


CPD : general

- Culture of lifelong learning
- Compulsory ?
- Chartered teacher status
- Accreditation
- Changing nature of school workforce
- CPD v school improvement
- More strategic approach by schools and ESA



Steps necessary to ensure that CPD builds on Initial, Induction and EPD

- Competences plus quality framework
- Three -tier approach / mixed economy
 - Individual
 - School
 - System
- Need to get 'buy in' from teachers
- Should there be an entitlement for teachers
- Development of possible pathways

Future partnership arrangements / protocols etc

- Chartered teacher
- Quality indicator and benchmarks
- Flexible funding / accountability
- Protocols to enable schools to buy in CPD and 'sell' expertise
- Provision for ESA to
 - Buy in-service from without
 - Commission expertise from existing teachers
 - Provide bursaries / sabbaticals
 - Commission action-based research
- Requirement for school to achieve grade 1 – its capacity to disseminate good practice / provide professional development for others

Roles for key stakeholders

- Data, indicators and other tools to help schools benchmark quality of their provision
- Development of PRSD to help teachers identify their needs and career pathway
- Monitoring of quality of CPD
- Porous walls – dependent on relationship between ESA and schools
- Strategic approach by ESA to build capacity
- Validation of work-based experience; accreditation of CPD : HEIs



Teacher educators : CPD informed by up-to-date practice

- No single approach
- Flexibility and fluidity : less segregation of roles
- Critical evaluation of research – tendency to follow ‘fads’
- Strategic ; more dialogue between eg ETI (inspection findings) and HEIs / ESA