

# The ABC of CPD

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## › What CPD?

- What is CPD in your context?
- Is it effective? [consider here take up and impact]
- How do you know?



## › What does research tell us?



### DEVELOPING GREAT TEACHING

Lessons from the international reviews into  
effective professional development



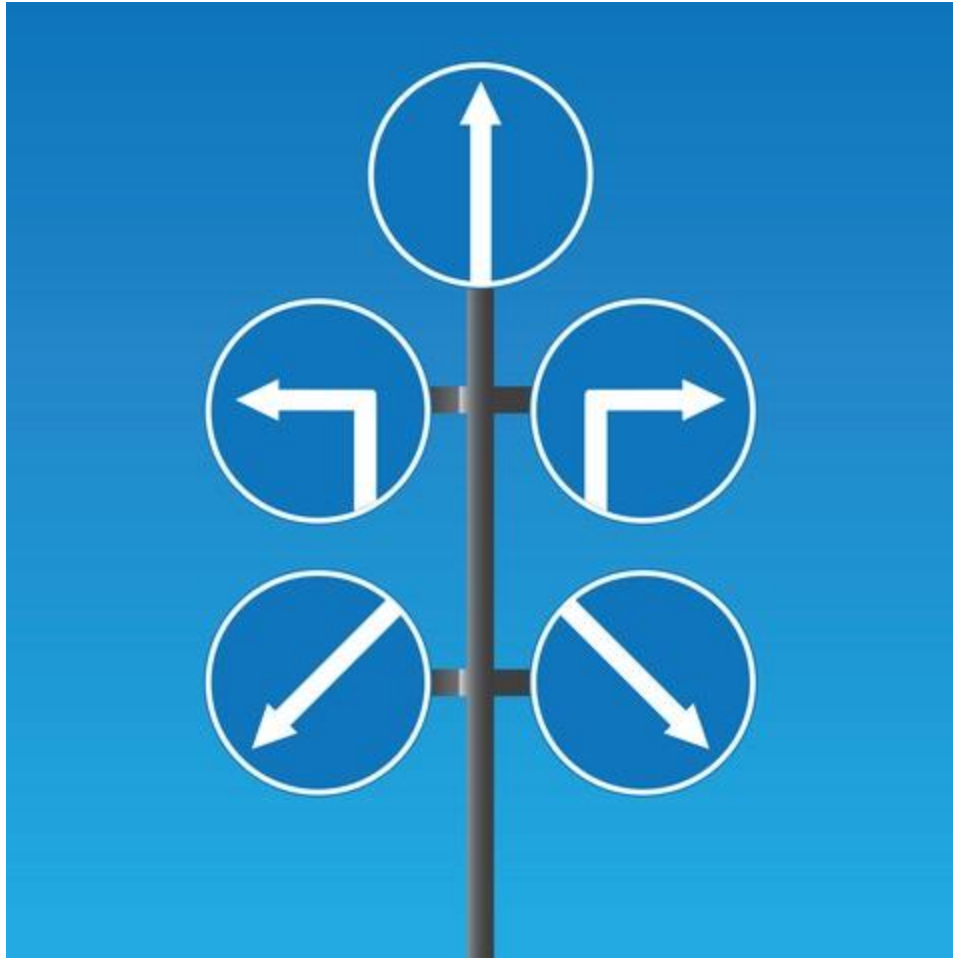
## ➤ Why CPD?

1. What is the problem to which this technology is a solution?
2. Whose problem is it?
3. What new problems might be created by solving the original problem?
4. Which people and what institutions will be most seriously harmed by this new technology?
5. What changes in language are being forced by these new technologies?
6. What sort of people and institutions gain special economic and political power from this new technology?



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## › Step By Step....

Agree what constitutes effective teaching in  
**your context.**

Agree either

- a) to frame observations against these criteria or
- b) Draw up a set of observation criteria



## › Step By Step....

Observation as:

- a) Individual development and growth
- b) Identification of organisational trends/tendencies.
- c) 'Hind Legs' analysis





## › Step By Step....

Identify 1 or 2 areas school wide.  
Suggest approach

Academic Manager as resource provider  
Academic Manager as scheduler  
Academic Manager as research definer



## › Step By Step....

Set deadlines for feedback to group

Important that decision maker attends

Keep/Develop/Junk

Based on impact and evidence of improved outcomes.

Now what?



## › Step By Step....

Return to effective teaching and observation criteria

Does anything need to change because of research and analysis?

Summarise and publish research findings from your group

