

Professional Development Profile



CAPITA
EDUCATION RESOURCING

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Introduction An Entitlement to Professional Learning

"We believe that all teachers should be entitled to relevant, high quality professional development."

Underpinning this is the belief that good professional development requires time to reflect and set objectives, recognition and commitment. Opportunity, particularly for work-based learning, a focus on schools and teachers and high quality provision." (DfES)

"Teachers understand that maintaining and developing their skills, knowledge and expertise is vital to achieving success. They take responsibility for their own continuing professional development, through the opportunities available to them, to make sure the pupils receive the best and most relevant education....."

Teachers continually reflect on their own practice, improve their skills and deepen their knowledge. They want to adapt their teaching appropriately to take account of new findings, ideas and technologies"

(General Teaching Council Statement of Professional Values and Practice for Teachers)

Teachers need the opportunity to:

- have time to engage in sustained reflection and structured learning
- develop the ability to identify their own learning and development needs
- develop an individual learning plan
- develop self-evaluation, observation and peer review skills
- plan their longer career aspirations

Guided, planned and structured participation in professional learning will support teachers in:

- reflecting on and enhancing practice
- career development
- discovering, evaluating and embedding effective new approaches to teaching and learning, planning, assessment and the curriculum
- recognising improvements in their own practice.

Capita's Commitment to your Professional Development

Initial teacher training and induction provides you with the essential skills you need to be effective, but learning and developing does not stop there. Keeping your knowledge of curriculum subjects up to date, being able to make the most of new technologies or developing the skills required in different teaching or leadership positions all require continuing professional development (CPD).

In order to make a positive impact on teaching and learning, raise standards in schools and achieve your personal career ambitions, CER strongly encourages you to reflect upon your teaching and to record the professional development you undertake by compiling a personal CPD profile.

CER is committed to supporting your professional development and can help you compile the evidence you require by providing assignment feedback, an integrated programme of free CPD courses, an annual professional development appraisal annually and access to resources and curriculum materials in CER offices and online.

CER's E-Learning Centre offers you the choice and flexibility to undertake CPD at a time and place that is the most convenient for you. It includes a Professional & Career Development area, full details of CER's forthcoming courses, education news, course support materials and links to useful teaching resources. To access the E-Learning Centre, go to www.capitaers.co.uk and click on the Resources link. Click on E-Learning and follow the on screen instructions which explain how to access the E-Learning Centre.

Introduction to your Portfolio

Why have a Professional Development Record?

Apart from the personal satisfaction of having a clear and detailed record of your professional life the following may also be considered.

To prepare evidence for:

- a job interview
- a threshold or Advanced Skills Teacher (AST) application, etc.
- a performance review meeting
- possible accreditation for learning

To plan for your career by:

- recording your career history
- collecting evidence of your current achievements
- showing skills and/or improvement in key areas
- reflecting on your progress and learning as a teacher

To plan your training and development by:

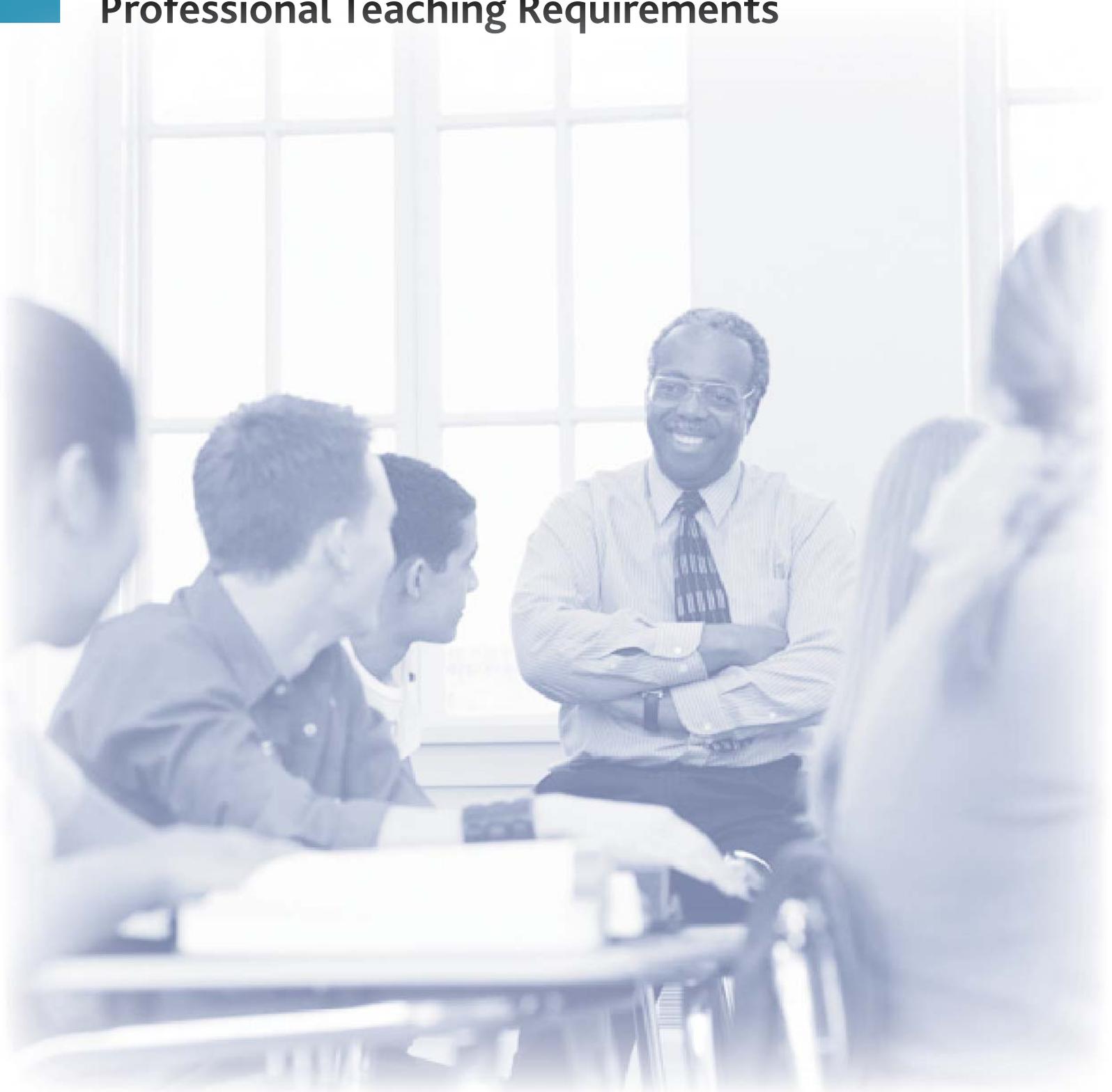
- reflecting on your teaching and learning
- analysing your strengths
- identifying and targeting learning and development opportunities having used the Teachers' Standards Framework
- planning for qualifications

Professional development records are gaining in popularity as a self-evaluation technique. Portfolios are collections of materials to be representative of work accomplished in a particular subject, with a particular group of learners, or in an entire school year. They may include lesson plans, student work samples, records of activities outside the classroom, records of courses taken, summaries of professional books and articles, notes from students or their parents, name tags from workshops or conferences, photos, videos and so on.

It is important to remember that your Portfolio should record and reflect your work in teaching in all its many aspects. This document is intended to help you in the first stages of this process by providing you with a framework. It offers ideas and guidelines from which you may choose, adapt or add to, in order to make it a uniquely personal document. We hope that the Portfolio creates an opportunity for you to name, record and celebrate your contribution to teaching, while at the same time provide a starting for your future career development.

PART 1

Professional Teaching Requirements



Career Entry Profile

In this section include a copy of the Induction Standards which can be found on the TDA website:

[www.gov.uk/teachers/induction/assessment/induction standards](http://www.gov.uk/teachers/induction/assessment/induction-standards)

These Standards detail the requirements for NQTs during the Induction period and against which assessment will be made. They should inform both your professional practice and teaching as well as your CPD planning.

Professional Standards

In this section include a copy of the Statement of Professional Values and Practice for Teachers which can be found on the General Teaching Council for England website:

www.gtce.org.uk/standards/disc/StatementOfProfValues

This statement sets out the attitudes and commitment expected of all teachers. It is reflected in the Induction Standards and also informs the standards for Threshold Assessment which can be found at:

www.teachernet.gov.uk/perfomancethreshold

PART 2

Evidence of Achievement



Professional Qualifications & Training

Use this section to list your academic/teaching qualifications and any professional development courses that you have attended.

Qualifications:-		
Institution	Qualification	Dates

(You may wish to include your degree and QTS certificate as evidence)

CPD Record:-		
Course	Provider	Dates

(You may wish to include attendance certificates as evidence)

Key Teaching Successes

Key Teaching Successes relevant to the National Standards

e.g. How the introduction of new behaviour management techniques had a positive impact upon the quality of learning and teaching.

Memorable Moments

Memorable experiences that have affected my teaching and professional life

e.g. A significant moment in your career when you could demonstrate the positive impact you had upon a class, a group or an individual pupil, in either a teaching or pastoral setting. This might include working with pupils on a particular project, preparing for a performance or taking them on a school trip.

Examples of children's work

In this section you may wish to include examples of pupils' work either showing progress during your time teaching them or a particular piece of work demonstrating the quality of learning that took place during a specific lesson.

Photographs, letters of thanks, references and testimonials

In this section you may wish to include photographs, letters of thanks, references and testimonials linked in your teaching e.g. following a school trip.

Induction / Review Reports

This section is for Newly Qualified Teachers and should include all Reports and Reviews together with any other information relevant to the Induction Process.

Performance Assessment / Review

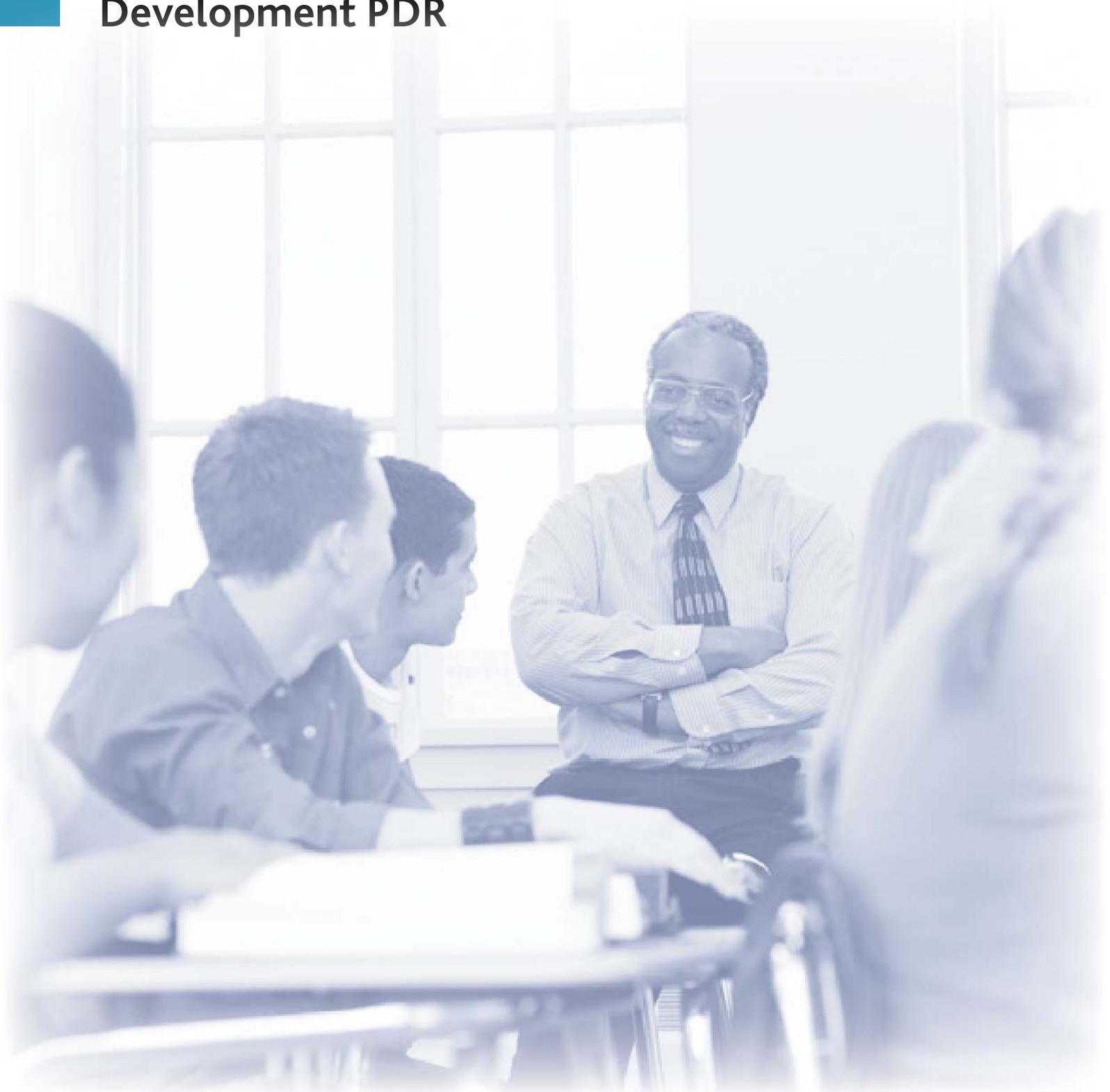
Within this section you should include a copy of any Performance Assessment / Review which you have received, together with appropriate National Standards documentation and any other information you may deem relevant.

Monitoring Reports

In this section include any monitoring reports or other appraisal, e.g. School / LEA or Ofsted comments.

PART 3

Development PDR



Planning your development

What are my priorities for development?

How will I achieve them?

What opportunity would help me gain more experience, to develop professionally and enable me to attain my objectives?

What resources do I need?

What support will I need?

These are just some of the questions you may need to ask yourself whilst planning your development.

Here, you are looking to build both on your strengths and areas you want to develop in terms of either your personal development or in relation to a particular teaching post. You may want to identify/review your development needs and set objectives for further development. Additionally you may want to identify particular training opportunities or needs. Once you have set your objectives think about which opportunity would best serve your purpose and your preferred way of learning. You should also consider, if applicable, who will support you, how the training will be resourced and when it will be completed.

You may wish to reflect on:

- the values you hold as a teacher
- the parts of your job in which you excel
- particular contributions you have made to schools
- education initiatives in which you have been involved
- aspects of your work that prevent you from achieving your goals
- the main challenge in your present role
- the parts of your present role that you want to develop
- the skills and qualities that you have, but are not fully utilised
- the skills and qualities that you need to develop
- the sort of support that would enable you to make more of your role

Once you have decided what you want to develop, record your objectives and training opportunities in an action plan.

Professional Development Options

In order to help you decide on your professional development needs you may wish to consider completing the following review of teaching competencies.

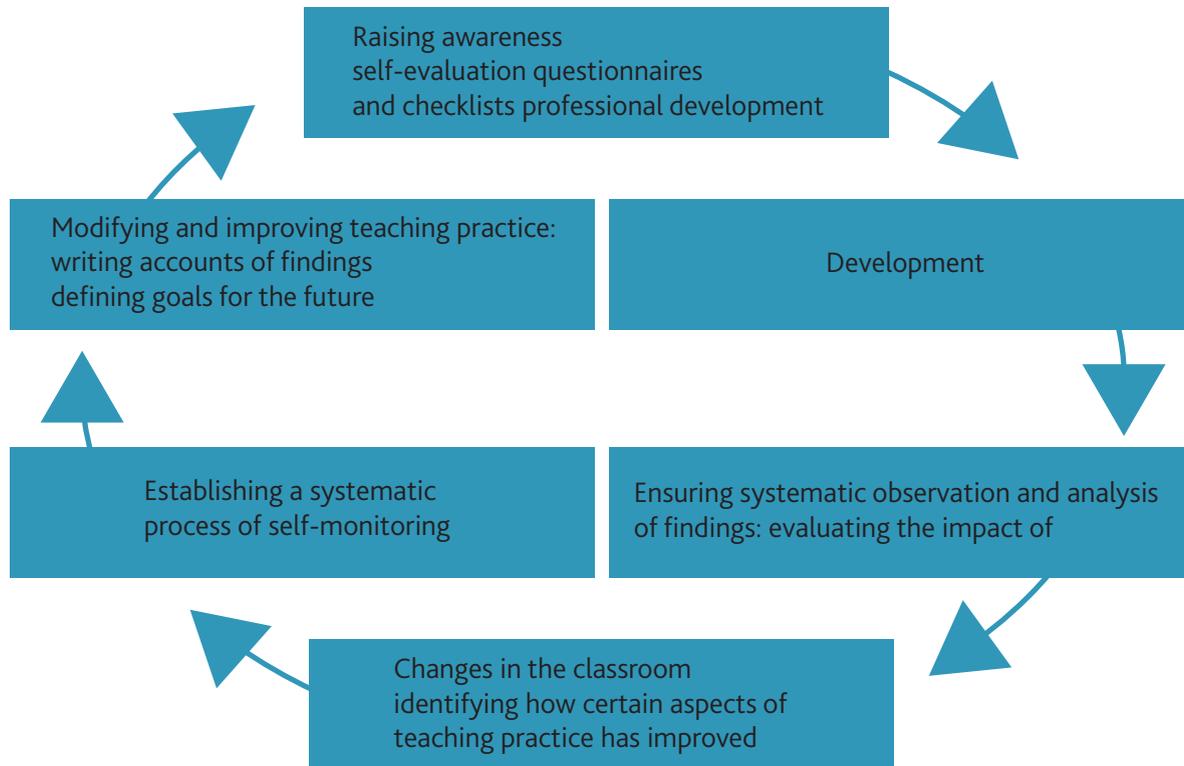
Skill in teaching derives from a combination of discipline-specific knowledge and an understanding of pedagogy and methodology, interpersonal skills and personal qualities. The following table lists Hay McBer's (1999) characteristics of teacher effectiveness. How do you rate each of these?

	Very important		Less important		
	5	4	3	2	1
Professionalism:					
Challenge and support: A commitment to do everything possible for each pupil and to enable all pupils to be successful.	<input type="checkbox"/>				
Confidence: the belief in one's ability to be effective and take on challenges	<input type="checkbox"/>				
Creating trust: being consistent and fair. Keeping one's word.	<input type="checkbox"/>				
Respect for others: The underlying belief that individuals matter and deserve respect.	<input type="checkbox"/>				
Thinking:					
Analytical thinking: the ability to think logically, break things down and recognise cause and effect.	<input type="checkbox"/>				
Conceptual thinking: The ability to see patterns and links, even where there is a lot of detail.	<input type="checkbox"/>				
Planning and setting expectations:					
Drive for improvement: Relentless energy for setting and meeting challenging targets for pupils and school.	<input type="checkbox"/>				
Information seeking: A drive to find out more and get to the heart of things; intellectual curiosity.	<input type="checkbox"/>				
Initiative: The drive to act now to anticipate and pre-empt events.	<input type="checkbox"/>				
Leading:					
Flexibility: The ability and willingness to adapt to the needs of a situation and change tactics.	<input type="checkbox"/>				
Holding people accountable: The drive and ability to set clear expectations and parameters and to hold others accountable for performance.	<input type="checkbox"/>				
Managing pupils: The drive and ability to provide clear direction to pupils, and to enthuse and motivate them.	<input type="checkbox"/>				
Passion for learning: the drive and ability to support pupils in their learning and to help them become confident and independent learners.	<input type="checkbox"/>				
Relating to others:					
Impact and influence: The ability and drive to produce positive outcomes by impressing and influencing others.	<input type="checkbox"/>				
Team working: The ability to work with others and achieve shared goals.	<input type="checkbox"/>				
Understanding others: The drive and ability to understand others, and why they behave as they do.	<input type="checkbox"/>				
What are your own strengths and what might you be able to do about any areas for development?	<input type="checkbox"/>				

Reflection

All teachers self-evaluate, but most do so subconsciously and informally. A systematic approach to analysing what is happening in the classroom is preferable to occasional reflection, however, and can lead to concrete ideas for improvement.

Here is one model of self-evaluation you may like to consider.



(from Hayes, Nikolic and Cabaj, 2001)

The benefits of self-evaluation include:

- facilitating learning and development
- directing professional development and career planning, with resulting increase in professional satisfaction
- equipping teachers with tools for raising awareness about their teaching and identifying problem areas
- ensuring systematic and ongoing work on improving teaching patterns
- helping teachers better comprehend and articulate the rationales behind classroom behaviours, activities and events

Individual Action plan

This is a model Action Plan taken from the DfES guidance document 'Guidance on Producing a Professional Development Record'. As with all the other information provided it is merely one option and you should feel free to develop an action plan in a format which suits you.

Objectives (including training, support and interim milestones, as appropriate)

Notes from any discussions

Development and training (including target knowledge and skills and target dates.	How is the objective to be achieved and by when? What kind of evidence will you need to collect?	How will you know when it has been achieved. Who will validate your evidence