


Supporting Teachers' Access to CPD

Daniel Xerri
University of Malta

- 
- Teachers can never truly teach unless they are still learning themselves. A lamp can never light another lamp unless it continues to burn its own flame.

Rabindranath Tagore

- 
- What kind of professional development do you undertake?

Professional development

Traditionally:

- Meant to enhance pedagogical skills and knowledge of subject matter
- Via in-service seminars, workshops etc.
- Done to teachers rather than something they choose to do
- Top-down





Motivation



Intrinsic



Extrinsic



Other models of CPD

Emphasis on:

- Teachers' growth
- New teacher roles
- Culture of inquiry
- Critical reflection on practice
- Development of beliefs





Case study: Malta (2011)

- 38 licensed EFL schools
- 69,297 students from 20+ countries
- 1,287 teachers
- 88.3% of teachers work part-time
- 1 teachers' association
- 1 schools' federation
- 1 government regulator
- No minimum CPD requirements



New model





Academic school visits

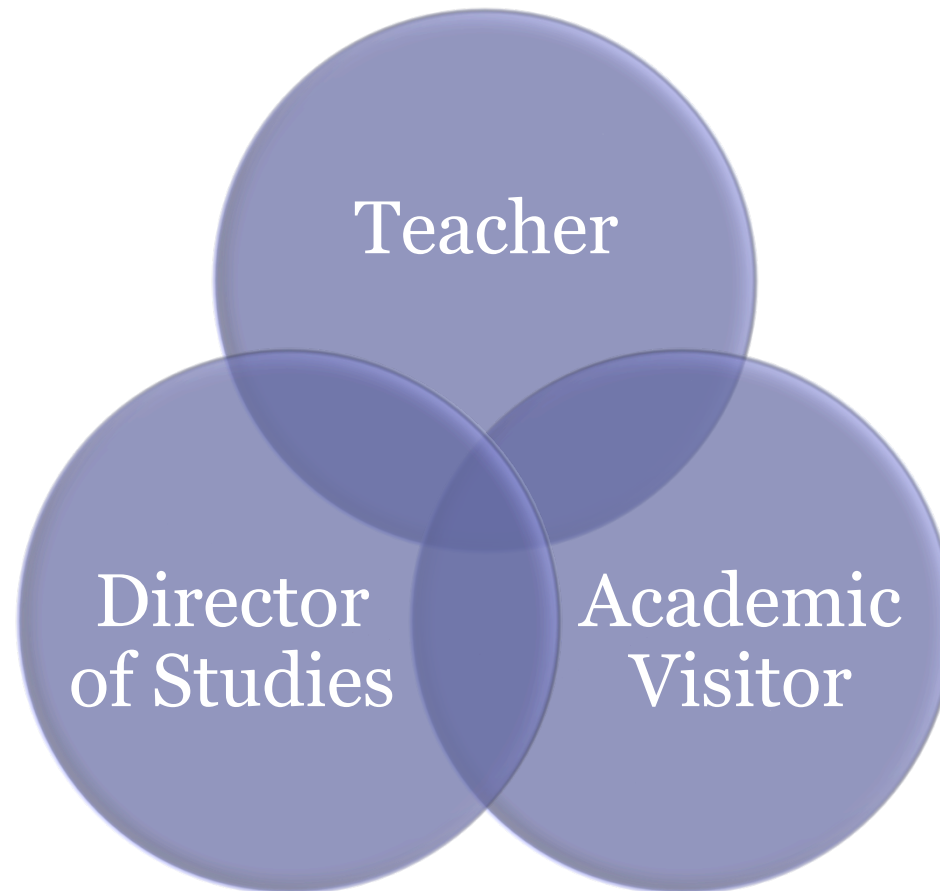
- Purpose: support the maintenance and development of academic standards of teaching in EFL schools
- Purpose: encourage schools to introduce and/or develop monitoring and developmental mechanisms and processes of their own, supported by ASVs



New philosophy

- Assess whether schools have a satisfactory and effective mechanism in place to ensure that academic teaching standards are being maintained and that teachers are being supported in their own CPD
- Support schools in their efforts to develop a strong culture of CPD

Responsibilities





Responsibilities: DOS

Teacher portfolios:

- Summary of formal/informal teacher appraisal and development interviews
- Summary of classroom observation sessions
- Written feedback on observed lessons



Responsibilities: Teacher

Teacher portfolios:

- Self-evaluation of continuing professional self-development
- Observed lesson self-evaluation and action plan
- Observed lesson plans



Responsibilities: Academic Visitors

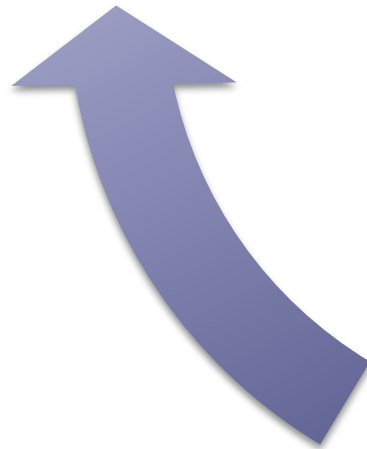
- Read teachers' portfolios
- Teacher interviews
- DOS meeting

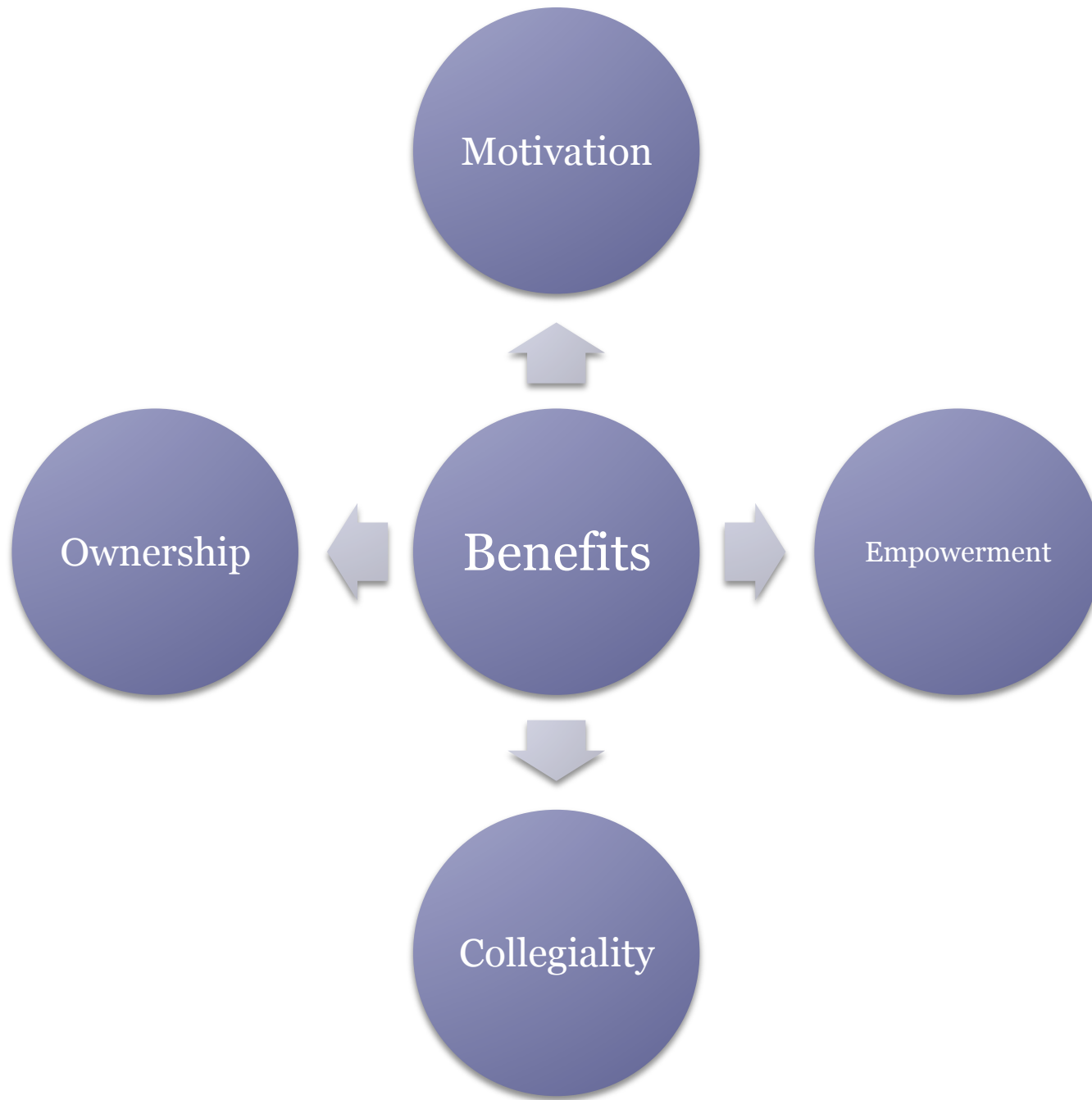
Achievement

Self-respect

Intrinsic
rewards

Responsibility





- 
- How do you support teachers' access to CPD?



How?

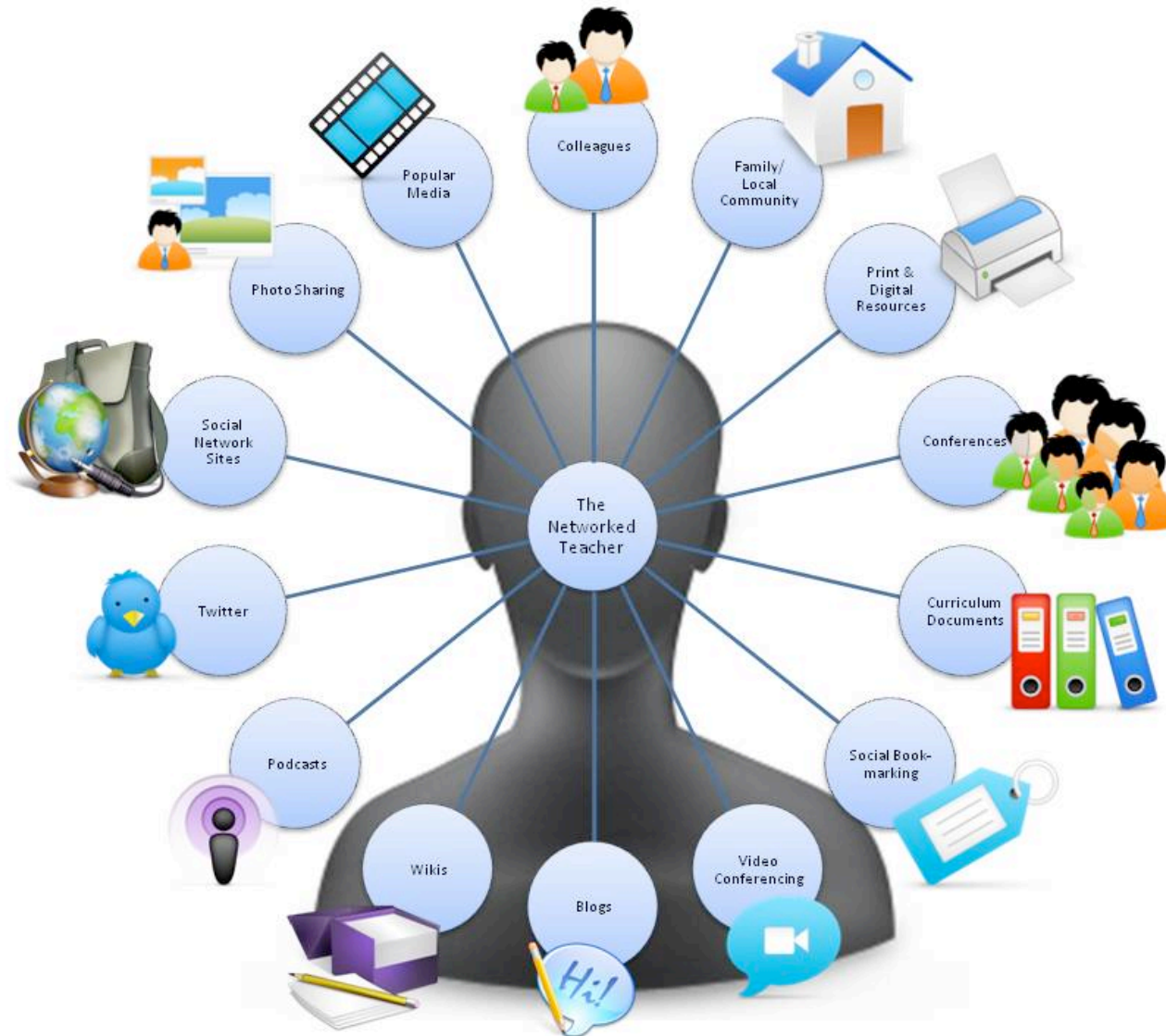
- Professional dialogue with colleagues
- Collaborative curriculum development
- Peer observation and coaching
- Action research
- Active role in school policy and management
- Set the agenda for formal training, meetings etc.



How?

- Professional development woven into a school's weekly activities
- Strengthen links with the community
- Inventory as many possible forms of CPD
- Teacher evaluation as a means of discovering best practice not just gauging competence
- Encourage teachers to assume responsibility for CPD

PLN





Starting a Personal Learning Network

- <http://www.youtube.com/watch?v=MqSH5TMYlz4>



PLN: Getting started

- Google Reader
- Twitter
- Facebook
- LinkedIn
- Classroom 2.0
- The Educator's PLN
- Diigo



Contact me

- Email: daniel.xerri@um.edu.mt
- Twitter: [@danielxerri](https://twitter.com/danielxerri)
- Website: www.danielxerri.com