

10. Personal professional development

Standards

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

Q7 (b) Identify priorities for their early professional development in the context of induction

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning outcomes

By the end of this chapter you will have learned

- about the role of PPD through QTS standards to Core standards;
- what actually counts as PPD;
- how PPD works in the Induction year;
- what is meant by MTL and other Master's routes
- about the possibilities of working at Master's level as an ITE student
- ways to juggle being a busy teacher/NQT with further study

1.1 The role of personal, professional development through the QTS Standards and into the Core Standards

One of the most effective ways to support children's learning and development is by actively engaging in PPD right from the beginning of your teaching career. There is now a great deal of choice and support offered and the professional standards can be a useful way to think about and guide your PPD choices. They can help you review your professional practice, identify further professional development needs and ultimately inform your future career choice.

The framework for professional standards came in to operation in September 2007. It aimed to bring coherence to the professional and occupational standards for the whole school workforce.

The professional standards cover the following career stages

- Q - qualified teacher status
- C - core standards for main scale teachers who have successfully completed their induction year
- P - post-threshold teachers on the upper pay scale
- E - excellent teachers
- A - advanced skills teachers

The standards are arranged in three inter-related sections and show clearly what is expected at each career stage in terms of:

- Professional attributes

- Professional knowledge and understanding
- Professional skills

Each set of standards builds on the previous so that a teacher being considered for 'threshold' would need to have satisfied the threshold standards and have met the core standards. A teacher aspiring to become an 'advanced skills teacher' would need to satisfy the standards specific to that status as well as meeting the preceding standards, although they can apply for an AST post before going through the threshold. The full set of standards can be downloaded at <http://www.tda.gov.uk/teachers/professionalstandards/standards.aspx>)

The professional standards form part of a wider framework of standards for the whole school workforce. This includes the occupational standards for teaching/classroom assistants and professional standards for higher level teaching assistants. Finally, there are also national standards for head teachers. These standards recognize the key role head teachers play in engaging in the development and delivery of government policy and in raising and maintaining levels of attainment in schools in order to meet the needs of every child.

1.2 What counts as PPD?

PPD is about engaging with new or challenging ideas about a specific aspect of your practice. It is about reflecting on this in view of what you currently do and deciding on ways to change your practice in order to adopt and embed the new ideas/ways of working. It may also be helpful to consider PPD as a two way process. Not only does there need to be a stimulus or input from another person, event, book, but most importantly **you** also need to actively engage and be open to listening and ready to reflect on advice, the activity, or the input in question. Thus, if you are to find PPD an effective and worthwhile activity, you need to consider how you might make changes to what you are currently doing in the classroom in order to enhance children's learning. Remember, PPD is not something that is 'done **to** you' but is something that is 'done **by** you' ultimately to support children's learning and development.

Continuing professional development (CPD) has a similar definition and is often seen as meaning the same as PPD. However, whilst PPD focuses purely on your developmental needs in relation to the children learning; CPD tends to include a broader collective view of professional development that locates it more in a national or local policy context where CPD priorities are primarily based on the school's development priorities which may or may not be the same as yours.

The TDA (www.tda.gov.uk/teacher/developing-career/professional-development.aspx) identified three different ways that PPD could take place. These are by using:

- Within-school expertise (e.g. induction, coaching, mentoring, lesson observation)
- Across-school networks (these could be face-to-face meetings or virtual networks organized through Local Authorities HEIs or school networks)

- Other external expertise (e.g. external courses or funded study external speakers, consultants, or further study).

CPD as reflective practice

Thinking about CPD in terms of critical reflection on your classroom practice is a powerful way of evaluating how you are supporting pupil learning and whether your approaches to teaching are making a difference. The TDA defines this kind of ‘CPD as a reflective activity designed to improve an individual’s attributes, knowledge and understanding and skills’. It supports individual needs and improves professional practice. This definition of CPD would suggest that a whole range of both formal and informal activities engaged in could be defined as CPD as long as they involve reflection on practice. Further discussion of the value of reflection on and in action can be found in chapter 7.

The case study below illustrates how often informal conversations in the staff room may be just as effective in getting you to reflect and develop a deeper understanding of what you are trying to achieve than actually attending (an often costly) course run by an external provider.

Case study

Over lunch time break Lauren was having an informal chat to a fellow teacher about some children in her year two class who were constantly calling out whenever she asked a question, despite the fact that she had told them on several occasions that they should put their hands up and wait to be asked. Her colleague agreed this was also a problem she had faced until she had been introduced to a questioning strategy whilst studying for a Master’s degree. The strategy aimed to get all children involved in answering class questions by putting each child’s name on a ‘lolly’ stick and then randomly selecting one of these when a question was asked. This removed the need for anyone in the class to raise their hands. Based on this informal discussion Lauren decided to use this strategy with her class. Later she also extended the lolly stick idea by using it as a way of randomly selecting ‘talk partners’ or mixed working groups or deciding seating arrangements.

[End of case study]

Lauren’s case study is a typical example of how a chance conversation can lead reflection and to changes in classroom practice. However, formalized PPD also has a role in helping you develop your knowledge and expertise in supporting children’s learning and this may range from observing a more experienced teacher in your school and discussing this with a mentor, to attending a local conference run by your local authority on a specific topic.

Research Focus

A systematic review of research by Cordingley *et al.* (EPPI, 2005a and 2005b) recommended that teachers should be involved in identifying their own PPD focus, and whilst PPD can involve the use of external expertise, it should also involve

- reflection, observation and feedback from peers,
- experimentation in applying new skills in classroom teaching over a sustained period of time

- an emphasis on peer support

In fact the PPD that has the greatest impact on classroom practice and is more likely to become embedded and sustained over time is long term and is collaborative in nature. Such PPD can have a positive impact on teachers' attitudes, knowledge and skills and improve pupil learning (Cordingley *et al* 2005a & 2005b).

[End of research focus]

PPD related to career stages

Another way to think about your PPD is in relation to what is a priority to you at this point in your career. In this sense the professional standards can be a useful way to gauge your professional needs and prioritise PPD related to your career stage. For example, early on in your career, PPD might be focused on classroom behaviour or matching teaching activities to children's abilities in your class. This type of CPD may then provide a sound basis for your next career stage or role development which may be more related to middle management or leadership.

Research focus

In a national survey of PPD, Pedder *et al* (2009) found that the types of PPD activities in which teachers spent the most time varied but tended to have an emphasis on: supporting the needs of different pupil groups, teaching and learning, evaluating learning, approaches to assessment and curriculum. They also found that teachers with one to two years of experience are more likely to participate in CPD with an emphasis on behaviour management and deepening their pedagogical knowledge than their colleagues with more years of experience.

Pedder *et al*'s (2009) survey showed that in general PPD tended to involve the following processes

- a clear focus on pupil learning;
- observation and feedback;
- coaching and mentoring;
- collaborative working;
- opportunities for practice, research and reflective practice;
- involving teachers in needs identification;
- modelling of preferred practice (e.g. active learning), both in classrooms and in adult learning situations

[End of research focus]

Note that for Pedder *et al* (2009) effective PPD is likely to be rooted in the professional knowledge base of teaching and learning, with a clear focus on children's learning.

Accredited versus non accredited PPD

It is also important to understand that some forms of professional development you might undertake will be 'non-accredited'; whilst other forms will be seen as 'accredited' PPD.

Much PPD is 'non-accredited'. This means it is useful in itself to help improve children's learning by providing you with updates on current government initiatives, such as literacy, the teaching of reading, or using ICT to enhance children's learning.

It is not benchmarked against any specific Quality Assurance criteria and whilst you may have gained a better understanding of a particular aspect of your teaching, does not necessarily provide you with any recognized or greater expertise in the area. Some teachers feel that if they are investing their time and energies in attending professional development they want some credit and recognition for doing so.

Accredited PPD courses are designed to improve your expertise and will provide you with a nationally-recognised qualification in the area which might be more worthwhile, not only in the way you support children's learning but also in terms of progressing your career. Master's qualifications are usually longer term PPD options which will involve further study, reading, reflection and often opportunities to meet with other teachers who are on the same course. However, they can be costly in terms of finance and time. Nevertheless, they are usually recognized as good value for money as they provide greater opportunities to deepen your knowledge and develop your practice in a particular aspect of teaching over time.

PPD as developing an expertise – subject centres, longer term accredited PPD

Becoming a member of a subject association is another good way of engaging in PPD as many subject associations have face to face local meetings, professional magazines and run annual conferences which often host a range of workshops on specific aspects of teaching and learning for a range of age phases. For example, Association of Science Education (ASE), UK Literacy Association (UKLA), the Historical Association, National Association of Music Educators (NAME) and many more. Subject specific CPD resources and opportunities are also available on the TDA website www.tda.gov.uk/teacher/developing-career/professional-development.aspx) which allow flexible learning and develop opportunities. These resources are often linked to subject association pages which provide another source of PPD courses and opportunities specific to a subject area. The case study below illustrates how active involvement with a subject association can enhance not only individual professional learning but also provide support for others in your school.

Case study

Mohammed was keen to become a science coordinator and on the advice of his headteacher, became a member of the ASE and started to attend local events. He soon began to meet other science coordinators and learn how science was organised and supported in their schools. At an annual ASE conference Mohammed attended a workshop session on the use of 'concept cartoons' (Naylor and Keogh 2000). He became excited by the potential for supporting children's conceptual understanding by getting children to set up their own investigations and test out their existing ideas. He could also see opportunities not only for promoting pupil discussion and assessing understanding but also for providing in-service training for colleagues within his school. His head teacher agreed that the school should purchase the book so that he could try out some of the ideas in his classroom with the aim of running a staff meeting for other colleagues the following term.

[End of case study]

[Research focus]

Ofsted (HMI 2006) found CPD to be most effective in the schools where the senior managers fully understood the connections between CPD and its potential for raising standards, and gave it a central role in planning for improvement. However, they also identified a number of concerns. In the surveys of National Curriculum subjects, inspectors found that arrangements for CPD in the subject they were inspecting were inadequate in about one third of the primary schools. This did not mean that the school's arrangements for CPD were unsatisfactory but, usually, that there had been little or no recent professional development in the subject being inspected. The lack of such professional development was due partly to the schools' drive to improve literacy and numeracy and partly to a lack of specialist subject expertise, which meant that managers were failing to pick up important subject-related issues. For example, there was often a tension between policy-driven priorities and school-specific priorities (Logical Chain HMI 2006).

[End]

School focused CPD versus Individual or personal focused PPD.

Whilst this chapter focuses on individual professional development, it is recognised that there is often an overlap between school and individual CPD needs and sometimes there is a clear relationship between the two. Theoretically both are concerned with supporting and the enhancement of pupils' development. However, there can also be a tension with individual needs not always fitting with school priorities. Thus, whilst it might seem important for you to develop behaviour management strategies with some of the children in your class, the school may have as its focus improving the standard of written work for boys. When being on placement you may experience working towards an objective on the school development plan which may be different to your own development needs.

Bolam and Weindling (2006) found there was a fairly common perception among teachers that issues for whole-school improvement are often prioritised at the expense of PPD needs. Furthermore, Pedder *et al.*, (2009) found that some of the reasons why schools have difficulty in achieving a balance of school and individual teacher CPD needs may be due to a school being placed in special measures, where the CPD programme is structured exclusively around school-wide targets. Primary school teachers and teachers in schools with low achievement levels had a narrower range of CPD opportunities offered to them. In primary schools these were frequently focussed on improving children's numeracy and literacy skills.

Therefore, it is worthwhile thinking about the kinds of CPD you would like access to and for what purpose. Already we have mentioned that it is important to let your professional development be driven primarily by the children's needs. The data bases set up by the TDA and subject associations allow teachers to search for a wide range of CPD opportunities offered by a range of providers. You can search or browse the data bases to find relevant opportunities that meet your requirements. However, it is important to make the key priority of your professional development focused on supporting your pupils and their specific needs.

Activity

Bubb and Earley (2007:55-57) provide a useful list of professional development activities under the headings of 'self study', 'observing other practitioners', 'extending professional experience' and 'working with pupils'. You might find pages 55-57 a helpful prompt when completing the Transition Point 1 task in your Career Entry and Development Profile (CEDP). The key questions are reproduced below. Read the section and identify which ones might be appropriate for you as you move into your Induction year. Set out the professional development need and outline the type of CPD that would help you achieve it. Be as specific as possible.

1. At this stage, which aspect(s) of teaching do you find most interesting and rewarding?
2. As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?
3. In which aspects of teaching would you value further experience in the future?
4. As you look ahead to your career in teaching, you may be thinking about your longer term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?

End of activity

As you move towards the end of your ITE programme or if you are about to start your Induction year, think about PPD in terms of the specific ways you can support children's learning within the context of your classroom practice. Remember that the central reason for all CPD is to improve children's learning. The targets identified in your career entry profile are a useful starting point for the short term. Alternatively, you may also consider your PPD in terms of the broader long term picture of how you see your career in teaching developing in terms of supporting other colleagues to develop effective and innovative ways of supporting children's learning or teaching a subject or age phase. Whilst PPD is likely to focus on generic curriculum teaching, learning and assessment, try not to overlook the subject knowledge development and support that can be provided through subject associations.

1.3 PPD in your Induction Year

Induction has been a feature for all NQTs who gain qualified teacher status (QTS) since May 1999 and wish to work in maintained and non-maintained schools in England. Its purpose has been to ensure that all new teachers are prepared for the challenges they might face in the classroom and are able to reach a uniformly high standard in their teaching. As an NQT, the induction programme will enable you to build on strengths and development needs identified at the end of your initial teacher training, in order to set the pace and direction for your professional development (Totterdell *et al* 2008).

Your induction year is a three-term period of assessment which helps to ensure that your teaching career is built on a firm foundation. It consists of two main elements:

- an assessment against the core professional standards for teachers
- a personalized programme of guidance and support providing you with the tools to be a successful teacher.

Towards the end of each term you will meet with your induction tutor or head teacher for a formal assessment. After the first two meetings they will make a report to the local authority or independent schools council teacher induction panel recording your progress to meeting the core professional standards. After the assessment in the third term they will make a recommendation about whether you have met the requirements for successfully completing the induction period. This will then be confirmed to you in writing.

As an NQT in England you can expect the following support in your induction year:

- A 10% reduction in your teaching timetable to give you time to develop your teaching skills away from the classroom. This is in addition to your 10% planning preparation and assessment (PPA) time.
- Support from an induction tutor
- Regular reviews of your progress and
- Formal discussions at the end of each term with your tutor and or head teacher

The NQT year is an excellent opportunity for you to:

- Work alongside others and becoming involved in planning with your school
- Observe more experienced colleagues
- Visit schools and settings beyond your work place
- Participate in more formal training events and courses
- Meet with your induction tutor to consider your progress and development.

As previously suggested PPD is about you actively engaging and reflecting with the issues arising out of your classroom practice in order to enhance children's learning. Thus, just doing the above will not prove beneficial unless you engage in meaningful reflection and consider the implications for your practice and how your PPD is helping you to progress against the core standards.

Your induction tutor can help support this process by setting aside time for you both to reflect on specific issues relating to your classroom practice. You could also include discussion and reflection on practice you have seen when observing a colleague teach. Similarly, you might discuss a recent course or training session in terms of the implications for children's learning in your classroom.

Your induction tutor is also likely to observe you teach and provide constructive feedback on specific aspects of your lessons at least once every half term. Following each observation your induction tutor will review with you your progress against your objectives and any PPD or wider CPD you have engaged in and revise this with you. It is a good idea for you to set the agenda or suggest the focus of discussion with your induction tutor so that you can guide the discussion.

Research focus

Research by Totterdell et al (2004, 2008) report that evaluations of the Induction Year suggest it is highly effective in developing classroom practice and increasing retention if there is careful consideration and support given to the novice teacher and experienced mentor in terms of time for meeting and collaborative planning. This effectiveness could be further capitalised on if the induction tutor has the appropriate experience of teaching age/phase as the NQT and support is extended over the first three years of teaching.

[End]

You can also learn informally from other professional relationships in school. For example:

- Planning with another teacher who takes the same year/age group as you or from other subject leaders in school such as a Mathematics Specialist Teacher, the SENCo, or experienced teaching assistants.
- Looking at how other classrooms are organised can help you informally learn about how to display children's work or organise workspace.
- Talking to colleagues who have just been on a specific professional development course or who have just been teaching a long time can help you evaluate your current ways of approaching teaching.
- Talking to parents could also be a learning experience and provide alternative perspectives about how a child learns or behaves.
- Using education internet sites, or subject associations and government websites can again provide many ideas for lessons and enable you to see what recent research says about specific aspects of teaching that might be relevant to your practice.

The key thing is that you feel in control of your own PPD and are driving it in the direction you want it to go. However, when searching for and applying for teaching posts you need to consider the school's agenda for CPD.

1.4 The MTL and other Masters' routes.

Research focus

Totterdell et al (2008) recommend there was a need 'to start thinking about early professional development that includes the first three years of teaching (or the first five years inclusive of initial training), with certification and accreditation for registered and/or chartered status being part of this process.' (Totterdell *et al* 2008).

[End]

The Masters' in Teaching and Learning (MTL)

The TDA describe the MTL as a practice-based Masters programme which has been designed to help you develop knowledge and skills to make a real impact in the classroom. The structure of the MTL is designed to focus on early professional development on classroom practice. The case study below outlines how one region in England has taken this forward.

Case study

From September 2009 NQTs in North West (NW) England and new Heads of Department in National Challenge Schools were invited to register for the MTL by January 2010. £30 million was made available by the government between 2008-09 and 2010-11 for the initial roll-out of the qualification, enabling participants to undertake the MTL free of charge. The first cohort in the NW started in April 2010.

The seven NW HEIs worked in collaboration with the TDA to develop a three phase programme which would be identical in each institution. Phase one of the MTL programme aimed to build on the professional experience of the participants and develop Master's level enquiry skills. Phase two aimed to broaden and embed professional practice with particular reference to subjects and age phase they are teaching. This was achieved by engaging with four interrelated areas of content; teaching, learning and assessment; subject knowledge and curriculum development; how children and young people develop; and leadership, management and working with others. Phase three aimed to further develop practice within a specialist focus and demonstrate it to be at the forefront of the professional field. (NW MTL Consortium 2009). The funding supports a three way partnership between the NQT, the school coach and the HEI tutor.
[End of case study]

A key component of the MTL is that participants are provided with a school-based coach who is an experienced teacher with whom they will have regular contact. They are responsible for arranging professional development opportunities, including coaching. They will help identify the participant's professional needs and plan each stage in their learning ensuring that the MTL work is having a positive impact on teaching and children's learning.

MTL participants are also provided with a university tutor to help develop Master's level thinking and practice for example, research skills. They have expertise in identifying and assessing participant needs against the Master's level framework. They help participants to draw upon resources where appropriate to meet specific needs. The university tutor is responsible for monitoring academic progress against the MTL framework, the professional standards for teachers and the QAA Master's level benchmarks. Due to the recent introduction of this programme, there is currently no evaluation of its effectiveness available although it does respond to Totterdell *et al's* (2004, 2008) research findings.

Other Masters' courses

The MTL is just one route into doing a Master's degree. It is also possible to register for a Master's degree in Education or in a specific subject or aspect of education such as inclusion, early years or leadership and management. Subject associations also offer Master's in Education degrees as do most universities. Although not free, as with the MTL, most professional Master's in Education are subsidized which makes them very affordable to schools and individuals. Often these professional Master's programmes have open content modules which provide inputs on research skills and focus on 'teacher as researcher'. Some promote action research models of learning and study whilst others take a broader approach to research. It is also worthwhile considering what forms of assessment are used. Whilst many Master's

programmes require written assignments, more are considering other forms of assessment such as portfolios, pod casts and presentations.

Whilst tremendously worthwhile, studying for any Masters programme is complex and relatively long term PPD. Therefore, you also need to consider how it fits in with your specific context, work load and personal life, both long and short term. Some NQTs are keen to engage with Master's study straight after training believing it will enhance the quality of their teaching and at the same time improve their career prospects. They also feel it will be easier to manage before they take on additional responsibilities at school or have additional ties and commitments at home such as a family. Others however, feel they would at least like to focus on their Induction year initially and continue with or register for a Masters in their second or third year of teaching (Jackson and Eady 2008).

1.5 Working at Masters' level as an ITE student

Accredited PPD at Master's level is about developing the skills to critically reflect on practice in the context of what other research has found. This is achieved by skillfully using evidence from a range of sources including books, documents, observations of others' practice to reflect critically on the implications for your practice.

The notion of Action Research was first made famous by Stenhouse (1975). He introduced the notion of 'teacher as researcher', arguing that it should be the teacher or practitioner doing the research in the classroom and not external researchers. Since Stenhouse (1975), the idea of teacher researcher researching into their own practice has gathered momentum and is now viewed as a powerful way of improving classroom practice, in order to enhance children's learning and achievement. Consequently, this approach to PPD underpins many of the professional Master's in Education programmes run by institutions of Higher Education. Teachers and student teachers have found the notion of action research a useful and powerful way to improve or develop their practice in the classroom. They use the action research cycle to reflect on their developing practice.

The case study below illustrates how a student on a Primary PGCE programme adopted a 'teacher as researcher' approach in order to conduct a small scale research project whilst on school placement.

Case study

Angela was undertaking a Primary PGCE. One of the modules 'Improving Learning and Teaching' was at Master's Level and involved undertaking a small scale research project whilst on a five week assessed placement. Although Angela had carried out some research for her undergraduate dissertation this largely involved using statistics and she found the approach to practitioner research quite different to what she was used to.

The research skills input on the module helped her to learn about practitioner research and the use of qualitative methods within an action research methodology. She applied this approach to focus in depth on improving and developing an aspect

of her teaching based on the QTS standards Q10 and 22, and specifically on Q25. The module assignment required that the research was written up in a journal format requiring critical reflection on reading as well as on practice.

The module supported Angela's reflective reading of related literature by providing a critical reading record for her to log the key points from related research and implications for Angela's proposed study. By carrying out reading in this way before the placement, Angela formed a sound understanding of what aspect of teaching she would be focusing her small scale study on, she also had an idea of what other research had been done in this area as well as a basic idea of action research and appropriate methods including how she would tackle issues such as ethics and reliability and validity.

She took advantage of the tutorial support and action learning sets at University to shape and modify her research ideas. Initially, her ideas had been too wide ranging and would have been difficult to do as well as plan to teach. However, by the time she was ready to start placement, she had learned to narrow the focus of her research, planning to collect data as part of her lessons. Not only did her analysis of the data involve ongoing assessment of the children but it also provided her critical reflection of her teaching as well as how children were responding to the strategies she used.

At the end of the practice Angela felt she had a much more in-depth understanding about her issue and about how she would change and develop her practice for the final placement. Her research also provided many more questions she wished to pursue in her final placement and in her NQT year.

The key lessons from Angela's experience are:

- Use the QTS standards to help you decide on an area for small scale research.
- Read about what other research has found out in the area you want to conduct research as this will help you shape a small scale focus.
- Take advantage of any tutorials or action learning set seminars to discuss your ideas with others
- Narrow your focus and keep it on your developing practice rather than on others
- Look at ways in which data can be collected from the lessons you plan and deliver

[End of case study]

1.6 How to juggle being a busy student teacher / NQT with further study

By the time you get to this stage in the chapter you may be thinking that it cannot be possible to continue with further study whilst embarking on your NQT year. The case study below illustrates that with careful planning and motivation there **are** ways to manage Master's level study alongside teaching. Your interest and motivation are

key to this as well as having a clear plan and rationale for what you want from your PPD.

Case Study

Alex was in his final year of a four year Primary QTS Undergraduate programme. He decided to conduct a small scale research project on his use of questions in science lessons on his second school placement. He collected data by asking a teaching assistant with the class to note down how many questions he asked during a science lesson, indicating if these were open or closed questions. When he analyzed his data he found he was asking more questions than he initially thought and the majority of these were closed questions which led to the children guessing the answers or using factual recall. He decided from his evaluation he would reduce the number of questions asked and make them more open ended.

This small scale research into his own practice prepared him for undertaking his final placement where he found that he was now more receptive to children's responses to his questions (Q25c). He found that using just a few open questions and allowing children to discuss the answers first was becoming more productive in terms of quality responses and getting the children to think more deeply. He began to return to the open ended questions at the end of the lesson as well. He also realized when discussing with his school-based tutor that allowing children to discuss with each other was also enabling him to provide opportunities for speaking and listening, something he had not considered previously.

When observed by his school based mentor and link tutor both were impressed with his ability to structure questions so that he moved children on in their thinking. At the end of the placement the school had a post vacant and asked Alex to apply for it. He successfully secured the post. He also took advantage of continuing his Masters study as an NQT. He could see clearly how his initial focus of developing his questioning would enable him to work towards C29 (a-d).

The key lessons arising from Alex's case study above are:

- Focusing on key aspects of learning and teaching arising from the Standards
- Choosing something that is a real interest or issue for you
- Focus on an area that is integral to your day to day teaching
- Consider using your findings from your small scale research on your final practice
- Talk about your experience of small scale research and findings with enthusiasm when on interview for your first job

Activity

Look at Q25 outlined below

Plan a small research project around Q25a, b, c, or d using your lessons as a source of data collection. What specific aspects of teaching and learning would you like to develop?

Q25 Teaching .

Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives

(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

[End]

The key message running through this chapter is that PPD is not something that is done to you so that by attending a professional development course, somehow you become a better teacher. Instead, we have seen that active engagement in further study is an ideal way in order to structure your future learning and can be managed if it is seen as part of the everyday role of teaching and reflecting and not as an 'add on'.

Some practical tips for your PPD

- Focus your PPD on developing learning and teaching strategies which will ultimately benefit the children you teach
- Focus on an issue you are interested in and how it is approached in schools
- Ensure your further study or research is closely linked to your day to day teaching
- Keep your research very specific, do not let it get too wide
- Use children's work as part of your data collection

Finally, an important factor in your development as a teacher is that you believe in your ability to improve your practice, ultimately for the benefit of the children you teach. This is what Dweck (2008) refers to as developing a 'growth' mind set' rather than accepting you have a 'fixed mind set'. Good quality PPD which is carefully planned and then embedded in practice is an effective way to develop a growth mindset, enabling you to expand your knowledge and understanding of what it is to be a successful teacher and make a real difference to the children you teach.

Learning Outcomes Review

Thinking about the school in which you are currently placed, or in which you most recently undertook a placement, respond to the questions which follow each of the intended learning outcomes, as a means of identifying your knowledge and understanding of the issues covered in the chapter.

- **the role of PPD through QTS standards to Core standards**
 - Familiarise yourself with the different career stages outlined by the standards
 - Look at the QTS or core standards, which ones which seem of higher importance to you at this stage in your career?
- **what counts as PPD**
 - What do you understand to be the differences between PPD and CPD?
 - Give a couple of examples of the kinds of activities you would consider to be appropriate PPD
 - Identify ways in which you would embed PPD in your day to day practice
 - Can you identify a time when a chance conversation with a colleague has resulted in you adapting your practice for the better?
- **how CPD works in the Induction year**
 - What kind of support do you anticipate receiving from the induction programme?
 - How can this help you focus on children's learning?
- **what is meant by MTL and other Masters routes**
 - What do you see as the potential benefits for linking PPD to Masters level study?
- **the possibilities of working at M level as an ITE student**
 - Consider whether you would prefer to study for a subject based masters or one that focuses on generic aspects of teaching and learning.
- **the ways it is possible to juggle being a busy teacher/NQT with further study**
 - Consider what is of real interest to you in your teaching and how you can build further study around it.

Further Reading

The TDA's national continuing professional development (CPD) database can be searched to find opportunities that meet your requirements for CPD. See <https://cpdsearch.tda.gov.uk/Register.aspx>

The TDA web page (www.tda.gov.uk/teacher/nqt-induction.aspx) provides useful guidance about what to expect in your NQT year and in particular gives a link to the CEDP which is designed to help you think about your professional development.

For further information about MTL, go to www.tda.gov.uk/trainee-teacher/becoming-an-nqt/masters-in-teaching-and-learning.aspx

Chapter 3 'Survival Skills' in Elton-Chalcraft, S., Hansen, A. & Twiselton, S. (2008) *Doing Classroom Research: a step by step guide for student teachers*. Maidenhead: Open University. This chapter provides practical advice about getting started with classroom based research either during your initial teacher education or in your first year of teaching

For further information about the nature of CPD in the induction year and beyond, see chapter 7 (Collaboration and enquiry: sharing practice), chapter 10 (Newly Qualified Teachers and their Induction), and chapter 12 (Early Professional

Development) in Bubb, S. and Earley, P. (2007) 2nd edn *Leading and managing Continuing Professional Development* London: Paul Chapman Publishing.

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