MODULE: TTCDP109 - CONTINUOUS PROFESSIONAL DEVELOPMENT

Competence: Engage in Continuous Professional

Development (CPD)

Learning Hours: 30



Purpose statement

This module aims at equipping learners with the skills, knowledge and attitudes required to engage in continuous professional development for a TVET Trainer. It will facilitate the learner to make a complete SWOT (Strength-Weakness-

Oppurtunities-Threats) analysis on Continous Professional Development needs. It will also help the learner to list the priorities in professional development including a justification. (S)He can make a personal professional development plan with a clear target to address the main priority in professional development and make a detailed report of the professional development activity including self and peer evaluation. At the end of this module, the learner will be competent to engage in continuous professional development for him/her.

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LU1: Assess personal professional development needs

By the end of this learning unit, the learner should be able to:

- 1. Explain the importance of continuing professional development (CPD)
- 2. Identify CPD needs using SWOT (Strength, Weakness, Opportunity and Strength) analysis technique
- 3. Compilation of priority activities list for continuous professional

Learning Outcome 1.1: Explain the importance of continuous professional development (CPD)

Topic 1: Definition, importance, features and stages of CPD

• Definition:

Continuous Professional Development is:

- ✓ an ongoing learning process which continues over the course of a career
- ✓ designed to improve an trainer's attributes, knowledge and skills
- ✓ to be adapted to changes in practice environments, and professional domains

• Key features of the CPD

- **✓ Personalized:** CPD is
- ✓ built on identified needs and requirements
- ✓ **Relevant**: CPD relates to the profession (training) and the needs of the learners.
- ✓ **Sustained**: New skills and ideas need time to take hold; experimentation and refinement is the best way to embed new ideas into your classroom practice.
- ✓ **Supported**: by coaching or mentoring from experienced colleagues, either from within or from outside your school.
- ✓ Collaborative: collaboration with your fellow trainers and colleagues is most required for training and learning

• Importance of CPD

✓ It serves as a tool for trainers to identify their strengths and development needs

- ✓ It provides guidance on specific development experience that may facilitate career progression
- ✓ To ensure Trainers continue to be competent in their profession
- ✓ To equip trainers with skills required to keep pace with rapidly changing Educational and professional environment
- ✓ It enhances reputation and job satisfaction
- ✓ It increases confidence and self esteem
- ✓ It improves career prospect and employability
- ✓ It improves professional status
- ✓ To improve professional practice.

stages of CPD

CPD composed by 7 cycle stages as it is shown on the diagram below:



- ✓ **Identify**: Understand where you've come from, where you are and where you want to be.
- ✓ Plan: Plan how you can get to where you want to be, with clear outcomes and milestone to track progress.
- ✓ Act: Act upon your plan, and be open to learning experiences.
- ✓ **Reflect**: Make the most of your day-to-day learning by routinely reflecting upon experience.
- ✓ **Apply**: Create opportunities where you can translate theory into practice and put your learning to work.
- ✓ **Share**: Share your learning in communities of practice to generate greater insight and benefit from the support of your community.
- ✓ **Impact**: Measure the overall impact your learning has had on the work you do.

1.Activity/Exercise

Instructions:

• Match the definition in column A with their corresponding CPD cycle stage in column B and write the answer in column C respecting the table below:

s/n	Definition	CPD cycle stages	Answer
1	Identify	A. A measure the overall impact your learning has had on the work you do.	1
2	Plan	B. your learning in communities of practice to generate greater insight and benefit from the support of your community.	2
3	Act	C. Create opportunities where you can translate theory into practice and put your learning to work.	3
4	Reflect	D. upon your plan, and be open to learning experiences.	4
5	Apply	E. Plan how you can get to where you want to be, with clear outcomes and milestone to track progress.	5
6	Share	F. The progression of your professional career and	6

		organization depends greatly on how often you and others engage in CPD.	
7	Impact	G. Without it, you may struggle to keep up with the ever-changing world of work	7
8		H. Understand where you've come from, where you are and where you want to be.	
9		I. Make the most of your day-to-day learning by routinely reflecting upon experience.	

ANSWER:

1) H, 2) E, 3) D, 4) I, 5) C, 6) B, 7) A

2.Activity/Exercise

Instructions:

• From the given list, identify importance and features of CPD by ticking in the corresponding box.

Statement	Feature	Importance
1. CPD is built on identified needs and requirements		
2. It serves as tool for trainers to identify their strengths and development needs		
3. CPD relates to the profession (training) and the needs of the learners.		
4. New skills and ideas need time to take hold; experimentation and refinement is the best way		

to embed new ideas into your classroom	
practice.	
5. It increases confidence and self esteem	
6. It improves career prospect and employability	
7. Coaching or mentoring from experienced	
colleagues, either from within or from outside	
your school.	
8. To ensure Trainers continue to be competent	
in their profession	
9. To equip trainers with skills required to keep	
pace with rapidly changing Educational and	
professional environment	
10.It enhances reputation and job satisfaction	

Expected answer

Statement	Feature	Importance
1. CPD is built on identified needs and	V	
requirements		
2. It serves as tool for trainers to identify their		V
strengths and development needs		
3. CPD relates to the profession (training) and the	V	
needs of the learners.		
4. New skills and ideas need time to take hold;	V	
experimentation and refinement is the best way		
to embed new ideas into your classroom		
practice.		
5. It increases confidence and self esteem		V
6. It improves career prospect and employability		V
7. Coaching or mentoring from experienced	V	
colleagues, either from within or from outside		
your school.		
8. To ensure Trainers continue to be competent		V
in their profession		
9. To equip trainers with skills required to keep		V
pace with rapidly changing Educational and		
professional environment		
10.It enhances reputation and job satisfaction		V

Learning Outcome 1.2: Use SWOT analysis technique

With this learning outcome the focuss is to explain SWOT analysis process and do personal SWOT analysis in relation to the career to prepare learners to comply with the following learning outcomes.

Topic 1: Explanation and use of SWOT analysis techniques

- Explanation of swot analysis
 - ✓ **S:** Strengths
 - ✓ W: Weakness
 - ✓ **O**: Opportunities,
 - ✓ **T:** Threats

SWOT Analysis is a simple but useful framework for analysing personal internal and external factors that influence learners CPD.

It helps learner to focus on strengths, minimize threats, and take the greatest possible advantage of opportunities available towards their CPD.

• **Strength:** The characteristics that give an advantage, something that I am good at, something that helps me to be a better professional and a better person.

Learner can use the following question to assess his/ her own strengths

- ✓ What are things that I am good at?
- ✓ What are the things that people always appreciate about me?
- ✓ What are my professional achievements?
- ✓ How do my educational qualifications give me an edge over others?
- ✓ What are the positive characters in me that are always highlighted through my behaviour and my work?
- ✓ What are the three best physical attributes that people say I have?
- ✓ How do I use my positive characters to achieve what I set out to achieve?
- Weakness: The characteristics that give disadvantage, something I feel I need to improve.
 - ✓ What is the one thing that I am most afraid of, personally and professionally?
 - ✓ What are the things that people say I need to improve on?
 - ✓ What are the things that I avoid doing because I have a sense of fear or hesitation/fear about doing it?

- ✓ What are the attributes in me that prevent me from acting up against something that I know is wrong?
- ✓ Do I let people take me for granted? If yes, why do I do it? Is it because I prefer to avoid conflict over standing up for myself?
- ✓ Do I get easily influenced by what people say to me under the pretext of giving me 'advice'?
- **Opportunities:** External factors, occasions and the different avenues available for me to be a better professional and a better person.
 - ✓ What are the professional chances that I can take hold of in order to prove my determination to my co-workers and superiors?
 - ✓ How and who can help me with my workload to show that I can be proactive and useful at the same time?
 - ✓ What can I do to feel good about myself and the things I do?
- Threats: External factors that may hinder/limit from becoming a better professional and a better person.
 - ✓ Who do I see as possible dangers in my professional life?
 - ✓ What do I perceive to be a threat in my daily work that can be a challenge to my carrier upgrading process?
 - ✓ What kind of obstacles is present in my work environment that are in my way of a possible carrier upgrading (certification)
- Steps to carrying out a SWOT Analysis

SWOT steps:

- 1. Determine the target
- 2. Create a grid (SWOT boxes)
- 3. Label each box by Strength, Weakness, Opportunities and Threats
- 4. Fill in strengths and weaknesses Opportunities and threats
- 5. Draw conclusions

Apply steps of SWOT analysis to one-self

SWOT ANALYIS FORMAT Sample of SWOT Analysis

Trainer's Target: To become Certified TVET Trainer

S	
STRENGHT	WEAKNESS
OPPORTUNITIES	THREATS
STRENGTHS - Passion in teaching	WEAKNESS - Lack of ICT Skills
- Planning skills	- Low level of English
- Time management	reading skills
skills	-
- Interpersonal skills	
- Oualification in TVET	
OPPORTUNITIES	THREATS
- Access to computer lab	
- Access to internet	- No access to library
- Flexible school	- Many additional
timetable	responsibilities within

Activity: Individual Assignment Instructions: in your own career

• Do your own SWOT analysis by filling in the table below

Task sheet

Items	Personal Traits
Strengths	1. 2 3
Strengths	5 4 5
	1 2
Weaknesses	3 4
	5 1
Opportunities	3
	5
	1 2
Threats	3 4
	5

Learning Outcome 1.3 : Compile priority activities for continuous professional development

Basing on the personal SWOT analysis done in previous learning outcomes, this learning outcome enables learners to identify different activities which can enhance their professional development.

- After performing a SWOT Analysis, the following are activities to be carried out:
- ♣ Review the SWOT Analysis results

After the individual activities of SWOT analysis done in previous learning outcome, review the results found.

♣ Prioritize areas for Development.
After the identification of the area of improvement, prioritise the area of improvement accordingly.

Topic: Steps to consider while compiling priority activities for CPD

✓ Step 1: Identify CPD needs.

- ♣ While performing a SWOT analysis, you have gathered all your traits and dropped them into every one of the four quadrants: strengths, weaknesses, opportunities, or threats.
- Remember that your **strengths** and **weaknesses** are **internal** to yourself, while **opportunities** and **threats** are **external** to you.
- ♣ Once you've gathered these traits down, it's time to identify your CPD needs.
- Here you'll need to take elements out of one of your defined quadrants, and pair it up with an element from another quadrant.

 For example, if one of your *strengths* is that you have **Planning skills**, you could pair that up with the *opportunity* of **Flexible school timetable**.

✓ Step 2: Prioritize your CPD needs.

- ♣ Once you've thoroughly performed step one, you should have a handful of strategic needs mapped out.
- ♣ Once you have the list of CPD needs, it's time to focus on balancing your priorities.
- ♣ Prioritize these strategic needs so that you can be confident that you are allocating your resources as efficiently as possible.
- ♣ This process aims to address a gap in the profession, so the needs would fall under professional growth.

✓ Step 3: Build a roadmap of selected CPD priorities.

- ♣ A roadmap allows you to contextualize your plan, and start tying a timeframe to your efforts to implement the plan.
- From here you should develop an action item.
- For instance, you could take your strength of Planning skills and the opportunity Flexible school timetable to make a plan of other activities you can do beside your teaching/training activities

♣ Continue this process by further evaluating the factors in each of your SWOT quadrants, and pairing them up accordingly. Don't forget to define action items.

Example of CPD activities

Examples of CPD Activities

These are some of the kinds of activity that your CPD might include.

1. We	ork-based Learning	2. Pro	ofessional activities
-	Learning by doing	-	Involvement in a professional
-	Case studies		body
-	Reflective practice	•	Membership of a specialist
-	Assessment of		interest group
	students/colleagues	•	Lecturing or teaching
-	Being coached by others	•	Mentoring
•	Discussions with colleagues		Being an examiner
	Peer review	•	Being a tutor
	Learning by experience		Chapter meetings
	Involvement in the wider work		Organising journal clubs or
	of your employer (for example,		other specialist groups
	being a representative on a		Maintaining or developing
	committee)		specialist skills (for example,
•	Work shadowing		musical skills)
•	Secondments	•	Membership of other
•	Job rotation		professional bodies or groups
•	Journal club	•	Giving presentations at
	In-service training		conferences
	Supervising staff or students	•	Organising of accredited
-	Visiting to other departments		courses
	and reporting back	•	Participating in or supervising
-	Expanding your role		research
-	Significant analysis of events	•	Being a national IITD assessor
	Filling in self-assessment	-	Being promoted
	questionnaires		
	Project work		
3. Fo	rmal Education	4. Sel	lf-directed learning
•	Courses	•	Reading journals or articles
•	Further education	•	
	Research		Updating your knowledge
	Attending conferences		through the internet or
	Writing articles or papers		television
	Attending seminars		Keeping a file to record your
	Distance learning		progress
	Going on courses accredited		
	by a professional body		
-	Planning or running a course		
	Other		
-3.	Public Service		
	Voluntary Work		
-	voidinary recin		

Activity:

Basing on your SWOT Analysis done above, make a list of CPD activities/needs and from the list you extract the priorities and make a roadmap of the selected priorities.

Checklist

No	Indicator	yes	no
1	Identified CPD activities are based on the weakness from		
	SWOT analysis		
2	Identifies activities are based on the identified opportunities		
	from SWOT analysis		
3	Selected priorities are selected from the identified needs		
4	Every selected CPD priority has its plan (roadmap)		

LU 2: Plan professional development activities

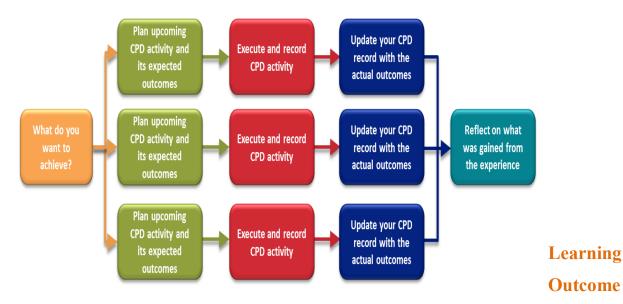
This L.U. focuses on the CPD process which includes review, planning, engagement in learning opportunities and activities, assessment of outcomes and implementation of the learning in the work place.

By the end of this learning unit, the learner should be able to:

- 1. Search for the right approaches to professional development
- 2. Description of an effective Professional Development Plan (PDP)
- 3. Develop relevant personal professional development plan with clear target to address the main priority in professional learning

The overall plan helps to identify specific learning needs, based on expectations of job role, appraisal objectives, performance, professionalism and career aspirations.

- Assess your current skills
- Identify learning needs
- Define expected learning outcomes with dates and milestones
- Identify appropriate learning activity (clarifying resources required)
- Undertake learning activity
- Reflect on actual outcomes and apply to work practice
- Gather evidence to support improved work practice
- Identify further needs



Multiple CPD Activity Planning (Shorter-term)

2.1: Search

for the right approaches to professional development

This learning outcome focusses on the approaches of CPD and activities under every approach to be aware of which kind of activity can a learner get engaged in and the importance of planning CPD activities.

Topic 1: Approaches of continuous professional development

Approaches of CPD

• Formal CPD: structured / active learning

The learner engages in interactive, participation-based learning, usually provided by somewhere other than the company for which they work. Structured CPD often involves more than one learner for the benefit of idea sharing and group activities, but it can be one-to-one.

✓ Structured CPD includes:

- Online and offline training courses.
- Learning-oriented conferences and meetings.
- Group events.
- **Workshops.**
- Online and offline seminars and lectures.

Note: Many structured CPD activities involve professionals taking career-oriented exams and assessments, which is useful for measuring a learner's CPD progress: CPD can be tracked with attendance records, test results, written materials, etc.

• Informal CPD: unstructured / self-directed learning

Self-directed learning refers to any development activities that are guided solely by the learner, often without following a curriculum. If you are going to engage in selfdirected CPD, you should draw up a CPD plan that covers what you expect to learn.

✓ Self-directed CPD includes:

- ♣ Studying online and offline publications written by industry experts.
- ♣ Reading articles and case studies.
- Listening to and making notes on podcasts.
- **♣** Following industry-specific news feeds.
- ♣ Writing articles and essays for personal development.
- ♣ Additional studying and revising for professional examinations.

Right approach for self-objectives

"Specific areas in which you need to **develop** in order to achieve your performance **objectives**, career goals or to improve an aspect of your performance. A **personal development objective** could be about **developing** a specific skill or behaviour, or increasing your knowledge in a particular area.

Activity: Matching type exercise In the tble below, distinguish formal from informal CPD approaches by ticking in the appropriate box

CPD Activity	Formal approach/Structured CPD	Informal approach/ Self-directed
Learning-oriented conferences and meetings.		
Reading articles and case studies.		
Following industry-specific news feeds		
Group events.		
Listening to and making notes on podcasts.		
Studying online and offline publications written by industry experts.		

Expected answers

CPD Activity	Formal approach	Informal approach
Learning-oriented conferences and meetings.	V	
Reading articles and case studies.		V
Following industry-specific news feeds		V
Group events.	v	
Listening to and making notes on podcasts.		V
Studying online and offline publications written by industry experts.		V

Learning Outcome 2.2: Adequate description of an effective professional development plan

Topic 1: Features, importance and components of an effective CPD plan

• Key features of effective professional development plan

CPD is most effective when:

- ✓ It is sustained as part of a deliberately planned process.
- ✓ It is planned with a clear vision of the improvement being sought.
- ✓ It is at its most effective when it is directly relevant to each participant.
- ✓ It is be delivered by people with the necessary experience, expertise and skills.
- ✓ It is based on the best available evidence about teaching and learning.
- ✓ It takes account of the participant's previous knowledge and experience.
- ✓ It is supported by coaching or mentoring.
- ✓ It uses lesson observation as a basis for discussion about its impact.
- ✓ It is informed by evaluation.

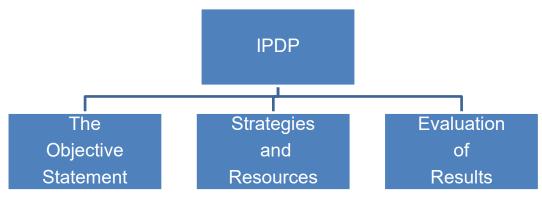
• Importance of developing a Plan for Professional Development

The importance of Planning for Continuous Professional Development (CPD):

- ✓ Ensuring activities undertaken are meaningful and relevant to a Teacher needs.
- ✓ Enhancing strengths, addressing weaknesses and to take advantage of opportunities for improvement in all aspects of practice.

- ✓ Allows a varied and comprehensive program to be tailored to meet the needs of the individual teacher and the practice setting.
- ✓ To ensure the program remains relevant and the learning outcomes achievable

Components of a CPD Plan



Activity Multiple choice exercises

Answer the following statements by True or False

CPD is most effective when (features of effective professional learning):

- A. It allows a varied and comprehensive program to be tailored to meet the needs of the individual teacher and the practice setting.
- B. It takes account of the participant's previous knowledge and experience.
- C. Enhancing strengths, addressing weaknesses and to take advantage of opportunities for improvement in all aspects of practice.
- D. Ensuring activities undertaken are meaningful and relevant to a Teacher needs.

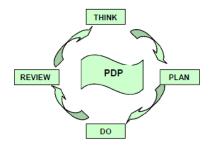
ANSWER: A) False, B) True, C) False, D) False

Learning Outcome 2.3: Develop relevant personal professional development (PPD) plan

Topic 1: Developing a Personal Professional Development Plan

The aim in planning is to consider current practice, to identify knowledge or elements of practice that might be enhanced and to make a plan to achieve the identified outcomes.

Developing and implementing a PDP may be seen as a cycle of four steps "THINK, PLAN, DO, REVIEW "as shown in the model below and described on the figure below:



• THINK: Reflect on Current Practice and on Gaps in Practice

- ✓ Consider individual strengths and experiences as a teacher, concerns,
- ✓ Input from feedback such as peer review groups and practice audits.
- ✓ Consider practice and resources
- ✓ Consider information gained from learning activities undertaken previously that may be incorporated into the practice.

• PLAN: Choose a manageable number of priority areas for practice improvement over a three year program

- ✓ Formulate learning outcomes which describe the learning you wish to achieve
- ✓ Consider how these outcomes may link to CPD.
- ✓ Consider how these learning outcomes will be achieved,
- ✓ What activities may be considered, when and where they will be undertaken and who will be involved.
- ✓ Plan a program for the activities with a timeline for completion over the year.

• DO: Identify specific learning outcomes for the PDP and a develop a program for activities

- ✓ Implement the PDP plan
- ✓ Participate in the activities as planned.
- ✓ Record the time spent to assist in preparing the annual CPD Claim form. Use the CPD Log Book, if appropriate.
- ✓ Record and keep records on file of activities, events and attendance etc.
- ✓ Evaluate each activity and note any application of new learning toward practice improvement.

• Participate, evaluate, record and apply learning

- ✓ Review the PDP
- ✓ At the end of each calendar year, review progress toward the achievements of the PDP learning outcomes and summarize progress on the PDP Planning and Review Form.
- ✓ Consider current training needs through" THINK, PLAN, DO, REVIEW" cycle for the following year.

Templates of Plan for Professional Development

Areas I have identified requiring professional development (List of relevant competencies (standards and/or elements and/or performance criteria) from the competency standards framework)	Actions I will take to meet my professional development needs? (planned activities)	Start and finish date of activity	Source or provider (e.g. journal name, provider name)	Type of activity (e.g. journal article, seminar, lecture, workshop)	Topics to be covered during activity (specify all topics covered)	How the activity has impacted my practice

Activity: From the given table above, develop your Personal Development Plan

LU3. Engage in continuous professional development activities

This learning unit has three learning outcomes (LO3.1: Participate in professional development activity, LO3.2:Integration of learning in the profession and LO3.3:Describe the learning activity).

The focuss is about how the trainees will engage in CPD activities by following CPD cycle, the record of CPD activities and the description of learning activities based on the Kolb cycle.

By the end of this learning unit, the learner should be able to:

- 1. Participate in professional development activity
- 2. Integrate the learning in the profession
- 3. Describe the learning activity

Learning outcome 3.1: Participate in professional development activity

Topic 1: Engagement and recording of CPD activities

- Engage in continuous professional development activities
 - ✓ Engaging in CPD allows the trainers to accelerate their own career development
 - ✓ The progression of your professional career and organization depends greatly on how often you and others engage in CPD.
 - ✓ Without it, you may struggle to keep up with the ever-changing world of work.
 - ✓ Before starting any continuous professional development activity trainer has to think for the following statement
 - **4** goals to achieve
 - ♣ Determine strategies or professional development activities necessary to reach goals.
 - ♣ Professional development activities should be job-embedded, continuous and on-going.
 - ♣ Professional development should be focused on trainer targets.

• Examples of continuous professional development activities:

- ✓ Participate in a new training
- ✓ Participate in a workshop
- ✓ Conduct action research
- ✓ Learn to use a new technology
- ✓ Conduct internet research
- ✓ Complete a college course
- ✓ Get involved in a professional organization
- ✓ Join a book-study group
- ✓ Individual reading
- ✓ work shadowing
- ✓ Observation: trainers observing other trainers
- ✓ Coaching: an expert trainers coaching one or more colleagues
- ✓ Mentoring of new trainers by more experienced colleagues
- ✓ Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy

Learning Outcome 3.2: Integration of learning in the profession

Integrative learning in the profession is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges.

• Importance of Integrating learning in the profession
Integrate CPD learning in the profession enable the learner to acquire and use basic skills in all the content areas and to develop positive attitudes for continued successful learning throughout the elementary grades. Integration acknowledges and builds on the relationships which exist among all things.

• What are the key elements of integrating learning in the profession.

The three major components of integrative learning include learner's ability to

- ✓ Find commonality between different experiences (connection)
- ✓ Apply an idea or skill learned in one context to another (application),
- ✓ Combine in new ways two or more ideas or skills to gain new knowledge (synthesis).

An example of Integrating learning in the profession

Help trainees to perform what the trainer gained during holidays after making SWOT analysis as results of CPD.

Reflection essay on the experience

- Essay is a short literary composition on a single subject, usually presenting the personal view of the other.
- Reflective essay on the experience describes an experience then analyze the meaning of that experience and what can be learned from it.

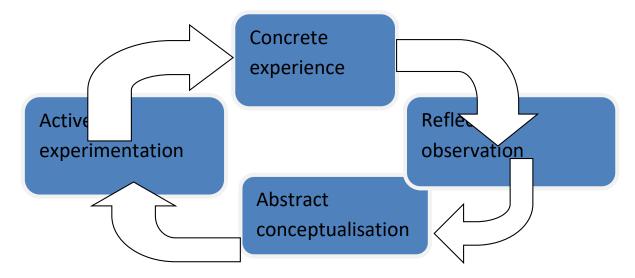
Format of Recording completed activity of CPD

Dates	Activity	Objective	Place	Resources	Facilitator /	Lesson learnt	Application
					supervisor		
	Prepare	Prepare	RTTI	Projector	Master	session plan	it helps me in day to
October	Session	appropriately		Computer	trainer	prepared by	day works by
2023	plan	and correctly		Hand out		CBT/CBA	preparing the lesson
		session plan					

Learning Outcome 3.3: Describe the learning activity

Topic 1: Description of CPD activity based on the Kolb cycle

Good training course design includes activities and time for reflection. David Kolb's learning cycle model can help to design continuous professional development.



• Concrete experience

- ✓ Kolb called the first stage of his learning cycle Concrete Experience.
- ✓ Here he was referring to a new experience which was encountered or reinterpretation or reframe of an existing experience.

Reflective observation

- ✓ The second stage, he called Reflective Observation.
- ✓ Here the learner takes the time and space to review the experience,
- ✓ Particularly in light of their understanding and their previous experiences.

• Abstract conceptualization

- ✓ The act of reflecting enables the learner to modify their thinking or develop new ideas.
- ✓ Kolb called this Abstract Conceptualization.

• Active experimentation

✓ The learner applies their learning into the real world, in Active Experimentation to see what happens.

Kolb cycle vs CPD activities

In the lifelong learning sector the theories of learning and development used are identical to those used across the education sector. In particular the experiential learning cycle which recognized that people continually learn through experience, the term used for this type of learning is **Experiential Learning** and occurs both at the individual and group levels.

- Concrete experience: being involved in a new experience.
 Example: the learner is asked to prepare the session plan based on the CBT/CBA during the workshop.
- **Reflective observation:** watching others or developing observations about one's own **experience**.
 - **Example:** The learners observes others preparing a session plan
 - The learner is given a prepared session plan and explores the format, rubrics and managers to ask questions.
- **Abstract conceptualization:** creating theories to explain observations **Example:** refer to the reflection done on the skills acquired on how to prepare the session plan the trainer get new skills and improvement on the preparation of session plan
- . Active experimentation: using theories to solve problems, make decisions Example: the learner tries out what he has learnt on session plan preparation

Activity

- 1. Which statement does not apply to the Kolb's experiential learning cycle?
 - A. Consists of four stages
 - B. Considers our experiences to be important to the learning process
 - C. Can be started at any of the four stages
 - **D**. Focuses on the product of learning, not the process

Answer D

- 2. The stage in the learning cycle when you think of how your new experience connects to what you already know or can do is
 - A. Concrete experience stage

- B. Active experimentation stage
- C. Abstract conceptualisation stage
- D. Reflective observation stage
- **D**. Reflective observation stage

Answer D

Match the Kolb cycle stages in the first column with the learning activity of your CPD activity

your CID activity	
Kolb cycle stages	Learning activities
Concrete experience	
Reflective observation	
Abstract conceptualization	
Active experimentation	

3. Based on your example of CPD activities make an essay according to the format as it is shown in the table below

Dates	activity	Objective	Place	resources	Facilitator / supervisor	Lesson learnt	application

Checklist

No	Indicator	yes	no
1	Date is available		
2	Activity is well explained		
3	Objective is stated		
4	Place is mentioned		
5	Resources are available		
6	Facilitator / supervisor is mentioned		
7	Lesson learnt is well stated		
8	Its application is stated		

Learning Unit 4: Make a report on professional development outcomes and process

By the end of this LU the learner should be to:

- 1. Make a self assessment of the professional development activity
- 2. Seek for a peer assessment of the professional development activity
- 3. Document the professional development activity

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development activity

Topic 1: Self – evaluation Techniques

- Trainers regularly assess their teaching and its impact on trainee learning.
- Self-assessment is a process of formative assessment during which trainers:
 - ✓ reflect on the quality of their work,
 - ✓ judge the degree to which it reflects explicitly stated goals or criteria, and
 - ✓ Revise accordingly.
- Self-assessment is done on drafts of works in progress in order to inform revision and improvement

• Self-assessment Techniques:

- ✓ Trainer Progress Cards,
- ✓ Rating scales check lists and questionnaires, and

✓ Learner diaries and dialog journals.

✓ Trainer Progress Cards:

- → Trainer progress cards define series of short-term functional goals and group these together in graded blocks at various levels of difficulty.
- ♣ Both Trainees and Trainers can participate in this activity.
- ♣ The Trainee can tick off (in the learner column) each activity that he/she is sure of performing successfully.
- ♣ The Trainer can later tick off (in the Trainer column) the activity once the learner has mastered it.

✓ Rating scales, check lists and questionnaires:

- this is a popular technique in the area of self-assessment has been the use of rating scales, check lists and questionnaires.
- → These three techniques have been used as a means where learners could rate their perceived general ability level.

✓ Learner diaries and dialog journals:

- → Have been proposed as one way of systematizing selfassessment for Learners.
- **♣** They should be encouraged to write about
 - what they learned,
 - their perceived level of mastery over the course content, and
 - ❖ What they plan to do with their acquired skills.

✓ Videotapes:

- ➡ Video can be exploited in a number of ways to encourage selfassessment in the classroom
- ♣ Trainer can be videotaped or then assess his/her activity performance.

✓ Self-Assessment Process present:

- ♣ Scheduling (Topics selection),
- ♣ Preparation (SA activity plan),
- Lexecution (Gathering of data) and
- ♣ Reporting OF RESULTS (Approval and implementation).

Topic 2: Trainer Self-Evaluation

Trainer:

Course Title:

This can be used by the trainer after delivering the session

mber of Trainees:					
	Low				High
1. Overall, I was pleased with the training	1	2	3	4	5
2. List two things that went well:					
3. List two things that could have been better	:				
A Hayy I got a mygalf in the following areas:	Low				High
4. How I rate myself in the following areas:	1	2	3	4	5
Focused on the learner					
Created a comfortable learning environment					
Kept learning outcomes consistently in mind					
Made a good selection of the training facility (if applicable)					
Utilized the most appropriate training delivery medium					
Chose the most cost effective training delivery medium					
Felt prepared					
Had mastery of the content					
Facilitated effective participant activities					

Date/s of Delivery:

Made adjustments in delivery to better meet participant needs				
Managed pace of the training well				
Transitioned well between content items				
Assessed training content and delivery throughout the training				
Offered contact information to participants for follow-up questions and/or concerns				
MY TRAINING IMPROVEMENT FOCUS	S NOW	V IS T	O:	
PERFORMANCE SELF-F	EVALU	J ATI (ON	

NAME: REVIEW DATE:

DEPARTMEN

T: REVIEW PERIOD:

TITLE: DATE OF HIRE:

Please answer the following questions as completely and honestly as possible. Attach additional sheets if necessary.

- 1. What aspect(s) of your job do you
 - A. Enjoy the most?
 - B. Enjoy the least?
- 2. What changes would you suggest which might make your job or work environment more pleasant or interesting?
- 3. Evaluate your performance since your last review (or date of employment, if this is your first review). Include both strong and weak areas.

- 4. What could management do to help you improve in the performance of your duties?
- 5. What goal(s) have you set for yourself for the next year?

Additional comments:		
Trainer		
Signature	Date	
Discussed with School Mar	nager/Supervisor on	date
School Manager Signature		

Activity/Exercise: (Think Pair Square Share)

Every trainee thinks individually, make pairs with the neighbour for discussion and then share by presenting on:

- Different techniques of self-evaluation

Filling up the form

Duration: 50 minutes Learning activities

- o Trainer guided on self-evaluation techniques:
- o Presentation (Video tapes recorded in workshop activities and fields sites)
- o Individualized Learning on filling up self-evaluation form

Resources

- Text Book
- Videotapes
- Video recorder
- Self-evaluation form
- Laptop, projector

Learning Outcome 4.2 : Seek for a peer assessment of the professional development activity

Topic 1: peer assessment of the professional development activity

- Trainer asks for regular feedback on their teaching from colleagues and/or the school subject leader or school-based mentor to improve teaching and learning.
- Trainer invites colleagues into their lessons for informal observations, and
- Uses formal lesson observations as an opportunity to receive feedback on their teaching.
- Self and peer assessment enables learners to ask and answer the question: "How is my/our professional development going?"
- Peer assessment involves sharing your work with your peers who offer feedback and suggestions for improvement.
- You will also be asked to comment on and judge the work of your peers.

Benefits of Peer assessment:

- Learners provide each other with lots of additional feedback.
- Trainers help each other to recognise the standards they should be aiming for
- Trainers help each other to recognise their strengths and areas for development
- Trainers suggest ways in which they might improve their own and each other's work against a set of agreed criteria

How to organize Peer Assessment?

- Planning is essential to ensure successful peer assessment
- Collaborate with peers when developing the initiative
- Clarify the purpose, rationale and expectations
- Involve the participants in developing assessment criteria
- Give feedback and coaching
- Peer assessment strategies (techniques)

Peer assessment is often identified with peer observations, but it is more broadly a method of assessing a portfolio of information about the teaching of an instructor under review.

Why?

- Evaluating their own performance,
- Identifying strengths, weaknesses and areas to improve
- Comprehending the assessment criteria

How to evaluate?

- Develop Departmental Standards for Teaching.
 - ✓ a clear set of learning goals for all departmental programs
 - ✓ it provides an occasion for departments and programs to be more intentional, specific, and clear about quality teaching and learning, and the various means to achieve it.

Preliminary Interview.

- ✓ Interview between the peer assessors and the teacher being assessed.
- ✓ The prime purpose of this is to provide the teacher in question an understanding of the process of peer review, and to offer them the opportunity to provide their input on the process.
- ✓ to begin collecting information about the teaching context, particularly the courses, of the teacher being reviewed.
 - **Logistical contexts.** E.g. How many students? How frequent and long are the class meetings? Is it a distance-learning course? What are the physical elements of the learning environment?
 - **4** Goals.
 - **4** Characteristics of the learners.
 - Characteristics of the teacher.

Class Observations.

- ✓ to collect a sample of information about the in-class practices of teaching and learning.
- ✓ They typically include two to four class visits to gain reliable data Use of observation forms. To make the process more transparent, reliable, and valid, many departments and programs use observation forms, constructed from items like those listed above, to help peer evaluators track and evaluate teaching and learning practices. These may include nothing more than
 - ✓ checklists of activities;

- ✓ they may provide rating scales (e.g. Likert scales) to assist the evaluation;
- ✓ they may have open-ended prompts that provide space for general commentary and analysis; or,
- ✓ They may involve some combination of all three.

Peer assessment techniques:

Peer assessment may take many forms, but usually begins with the selection of peer assessors drawn most often from within the same department or program as the instructor being assessed. The assessors typically are senior faculty, but sometimes junior faculty as well, who have significant expertise in teaching.

Peer assessment techniques vary considerably, and are often best understood through

• Two Stars and a Wish:

- ✓ Trainee pairs trade their work.
- ✓ Each reviews activity performed to other's work.
- ✓ Provide feedback to their partners by giving them positive comments (two stars) and making one suggestion for improvement (a wish).

• **Graphic Organizers:** Relational organizers

- ✓ Mind mapping
- ✓ Chain
- ✓ Ladder
- ✓ Cycle
- ✓ Venn diagrams
- ✓ Flow chart

• Feedback Forms:

- ✓ a method of critiquing and delivering feedback must be established.
- ✓ Peer assessment involves more than a directive of read this and tells the creator what was good/bad.
- ✓ Assignment specific or more general activity specific feedback forms are a great way to achieve this.
- ✓ Feedback forms can be created in a variety of ways.

• Stars & Steps:

✓ placing stars and steps in front of specific feedback pertaining to an assignment

- ✓ Students see starred comments of elements done well and stepped comments sharing areas for improvement.
- ✓ Peer assessors could be asked to provide a predetermined amount of stars and steps or be allowed to place them as they see fit (as long as both markings are utilized).
- ✓ This method can help trainer determine the areas of their work that need further attention and the elements that are done well.
- More formal peer assessment strategies
 - **♣** End of lesson check sheets
 - Lend of unit check sheets
 - **♣** End of unit written assessments
 - Learning diaries
 - 4 'I can do' sheets

Learning Outcome 4.3: Document the professional development activity

Filling-up peer-evaluation form

***** Example of peer evaluation form sample:

Please fill out the following table using the rankings below. Description for each category are listed below the table

Rating scale; 1= Unsatisfactory; 2 = Poor; 3 = Average; 4= Good; 5= Exceptional

Group member Names			
(including your own)			
QUALITY			
PROBLEM SOLVING SKILLS			
TEAMWORK			
COMMUNICATION			
TIME MAAGEMENT			
OVERAL CONTRIBUTION			
(TOTAL OF ABOVE 5			
SCORES)			

Example two for Peer-evaluation form sample:

Ability	Notes
Restatement of the objectives of the tasks	
Mention the effects of the achievement	
Identify areas where improvement is needed	
Discuss most important tasks and responsibilities to perform	
Re-evaluate personal goals as well as the trainer course goals	
Personal self-assessment is also recommended to help keep track of a person's own performance	

Example of observation form

Peer Observation of Teaching Protocol

Context or Background Information: Describe the setting in which the lesson took place, relevant information about the makeup of the class, and any other descriptive characteristics that would provide appropriate context to the observation.
Description:
Observation Area 1: Instructor Goals/Intentions for Class Session
Focus your comments on whether the goals were: 1) clearly stated or portrayed in an obvious fashion, 2) appropriate to the focus of the course, 3) explicitly connected to the flow of previous or future classes.
Comments:
Observation Area 2: Significance of the class activities, topics, or issues Focus your comments on whether the tasks performed by students or the topics being discussed 1) are relevant to the focus of the course, 2) require an appropriate investment of student time or effort.
Comments:

Activity/Exercise: (Group discussion)

Advantages and disadvantages of each peer assessment technique

1. Activity/ Exercise:
Duration: 50 minutes
Learning activities

- Trainer guided on peer evaluation techniques and on filling up peer evaluation form
- o Cooperative learning techniques (group discussion)
- Learners peer's interviews
- o Grade classroom participation

Presentation

Resources

- Text Book

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