you to plan and design your CPD activities for impact on learners; to reflect on the success and impact of CPD on learners; and to share your professional learning with peers, subject leaders and line managers.

2. Ongoing reflection and continuity

A long-term commitment to CPD requires an approach of continuous improvement and reflection over many years. IfL encourages you to carry forward learning, reflections and ideas from each year, thereby building a robust and learner-responsive CPD journey.

3. Importance of dual professionalism

CPD should cover both your subject or vocational expertise and your teaching practice. IfL encourages reflection on external and internal factors that help determine a focus for development activities.

4. Broad range of CPD activities

Our definition of CPD encourages members to include development from coaching, mentoring and peer review to courses, workshops and formal study. Crucially, critical reflection on professional learning and activities improves practice and demonstrates continuous development. Exercising professional judgement and critical analysis of your planned and achieved impact for your practice and your learners is really important.

5. Technology as integral

IfL encourages innovative use of technology to support and enhance professional development, in order to plan, review and share evidence, and share your CPD. Technology is a powerful enabler for CPD to improve teaching and learning practice and learner impact and fosters greater use of technology in teaching and training.

6. Organisational performance improvement

Organisations that truly engage their employees in professional development are normally more successful in terms of positive performance outcomes – customer satisfaction, staff retention, well-managed change, and building trust and confidence in the organisation. IfL encourages colleges and providers to establish flexible systems and support for teachers' and trainers' personally tailored CPD as a vital part of their strategy for organisational development.

Executive summary

Continuing professional development (CPD) lies at the heart of professional practice for teachers and trainers across further education and skills. CPD is recognised across all professions as a way of systematically maintaining and improving knowledge, skills and competence; and of enhancing learning throughout one's working life.

CPD is also an essential part of engaging and enabling employees to be innovative and effective, which evidence shows to be an important contributory factor to organisational success.

CPD is inextricably linked with IfL's ambition for FE practitioners to be *truly recognised for excellent teaching and training of learners*². We believe that our members strive for brilliant teaching, with high degrees of subject and vocational expertise, and that they, most importantly, place the interests and progression of learners at the very heart of their practice. IfL is crucially supporting members through:

- providing a distinctive range of services and **benefits** that support members' practice and their learners
- promoting the professional **status** of teachers and trainers, and building recognition of their value to learners and to the well-being of the nation
- offering an influential collective **voice** for teachers and trainers, through their own independent, professional body, giving their opinions a central place in policy and decision-making.

Measuring progress and impact

IfL looks for:

- CPD in excess of the required minimum of 30 hours a year (or pro rata for part-time teachers and trainers)
- Clear articulation of the impact of CPD on learners and the learner experience

- CPD with a balance between up-to-date subject or vocational specialism and skills in teaching and learning; IfL members' dual professionalism
- A meaningful spread of CPD activity that is effective, including individual and collaborative activity, informal as well as formal
- The use of technology, in particular REFLECT³, to support reflection on teaching, training and learning and build skills in new technologies
- The use of peer support, review and feedback on CPD
- Support for CPD from line managers and the senior leadership team.

Objectives of this CPD report

- To establish an annual review and impact assessment of CPD that will measure its quality in supporting teaching and training for the benefit of learners year on year.
- To provide evidence of effective practice in CPD to strengthen the skills of members as reflective practitioners through the planning, recording, reviewing and assessing of impact of individuals' professional learning.
- To encourage employers and HR professionals to give attention to teachers' and trainers' CPD as a priority, as a means of engaging and motivating them and to build wider organisational success.

² Institute for Learning, 2009. *IfL Five-year strategy 2009–14*. p8.

³ REFLECT is IfL's online, personal learning space, provided as a benefit for members to plan, record, review and share their CPD.

- To encourage members to work with peers and managers to develop and share innovative CPD practice.
- To respond to members' requests for IfL to support their CPD development through sharing effective practice.
- To understand the range and effectiveness of CPD being carried out so that IfL can advise the sector on further programmes and kinds of support needed.

Key recommendations

For members

1. Start early and plan ahead. By taking a proactive approach to your CPD, you will be able to develop a more comprehensive plan, bringing in many different forms of CPD and engaging colleagues early on to learn with you or support you. Be bold, and be hungry for CPD.
2. Develop a CPD plan that is best suited to your own needs, ambitions and learning interests. You lead your own CPD, and rather than prescribing a particular formalised structure or framework, IfL offers guidance for you to consider. We really want to hear about your activities and reflections, so we can also share this with others.
3. Share your plans for CPD and outcomes with colleagues; this offers significant advantages and will help to build a real culture and community of CPD practice in your organisation, and bring benefits to all your learners.
4. Draw on effective CPD activities (page 24).

For college and provider leaders

1. Support and enable teachers and trainers to carry out their CPD; employers have a critical role in this, and the picture is still too variable. Too frequently there is a lack of support at the college or provider level, which is a barrier to members developing and sharing their own CPD. IfL is committed to giving employers support so they can realise the benefits of developing a stronger culture of CPD.
2. Embed CPD as an integral part of your organisation's strategy, and highlight its major contribution to the organisation's overall objectives and success.
3. Draw on tools, guidance and support based on IfL's analysis of teachers' and trainers' CPD, to help colleges and providers embed CPD.

For sector agencies, employer bodies, sector skills councils and unions

1. Agencies have a strong role to play in working together to offer a cohesive and comprehensive portfolio of CPD opportunities, including in the use of technology, for teachers and trainers. The work of the Learning and Skills Improvement Service (LSIS) and Becta is vital here.
2. IfL and sector skills councils should work together to join the needs of the economy and the practice of teachers and trainers, supported by a good range of CPD.

For IfL

1. IfL needs to continue promoting advice and guidance in all aspects of CPD for members through IfL Connections teams, events and communications.
2. IfL needs to help members to express fluently and discuss the kinds of CPD that work for them and their learners, and its impact.

Review findings: an overview

Declaration of CPD

By 31 May 2009, there were 180,311 registered IfL members who needed to declare their CPD by 31 August 2009. IfL was determined to trust the professional and used a simple self-declaration process to ascertain:

- the number of hours' CPD completed (based on their total number of teaching or training hours)
- whether they had shared their CPD record with their employer and peers
- a breakdown of hours spent on subject or vocational specialism; teaching and learning; and local and policy context.

Overall declarations

- 64 per cent of members declared their CPD by the end of November (57 per cent by August due date).
- 36 per cent had not yet declared by 30 November 2009, but numbers continue to increase daily.
- 64 per cent declared online via the IfL website.
- 20 per cent declared using REFLECT.

Key findings

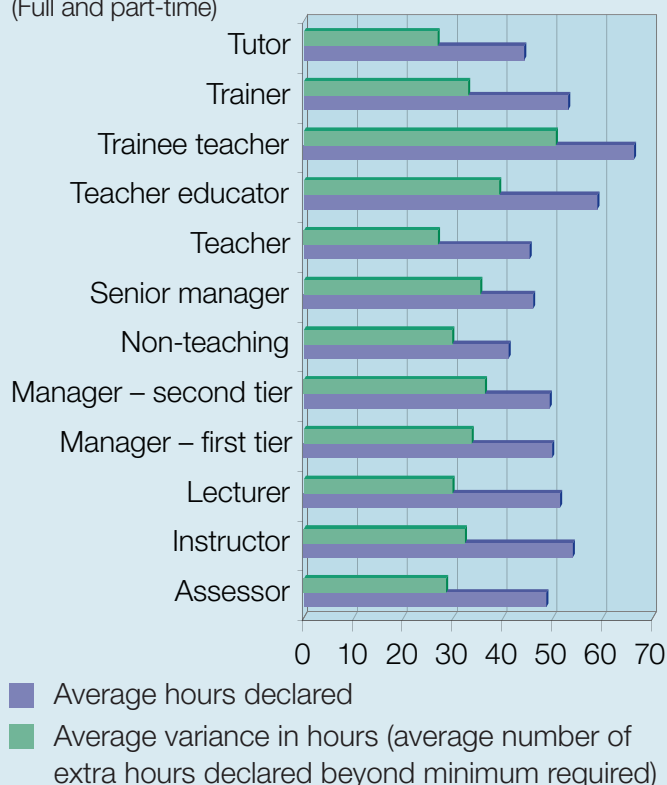
Number of hours spent

An overwhelming 98 per cent of members who declared their CPD had exceeded the minimum number of hours required.

- This evidences teachers' and trainers' professional commitment to CPD.
- This level of engagement in CPD is evident across the entire sector, including work-based learning, offender learning, voluntary and community learning, the armed forces and sixth-form colleges.
- The under-30 and 30–44 age groups declared the highest levels of CPD.
- Only 1.32 per cent of respondents declared fewer than the required number of hours.
- Members undergoing initial teacher training had the largest average positive variance; this emphasises the commitment to professionalism embedded in the qualifications and upheld by teacher educators. Given that between 12,000 and 15,000 new teachers come into the profession every year, this is a very positive indication for the future.

Number of CPD hours declared, by job role

(Full and part-time)



Sharing the CPD with colleagues

- 44 per cent of members had shared their CPD record with a colleague and 46 per cent with an employer.
- 37 per cent had shared with both their employer and a colleague.

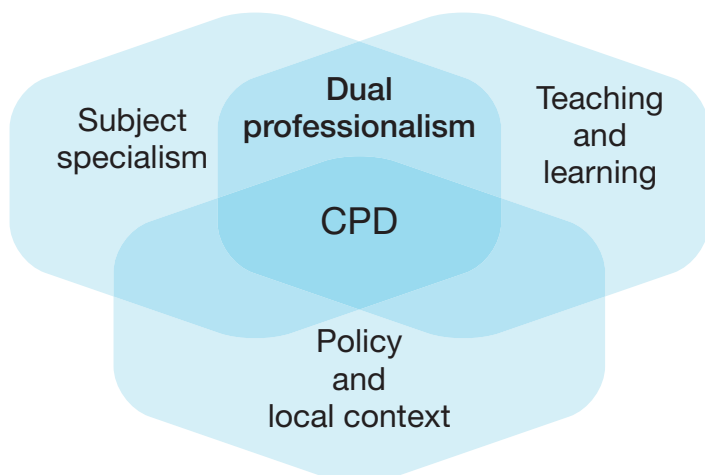
A growing body of research on CPD has shown that the kinds of professional development that make the most difference to practice are based on professional dialogue about teaching and learning. The evidence of sharing shows a starting point to build on so this is more widespread.

Dual professionalism

The analysis demonstrates how teachers and trainers have adopted the IfL model of dual professionalism and included in their CPD:

- activities to enhance subject specialism
- activities to develop teaching practice.

Members showed they had completed CPD on their subject specialism and on teaching and learning, in equal proportions.



Related findings

IfL's 2009 annual membership survey⁴ found that:

- 87 per cent of IfL members now feel partly or better informed about CPD
- 51 per cent of members had used REfLECT to record their CPD and 72 per cent rated REfLECT fair to excellent as a tool for doing this; 79 per cent rated the layout and design as fair to excellent; and 76 per cent rated its accessibility fair to excellent. (IfL has 82,000 members using REfLECT)
- members want IfL to provide more information on CPD and CPD opportunities; provide more support in terms of using technology; enable members to interact with each other; and collect and disseminate examples of effective CPD practice.

Professor Jocelyn Robson of the Institute for Policy Studies in Education (IPSE), who undertook a longitudinal study⁵ of a group of new IfL members during 2008–09, observed that:

“By the end of the study, most of the respondents believed that membership of the IfL had enhanced their sense of professional identity. They felt more able to take responsibility and control of their own career development and training.”

4 Institute for Learning, October 2009. *IfL Members' Views 2009*. London: IfL. Conducted by NFER.

5 Robson J, 2009. *Becoming Professional*, p 20.

Review methodology and the sample

In order to build a rich and in-depth picture of the continuing professional development (CPD) being carried out by members, we took a representative sample of members based on the membership profile. Those sampled who had declared their CPD were asked to send us their CPD evidence portfolio, which was analysed in more detail by a team of expert peer reviewers.

The reviewers, all IfL members, were recruited by IfL and received training and development. Their role was to review the samples of CPD evidence, collect key research data and give constructive feedback. This process enables us to model effective practice by exchanging ideas and views about CPD.

In total, 593 portfolios were reviewed, of which:

- 448 (around 75 per cent) were online reviews
- 145 (around 24 per cent) were postal reviews
- 20 per cent of the evidence was supplied in REfLECT
- 45 per cent of the evidence was supplied through other electronic means
- 24 per cent of the evidence supplied to IfL was paper-based
- one review was by telephone interview.

“It was essential that we gained an in-depth understanding of CPD practice in order to develop our support for members, and be able to communicate to our wider audience the quality, creativity and impact of CPD among teachers and trainers. Who better to carry out this review than members themselves who, with support, training and experience, have been able to engage with other members and bring a valuable perspective to the project.”

Dr Jean Kelly, director of professional development, IfL

Our reviewers read the evidence with three criteria in mind:

- **relevance** – is the evidence commensurate with the job role of the member?
- **sufficiency** – do the hours declared tally with the number of hours evidenced and required?
- **authenticity** – do the details match the member information?

Reviewers' comments

“The CPD cycle revealed an exciting insight into the developments being undertaken. The range of CPD was wide-ranging and reflected the diversity and interests of members – a pleasure to review.”

Jan Leatherland, lead IfL reviewer

“It has been an interesting experience, I have learned a lot from the process and feel much more confident in advising others how to approach CPD.”

Jodi Roffey-Barentsen, IfL reviewer

“I thoroughly enjoyed being involved in the whole process. Professionally, it has supported me to reflect, assess and review the CPD cross-college training I currently deliver.”

Heather Brammer, IfL reviewer

“Some portfolios, particularly those engaging with REfLECT, were detailed and focused on the impact CPD had on practice and recorded way above the minimum hours required.”

Shan Green, IfL reviewer

Types of CPD

A growing body of research on continuing professional development (CPD) indicates that the kinds of professional development that make the most difference to practice are based on professional dialogue about teaching and learning, and the improvement of practice through a variety of activities, including coaching, mentoring, shadowing and peer support.

What we were looking for

- A broad interpretation of CPD beyond attendance at courses, workshops or formal study.
- Examples of innovative and challengingly critical reflection on learning experiences that improve practice and demonstrate continuous development.
- Greater and more innovative use of technology.
- A personalised approach to CPD; practitioners leading in their own CPD and using judgement and expertise to develop leading edge practice in teaching and training.

Findings from the sample

- In 2008–09, courses, conferences and seminars still constitute the majority of CPD activity evidenced.
- The greatest amount of reflection was evidenced where the breadth of activities was wider.
- The least frequent activities engaged in were research and contributions to journals and conferences.

There is an over-focus on formal courses. Personalised CPD, such as peer coaching, is underdeveloped, yet research shows that this is the most effective⁶. The broad definition of CPD is not being used as much as we hoped, and this sets an agenda for 2009–10.

⁶ Joyce BR and Showers B, 1998. *Peer Coaching to Increase Student Learning*.

Examples of effective practice

Sue Edridge worked for Oxfordshire County Council, training school cooks, as part of a Jamie Oliver initiative. She is now training as an A1 assessor. Of all her CPD activities, Sue says that the most valuable involved work shadowing experienced assessors.

“It gave me confidence and encouragement to use and develop my own style.”

Sue’s tip:

“Record it as you go along and keep electronic and hard copies ... value what you do.”

Ian Wolstenholme is a football coach working part-time for the Football Association and as an external verifier for Kent County Football Association. He logs his CPD with the FA and IfL.

He has seen the impact of CPD undertaken for football in the community on his own work and right across the country. This is his view of CPD:

“I will just keep on learning; there is always something to learn and I have not yet reached the day when this is not the case.”

Dual professionalism

Continuing professional development (CPD) means maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience.

What we were looking for

- Personal understanding, reflection and planning of CPD that focuses on bringing outcomes for learners.
- Evidence of CPD with the purpose of expanding knowledge and keeping up to date with the latest developments in a subject or vocational area.
- Demonstration of CPD in terms of keeping abreast of changes in teaching and training methods and how these impact on learners.
- Examples of how individual CPD is being shared with subject and teaching and training peers.
- Use of new technologies for professional learning and so that technology is used more in teaching.

Findings from the sample

- Nearly all members have adopted a dual professionalism model in their CPD.
- The largest number of hours spent in total were evenly divided between teaching and learning and subject and vocational updating. This reinforces the model of dual professionalism that IfL has advocated as being particularly relevant for further education and skills.
- The spread of CPD covered was categorised as subject and vocational updating; teaching and learning; curriculum development; ICT and technical updating; organisational management; institutional policy; personal skills development; other.

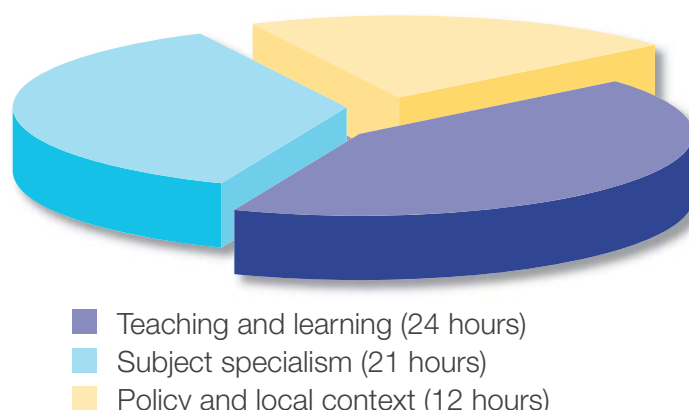
Examples of effective practice

Heather Armstrong is deputy head of beauty therapy at Croydon College. She has been careful to keep a balance between pedagogy and her subject specialism, so is enrolled on a master's degree in leadership course at the Institute of Education, but also took part this year in the Catalyst programme, which gave her five days of industrial updating in a salon. This allows her to lead a team and also teach alongside that team for three hours a week.

Heather's reflections on LLUK's Business Interchange experience are available for others to share on the LSIS Excellence Gateway.

"It is really important to me to develop both sides of my professional identity. Get the support of others when doing your CPD – ask for help and support, particularly at appraisal time."

Average number of hours for key types of CPD



Learner impact

Excellent professional development for teachers and trainers demonstrates, with evidence, the difference CPD activities have made for learners and the learner experience.

What we were looking for

- Evidence of planning for the impact on learners at the beginning of the CPD process.
- Reflection on the difference made for learners.
- Evidence of learner impact, and an understanding of which CPD activities resulted in most impact.
- Innovative methods of collecting learner impact.
- Use of technology.

Findings from the sample

- 28 per cent identified the impact on learners in their supporting evidence.
- Reflection on the impact of CPD was usually absent or hesitantly expressed.
- Learner impact is not always easy to collect and to evidence.

This gives an agenda for 2009–10. It is clear that the majority of members have found demonstrating impact on learners to be difficult and complex. This does not imply that learner impact is not considered important, more that the reflection and methods of evidencing are hard and need to be better understood. We recognise that this may take some time to achieve; as other bodies similarly have found, evidence of impact of professional development is challenging.

Examples of effective practice

Trevor Tolhurst, a science technician at Thanet College, is studying for a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) and has been working in FE for 18 months; he previously worked in industry as a chemist.

For Trevor, development of his teaching skills is the focus of his programme and has become second nature to record this and reflect on the impact. He now thinks about the learning gained from the course with three hats on – as student, professional teacher and scientist – and this gives him a valuable perspective on impact for learners and how it feels to be on the receiving end.

“Don’t be forced into using a model that is not right for you. Have confidence to do something that fits with the way you work.”

“We expect the highest standards from our teachers and are looking for the ‘consummate professional’ to help guide us through our learner journey. Professionalism can be demonstrated through knowledge of the subject and learner – I always felt that my tutor was up-to-date with her own subject and with changes in education, and I trusted what she told me.”

Participant at National Learner Panel meeting with IfL on *What makes a great teacher or trainer in FE and skills*, 22 September 2009

Use of technology

One of IfL's strategies for CPD is to promote the use of technology to support professional development. IfL encourages members to develop their knowledge and skills as reflective practitioners through planning, recording and assessing the impact of their learning, using REfLECT as their CPD portfolio. REfLECT is designed specifically to support teachers' and trainers' professional development.

What we were looking for

- Evidence of technology being used as a tool for reflection, planning, recording, sharing and impact of individual learning in CPD portfolios.
- Practitioner confidence in the use of different technologies as a vehicle for CPD.
- Reflection on the use of technology, its effectiveness and relevance.
- Awareness of the role and use of newer technologies.

Findings from the sample

- 20 per cent of the evidence was supplied in REfLECT, IfL's online learning space provided for members as a benefit. Some 82,000 IfL members use REfLECT to plan, review and record their CPD.
- 45 per cent of the evidence was supplied in another electronic form.
- There was evidence of greater reflection on practice and impact where REfLECT was adopted.
- Many members have been using technology in different ways; there is evidence, however, also seen in the 2009 membership survey, that overall confidence in technology and in particular web 2.0 tools is highly varied, with around a third of teachers and trainers feeling under-confident.

Examples of effective practice

Nick Marshall teaches in an education department at the Dover Immigration Removal Centre. As part of his CPD, Nick became an IfL Volunteer Connection and in his training with IfL, learned about REfLECT Mobile. The impact was immediate and practical as he was able to show his colleagues how to use this to speed up data entry on their reflective logs.

“The outcome that I achieved was more than I hoped for and I am managing to persuade users to use REfLECT as it is much quicker to add activities. The manager is happy that more teachers have more access to add to their CPD record. In future, I hope to be able to get the teachers to add their activity as soon as they have finished training on the establishment, and reflect upon it when they get home.”

“On the whole, those members who used REfLECT had the most substantial evidence in terms of discussing their reasons for undertaking an activity, what they had gained from it and the impact it had on their practice and their learners.”

Caroline Harvey, IfL reviewer

IfL works with Becta in promoting and increasing teachers' and trainers' use of new technologies.

Collaborating and sharing CPD

IfL's 2009 membership survey highlighted the challenges that teachers and trainers face in terms of high workload levels and lack of time; this impacts on their ability to dedicate time to CPD and especially to sharing and receiving feedback.

Research evidence indicates that the exponential value of CPD comes from improving practice through coaching, mentoring, shadowing and peer support⁷. Finding time to coach, support, share and debate CPD must therefore be a priority for both individuals and organisations.

What we were looking for

- Demonstration of sharing practice with colleagues and peers.
- Discussion and planning of CPD with line and HR managers, including as part of a performance management process.
- Evidence of organisations committing to support practitioners with CPD.

Findings from the sample

- In 2008–09, only 4 per cent have received feedback about their CPD from colleagues.
- Less than half (44 per cent) of all members who declared had shared their CPD with a colleague or their employer.

This sets an agenda for 2009–10. There is a marked difference between the numbers who have shared their CPD record and the numbers who have received feedback. It seems that many have taken that first step of sharing their CPD record but have not yet established an effective means of asking for and securing valuable feedback. CPD impact can be strengthened by reciprocal feedback with peers.

⁷ Joyce BR and Showers B, 1996. The Evolution of Peer Coaching. *Educational Leadership*, 53 (6):12-16.

Examples of effective practice

Ian Rushton is a lecturer in teacher education at Huddersfield University. Having come through a vocational route, Ian's significant CPD in teaching has been from his study for a doctorate in education. He is motivated by new ideas and wants to pass that on for his colleagues as trainee teachers so that they in turn can pass them on. He advocates keeping a log, and his enthusiasm comes over very clearly in his own 'dear diary' entries.

Sarah Cameron is a lecturer in health and social care at Lewisham College. Sarah has been 'home-grown' by her college and is 'massively enthusiastic' about recording her CPD so that it can be shared. Sarah highlights her mentoring activity with colleagues (new, new to role and those on initial teacher training) as having the most significant impact. It has boosted her self-confidence, and she has learned from others.

Toni Fowles is a literacy teacher at Azure, a private LSC-funded training organisation. She was worried about declaring her CPD, but her employer and line manager were very supportive. She worked closely with a colleague and this experience has encouraged her to apply for QTLS. She and her colleague are working on the webfolio.

"Definitely use REFLECT, as you can access it easily and there is loads of help that takes you through it step-by-step."

Recommendations for members

Our first-year review of CPD has highlighted some exciting and innovative areas of practice as well as drawing attention to areas where members have found evidencing and recording their practice more complex and difficult. By showcasing examples of effective practice that have come from members, we hope to inform and inspire others.

We have also gained immense value through our team of trained reviewers who, as practitioners themselves, have identified themes and patterns to share for the benefit of all members.

Tips from the IfL review team

1. Make it easy for yourself

Keep a log of your activities as you go along and return to some of the things you have done in order to assess the impact in more detail – change doesn't always happen immediately.

2. Do it your way

Identify a framework to help you reflect, plan and record the impact of what you have done. It can help you organise your thoughts, planning and reviews. It will also enable you to structure professional conversations with managers and colleagues, help you structure CVs and prepare examples for interview questions. We recommend you use REFLECT as a tool as this will store all your examples and resources in one place.

3. Take control

You lead your CPD. Use the definition of CPD creatively and count the informal and self-directed activities that really do excite you.

4. Tell us the whole story

We often get tantalising glimpses of what might have been. See what you learned from your CPD, how you progressed, what you might do differently in future – and share it with us.

5. Pass it on

Share your experiences, good and bad, with colleagues, knowing that this is nothing new but what you have always done and done well. Some members have teamed up with a CPD buddy.

A planned process

We continue to recommend the adaptation of the experiential learning cycle that forms the basis for the CPD cycle. Here it is again, opposite, for you to use in 2009–10.

Tips from members

“Don't be forced into using a model that is not right for you, have confidence to do something that fits with the way you work”

Trevor Tolhurst, Thanet College

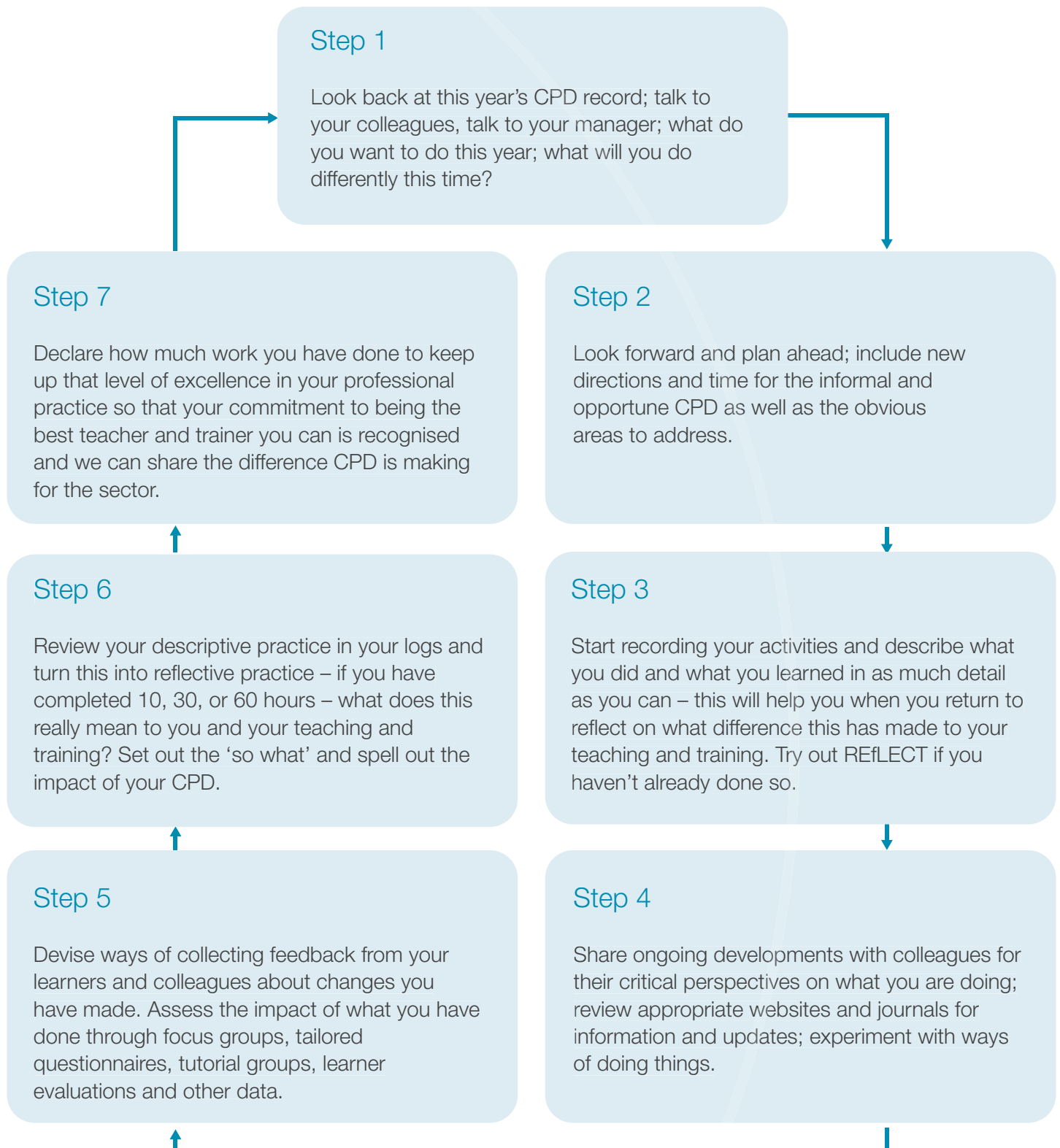
“When I get to the end of the year I reflect on my CPD record and give myself a pat on the back – it's all about feeling good in July.”

Deborah Broomfield, SEEVIC Sixth Form College

“Get the support of others when doing your CPD, ask for help and support, particularly at appraisal time.”

Heather Armstrong, Croydon College

A personal CPD cycle for teachers and trainers



Recommendations for IfL

Our first review of CPD with IfL members has proved extremely important for the team at IfL, helping us understand the challenges and issues for members, and enabling us to prioritise our own activities in areas where members will find them most valuable.

The review and the exercise of carrying out the review itself reinforces some key points for IfL.

- We want to hear more about the richness of our members' CPD; we need to offer opportunities for you to do this with other members.
- We support your judgement in determining what CPD is relevant to your role; our role is to help share that valuable expertise and practice through case studies and member profiles.
- Many of you have made a real and measurable difference to your learners and the colleagues with whom you work. Some of you have yet to find ways to articulate that difference, and we need to help provide the language and models that might help.
- Professional conversations about the impact of CPD are the critical aspect that will improve teaching and learning; we need to support you to get the spaces so you can do this, especially if you work alone or in a variety of institutions.
- Protecting sufficient time to explore and ensure effective CPD is a challenge; we need to influence employers and providers about the importance of investing in this for you and for the organisation's success.

What IfL will do to support members in developing CPD practice

Build knowledge of CPD

- Facilitate IfL CETTS Connections' visits to providers, and IfL volunteer Connections, so they give local support to members for CPD.

- Identify and signpost the breadth of CPD opportunities.
- Articles, ideas, prompts and advice about CPD in IfL member communications.
- Focus on assisting teachers and trainers with specific sector challenges.
- Provide support and encouragement on reflection and measuring learner impact.

Share effective practice

- Develop and disseminate effective practice, real case stories and examples.
- Develop regional events and seminars.
- Identify effective practice and research from across the wider CPD community.
- Develop an online community for members to discuss CPD.

Signpost opportunities

- Promote CPD opportunities from a diverse range of agencies.
- Bring together sector agencies and training providers to discuss cross-sector support for CPD.
- Encourage other agencies to develop CPD opportunities for IfL members.
- Link CPD opportunities for members to access from other providers.

Provide direct support through member benefits

- Continue to develop and enhance REfLECT as the most effective tool for planning, reviewing and recording CPD.
- Provide opportunities for members to access CPD from other providers at reduced rates.
- Provide resources and information for members to increase their understanding of the wider sector context.
- Promote the IfL helpline, where members can talk to trained experts.
- Continue to support action research and research fellowships through bursaries.

Raise awareness of CPD amongst providers and their representative bodies

- Communicate the benefits of varied CPD to providers, in particular, senior leaders and HR professionals.
- Identify significant steps for employers to take to encourage and promote teachers' and trainers' CPD.
- Work with provider membership bodies to promote the value of CPD for teachers and trainers.
- IfL is launching an employer recognition scheme, *Dedicated to brilliant teaching and training*. The scheme will enable employers to demonstrate their support and commitment to CPD for teachers and trainers, and for membership of IfL.
- Encourage a joined-up approach of recording CPD across organisations.
- Raise the awareness of and debate about CPD as an imperative for sustainable organisational success.

Critical and meaningful evaluation is not easy

The approach that gives our teachers and trainers maximum flexibility in deciding what counts as professional development requires the individual to exercise professional judgement and critical analysis. We ask that the activities being described as professional development are evaluated by answering the following questions:

What?

- What professional development activities have you undertaken this year?
- Have you reflected on the learning you have gained from these activities?
- Have the activities and the reflection made a difference to what and how you teach or train?

So what?

- Can you show any evidence of what the difference has been and the impact it has made on your learners, colleagues or the organisation in which you work?

Our findings in this first year show that these questions are deceptively complex. We anticipate that moving towards a CPD model where these questions can be answered positively and in a confident way by the majority of teachers and trainers in the sector will take several years.

Recommendations for colleges and providers

This first review of teachers' and trainers' continuing professional development (CPD) has identified the critical place that providers have in their role as employers.

The detailed sample of CPD evidence identified the variation in practice that exists between highly supportive and less supportive providers, and clearly demonstrated the impact that this has on teachers and trainers.

Effectively developed and managed CPD can have a significant and positive impact for learners, practitioners, teams and the organisation. As employers, colleges and providers have the opportunity to engage proactively, enable practitioners' CPD to contribute to organisational success in a number of ways.

Support CPD for teachers and trainers

- Provide sufficient time in the week for individual and shared CPD to take place.
- Recognise that CPD is most effective when it is personal and less so when it is organised and directed; there is a place for both.
- Encourage practitioners to take on CPD coaching and mentoring roles with fellow teachers and trainers.
- Integrate CPD as crucial for teachers and trainers in the HR and workforce strategy for the organisation.
- Support staff through the use of technology for CPD planning, recording, reflection and impact assessment.
- Ensure that the agreements for CPD by line managers are aligned with supportive behaviours and reflect ideas for effective CPD (page 24).
- Consider giving more time to staff to engage with a variety of self-directed activities and time to reflect and share with colleagues.
- Encourage action research activities, on an individual or team basis.

Recognise that teachers engaged in CPD are vital for organisational success

- They will be up to date, and are more likely to have increased innovation and creative thinking.
- They will be more closely focused on learner impact, and more likely to deliver better learner experience and greater learner outcomes.
- They are less likely to leave the organisation, which helps maintain a high-quality workforce and can reduce recruitment and agency costs.
- They are more likely to be advocates for the organisation, promoting its views and values.

Gallup, the global research company, has developed a recognised benchmark for employee engagement, in which two of the questions relate directly to CPD and personal growth:

- Is there someone at work who encourages your development?
- In the last year, have you had opportunities at work to learn and grow?

Dedicated to brilliant teaching and training

IfL's employer recognition scheme will enable colleges and providers to demonstrate their commitment to teachers' and trainers' CPD and membership of IfL. As part of our work to promote the professional status of members, we are also creating an employer area on our website at www.ifl.ac.uk, to be launched in early 2010.

Recommendations for sector agencies and unions

Several agencies in the FE and skills sector work to promote and protect the reputation of FE, and to develop an ambitious, confident and sustainable future for a high skills economy, based on linking with employers and employment. Realising this mission is dependent on having a professional workforce of teachers and trainers. This CPD review brings important recommendations for sector agencies, sector skills councils, employers, employer bodies and unions to work with IfL.

Teachers and trainers are dedicated and committed professionals, who aspire to continue being leading experts in their field and in their practice as teachers and trainers; enhancing the impact they have on learners is extremely important to them. IfL is committed to working constructively with all parties to secure a more joined-up and effective approach to CPD for our members.

Sector agencies

- Support the development, practice and use of technology by teachers and trainers. Becta has a key role here.
- As providers and funders of training and development, link in with CPD through learner impacts, improving practice, reflection and assessment.
- Align, wherever appropriate, with development and teaching and learning frameworks and Lifelong Learning UK (LLUK) standards to form a unified approach to professional practitioners and CPD.



Sector skills councils

- Work with IfL to develop stronger links, so that IfL acts as a vital link to specialist teachers and trainers, connecting the needs of the economy and employers with the practice of teachers and trainers.
- Identify opportunities to provide services and resources that will help teachers and trainers stay informed about industry developments for the benefit of their teaching and training practice.
- Consider developing more coaching, mentoring and work shadowing opportunities.
- Work with IfL to develop CPD activities, and with others as needed.

Unions

- Encourage and support union learning representatives to help embed CPD in colleges and provider organisations.
- Work with IfL to help complement the information, advice and guidance that is on offer to support our members.

College and provider representative bodies

- Work with IfL to build more and better CPD.
- Encourage your members, leaders and managers of colleges and providers, to invest in and promote CPD and give teachers and trainers time for CPD.

Suggested CPD calendar for teachers and trainers

Depending on where you work, you can adapt this framework to suit your own teaching and training year, but remember that your declaration of CPD to IfL needs to be made by 31 August each year, at the latest.

Months 1–3



Identifying opportunities

- Reflect on any changes there might be in your teaching and training role or subject specialism in the coming year.
- Look back at your CPD record for the previous year – are there any activities you want to carry forward or complete reflections on any further impact that has occurred?
- Talk to colleagues and your manager about priorities for you and your organisation over the next 12 months
- Draft an outline plan of those professional development activities you think would be useful to address the changes ahead.

Month 4



The needs analysis

- Analyse your professional goals and needs for the coming year using your own reflections and other evidence from appraisals, reviews, feedback on your CPD report from last year.
- Share this with a colleague, with your team or your line manager for feedback – they might see something you have missed.
- Refine your draft plan of activities and research what is available for you to undertake – use the list of suggestions as a prompt.



Months 10–11



Creating a CPD record

- Compile a CPD record from your log of activities and note the number of hours you have spent on updating your teaching and training; on keeping up-to-date with your subject specialism; and any development you have needed to do to for your work context.
- Reflect on the impact that has been made on your learners, your colleagues and your organisation from the activities you have carried out during the year.
- Share this with your colleagues and your employer, as they will want to recognise just how much you have done throughout the year to improve your teaching and training.

Month 5



Creating your professional development plan

- At the beginning of the new year, create a more detailed plan of the activities you want to carry out in order to update your teaching and training and your subject or industrial expertise.
- Reflect on the difference you want to make from each activity – on your learners and your colleagues and try to indicate when you might see the impact and what you think that might be.
- Share this with a colleague for critical feedback – especially on the impact measures, as this is hard to predict.

Months 5–10

Logging your activities

- Put your planning into action and remember to log the outcomes you are seeing so far and your reflections on the progress you are making.
- Try using REfLECT as your online professional development space to log your thoughts, any resources or evidence that you collect as you go along – this will make it much easier for you to compile a CPD record in the summer.
- Refine your plan once more – it will change and the unexpected will happen.
- Share your ongoing process of reflection with a colleague for advice and support.

Months 10–12

Declaring your CPD to IfL

- You will be able to declare that you have completed your CPD from 1 June onwards, but please make sure that you have let IfL, as your professional body, know that you are committed to ongoing professional development by 31 August.
- Complete the simple step-by-step form on the IfL website, or if you are using REfLECT send your CPD record to IfL; this will ensure that your commitment to professional development has been recognised and that you remain in good professional standing.
- You will receive confirmation that your declaration has been received and this will be shown on your member's page.
- Share this with your employer and support any of your colleagues with the process if they are doing this for the first time.

Effective CPD activities

The following suggestions are based on the findings of IfL's CPD review and a range of research into effective CPD in the FE and skills sector.

For updating your **teaching and learning skills**:

- Peer coaching (coaching others and being coached in your subject or vocational area)
- Subject learning coach or advanced learning coach training
- Mentoring new colleagues
- Peer review
- Peer observation
- Work shadowing
- Team teaching
- Leading team or department self-assessment
- Carrying out and disseminating action research
- Designing innovative feedback mechanisms (learners and peers)
- Chairing team meetings
- Constructing professional dialogue and learning conversation opportunities – for more ideas, visit www.gtce.org.uk
- Becoming an eCPD adviser or e-guide
- Being an active member of a committee, board, or steering group related to teaching or your subject area
- Peer visits to community organisations or partners
- Curriculum design, development and validation
- Reading and reviewing books or journal articles
- Updating knowledge through the Excellence Gateway www.excellencegateway.org.uk, internet, television (including Teachers TV) or other media and reviewing these with a group of professional colleagues
- Sharing ideas and resources with other teachers and trainers through REFLECT.

For updating your **subject or vocational specialism**:

- Gaining Skills for Life qualifications to train in supporting and embedding literacy, numeracy and ESOL – visit www.excellencegateway.org.uk
- Gaining further qualifications in your subject or industrial expertise through accredited courses
- Industrial updating through visits, placements, secondments or shadowing
- Being a member of a special interest group or another professional body
- Taking on examiner, verifier or assessor responsibilities
- Attending briefings by awarding bodies and disseminating to colleagues
- Presenting at a conference in your subject area
- Supervising research
- Subject learning coaching training
- Leading project development in your subject area
- Writing reports and papers to inform your colleagues
- Planning or running a staff development activity
- Organising trips, residentials and work placements
- Reading the latest journal articles in your subject
- Reviewing books or articles for colleagues
- Updating knowledge through the internet, television, CD-ROMs and other media
- Public service and voluntary work
- Networking with other subject specialists through REFLECT.

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